



**MOUNT MARTY**  
COLLEGE

**2019-2020  
GRADUATE  
CATALOG**

# WELCOME FROM THE PRESIDENT

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Mount Marty College is pleased to provide you with the 2019-2020 Graduate Catalog. This catalog articulates Mount Marty College academic policies as well as detailed information regarding the College's programs of study. In addition to course listings and program offerings you will find important information regarding your responsibilities as a student. Please take time to familiarize yourself with the contents of this publication and to use the information as your guide as you pursue your education at Mount Marty.

We, the members of the Mount Marty College Community, are committed to your success and happy to assist you with questions that may arise as you continue your education at any of our three locations: Yankton, Sioux Falls, and Watertown. As always, I encourage you to learn more about our Benedictine heritage and find ways to incorporate our core values of Awareness of God, Community, Hospitality, and Life-long Learning into your lives.

Please feel free to contact me or any of our administrative offices for additional information regarding matters contained in this catalog. We are happy to assist you with your questions.

Marcus B. Long, Ph.D.  
President

## Presidents

Mother M. Jerome Schmitt	1936-1957
Sister Evangeline Anderson	1957-1974
Dr. Bruce Weier	1974-1977
Dr. William Tucker	1977-1983
Sister Jacquelyn Ernster	1983-1996
Dr. Mark Hurtubise	1996-2001
Dr. Carrol Krause	2001-2002
Dr. James T. Barry	2002-2010
Dr. Carrol Krause	2010-2011
Dr. Joseph N. Benoit	2011-2014
Dr. Thomas Lorang	2014-2015
Dr. Marcus Long	2015-Present

## Mission Statement

*Mount Marty College, an academic community in the Catholic Benedictine liberal arts tradition, prepares students for a contemporary world of work, service to the human community and personal growth.*

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## Introduction

Mount Marty College welcomes students of all faiths. Mount Marty College prohibits discrimination in its admissions and in its programs with respect to sex, race, age, color, national origin, religious preference and disabilities.

This catalog is intended to serve students and prospective students as an advisory document only. Mount Marty College reserves the right to deny admission and adjust conditions of enrollment, class offerings and services rendered as dictated by the limits of institutional resources, enrollment, faculty availability, and federal and state statutes.

## Disclaimer

This catalog is not a contract or an offer but rather a guide solely for the convenience of the reader. This catalog represents the best efforts of the College to inform the reader of facts existing at the time of its publication, however, the educational process is a dynamic one, and sometimes change will be required. Consequently, the College in its discretion reserves the right at any time without prior notice to: make changes to or to withdraw courses or academic programs; to change the fees, rules, and calendar for admission, registration, instruction, and graduation; and to change other regulations affecting the student body. Such changes take precedence over statements in this Catalog. The College expressly disclaims any liability which may otherwise be incurred by any current or prospective student as a result of these changes.

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# 2019-2020 GRADUATE CALENDAR

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## Fall 2019

First Day of Classes	August 26
Last Day for Adding Classes	August 30
Labor Day: No Classes	September 2
Mission Day: No Classes	September 11
Last Day to Withdraw from 1st 8-Week Course with a Grade of "W"	September 26
Native American/Columbus Day: No Classes	October 14
First Day of 2nd 8-Week Courses	October 21
Last Day to Withdraw from a Full-Term Course with a Grade of "W"	October 30
Veterans Day: No Class	November 11
Last Day to Withdraw from 2nd 8-Week Course with a Grade of "W"	November 21
Thanksgiving Break (Wednesday through Friday)	November 27-29
Last Day of Classes	December 13
Grades Due in Registrar's Office	December 16

## Spring 2020

First Day of Classes	January 6
Last Day for Adding Classes	January 10
Martin Luther King Day: No Classes	January 20
Last Day to Withdraw from 1st 8-Week Course with a Grade of "W"	February 6
Presidents Day: No Classes	February 17
Spring Break	March 2-6
First Day of 2nd 8-Week Courses	March 9
Last Day to Withdraw from a Full-Term Course with a Grade of "W"	March 18
Last Day to Withdraw from 2nd 8-Week Course with a Grade of "W"	April 9
Easter Vacation (Thursday, Friday, Monday)	April 9-13
Last Day of Classes	May 1
Grades Due in Registrar's Office	May 4
May Commencement	May 9

## Summer 2020

First Day of Classes (see program calendar for course details)	May 11
Last Day of Classes (see program calendar for course details)	August 14

# ACCREDITATION AND AFFILIATION

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## Accreditation and Memberships

Mount Marty College is accredited by The Higher Learning Commission which accredits degree-granting post-secondary institutions in the North Central Region of the United States.

The following graduate programs are approved and/or accredited by specialized accrediting bodies:

Nurse Anesthesia Program by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Ave., Park Ridge, IL 60068-4001; 847-655-1160; a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE). The program's next review is projected to be 2024.

The baccalaureate degree program, master's degree program, and post-graduate APRN certificate program at Mount Marty College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## State Authorization

State Authorization for Distance Education Mount Marty College offers educational opportunities through distance education delivery to students residing outside the state of South Dakota. The recent reauthorization of the Higher Education Act includes regulations regarding the delivery of distance education to out-of-state residents. As part of that act, the United States Department of Education (USDOE) requires that institutions comply with any applicable state approval or licensure requirements in each state to which distance education instruction is delivered. Due to these new federal regulations, all colleges offering the opportunity to take classes outside of their state (specifically online or distance education courses) must be authorized by each state in which they are offering courses. Mount Marty College is working in cooperation with state agencies to comply with required authorizations in each state. Even in light of this fact, it is important that you review your state's current status with regard to online programs at Mount Marty College, including any special requirements which may exist for your academic program of interest.

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by the four regional education compacts (Midwestern Higher Education Compact, New England Board of Higher

Education, Southern Regional Education Board, and the Western Interstate Commission for Higher Education).

The South Dakota Board of Regents, on behalf of the State of South Dakota, has entered into an agreement to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). South Dakota's agreement is through the Western Interstate Commission for Higher Education (WICHE). The South Dakota Board of Regents has accepted Mount Marty College as an institutional participant in the SARA initiative.

### **Professional Licensure**

If you are considering an academic program that leads to a professional license, it is highly recommended that you first seek guidance from the appropriate licensing agency in any state in which you may wish to practice before beginning the academic program. It is the student's responsibility to contact the appropriate licensing board to confirm whether an MMC program will meet licensure requirements. Contact information for each State Board of Nursing agency in the United States can be found at <https://www.ncsbn.org/index.htm>.

### **Affiliation**

Mount Marty College is a Catholic college established in the Benedictine tradition of scholarship and teaching, and conducted in accord with the philosophy of education set out in Apostolic Constitution Ex Corde Ecclesiae for the conduct of Catholic universities and institutions of higher education.



# **GENERAL INFORMATION**

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## **Catalog**

Students are expected to utilize the Graduate Catalog as a reference while a student at Mount Marty College. Application for admission implies concurrence with all tuition and fees, and with all policies as stated in this catalog. Students are responsible for following the requirements and regulations of the catalog.

Mount Marty College reserves the right to make changes without prior notice concerning rules, policies, tuition and fees, curriculum, requirement for degrees or other school related services. Updates to the published catalog are reflected in the catalog located on the College website.

## **Programs of Study**

Mount Marty College offers the following graduate programs:

- Doctor of Nurse Anesthesia Practice
- Master of Science in Nursing
  - Family Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner
- Master of Education
  - Coaching Leadership
  - Curriculum and Instruction
- Post-Graduate APRN Certificate
  - Family Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner



# GRADUATE ADMISSIONS

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## Enrollment

Prior to enrollment, based on program of study, students may be required to submit health records validating health status and validation of required immunizations. A criminal background check and/or drug screening may be required prior to and/or during enrollment in the College. Information obtained from these reports may impact eligibility to enter and/or remain in the program. The College enrolls qualified students into clinical programs who are able to provide safe patient care and perform technical competencies as determined by the program.

Mount Marty College reserves the right to cancel any course offering for which enrollments are insufficient. Placement in the program is determined by the student's academic preparation and the number of students enrolled in the program. The number of students admitted to the College is limited to ensure a student-to-faculty ratio that enhances learning and appropriate use of clinical facilities.

## Graduate Acceptance Policies & Procedures

Individuals with a bachelor's degree in the designated field are eligible to seek admission to graduate programs. Students seeking admission to graduate programs must display evidence of academic aptitude, achievement and motivation. Any application materials, incomplete applications, or applications received after the admission deadline, will be reviewed only at the discretion of the designated department. The respective graduate department will make all final decisions as to admission status. The Program Director's determination may be appealed in writing to the Vice President for Academic Affairs within 30 calendar days of the Director's determination. The Vice President's decision is final.

A maximum of nine semester credits of graduate credit may be transferred toward graduate degree program requirements. Transfer credits must have been earned at an accredited educational institution within the past eight years. Transfer credit will be awarded only for courses with an earned grade of A or B. In order to obtain graduate credit, the student must submit an official transcript as well as course materials (such as the course syllabus) substantiating the course content to the Program Director. The Director and faculty will examine the course content and determine congruency with program requirements. The Director's decision regarding transfer approval will be communicated in writing to the Registrar and the student. Transfer credits may exceed nine credits and will vary for students pursuing a post-graduate certificate.

The general admission requirements are listed below. For complete details of the application procedure, please visit <https://www.mtmc.edu/future-students/new-students/graduate-students/>



## Readmission

Students who fail to attend, fail to maintain continuous enrollment, are withdrawn, or are dismissed from the College must apply for readmission. All applicants for readmission will be considered and are subject to approval. Content of previous courses completed will be evaluated for applicability of content to the current curriculum. Credit for courses taken before withdrawal/dismissal will be determined at the time readmission is approved. The date of readmission will be determined based on the number of students in each course and the sequence of courses. Readmission is subject to availability of space in the desired program. Students will only be considered for readmission once; students in good academic standing may have the privilege of special consideration. Students who are dismissed from the College for unprofessional and/or clinical safety reasons will not be considered for readmission.

## Non-Degree Seeking

Individuals may register in select graduate courses as a non-degree seeking student as space is available. All prerequisites, including a transcript of earned bachelor's degree, must be met and permission must be obtained from the Program Director. No more than nine credits may be taken.

Individuals may register as non-degree seeking by completing the Unclassified Application/Registration application. Tuition is the same as for degree-seeking students and all course fees apply. Unclassified students are not eligible for scholarships or financial aid.

## Doctor of Nurse Anesthesia Practice (DNAP)

There are two tracks toward completion of the DNAP degree: Bachelors to DNAP and Masters to DNAP.

### Admissions Requirements – Bachelors to DNAP

- Bachelor's degree in nursing or other appropriate degree
- Graduation from an accredited (ACEN or CCNE) nursing program
- Cumulative GPA of 3.0 on a 4.0 scale
- Completion of one chemistry course and one course in statistics or epidemiology
- Current licensure as a registered nurse
- Minimum of one year (two years preferred), full-time experience as a registered nurse in a critical care setting where the applicant has had the opportunities to:
  - o develop independent decision making skills
  - o demonstrate psychomotor skills
  - o use and interpret advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
- Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) certifications valid through the end of the third academic semester are required, if admitted to the program (effective 2017).

- Personal interview with program faculty (by invitation after application screening)
- Completion of health questionnaire, physical exam, and immunization record (required prior to program start)

### **Admission Procedures – Bachelors to DNAP**

- Complete an online application for admission through NursingCAS
- Submit official college transcripts from all institutions attended and transcripts reflecting the completion of the one chemistry course and the one course in statistics or epidemiology through NursingCAS.
- Submit the following items through NursingCAS:
  - o Supplemental Forms: Critical Care Experience/RN Licensure Form and Educational Data Form
  - o Current resume
  - o Personal essay which describes your goals for graduate study, motivations for entering the nurse anesthesia field, what you have to offer the profession, and reasons why you chose Mount Marty College. Essay should be typed and no more than 600 words.
  - o Photocopy of current RN license
  - o Photocopy of all current certifications
  - o Three recommendations must be submitted in NursingCAS. Applicants should provide the links to the NursingCAS. The third reference should be from a professional colleague (coworker, professor, CRNA, other colleague) and should also be submitted in NursingCAS.

### **Admissions Requirements – Masters to DNAP**

- Master's degree in nursing or other appropriate Master's degree that provided the ability for the graduate to obtain certification and/or licensure as a Certified Registered Nurse Anesthetist
- Graduation from an accredited (COA) nurse anesthesia program
- Cumulative GPA of 3.0 on a 4.0 scale
- Current licensure as a registered nurse and current certification as registered nurse anesthetist
- Personal interview with program faculty (by invitation after application screening)
- Completion of health questionnaire, physical exam, and immunization record (required prior to program start)

### **Admission Procedures – Masters to DNAP**

- Complete an online application for admission through NursingCAS
- Submit official college transcripts from all institutions attended to NursingCAS
- Submit the following items through NursingCAS:
  - o Current resume
  - o Educational Data Form
  - o Personal essay which describes your goals for doctoral study, motivations for pursuing doctoral education, what you have to offer the profession, and reasons why you chose Mount

Marty College. Essay should be typed and no more than 600 words.

- o Photocopy of current RN license and CRNA certification
- o Three professional references are required from:
  - o 1 from the applicant's Immediate Supervisor
  - o 2 from colleagues who can attest to the applicant's preparation, initiative, and aptitude for successful completion of doctoral education.
  - o All references should be in the form of a reference letter. All references must be submitted through NursingCAS. It is recommended that the applicant provide each reference with the link to NursingCAS.

## **Master of Science in Nursing**

### **Admission Requirements**

- Bachelor's degree in nursing from a ACEN or CCNE accredited program
- Cumulative GPA of 3.0 on a 4.0 scale
- Current licensure as an RN with at least one year (two years preferred) of professional RN practice
- Completed criminal background check
- Completion of Basic Life Support for healthcare providers
- FNP Track Specific: Advanced Cardiovascular Life Support (ACLS), and the Pediatric Advanced Life Support (PALS) certifications
- Three letters of recommendation (must be sent directly to the school)
- Current resume
- Personal essay
- Successful completion of a background check
- Compliance within Complio (includes licensure, certification and immunizations) is required by the end of the first semester

### **Admission Procedures**

- Complete and submit an online application
- Submit official college transcripts from all institutions attended
- Submit the following documents together in one packet:
  - o Application Checklist completed and signed
  - o Three recommendations, utilizing the forms as designated. Recommendations need to be received in sealed envelopes with the recommender's signature across the seal. Opened reference letters or reference letters received without a signature across the seal will not be considered.
  - o Personal essay describing your goals for graduate study: reasons you selected advanced practice nursing as a career choice and characteristics you offer to this level of practice, service and research. Essays should be typed and no more than 600 words.
  - o Current resume
  - o Photocopy of current RN license
  - o Photocopy of Basic Life Support completion card



- o FNP: Photocopy of Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support (PALS) cards or detailed plans to obtain
- o Photocopy of all current certifications
- o Personal interview with program faculty (by invitation after application screening)

## **Master of Education**

### **Admission Requirements – Curriculum and Instruction**

- Bachelor's degree in education or equivalent
- Submit the following documents together in one packet:
  - o Three letters of recommendation including one from the candidate's current principal. These letters should be from individuals knowledgeable about the candidate's teaching ability and potential for success in a graduate program. Recommendations need to be received in sealed, unopened envelopes with the recommender's signature across the seal. Opened reference letters or reference letters received without a signature across the seal will not be considered.
  - o Professional statement (maximum of two single-spaced pages) of purpose describing the candidate's goals as a teacher and philosophy of education. Also include a brief statement of commitment.
- Cumulative 2.75 undergraduate GPA (minimum of 3.0 during last two years)
- Signed contract with a school district and responsible for own classroom
- Minimum one year of teaching experience
- Current licensure and certification to teach

### **Admission Procedures – Curriculum and Instruction**

- Complete and submit an online application
- Submit official college transcripts from all institutions attended

### **Admission Requirements – Coaching Leadership**

- Bachelor's degree
- Three letters of recommendation
- Cumulative 2.75 undergraduate GPA (minimum of 3.0 during last two years)

### **Admission Procedures – Coaching Leadership**

- Complete and submit an online application
- Submit official college transcripts from all institutions attended
- Submit the following documents together in one packet:
  - o Three letters of recommendation including one from a supervisor. These letters should be from individuals knowledgeable about the candidate's coaching ability and potential for success in a graduate program.



- Recommendations need to be received in sealed, unopened envelopes with the recommender's signature across the seal. Opened reference letters or reference letters received without a signature across the seal will not be considered.
- o Professional statement (maximum of two single-spaced pages) of purpose describing the candidate's goals as a coach and commitment to the program.



# **FINANCIAL INFORMATION**

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## **Current Costs**

Tuition, fees, and all other student charges are payable in full at the start of each semester. A late charge will be assessed on all accounts not paid in full by the established deadlines. Students may be dismissed for nonpayment.

Students provide their own means of transportation to, from and while at the institution where professional experience is obtained. All living expenses are paid by the student.

## **Refund Policy**

Refunds and/or tuition adjustments are given to students who officially withdraw from the College or who incur suspension. Refunds are made to the student according to the date of formal and official withdrawal or effective suspension date and according to the following schedule:

### **16 Week Courses**

- 100% Refund for courses dropped within the first week
- 60% Refund for courses dropped within the second week
- 0% There is no tuition refund for courses dropped after the second week of classes

### **8 Week Courses**

- 100% Refund for courses dropped before 2nd day of class begins
- 75% Refund for courses dropped before 3rd day of class begins
- 0% Refund for courses dropped after 3rd day of class

There is no tuition refund for online courses once the course has begun.

## **Return of Title IV Funds Policy**

This policy applies to students who withdraw or are expelled during the first 60% of the semester. The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG) and TEACH Grants. The Return of Title IV Funds calculation is a federally mandated formula to determine how much federal funding was “earned” up to the time of withdrawal.

Title IV aid is earned in a prorated manner up to the 60% point in the semester. Title IV aid is viewed as being 100% earned after that point in time. If a student withdraws on or before the 60% point in the period of enrollment (calculated using calendar days), the student may be required to return all or a portion of

the Federal Title IV funds they received. The calculation of the return of these funds may result in the student owing a balance to the college and/or the federal government. A copy of the “Return of Title IV Funds Worksheet” used for this calculation is available in the Mount Marty College financial assistance office. The amount of funds to be returned to the federal government will be calculated from the date the student officially withdrew from classes or, in the case of an unofficial withdrawal, the last date the student was involved in an academically related activity. An official withdrawal occurs when a student follows the published process for withdrawing from the College prior to the end of the term.

**Official Withdrawal:** The student’s official withdrawal date is:

- the date the student began the institution’s withdrawal process by contacting the Registrar’s Office and providing official notification (verbally or in writing) of their intent to withdraw from the college.

For tuition refunds and financial aid refunds, the date of withdrawal is the date the student notifies the Registrar’s Office.

**Unofficial Withdrawal:** An “unofficial withdrawal” occurs when:

- a student leaves school without notice, or
- when all courses in which the student is enrolled are given an “F” grade due to non-completion of all courses

For unofficial withdrawals the student’s last date of attendance or participation in an academic activity will be used to calculate the Return of Title IV Funds.

Mount Marty College responsibilities regarding “Return of Title IV Funds” include: Dispersing “Return of Title IV Funds” information to students, identifying students affected by this requirement, completing the “Return of Title IV Funds” worksheet calculation for those students and returning any Title IV funds that are due the Title IV programs.

The student’s responsibilities regarding the “Return of Title IV Funds” include: returning to the Title IV programs any funds that were disbursed directly to the student and for which the student was determined to be ineligible for after the “Return of Title IV Funds” worksheet calculation. If the student received a refund from financial aid used for education-related personal expenses or housing expenses, they may be required to return a portion of these funds to the school. This portion represents funds that were intended to pay for the student’s education related expenses through the end of the semester.

Any unearned Title IV aid must be returned to the federal government within 45 days of the date of determination of the student’s withdrawal. The Mount Marty College Financial Assistance Office will notify students with instructions on how to proceed if they are required to return funds to the federal government.

**The order for the return of Title IV funds to the federal government is as follows:** Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS Loans, Federal Pell Grants, Federal Supplemental



Educational Opportunity Grants (FSEOG) and TEACH Grants.

A student may be eligible for a post-withdrawal disbursement if prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, the disbursement will be processed for the student and a refund will be issued within 14 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, the Mount Marty College Financial Assistance Office must get the student's permission before it can disburse the loan funds. Students may choose to decline some or all of the loan funds in order not to incur additional debt. A notice will be sent out to the student, and the signed, original document must be returned to the Mount Marty College Financial Assistance Office within 14 days.

Mount Marty College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the school needs the student's permission to use post-withdrawal grant disbursements for all other school charges. If the student does not provide their permission, the student will be offered funds. However, it may be in the student's best interest to allow the school to apply the funds to the student's balance and reduce the student's debt at the school.

It is also important to keep in mind that accepting a post-withdrawal disbursement of student loan funds will increase the student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Also, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue their education at a later time.

## **Financial Assistance**

The primary responsibility for financing an education rests with the student and the family. Financial assistance is supplementary to personal and family resources. In order to determine uniformly the financial need of students, the college accepts the Free Application for Federal Student Aid (FAFSA).

Financial assistance may take the form of scholarships, grants and/or loans. The type and amount of financial assistance awards are based on the estimate of financial need according to the Federal Student Aid Report, academic promise and available funds.

Applications for all types of financial assistance are made annually. If a family has more than one member applying for financial assistance, each must submit an application. Students applying for scholarships, grants or loans must be accepted for enrollment and complete and submit a FAFSA, requesting that results of the analysis be sent to Mount Marty College. All necessary forms for financial assistance are available from the Financial Assistance Office and online from the Mount Marty College website.



Students are encouraged to apply early since financial aid awards are based on available funding. It is recommended that the FAFSA be submitted as soon as possible after the October 1 FAFSA filing start date for the upcoming academic year. Financial assistance awards are made after all necessary application forms are received by the Financial Assistance Office and financial need has been determined. Each financial assistance application is given individual attention so that the type and amount of financial assistance is tailored to an individual's need. Because family circumstances change from year to year, application for federal assistance must be made annually.

Assistance received under federal programs is disbursed in equal payments for enrolled semesters. Other forms of assistance are credited to the student's account except for campus employment checks, which are disbursed in regular payroll intervals.

### **Satisfactory Academic Progress Policy (SAP)**

In order to receive Federal Student Aid, the U.S. Department of Education requires that students maintain satisfactory academic progress toward the completion of their degree.

Federal Student Aid includes Federal Pell Grant, Federal TEACH Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Direct Loan (Subsidized and Unsubsidized), Federal Direct PLUS Loan.

Also, other Federal Agencies may require students to maintain Satisfactory Academic Progress for their aid programs. The academic record of all students will be monitored to ensure compliance with the requirements specified below. Therefore, even the academic record of those who have not received Federal Student Aid in the past may impact future eligibility. Failure to meet the following standards will result in financial aid suspension of eligibility for Federal Student Aid. A review takes place at the end of every term (fall, spring, summer).

#### **Qualitative Standard**

Students must meet minimum academic progression standards. These standards are based on the student's cumulative grade point average. The cumulative grade point average is calculated in accordance with the Mount Marty College institutional grading policy. All audited coursework is excluded from this calculation. Making satisfactory academic progression is as follows: A student with a cumulative grade point average of 3.0 or better is considered to be in good academic standing. If a student's cumulative grade point average falls below 3.0 in any academic term (i.e. fall, spring, summer), the student is placed on financial aid warning the following term. While on financial aid warning, the student must earn a cumulative grade point average of 3.0 or better. When a student on financial aid warning achieves a cumulative grade point average of 3.0 or better, the student is returned to good academic standing. A student on financial aid warning who fails to maintain a cumulative grade point average of 3.0 or better is placed on financial aid suspension.



## Quantitative Standard (Pace)

In order to maintain satisfactory progress toward the completion of their degree, all students must successfully complete 67% of cumulative attempted credits. Attempted credits include all credits that would appear on a student's academic transcript at the end of any given term, including withdrawals, incompletes, repeated courses, remedial coursework, transfer credits and credits attempted at any time when not receiving Federal Student Aid. Audited coursework is not included. Credits that may have been part of a successful academic amnesty appeal will still be included. Successfully completed credits for graduate students include grades of A, B, C, and P. All other grades would not be considered successful completion. Evaluation of this quantitative standard will be measured at the end of each term.

## Maximum Attempted Credit Hours

The U.S. Department of Education has established a limit on the number of credit hours a student can attempt and still remain eligible for Federal Student Aid. This limit is based on 150% of the credit hours required to complete the degree for which the student is pursuing. Students can consult the College Catalog to find the duration of their program and then multiply that number by 1.5 to determine the credit hour limit that applies to their financial aid. Examples are listed below:

Type of Degree	Maximum Credit Hours Attempted
Doctor of Nurse Anesthesia Practice	34.5-126
Master of Science in Nursing	69-73.5
Master of Education	45-49.5

## Incomplete Grades

Courses assigned an Incomplete grade at the end of the term will have the credits calculated as attempted, but no GPA for the incomplete will be calculated. A grade of "I" (Incomplete) may be changed to a passing grade within one term from the date of award of this grade if the student satisfactorily completes all the course requirements as set by the course instructor. Otherwise after this period "I" will automatically be changed to an "F" and SAP will be calculated on the "F" grade.

## Transfer Credits

All transfer credits accepted for the student's program of study at the College will be counted as "attempted" and "completed" credits. Transfer credits will not be included in the calculation of the student's GPA.

## Withdrawals

After census date, a student may withdraw from a course through 60% of the term and receive a grade of "W". Credits with a status of "W" will be counted as attempted credits with no GPA calculation. Students that withdraw from the College after the 60% point in the term are assigned grades of "WP" (withdrawal passing) or "WF" (withdrawal failing). WP grades are counted as attempted credits with no GPA calculation while WF grades are counted as attempted credits with an "F" GPA calculated. The College performs "Return of Title IV" calculations for all withdrawing students per the "Return of Title IV Funds Policy."

If a withdrawn student returns back to the College, the College will apply the SAP policy in continuation of the student's SAP status at the time of the withdrawal.

### **Repeating Courses**

When a student fails to earn a required grade for their program, the student will be responsible for any additional cost incurred for retaking the course. All repeated courses will be included in credits attempted. Only the GPA from the “best” grade will be used in the calculation of the GPA.

### **Changing Programs of Study**

A student changing from one major to another or adding an additional major will need to complete a change of major form. All the student's attempted credits are counted toward the 150% eligibility. SAP-status of a student will be applied in continuation from one major to the other.

### **Enrolling in a Second Program of Study**

Students that have declared more than one major, may pursue their programs concurrently. Maximum duration for SAP will be based on 150% of the standard program degree requirements.

### **Academic Suspension**

Students placed on any type of academic suspension other than failure to meet cumulative qualitative and quantitative academic progress standards immediately lose financial aid eligibility until the student is reinstated to the program.

### **Appeal of Financial Aid Suspension**

Students who have had their eligibility for Federal Student Aid suspended may complete an appeal form to explain mitigating circumstances. There is no guarantee for approving a financial aid eligibility appeal. Such appeals will be dealt with on a case-by-case basis. Appeal forms are available in the Mount Marty College Financial Assistance Office or on the Mount Marty College Financial Assistance website. If an appeal is granted, the student will be placed on financial aid probation for one semester in order to meet satisfactory academic progress standards. The student may also be placed on an academic plan to regain satisfactory academic progress. If the student has not met the satisfactory academic progress standards after their one semester of probation, their financial aid will be suspended. Likewise, if the student fails to achieve the conditions of their academic plan as provided in their appeal, their financial aid will be suspended. To ensure a timely review, students should make an appeal at least one month in advance of the start of the term for which they wish to receive aid. If a student is academically suspended for reasons other than failure to meet the cumulative quantitative and qualitative academic progress standards, and is subsequently reinstated to his or her program of study, the student may also be reinstated to financial aid eligibility as long as the student is otherwise eligible to receive financial aid. A separate appeals process is not necessary to reinstate financial aid eligibility under these circumstances. Eligibility will only be reinstated upon confirmation from the Registrar and/or Admissions office that the student has been officially reinstated to the program and is in good standing as a regularly admitted student.



**Reinstatement of Financial Aid Eligibility**

Students who have lost their Federal Aid eligibility, but have subsequently met the qualitative and/or quantitative standards as stated above, will have their aid eligibility reinstated. Reinstatement will be considered effective with the next term of attendance.

**Satisfactory Academic Progress and Non-Federal Aid**

There are also non-federal sources of financial assistance (institutional, local, private, state), which may require students to meet satisfactory academic progress standards. Students who apply for non-federal forms of aid are advised to review their academic standards in order to determine or ensure continued eligibility. Mount Marty College institutional aid has the same Financial Aid Suspension guidelines as stated above.

Students are encouraged to contact with Financial Assistance Office with questions.

605-668-1589

FinAid@mtmc.edu

# **ACADEMIC SERVICES**

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## **Advising**

The Program Director and advisor will assist in the planning of a program of studies. Each student is responsible for planning a program in keeping with all requirements for graduation and certification. It is the student's responsibility to contact and confer with their advisor concerning questions regarding the program.

## **Career Services Office**

The Career Services Office is available to assist students and alumni with their career-related needs. The office can assist in helping you prepare for, find and interview for employment opportunities. Staff also provide assistance in resume writing, mock interviews, job fairs and connecting with professionals in your field.

## **The Center for Academic Excellence**

The Center for Academic Excellence offers student-centered, peer and professional led services designed to enhance student academic success, improve student retention and perseverance toward graduation and build a foundation that enables students to become confident, capable, independent learners.

## **Disabilities**

Mount Marty College takes great pride in the academic achievements of its students and is committed to ensuring equal learning opportunities for all students. Students with disabilities may request reasonable and appropriate accommodations through Disability Services. The Disability Services office, housed in the Center for Academic Excellence (SLC 105), provides students with equal access to their Mount Marty College education in accordance with the College's procedures, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Personal support, self-advocacy skills, and determining beneficial accommodations are among the services offered through Disability Services to any student with a qualifying and documented learning, physical, or psychological disability.

## **Library**

The Mother Jerome Schmitt Library, through its varied and expanding collections, provides high quality collections and services for learning and research. The library collection of approximately 75,000 book and audio-visual materials is arranged by Dewey Decimal Classification in open stacks. An online catalog provides access to these materials as well as to the materials in more than 75



libraries in the state of South Dakota through South Dakota Share-It. The library also subscribes to periodical titles including journals, magazines and newspapers. The library subscribes and has access to numerous online periodical indexes and full-text databases that provide access to a wide variety of materials 24 hours a day, seven days a week through the library web page.

Nurse Anesthesia students have access to the Wegner Health Science Information Center. See Student Handbook for additional information.



# ACADEMIC POLICIES

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## Academic Integrity

As an academic community rooted in Benedictine values and traditions, we recognize that our search for knowledge, truth, and wisdom requires unwavering individual and collective commitment to the pillars of academic integrity: honesty, trust, fairness, respect, and responsibility. We believe that our identity, and our ability to contribute meaningfully to the world, is built upon these pillars. By accepting our place as members of the Mount Marty College community, we acknowledge our personal commitment to a culture of integrity by holding ourselves, and others, accountable to the highest academic and ethical standards.

## Academic Dishonesty Policy

Students are encouraged and expected to conduct themselves conforming to the highest standards in regard to academic honesty. Violations of this policy may result in dismissal from the College. This policy applies to any act of academic dishonesty that occurs during a student's matriculation and withdrawal from a course or completion of a course prior to discovery of the violation will not relieve a student of potential disciplinary action in connection with academic dishonesty.

### Academic dishonesty includes but is not limited to the following:

- **Unauthorized Collaboration:** (1) attaching one's name to a group project without an authentic understanding of the work submitted; not making a fair and proportional contribution to the effort of the collaborating group and/or the ability to defend or interpret individually the work submitted; (2) working with others without the specific permission of the instructor on assignments that will be submitted for a grade, including but not limited to in-class or take-home tests, papers, labs, or homework assignments.
- **Cheating:** Using or attempting to use unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student's paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.
- **Plagiarism:** Using the words or ideas of another writer without attribution so that they seem as if they are your own. Plagiarism ranges from copying someone else's work word-for-word, to rewriting someone else's work with only minor word changes, to summarizing work without acknowledging the sources, to using one's own work in more than one course.
- **Falsification:** Presenting or submitting fraudulent information (i.e. information that has been altered or created for the purpose of deceiving one's audience, readers, instructor or colleagues.)
- **Fabrication:** Inventing or falsifying information. Examples of fabrication include but are not limited to inventing data for an experiment you did not do or did not do correctly or making reference



to sources you did not use in a research paper or project.

- **Electronic Dishonesty:** Examples of electronic dishonesty include but are not limited to unauthorized use of cell phones, smart watches, programmable calculators, digital cameras, computers, headsets; using someone else's authorized computer account to send and receive messages, breaking into someone else's files, gaining access to restricted files, disabling other's access to network systems or files, knowingly spreading a computer virus or obtaining a computer account under false pretenses.

**Penalty for Academic Dishonesty:** Sanctions imposed are at the discretion of the faculty member and include, but are not limited, to the following:

- Written or verbal warning to the student
- Redo the assignment
- Reduce grade on the assignment
- Zero points for the assignment
- Reduce course letter grade
- Failing the course (after consultation with the Program Director)
- Probation – This sanction is limited to severe or repeated acts of academic dishonesty and can be imposed by the Vice President for Academic Affairs after review of the student's file and in consultation with the faculty member(s).
- Dismissal from the College – This sanction is limited to serious and/or repeated acts of academic dishonesty and may be imposed by the Vice President for Academic Affairs after review of the student file and in consultation with the faculty member(s).

### **Procedures for Resolving Academic Dishonesty Issues**

At no point in the procedure may legal counsel be present. Academic dishonesty procedures begin with the faculty member. Based on the nature of the suspected infraction, the faculty member is encouraged to consult with the Program Director to describe the infraction, the evidence and the penalties being considered. The faculty member should also contact the Vice President for Academic Affairs' office to determine if the student has previously been in violation of the Academic Dishonesty policy. An Academic Dishonesty Reporting Form may be filed with the Vice President for Academic Affairs for each violation, but if a form is not filed, the faculty member must notify the student's advisor of the incident.

A faculty member who believes that a student has committed academic dishonesty should meet (preferably in person, but via alternate means if necessary) with the individual student about the assignment, exam or activity within ten business days of discovery of the violation. At the faculty member's option, the Program Director may also be present for this meeting. At this time, the faculty member needs to provide the student with explicit and well-documented evidence supporting the faculty member's belief that the student has committed academic dishonesty. The faculty member should provide the student with a copy of the Academic Dishonesty Reporting Form (if a form is filed), and a copy of this Academic Dishonesty Policy. The faculty member will then allow the student to address the allegations. If the student cannot satisfactorily defend





the allegations, the faculty member will then tell the student what penalty will be imposed, and will follow-up in writing (via email or otherwise) with the student to confirm the penalty. The written notification will be provided by the faculty member to the student within two business days of the conclusion of the meeting. The faculty member will also provide a copy of the written notification to the student's advisor and to the Vice President for Academic Affairs if an Academic Dishonesty Form is filed. If an Academic Dishonesty Form is filed, or in the event a student's advisor notifies the Vice President for Academic Affairs of a repeated offense, the Vice President for Academic Affairs will review the student's record and may impose additional sanctions on the student, including probation or dismissal from the College.

A student may appeal the faculty member's decision, or any additional penalty imposed by the Vice President for Academic Affairs, as follows:

1. The student must file a written appeal, including any documentation the student deems pertinent to the appeal, with the office of the Vice President for Academic Affairs within ten business days of receiving written notice of the faculty member's decision and/or notice of any additional penalties imposed by the Vice President for Academic Affairs.
2. Within ten business days of the receipt of the student appeal, the Vice President for Academic Affairs will convene the Academic Standards and Admission Committee (the "Committee") to have a formal hearing on the appeal. Only the five faculty members and two student members of the Committee will participate in the appeal - no ex officio members will participate, and the Vice President for Academic Affairs is specifically excluded from the hearing process. If all Committee members are not available, the hearing may proceed as long as four faculty members and one student member are available. The Committee will be provided with the following:
  - a. The student's letter of appeal and supporting documentation
  - b. Evidence of the violation from the faculty member
  - c. Academic Dishonesty Form(s)
  - d. Other documentation pertinent to the appeal

The hearing will be conducted in a manner allowing the student to appear in person if possible. If that is not possible, the hearing may be conducted by electronic means. The Committee may request additional information (including documentation and/or testimony) from the parties involved. The student will have an opportunity to present evidence and argument to the Committee if the student chooses to do so. The Committee will make its decision based on preponderance of the evidence and by majority vote.

3. The Committee will provide the student, faculty member, Program Director, and Vice President for Academic Affairs a written report of its findings within seven business days of the hearing.
4. Should the student wish to appeal the Committee findings, the student may file a written appeal specifying the student's disagreement with the Committee decision to the Vice President for Academic Affairs within five business days of receiving the decision from the Committee. No new evidence can be submitted on appeal.

The Vice President for Academic Affairs must issue a written decision to the student within fifteen business days of receiving the appeal. The decision of the Vice President for Academic Affairs is final.

For purposes of this policy, the phrase “business days” means Monday through Friday, but excludes holidays and days during which the Mount Marty College campus offices are closed (e.g., Christmas Break, Thanksgiving Break, Spring break, etc.). When Mount Marty College campus offices are closed, the time for action will toll until the date campus offices reopen.

To the extent that graduate students have a separate academic dishonesty provision in their program handbook, that provision will govern. If there is no separate handbook for the graduate program, this procedure will govern academic dishonesty issues in Mount Marty College graduate programs, with the exception that the Graduate Council (excluding the Vice President for Academic Affairs) will perform all action assigned to the Academic Standards and Admission Committee by this policy.

### **Adding and Dropping Classes**

The add/drop period is the time during which students may adjust their academic course schedule for the term without financial or transcript notation. The last day of the drop/add period for a course is designated as the census date for that course and is the official date for enrollment reporting for the course. Refer to the college calendar for specific dates.

After census date, a student may withdraw from a course through 60% of the course. However, classes will remain on the transcript with a grade of “W” indicating withdrawal. Non-standard courses will be calculated individually. After 60% of the term, no withdrawal will be permitted and the student must accept a final grade.

All course drops/withdrawals require approval of the respective Program Director and may result in program dismissal.

MSN students may only withdraw from a course once and may not withdraw from more than two courses throughout the nurse practitioner program.

### **Assessment**

Each program will identify a comprehensive assessment plan, including program outcomes, which will be measured by one or more, but not limited to, the following:

- Comprehensive exam
- Capstone project
- Thesis/Portfolio project
- Standardized national exam



## Attendance

Instructors are expected to state requirements for class attendance in keeping with the nature and structure of the course. It is expected that students attend all classes and participate in all planned clinical and seminar experiences.

Graduate courses are offered in hybrid delivery format, combining face-to-face meetings and online learning strategies. Students are expected to complete independent study between sessions via the College learning management system. Online students are required to submit a graded assignment/discussion through the College learning management system during the first week of class (adjusted for accelerated courses).

Students who miss class are responsible for work missed. Absence may jeopardize a student's understanding of course content and may result in a grade reduction or failure of the course. Failure to attend a course does not automatically release a student from financial obligations associated with that course. Should a student decide to drop a class or withdraw from the College, the appropriate paperwork must be completed with the Program Director.

Refer to the Mount Marty College Administrative Initiated Withdrawal policy for additional information.

## Class Status and Normal Load

For graduate students, a full-time student is defined as:

Doctor of Nurse Anesthesia Practice	5 credits
Master of Science in Nursing	7 credits
Master of Education	6 credits

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
- (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work and other academic work leading toward to the award of credit hours.

Courses delivered through a non-traditional method (e.g., online, blended, accelerated, etc.) must meet the rigor and time requirements expected of traditional face-to-face course presentation.

## Family Educational Rights & Privacy Act of 1974 (Buckley Amendment)

The Family Educational Rights and Privacy Act of 1974, as amended (the “Act”), is a federal law which requires that Mount Marty College protect students’ “Education Records” and “Personally Identifiable Information.” Visit the Mount Marty College Registrar’s website for the full policy.

### Grade Change/Appeal Policy

At the beginning of each semester, instructors will distribute copies of their syllabi which will outline their grading policy. Copies of all syllabi are maintained in the Vice President for Academic Affairs’s office.

If a student has a question concerning a course grade, he or she should arrange to discuss the grade with the instructor before the end of the second week of the following term. This discussion may result in one of three actions: no change in grade, changes in the grade by the instructor or a grade appeal by the student. Grade changes are generally only due to an error in recording or posting a grade. Students are not allowed to complete extra work in order to improve their grade once the term has ended.

If the instructor in determination of a grade or in reporting the grade has made an error, the instructor may submit a grade change form to the registrar’s office. Any error not reported within one month of the beginning of the following regular term must have approval from the Vice President for Academic Affairs before a change may be made to the student’s record. A changed grade replaces the original reported grade and automatically changes the cumulative GPA.

If a student believes an instructor has violated the distributed grading policy for the course, or the student believes the instructor has assigned a grade inconsistently or with malicious intent, the student may appeal the grade using the following procedures.

1. The first step in the appeal process is to discuss the grade with the instructor.
2. If the discussion with the instructor does not resolve the issue for the student, the student must then speak with the Program Director.
3. If the discussion with the Program Director does not resolve the issue for the student, the student must then speak with the Vice President for Academic Affairs.
4. If the informal process does not resolve the issue, he or she must then file a formal written appeal to the Graduate Council with a copy provided to the Vice President for Academic Affairs. The Vice President for Academic Affairs notifies the Program Director and faculty member that a formal appeal has been filed. This must be accomplished within one month of the end of the informal process. The voting members of the Graduate Council will convene a formal hearing regarding the appeal within two weeks of receipt. The committee will prepare written findings within seven days of the



- hearing. Copies of the findings are sent to the student, faculty member, Program Director and Vice President for Academic Affairs.
5. If the student or the faculty member is not satisfied with the findings, he/she may submit a formal appeal to the President within two weeks of the Graduate Council written findings. The decision of the President is final.

### **Grading System**

Grades reflect achievement and competency. Achievement is based on the evidence of tests, class participation, research, proficiency in skills and/or other means of measurement as defined by the instructor.

Each grade carries a grade point component for each credit hour. To determine the grade point average, the total number of points earned in any one term is divided by the total number of credit hours attempted. This includes credit hours with a grade of “F.”

A	4 Grade Points	P	Not calculated in GPA
B	3 Grade Points	I	Not calculated in GPA
C	2 Grade Points	U	Not calculated in GPA
F	0 Grade Points	W	Not calculated in GPA
		WP	Not calculated in GPA
		WF	0 Grade Points

Graduate students do not normally repeat courses. However, in certain circumstances, as outlined in the Program Handbook, students may repeat a course with Program Director approval.

### **Grievance Policy**

Mount Marty College students have procedures they may follow in carrying out or stating a grievance against an instructor. Issues of sexual harassment or misconduct should be reported to the Dean of Students and Title IX Coordinator in accordance with the Mount Marty Title IX Policy and the Sexual Harassment Policy as outlined in the Student Handbook.

1. The first step in the grievance process is to discuss the grievance with the instructor.
2. If the discussion with the instructor does not resolve the issue for the student, the student must then speak with the Program Director.
3. If the discussion with the Program Director does not resolve the issue for the student, the student must then speak with the Vice President for Academic Affairs.
4. If the informal process does not resolve the issue for the student, he or she must then file a formal written appeal to the Graduate Council with a copy provided to the Vice President for Academic Affairs. The Vice President notifies the Program Director and faculty member that

- a formal appeal has been filed. This must be accomplished within one month of the end of the informal process. The voting members of the Graduate Council along with two appointed students will convene a formal hearing regarding the appeal within two weeks of receipt. The Council prepares written findings within seven days of the hearing. Copies of the findings are sent to the student, faculty member, Program Director and Vice President.
5. If the student or instructor is not satisfied with the findings, he or she may submit a formal appeal to the President. The appeal must be filed within two weeks of the Graduate Council written findings. The decision of the President is final.

### **Handbook**

Graduate Program Handbooks are provided to students entering the program. Students are expected to adhere to all policies and procedures outlined in the handbook. It is the student's responsibility to keep updated on revisions to the Handbook.

### **Incomplete**

An incomplete grade is given only when a student whose course work is satisfactory has, for reasons acceptable to the instructor, been unable to complete the work. The incomplete is to be made up at the time designated by the instructor or no later than the end of the following term. If a grade change is not submitted to the Registrar by the deadline indicated on the final grade roster, the incomplete becomes a failing grade.

Students may be placed on financial aid warning or suspension status for not completing the minimum credit hours standards of MMC's Satisfactory Academic Progress Policy. In addition, students may have federal funds returned per the Federal Return of Title IV Funds Policy if all incomplete grades are assigned for the term.

### **Leave of Absence**

Students choosing to interrupt their studies for academic, financial or personal reasons may apply for a leave of absence. Students must obtain approval before leaving Mount Marty College and not attend another institution while on a leave of absence. Students granted a leave after 60% of the term will receive grades of WP (withdraw passing) or WF (withdraw failing).

The leave may be granted for no more than one semester and may only be used once while enrolled. To request an extension or to utilize this policy for more than one semester, the student must re-submit the application form.

Students called to active military service are obligated to notify their advisor of active duty status and complete a leave of absence form (as stated above). Students may withdraw from any or all courses and receive full tuition credit toward future enrollment at Mount Marty College or take incompletes (with



instructor approval) for any or all courses.

After ten weeks of coursework, students with passing grades may accept the letter grade, accept an incomplete or accept grades of P or U in accordance with the pass/fail policy. If significant material in the course is not yet completed by the end of the tenth week, the student will be given the option of withdrawing from the course or taking an incomplete. This decision will be made in conjunction with the instructor.

Upon returning to Mount Marty College, students must submit the “Readmission Application” to the admission’s office.

### **Probation & Suspension**

Academic standing of students is determined for all students at the end of each semester. Students whose cumulative grade point average (GPA) falls below a 3.0 are placed on academic probation for the following semester. Students on academic probation who are receiving financial aid are also placed on financial aid probation. Probationary students who fail to achieve a semester GPA of 3.0 while on probation are suspended from the College. Suspension terms are one year (three semesters).

Students suspended from the College may appeal in writing to the Vice President for Academic Affairs within the deadline specified in the letter. Student appeals will be reviewed by Graduate Council. The review will include academic performance, statements from the student, their advisor, at least one faculty member other than their advisor and any other documentation deemed appropriate by the student. The Council may uphold the suspension or waive the suspension with or without stipulations on a case-by-case basis. Students will be notified in writing of their status prior to the beginning of the next academic semester.

### **Research**

All research must be performed in compliance with all federal, state and local regulations regarding research. This includes, but is not limited to, research involving human subjects, laboratory animals and select chemicals and agents. MMC’s policy and procedures may be found on the Institutional Review Board website.

### **Transcripts**

Academic transcripts are available from the registrar’s office upon written request and payment of applicable fee from the student. All Mount Marty College transcripts are official; however, the student’s account with the college must be settled before a transcript will be released.

## Withdrawal

### Administration Initiated

1. No show policy. In order to comply with U.S. Department of Education regulations, faculty are asked to closely monitor attendance during the first week of classes. Students who do not attend class at all during the first week will be administratively dropped from the class unless they have notified faculty or the registrar of extenuating circumstances. Online students are required to submit a graded assignment/discussion through the College learning management system during the first week of class.
2. Administrative withdrawal of a student. After the census date, a student may be administratively withdrawn from college after two consecutive weeks of unexcused absences from all registered classes. When the registrar confirms the absences, the student will be reported to Vice President for Academic Affairs. If it is determined that allowing the student to continue at MMC is appropriate, the student may be required to conform to more rigid academic requirements than the general student body. If it is determined that the student should be withdrawn, then grades will be assigned according to standard withdrawal policy outlined in the college catalog. The Vice President for Academic Affairs will notify the instructors, advisor and student of the decision in writing. A student who is dismissed for excessive absence may appeal to the Graduate Council for readmission the following semester.

### Student Initiated

A student deciding to withdraw from Mount Marty College during or prior to a term for which he/she is registered must complete the College withdrawal form. Students withdrawing from college after 60% of class will receive grades of WP (withdraw passing) or WF (withdraw failing). WF is included in the student's grade point average and may be grounds for academic probation or suspension.

The official withdrawal date will be determined in one of the following ways:

- The date the student began the process or officially notified the institution of intent to withdraw; or
- The midterm of semester for a student who leaves without notifying the institution; or
- The student's last date of academic attendance at a documented academically-related activity





# GRADUATION REQUIREMENTS

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Students generally are governed by the catalog in effect when they enroll at Mount Marty College. However, students may meet the graduation requirements of any subsequent catalog published during their continued enrollment. A particular catalog's requirements must be adopted in whole; that is, mixing the requirements between catalogs is not permitted unless covered by an explicit policy exemption.

## Commencement

Mount Marty College holds commencement ceremonies in May in Yankton and Watertown, but has three official conferral dates (December, May and August). Candidates for degrees are required to make formal application for their degree by the deadline published on the website.

Although Mount Marty College takes pride in its network of academic advisors who assist students in working toward a degree, the final responsibility for completing all degree requirements rests with the student. The College does not grant licensure or certification or ensure an individual's eligibility to obtain licensure or certification after graduation. It is each student's responsibility to know and understand the requirements for licensure and/or certification.

Graduate students must meet minimum cumulative grade point average of 3.0 and complete the courses specified by the student's major. See departmental Student Handbook for other requirements.

# DOCTOR OF NURSE ANESTHESIA PRACTICE (DNAP)

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The mission of the Nurse Anesthesia Program is to prepare the next generation of advanced practice nursing professionals committed to excellence in clinical care, advancing the profession, and service to the human community.

The Nurse Anesthesia graduate program is based on a nursing and science background involving an in-depth application of these sciences to the art of anesthesia. The Bachelor of Science (BS) to DNAP program is open to registered nurses who have a bachelor's degree in nursing or other appropriate major. The Master of Science (MS) to DNAP program is open to certified registered nurse anesthetists (CRNA) who have previously achieved a master's degree that enabled them to become a CRNA.

Graduates of the BS to DNAP program, after successfully completing national boards, are qualified to work in every area of anesthesia as clinical practitioners, researchers, administrators and educators throughout the United States and in the armed forces. Each individual is a being with inherent value deserving respect and consideration. This theme is emphasized throughout the curriculum as issues of research, technology and values are discussed.

Graduates will have acquired knowledge, skills and competencies in patient safety, perianesthetic management, critical thinking, communication, leadership, and the professional role.

- I. Patient safety is demonstrated by the ability of the student to:
  - A. Be vigilant in the delivery of patient care.
  - B. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care.
  - C. Conduct a comprehensive and appropriate equipment check.
  - D. Protect patients from iatrogenic complications.
- II. Individualized perianesthetic management is demonstrated by the ability of the student to:
  - A. Provide individualized care throughout the perianesthetic continuum.
  - B. Deliver culturally competent perianesthesia care.
  - C. Provide anesthesia services to all patients across the lifespan.
  - D. Perform a comprehensive history and physical examination.
  - E. Administer general anesthesia to patients with a variety of physical conditions.
  - F. Administer general anesthesia for a variety of surgical and medically related procedures.
  - G. Administer and manage a variety of regional anesthetics.
  - H. Maintain current certification in ACLS and PALS.
- III. Critical thinking is demonstrated by the student's ability to:
  - A. Apply knowledge to practice in decision-making and problem solving.
  - B. Provide nurse anesthesia care based on evidence-based principles.

- C. Perform a preanesthetic assessment before providing anesthesia services.
  - D. Assume responsibility and accountability for diagnosis.
  - E. Formulate an anesthesia plan of care before providing anesthesia services.
  - F. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
  - G. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
  - H. Calculate, initiate, and manage fluid and blood component therapy.
  - I. Recognize, evaluate, and manage the physiologic responses coincident to the provision of anesthesia services.
  - J. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
  - K. Use science-based theories and concepts to analyze new practice approaches.
  - L. Pass the national certification examination (NCE) administered by the NBCRNA.
- IV. Communication skills are demonstrated by the student's ability to:
- \*A. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
  - \*B. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
  - C. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
  - D. Maintain comprehensive, timely, accurate, and legible healthcare records.
  - E. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
  - \*F. Teach others.
- V. Leadership skills are demonstrated by the student's ability to:
- \*A. Integrate critical and reflective thinking in his or her leadership approach.
  - \*B. Provide leadership that facilitates intraprofessional and interprofessional collaboration.
- VI. Professional role responsibility is demonstrated by the graduate's ability to:
- \*A. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
  - \*B. Interact on professional level with integrity.
  - \*C. Apply ethically sound decision-making processes.
  - D. Function within legal and regulatory requirements.
  - E. Accept responsibility and accountability for his or her practice.
  - F. Provide anesthesia services to patients in a cost-effective manner.



- G. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
  - \*H. Inform the public of the role and practice of the CRNA.
  - \*I. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
  - \*J. Advocate for health policy change to improve health care.
  - \*K. Advocate for health policy change to advance the specialty of nurse anesthesia.
  - \*L. Analyze strategies to improve patient outcomes and quality of care.
  - \*M. Analyze health outcomes in a variety of populations.
  - \*N. Analyze health outcomes in a variety of clinical settings.
  - \*O. Analyze health outcomes in a variety of systems.
  - \*P. Disseminate research evidence.
  - \*Q. Use information systems/technology to support and improve patient care.
  - \*R. Use information systems/technology to support and improve healthcare systems.
  - \*S. Analyze business practices encountered in nurse anesthesia delivery settings.
- VII. Programmatic requirements are met by the demonstration of:
- A. Attainment of at least a 360 score on the National Self Evaluation Examination provided by the NBCRNA.
  - B. Attainment of at least 80% on a comprehensive 250 question examination in the final semester of the Clinical Correlations course.
  - \*C. Successful completion and presentation of a portfolio that meets the Capstone Requirements of the program.

\*denotes MS to DNAP requirements

## Bachelor of Science to DNAP

### Course Requirements

ANE 600	Advanced Health Assessment for the Nurse Anesthetist
ANE 602	Advanced Anatomy and Physiology I
ANE 604	Advanced Anatomy and Physiology II
ANE 606	Advanced Pathophysiology I
ANE 608	Advanced Anatomy and Physiology III
ANE 610	Advanced Pathophysiology II
ANE 612	Advanced Pharmacology
ANE 620	Practice Inquiry Methods
ANE 622	Theoretical Foundations for the APN
ANE 624	Biostatistics and Epidemiology
ANE 626	Health Systems, Organizations, Management and Leadership
ANE 628	Healthcare Informatics
ANE 630	Health Policy for the APN
ANE 632	Role Development Practicum I

ANE 634	Role Development Practicum II
ANE 636	Healthcare Ethics Seminar
ANE 638	Practice Inquiry Practicum
ANE 640	DNAP Project Practicum I
ANE 642	DNAP Project Practicum II
ANE 644	DNAP Project Practicum III
ANE 658	Proseminar
ANE 660	Anesthesia Principles I
ANE 662	Technology and Instrumentation
ANE 664	Anesthesia Principles II
ANE 668	Anesthesia Pharmacology
ANE 670	Anesthesia Principles III
ANE 672	Cognizance in Anesthesia Practice
ANE 674	Clinical Practicum I
ANE 675	Clinical Practicum II
ANE 676	Clinical Practicum III
ANE 677	Clinical Practicum IV
ANE 678	Clinical Practicum V
ANE 680	Clinical Correlation I
ANE 681	Clinical Correlation II
ANE 682	Clinical Correlation III
ANE 684	Seminar-Business Models
ANE 686	Seminar

### **Master of Science to DNAP**

#### **Course Requirements**

ANE 620	Practice Inquiry Methods
ANE 622	Theoretical Foundations for the APN
ANE 624	Biostatistics and Epidemiology
ANE 626	Health Systems, Organizations, Management and Leadership
ANE 628	Healthcare Informatics
ANE 630	Health Policy for the APN
ANE 636	Healthcare Ethics Seminar
ANE 638	Practice Inquiry Practicum
ANE 640	DNAP Project Practicum I
ANE 642	DNAP Project Practicum II
ANE 644	DNAP Project Practicum III
ANE 672	Cognizance in Nurse Anesthesia Practice

#### **Other Requirements:**

- Satisfactory completion of all clinical and course requirements of the National Board of Certification and Recertification for Nurse Anesthetists Educational Programs criteria
- No grade lower than C is allowed in major courses.
- Completion of all required anesthesia courses with a cumulative GPA of 3.0.
- Satisfactory clinical evaluations and completion of program terminal objectives.



# MASTER OF SCIENCE IN NURSING

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The mission of the Mount Marty College Nursing Programs is to provide students with an integrated education in a Catholic, Benedictine, liberal arts setting and to promote personal character development; holistic professional and practical nursing expertise; and community service involvement (May 2011).

External forces that support and demand this program include rural health care and the need for health promotion and disease prevention. The learning outcomes from the MMC Master of Science in Nursing program are based on The Essentials of Master's Education in Nursing as published by the American Association of Colleges of Nursing (AACN, 2011).

Family Nurse Practitioners (FNPs) are clinical experts prepared to implement a holistic approach that emphasizes both care and cure. They apply evidence-based practice and manage the health needs of patients in primary care settings. The focus of the FNP track is to provide academic knowledge and the clinical skills necessary for health promotion, disease prevention, assessment, and management of acute and chronic illnesses. Upon completion of the master's program, students will be eligible to take the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB) certification examinations.

Psychiatric-Mental Health Nurse Practitioners (PMHNPs) are clinical experts prepared to implement a holistic approach to providing mental health care to individuals, families, groups, and communities. They are trained to use an evidence based approach to diagnose and treat a variety of mental health conditions through the provision of pharmacotherapy and psychotherapy. The focus of the PMHNP program is to provide the academic knowledge and clinical skills necessary to provide mental health promotion, disease prevention, assessment, and management of psychiatric illness. Upon completion of the master's program, students will be eligible to take the American Nurses Credentialing Center (ANCC) certification examination.

## Post-Graduate APRN Certificate Programs

Student who hold a master's degree in nursing, may obtain a post-graduate certificate in family or psychiatric mental health. Student program plans are determined after a gap analysis (NFT Criteria, 2016) of transcripts, courses, clinical hours and grades. Consideration to earn a second master's degree will be given to students bringing in nine or fewer content equivalent transfer credits.

Upon completion of this program the student will be expected to:

- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- Utilize leadership skills needed that emphasized ethical and critical decision making, effective working relationships, and systems-



- perspective approach.
- Articulate and apply the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.
  - Apply and generate research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate results.
  - Utilize patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
  - Develop policy and employ advocacy strategies to influence health and health care.
  - Participate as a member and a leader of interprofessional teams, by communicating, collaborating, and consulting with other health professionals to manage and coordinate care.
  - Apply and integrate broad, organizational, client-centered, spiritual and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
  - Influence healthcare outcomes for individuals, populations, or systems.

## **Master of Science**

### **Core Course Requirements**

NSG 500	Role of Advanced Practice Nurse
NSG 502	Advanced Physical Assessment Across the Lifespan
NSG 503	Advanced Pharmacology Across the Lifespan
NSG 504	Advanced Pathophysiology Across the Lifespan
NSG 506	Inquiry I
NSG 507	Legal/Ethical/Political Issues for APNs
NSG 514	Inquiry II
NSG 515	Capstone
NSG 550	Advanced Practice in Care of Families
MTH 519	Introduction to Statistics – Grad Research

### **Family Nurse Practitioner Track**

NSG 551	Advanced Concepts in Care of Adults
NSG 552	Advanced Concepts in Care of Women
NSG 553	Advanced Concepts in Care of Children
NSG 554	Advanced Concepts in Care of Older Adults

### **Psychiatric Mental Health Nurse Practitioner Track**

NSG 560	Neuroscience for PMHNP
NSG 561	Psychopharmacology
NSG 562	Differential Diagnosis of Mental Health Disorder
NSG 563	Psychotherapeutic Modalities
NSG 564	PMHNP Care of Pediatrics/Families
NSG 565	PMHNP Care of Pediatrics/Families Practicum (2 credits)
NSG 566	PMHNP Care of Adults/Older Adults
NSG 567	PMHNP Care of Adults/Older Adults Practicum (2 credits)



### **Program Completion Requirements**

- No grade lower than B in any courses
- Completion of all required courses with a cumulative GPA of 3.0
- Satisfactory clinical evaluations and completion of program terminal objectives
- Degree must be completed within five years of acceptance



# MASTER OF EDUCATION

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## Curriculum and Instruction

The mission of the Master of Education in Curriculum and Instruction program is to provide experienced teachers an opportunity to professionally develop themselves within a research framework, around core ideas from the profession, and for the sake of improving instruction and student outcomes.

Mount Marty College's Master of Education degree with a concentration on Curriculum and Instruction is a two-year degree program. It has been specifically and uniquely designed with the experienced teacher in mind, giving them the opportunity to complete a degree using their own classrooms as the base for their research. Based on enduring trends and current research, this program focuses on quality and effective teaching, arguably the most important variable affecting student achievement.

Utilizing a learning community model of instruction, this program draws from the professional knowledge and experiences of experienced teachers and professors. Through communal classroom experiences involving a confluence of theory and practice, the M.Ed. program aims toward the enhancement of classroom practice and improved student outcomes.

To do this, our program revolves around five core courses and their accompanying supervised practica. These core courses allow teachers to work with their peers and professors to develop applicable interventions for their classroom. Each course then requires students to design a practicum proposal which proposes a project to be completed in their own classrooms based on the work and research done in the core course. During the regular school year, teachers will work with a practicum supervisor to implement the proposal toward completing a semester-long action research project.

### Graduates will:

- Know, understand and apply principles of research into classroom practices for the sake of making data driven instructional decisions.
- Examine current instructional practice with the intent of discovering how to improve teacher effectiveness.
- Design methods of improving student learning outcomes through analysis of student achievement.
- Evaluate and improve professional credentials through intensive discussion and professional collaboration.
- Use analytical reflection to appraise meaning and value of data driven teaching practice, leading to improved outcomes and self-renewal.

### Core course requirements:

EDN 500	Introduction to Educational Research
EDN 510	Educational Psychology: Learning Theory
EDN 520	Strategies and Techniques for Effective Teaching/Coaching
EDN 530	Assessment and Measurement



EDN 540	Educational Technology
EDN 550	Creativity and Critical Thinking in the Classroom

**Portfolio and Thesis Track:** Students in these tracks will complete their degree by completing either a professional portfolio in part comprised of their practicum research projects, or, by writing a traditional research thesis. Students who are interested in pursuing further advanced study in a research capacity might want to consider the thesis track as a viable option. (minimum of 30 credits)

**Required course:**

EDN 600            Thesis / Portfolio

**Choose three of the following courses:**

- EDN 511            Practicum for Educational Psychology
- EDN 521            Practicum for Strategies and Techniques for Effective Teaching
- EDN 531            Practicum for Assessment to Improve Student Learning
- EDN 541            Practicum for Educational Technology
- EDN 551            Practicum for Creativity and Critical Thinking

**Course Only Track:** This track allows students to complete their degree without having to compile a portfolio or write a research thesis. (minimum of 33 credits)

**Choose three of the following courses:**

- EDN 511            Practicum for Educational Psychology
- EDN 521            Practicum for Strategies and Techniques for Effective Teaching
- EDN 531            Practicum for Assessment to Improve Student Learning
- EDN 541            Practicum for Educational Technology
- EDN 551            Practicum for Creativity and Critical Thinking

Two courses (six credits) approved by Program Director on case-by-case basis.

**Program Completion Requirements**

- No grade lower than C in any courses
- Completion of all required courses with a cumulative GPA of 3.0

**Coaching Leadership**

The mission of the Master of Education in Coaching Leadership program is to provide training and experiential opportunity to graduate level students to develop the mindset and techniques of coaching. Built around the core ideas of national

coaching competencies and standards, each student will develop a leadership philosophy based on virtues such as respect, fairness, empathy and humility, for the sake of influencing and empowering student-athletes.

**Graduates will:**

- Know, understand and apply principles of research into coaching practices for the sake of making data driven instructional decisions. Use analytical reflection to appraise meaning and value of data driven teaching practice, leading to improved outcomes.
- Examine current practice with the intent of discovering how to improve coaching effectiveness. Design methods of improving student learning outcomes through analysis of student-athlete achievement.
- Evaluate and improve communication and decision-making through intentional discussion and professional leadership collaboration.

**Core course requirements:**

EDN 500	Introduction to Educational Research
EDN 510	Educational Psychology: Learning Theory
EDN 520	Strategies and Techniques for Effective Teaching/Coaching
EDN 530	Assessment and Measurement
EDN 540	Educational Technology
EDN 560	Performance Enhancement/Risk Prevention
EDN 570	Law and Ethics
EDN 601	Administrative Leadership

**Choose two of the following courses:**

EDN 511	Practicum for Educational Psychology
EDN 521	Practicum for Strategies and Techniques for Effective Teaching
EDN 531	Practicum for Assessment to Improve Student Learning
EDN 599	Independent Study*

\* supervised, independent study of a particular topic not covered by catalog courses and based on the interest of the student and the availability and approval of the faculty

**Program Completion Requirements**

- Must successfully pass a background check prior to entering practicum courses
- No grade lower than C in any courses
- Completion of all required courses with a cumulative GPA of 3.0



# GRADUATE COURSE DESCRIPTIONS

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## **ANE 600 | Advanced Health Assessment/Nurse Anesthetist | 3 credits**

This course builds on the student's prior knowledge of health assessment to focus on the holistic assessment and preparation of the patient for anesthesia services. The course includes assessment of individuals across the lifespan and all recognized levels of acuity. The course includes assessment of all human systems, advanced assessment techniques, concepts and approaches. Current clinical practice guidelines are examined. General topics include history taking, physical assessment, and patient preparation. Course format will consist primarily of group discussion and presentation.

## **ANE 602 | Advanced Anatomy & Physiology I | 4 credits**

Advanced integrative study of anatomy and physiology of the cell and the organ systems across the lifespan. Topics are presented to provide a basis for understanding normal function in the human with emphasis is on analysis and evaluation of feedback mechanisms involved with homeostasis.

## **ANE 604 | Advanced Anatomy & Physiology II | 3 credits**

This course continues the advanced study of anatomy and physiology of the cell and the body systems across the lifespan which began in ANE 602. Topics are presented to provide a basis for understanding normal function in the human with emphasis is on feedback mechanisms and homeostasis. Time will also be spent on analysis and evaluation of feedback mechanisms involved with homeostasis. Prerequisites: ANE 602.

## **ANE 606 | Advanced Pathophysiology I | 2 credits**

Advanced anesthesia principles are applied across the lifespan of clients presenting with alterations in physiology requiring either general or regional anesthesia. Prerequisites: ANE 602.

## **ANE 608 | Advanced Anatomy & Physiology III | 2 credits**

This course continues the advanced study of anatomy and physiology of the cell and the body systems across the lifespan which began in ANE 602 and ANE 604. Topics area presented to provide a basis for understanding normal function in the human with emphasis is on feedback mechanisms and homeostasis. Time will also be spent on analysis and evaluation of feedback mechanisms involved with homeostasis. Prerequisites: ANE 604.

## **ANE 610 | Advanced Pathophysiology II | 1 credit**

Advanced anesthesia principles are applied across the lifespan of clients presenting with alterations in physiology requiring either general or regional anesthesia. Prerequisites: ANE 604 and ANE 606.

## **ANE 612 | Advanced Pharmacology | 4 credits**

Study of advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents: application of general principles and concepts to drugs that effect neurological, cardiovascular, respiratory, gastrointestinal, endocrine, and immune systems.

**ANE 620 | Practice Inquiry Methods | 2 credits**

Contemporary methodologies for healthcare research and evidence based practice are explored. Emphasis is placed on improving anesthesia care through the systematic discovery and evaluation of outcomes related to patient populations, clinical practice settings, and healthcare systems. Topics include the [appraisal of] design, measurement, sampling, and analysis of quantitative and qualitative research, systematic reviews, protection of human subjects, and strategies for translating research into practice.

**ANE 622 | Theoretical Foundations of Advanced Nursing Practice | 2 credits**

The origin and evolution of science, as related to advanced practice nursing, is explored in philosophical and historical contexts. The convergence of nursing science, philosophy, and ethics; biology and psychology; and the social, physical, organizational, and technological sciences is examined to establish a foundation for theory and evidence guided practice.

**ANE 624 | Biostatistics and Epidemiology | 3 credits**

Principles of statistics, biostatistics and epidemiology will be explored with emphasis on collection and interpretation of data to analyze practice, examine patterns, predict outcomes, and improve population health.

**ANE 626 | Health Systems: Organization, Quality and Leadership | 3 credits**

The structure and function of health care organizations are analyzed. Specific emphasis is placed on the evaluation of how practice policies and procedures affect organizational outcomes. The role of the advanced practice nurse in the development and evaluation of health care is examined. Principles of leadership and leadership styles are explored.

**ANE 628 | Healthcare Informatics & Information Systems | 3 credits**

Contemporary utilization of technology and information systems to improve patient care and healthcare systems is explored. The course focuses on a variety of topics including research and clinical database utilization, electronic record keeping, information security, and various software packages (data analysis, presentation software, point of care software, and social media) that can be used by the advanced practice nurse.

**ANE 630 | Health Policy for Advance Practice Nurses | 3 credits**

The philosophical, regulatory, and financial bases for advanced practice nursing are examined. The role of the advanced practice nurse in policy development, advocacy, and change leadership at the local, national, and global levels are explored.

**ANE 632 | Role Development Practicum I | 1 credit**

Students will develop their professional identity through activities such as departmental leadership, quality improvement, inter professional collaboration, and teaching. Personal leadership style will be examined through principles based reflection and critical thinking.



**ANE 634 | Role Development Practicum II | 1 credit**

Students will develop their professional identity through activities such as departmental leadership, quality improvement, inter professional collaboration, and teaching. Personal leadership style will be examined through principles based reflection and critical thinking. Prerequisites: ANE 632.

**ANE 636 | Seminar in Healthcare Ethics | 1 credit**

The ethical principles and decision making strategies for healthcare professionals are explored In collaboration with the Benedictine Institute for Leadership, Ethics, and Social Justice. Pass/Unsatisfactory grading.

**ANE 638 | Practice Inquiry Practicum I | 1 credit**

General strategies for evidence based evaluation of practice are explored in preparation for implementation of a capstone project. The course includes completion of a clinically focused research synthesis and poster presentation.

**ANE 640 | DNAP Project Practicum I | 1 credit**

The process of professional practice inquiry is explored independently from problem identification (Practicum I) through proposed solution (Practicum II), evaluation, and dissemination of findings (Practicum III).

**ANE 642 | DNAP Project Practicum II | 1 credit**

The process of professional practice inquiry is explored independently from problem identification (Practicum I) through proposed solution (Practicum II), evaluation, and dissemination of findings (Practicum III). Prerequisites: ANE 620 and ANE 638 and ANE 640.

**ANE 644 | DNAP Project Practicum III | 1 credit**

The process of professional practice inquiry is explored independently from problem identification (Practicum I) through proposed solution (Practicum II), evaluation, and dissemination of findings (Practicum III). Pass/Unsatisfactory grading. Prerequisites: ANE 620 and ANE 640 and ANE 642.

**ANE 658 | Proseminar in Nurse Anesthesia Education | 1 credit**

The role of the nurse anesthetist as an advanced practice nurse educated at the doctoral level is introduced. Essential skills for graduate study (such as time management and study skills) are reviewed. The benefits of maintaining a healthy lifestyle and avoiding the risk of chemical dependency are examined.

**ANE 660 | Anesthesia Principles I | 4 credits**

Study of the basic perioperative management of patients requiring anesthesia and emergency services. Instruction is focused on the fundamentals of anesthesia and the scope and standards of practice. The course consists of both lecture and skills lab.

**ANE 662 | Technology and Instrumentation in Anesthesia Care | 3 credits**

The design, application, and limitations of technology used in anesthesia care are explored. Particular emphasis is placed on compressed gas systems, anesthesia delivery devices, respiratory gas monitoring, oximetry, monitoring, and infusion systems. Fire and electrical safety are also discussed.



**ANE 664 | Anesthesia Principles II | 4 credits**

Study of the perioperative management of the patient across the age spectrum undergoing anesthesia in a variety of settings and circumstances. Instruction is built upon the foundations taught and assessed in ANE 660 (Principles of Anesthesia Practice I). Lecture and Human Patient Simulation Lab will be utilized to reinforce concepts. Prerequisites: ANE 660.

**ANE 668 | Anesthesia Pharmacology | 4 credits**

The pharmacokinetics and pharmacodynamics of injected and inhaled drugs relevant to the practice of anesthesiology are studied. Agents used in the maintenance of optimal client well being during perioperative anesthetic management will be discussed. Emphasis will be on anesthetic agents utilized in the contemporary practice of anesthesiology.

**ANE 670 | Anesthesia Principles III | 3 credits**

Advanced study of the perioperative management of the patient with a variety of comorbidities in a variety of surgical circumstances. Instruction is built upon the foundations taught and assessed in ANE 660 and ANE 664 (Principles of Anesthesia Practice I/II). Lecture and Human patient Simulation Lab will be utilized to reinforce concepts. Prerequisites: ANE 664.

**ANE 672 | Cognizance in Anesthesia Practice | 2 credits**

The nurse anesthetist, as an individual and as member of a profession, is explored. Topics include the historical origins of nurse anesthesia practice, factors affecting individual and team performance, human error and patient safety, and strategies for decision making in dynamic environments.

**ANE 674 | Clinical Practicum I | 3 credits**

Clinical study and practice in the art of administration of anesthesia is begun at an assigned clinical affiliation. Emphasis is placed review of patient assessment and pharmacology, and specific considerations in the anesthetizing of patients identified as physical status 1, 2, or 3. Patient centered conferences are held with the clinical instructor prior to the daily schedule. Supervision is on a 1:1 ratio. The clinical experience is supplemented by weekly case conferences.

**ANE 675 | Clinical Practicum II | 3 credits**

Continuation of ANE 674 with specific emphasis on clinical and theoretical aspects of anesthesia management of patients in pediatrics, obstetrics, geriatrics, emergency, regional, and physical status 3, 4, and 5 classification. Prerequisites: ANE 674.

**ANE 676 | Clinical Practicum III | 3 credits**

Continuation of ANE 675 with emphasis on the theory and practice of anesthesia for patients receiving anesthesia for procedures classified as neuro, thoracic, cardiovascular, newborn, and all physical status classifications. Prerequisites: ANE 675.



**ANE 677 | Clinical Practicum IV | 3 credits**

Continuation of ANE 676 with emphasis on the development of the independent practitioner through selection of patients who provide varied opportunities for assessment, management by drugs and techniques, and control of pathological factors. Prerequisites: ANE 676.

**ANE 678 | Clinical Practicum V | 3 credits**

Continuation of ANE 677 with emphasis on the development of the independent practitioner through selection of patients who provide varied opportunities for assessment, management by drugs and techniques, and control of pathological factors. Prerequisites: ANE 677.

**ANE 680 | Clinical Correlation Seminar I | 1 credit**

Clinical practice is examined from the perspective of “best practice” models integrating knowledge from arts and sciences to provide care using sound philosophical and scientific principles.

**ANE 681 | Clinical Correlation II | 1 credit**

Clinical practice is examined from the perspective of “best practice” models integrating knowledge from arts and sciences to provide care using sound philosophical and scientific principles. Prerequisites: ANE 680.

**ANE 682 | Clinical Correlation Seminar III | 1 credit**

Clinical practice is examined from the perspective of “best practice” models integrating knowledge from arts and sciences to provide care using sound philosophical and scientific principles. Prerequisites: ANE 681.

**ANE 684 | Seminar (Business Models) | 1 credit**

Practice models for the delivery of anesthesia care are evaluated including analysis of costs at individual, departmental, and organizational levels.

**ANE 686 | Seminar | 1 credit**

Presentation and discussion of current scientific knowledge relative to select topics from the National Certification Examination content outline.

**EDN 500 | Introduction to Educational Research | 3 credits**

This course surveys the landscape of the variety of educational research methods and paradigms that have and continue to inform current educational discourse pertaining to teacher effectiveness. Though other subsets of research will be included, this course will focus on action, qualitative, and quantitative research methodologies as they apply to the K-12 classroom and the core courses of our program. Moreover, this course will help students conceptualize and design the research projects they will conduct in their own classrooms during their practicum courses.

**EDN 510 | Educational Psychology: Learning Theory | 3 credits**

This course challenges teachers to re-examine the historical and current trends of research pertaining to human learning with a special focus on K-12 students. The major topics of interest include conditioning, information processing, social cognition, cognitive theories, constructivist theories, developmental and stage



theories, as well as the neuroscience of learning. Students will engage and critique the various theories and contemporary research, and, will be given opportunities to design plans to implement course content into their own classrooms. By the end of the course, teachers will have identified a “Learner and Learning” practicum project to plan and implement in their own classroom while enrolled in EDN 511.

### **EDN 511 | Practicum for Educational Psychology | 3 credits**

This supervised practicum will be conducted in the teacher’s own classroom during the school term. It will provide teachers an opportunity to apply the theoretical knowledge of EDN 510 in their own classroom using research design. Teachers will be expected to use the practicum to hone their skills and practices in responding to students’ learning needs. As part of this practicum, teachers are expected to complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN 510.

### **EDN 520 | Strategies and Techniques for Effective Teaching/Coaching | 3 credits**

This course challenges teachers to analyze their own current repertoire of instructional practices and other proven and promising instructional strategies for effectiveness in advancing student learning. Strategies including but not limited to differentiated instruction, 21st century learning skills, and project based learning might be examined as well as research based pedagogical strategies for the general classroom and specific to content areas. Strategies engaging learners in higher order critical/creative thinking and collaborative problem solving will be emphasized along with making discipline specific and interdisciplinary content knowledge accessible and meaningful to all students. By the end of the course, teachers will have identified an “Effective Teaching Strategies” project to plan and implement in their own classroom while enrolled in EDN 521. Prerequisites: EDN 500.

### **EDN 521 | Practicum for Strategies and Techniques | 3 credits**

This supervised practicum will be conducted in the teacher’s own classroom during the school term. It will provide teachers an opportunity to apply the theoretical knowledge of EDN 520 in their own classroom using research design. Teachers will be expected to use the practicum to hone their instructional skills and practices. As part of this practicum, teachers are expected to complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN 520.

### **EDN 530 | Assessment and Measurement | 3 credits**

This course focuses on helping teachers integrate into their instructional practices the basic principles of assessment and measurement for the purposes of monitoring and advancing student learning. In addition to developing multiple means of assessment that are aligned to students’ needs and particular to measuring higher order thinking skills, teachers will be engaged in the analysis and interpretation of assessment data. By doing this, teachers are learning how to make data useful for documenting student progress, monitoring student improvement, and modifying instruction. Conceptual and practical assessment and measurement issues will also be covered. By the end of the course, teachers will have identified a “Learning from Student Assessment” project to plan and implement in their own classroom while enrolled in EDN 531. Prerequisites: EDN 500.



### **EDN 531 | Practicum for Assessment and Measurement | 3 credits**

This supervised practicum will be conducted in the teacher's own classroom during the school term. It will provide teachers an opportunity to apply the theoretical knowledge of EDN 530 in their own classroom using research design. Teachers will be expected to use the practicum to hone their use of assessment to foster student learning. As part of this practicum, teachers are expected to complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN 530.

### **EDN 540 | Educational Technology | 3 credits**

This course explores issues faced by education, schools, and teachers as they are influenced by various forms of technology and technological communication. This course will take an integrated view of problems facing curriculum and instruction including the connection between social forces and current issues, roles of professional teachers, and influences of technological advances in education for the purposes of focusing on effective instruction. By the end of this course, students will have identified an "Integrating Technology" practicum project to plan and implement in their own classrooms while enrolled in EDN 541. Prerequisites: EDN 500.

### **EDN 541 | Practicum for Educational Technology | 3 credits**

This supervised practicum will be conducted in the teacher's own classroom during the school term. It will provide teachers with an opportunity to apply the theoretical knowledge of EDN 540 in their own classroom using research design. Teachers will be expected to use the practicum to hone their use of technology in the classroom to foster student learning. As part of this practicum, teachers are expected to complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN 540.

### **EDN 550 | Creativity and Critical Thinking in the Classroom | 3 credits**

This course explores the current educational discourse around 21st Century skills and higher levels of thinking in the classroom. As an integral part of this course, teachers will be challenged to examine their own understandings of teaching in light of the resources provided. Teachers will also examine the various uses of 21st Century skills and critical thinking within classrooms. By the end of this course, teachers will have identified a "21st Century Classroom" practicum project to plan and implement in their own classrooms while enrolled in EDN 551. Prerequisites: EDN 500.

### **EDN 551 | Practicum for Creativity and Critical Thinking| 3 credits**

This supervised practicum will be conducted in the teacher's own classroom during the school term. It will provide teachers an opportunity to apply the theoretical knowledge of EDN 550 in their own classroom using research design. Teachers will be expected to use the practicum to hone their instructional skills and practices through the application of critical thinking and philosophy techniques. As part of this practicum, teachers are expected to complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN 550.

### **EDN 560 | Performance Enhancement/Risk Prevention | 3 credits**

This course centers on preventing, monitoring and identifying sports injuries,



facilitating and ensuring the development of a safe environment and addressing the psychological implications of injuries. Also included are the design, teaching, planning and encouragement necessary for proper nutrition, recovery exercises and physical conditioning and the advocacy of a drug free participation.

#### **EDN 570 | Law and Ethics | 3 credits**

The ethical principles and decision making strategies for coaching professionals are explored in collaboration with the Benedictine Leadership Institute. Course outcomes revolve around the verbs develop and implement, identify, model and teach, reinforce and demonstrate as applied to an athlete centered philosophy of positive values, ethical behavior and conduct for all those involved in an organization's sports program. Legal aspects and risk management are included in topics to be covered.

#### **EDN 596 | Professional Development Workshop | 1 credit**

Various professional development workshops are offered to support the advancement of on going educational training to in service K 12 teachers.

#### **EDN 600 | Thesis/Project | 3 to 6 credits**

This is a supervised writing course. It is designed to support students in their efforts to demonstrate their cumulative knowledge of what effective teaching is, how to "do" it, and the relationship of effective teaching with the advancement of student learning. For those choosing a traditional thesis route, students will be required to write a scholarly and researched paper pertaining to a topic of interest within the purview of the program. The portfolio option gives students the opportunity to revise, narrate, and reflect upon their practicum projects in a more holistic sense, bringing unity to the work done and knowledge gained regarding effective teaching and student achievement over the course of the master's program. Prerequisites: Consent of the director and satisfactory completion of program requirements (i.e. EDN 500, at least four total "core" courses, at least two practicum courses, electives if necessary). Pass/Unsatisfactory grading.

#### **EDN 601 | Administrative Leadership | 3 credits**

This course examines the leadership aspects of coaching. Using various techniques, students will analyze leadership theories and explore individual leadership styles. Students will utilize their knowledge of leadership theory to help understand and develop their coaching style. This course will examine best practices in the coaching profession and help students to understand what makes coaches successful. This will include applying leadership theory to ethical dilemmas facing coaches today. Students will also look at the larger issues and duties asked of a coach such as budgeting, risk management and crisis management.

#### **MTH 519 | Introductory Statistics for Research | 3 credits**

This is a non calculus based course for the introduction to the use of statistical methods used for research. The course is designed to introduce graduate students in a variety of disciplines to analysis of data both graphically and numerically, descriptive statistics, regression, probability, sampling distributions, statistical inference and analysis of variance. Computer applications for data analysis are also introduced.



**NSG 500 | Role of Advanced Practice Nurse | 3 credits**

The purpose of this course is to examine philosophical foundations of advanced nursing practice by analyzing interrelationships among theory, philosophy, practice and research. Different advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Course content is designed to facilitate the student's APN role assimilation.

**NSG 502 | Advanced Physical Assessment Across the Lifespan | 3 credits**

The purpose of this course is to increase knowledge and expertise in advanced clinical skills assessment and in maintaining the health of individuals across the life span. The focus of the course is advanced physical and psychosocial assessment of patients in a variety of settings. Data collection essential to advanced practice will focus on the adult, pediatric and geriatric populations. This course provides the student an opportunity to integrate previous knowledge and experience, develop self confidence, build expertise, enhance skills and observe the professional role of the advanced practice nurse.

**NSG 503 | Advanced Pharmacology Across the Lifespan | 3 credits**

The purpose of this course is to increase knowledge and expertise in the principles of pharmacotherapeutics. Prescribing has become a major part of the role of advanced practice nurses while at the same time, prescribing has become more complex and polypharmacy is more prevalent with the possibility of adverse interactions. This course provides the student an opportunity to integrate previous knowledge and experience, develop self confidence, build expertise and observe the professional role of a primary care provider and a pharmacist.

**NSG 504 | Advanced Pathophysiology Across the Lifespan | 3 credits**

The purpose of this course is to increase knowledge, understanding and expertise in the principles of advanced pathophysiology. Through readings, lecture, case studies and exams the student will develop enhanced knowledge of the pathophysiology of the disease processes. Understanding the pathophysiologic process will facilitate the graduate student's progression to understanding the signs and symptoms of the disease process and allow for appropriate diagnosing and treatment.

**NSG 506 | Inquiry I | 3 credits**

Nursing Inquiry focuses on the use of the research process in the development of nursing knowledge and practice. Research questions are explored with regards to theoretical basis, methods of data collection and analysis and the interpretation and use of study findings in the care of individuals, families and communities. The course explores the historical evolution of nursing research and current trends including ethical standards and rights of human subjects. The course will focus on the identification of a research problem that can be carried forward. Prerequisites: MTH 519.



### **NSG 507 | Legal, Ethical, Political Issues in AP Nursing| 3 credits**

This course is structured to present theories of ethical practice, as well as issues of the law related to health care delivery. It is intended to provide the theory,

knowledge and application necessary to deal with pressing legal, ethical and political issues in advanced nursing practice.

### **NSG 514 | Inquiry II | 3 credits**

This course continues the process of systematic discovery and evaluation of research findings to build evidence based nurse practitioner practice. A systematic review, including poster and formal presentation of the findings, is included as part of the course. This course supports the final thesis or non thesis project required for graduation. Prerequisites: NSG 506.

### **NSG 515 | Capstone | 3 credits**

This course places students in health related settings to work on projects of mutual interest to the agency or organization and the student. The experience gives students the opportunity to apply the knowledge and skills they have acquired through their academic course work to a problem involving the health of the child or the adult/elderly. Prerequisites: NSG 514.

### **NSG 550 | Advanced Practice in Care of Families | 3 credits**

This course focuses on theoretical and evidence based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to promote optimal family functioning. Students analyze family focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2020 National Health Goals guides student/family interaction in this course.

### **NSG 551 | Advanced Concepts in Care of Adults | 4 credits**

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence based practice addressing common health problems of adults. A minimum of 150 clinical hours is required for successful completion of this course. Prerequisites: NSG 502 and NSG 503 and NSG 504.

### **NSG 552 | Advanced Concepts in Care of Women | 4 credits**

This course includes current evidence based practice addressing common health problems of women across the lifespan. Biological and behavioral issues of concern are presented through case studies incorporated with clinical experiences. Health and wellness screening and coaching in women's health are studied along with diagnostic reasoning and motivational interviewing techniques. A minimum of 150 clinical hours is required for successful completion of this course. Prerequisites: NSG 502 and NSG 503 and NSG 504.



**NSG 553 | Advanced Concepts in Care of Children | 4 credits**

This course focuses on the delivery of primary health care to children and adolescents. Within a collaborative practice model, the clinical presentation, diagnostic reasoning, management and evaluation of health needs and problems are considered. A minimum of 150 clinical hours is required for successful completion of this course. Prerequisites: NSG 502 and NSG 503 and NSG 504.

**NSG 554 | Advanced Concepts Care of Older Adults | 4 credits**

This course focuses on the biological and behavioral phenomena of concern in care of older adults. Health promotion, health maintenance, and health restoration across the continuum of care are considered. Discussion will include current evidence based practice addressing common health problems of older adults. A minimum of 150 clinical hours is required for successful completion of this course. Prerequisites: NSG 502 and NSG 503 and NSG 504.

**NSG 560 | Neuroscience for PMHNP | 2 credits**

The neurobiological basis for mental health and illness, as related to advanced practice nursing will be explored across the lifespan. This course continues to build on fundamental knowledge of anatomy, physiology, and pathophysiology of the brain and related systems in the context of mental health and illness. The etiology of major mental health disorders will be explored including developmental, genetic, injury/trauma, infection, and degeneration. Complex relationships between mental and physical illnesses will be discussed.

**NSG 561 | Psychopharmacology | 2 credits**

Pharmacology, including pharmacodynamics and pharmacokinetics, used in the treatment of mental disorders across the lifespan will be explored. Psychopharmacologic principles and evidence based best practices will be discussed. Discussions and case based approaches will be used to review clinical indications, mechanisms of pharmacological action, contraindications, adverse reactions, drug interactions, and safety and monitoring for routinely used psychotropic medications. Risks, benefits, and treatment outcomes will be discussed in the context of creating evidence based, patient centered treatment plans.

**NSG 562 | Differential Diagnosis of Mental Health Disorders| 2 credits**

Psychiatric diagnoses and differentials will be examined in the context of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5). Assessment skills including the use of client observation, interviewing, behavioral assessment, and analysis of screening tools and laboratory testing will be explored. Students will begin to write up mental status examinations and psychiatric case formulations.

**NSG 563 | Psychotherapeutic Modalities | 3 credits**

Evidence based psychotherapeutic frameworks will be explored and discussed. Individual and group psychotherapeutic modalities will be covered. Multiple psychotherapeutic approaches for the treatment of common mental health disorders including cognitive behavioral therapy, dialectical behavioral therapy, solution focused therapy, and interpersonal and social rhythm therapy, among others will be introduced. Psychotherapeutic case formation and treatment

plans will be created. The use of therapeutic communications skills will be emphasized.

### **NSG 564 | PMHNP Care of Pediatrics/Families | 3 credits**

Psychiatric mental health care of children and families and evidence based practices specific to this population are reviewed. Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through 300 precepted clinical hours. Clinical experiences and didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence based practice of mental health care in a complex health care system. Prerequisites: NSG 560 and NSG 561 and NSG-562 and NSG-563. Corequisite: NSG 565.

### **NSG 565 | PMHNP Pediatrics/Families Practicum | 1 to 2 credits**

Psychiatric mental health care of children and families and evidence based practices specific to this population are reviewed. Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through 300 precepted clinical hours. Clinical experiences and didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence based practice of mental health care in a complex health care system. Prerequisites: NSG 560 and NSG 561 and NSG-562 and NSG-563. Corequisite: NSG 566.

### **NSG 566 | PMHNP Care of Adults/Older Adults | 3 credits**

Psychiatric mental health care of adults and older adults and evidence based practices specific to this population are reviewed. Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through 300 precepted clinical hours. Clinical experiences and didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence based practice of mental health care in a complex health care system.

### **NSG 567 | PMHNP Adults/Older Adults Practicum | 1 to 2 credits**

Psychiatric mental health care of adults and older adults and evidence based practices specific to this population are reviewed. Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through 300 precepted clinical hours. Clinical experiences and didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence based practice of mental health care in a complex health care system.



## GRADUATE FACULTY

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Barthel, Lindsey (2017) Assistant Professor. D.N.P., South Dakota State University, 2015; M.S.N., South Dakota State University, 2011; B.S.N., South Dakota State University, 2008; A.S., University of South Dakota, 2005.

Bastardi, Lukeythia (2019) Assistant Professor of Didactic Instruction. D.N.A.P., Virginia Commonwealth University, 2011; B.S.N., Clayton State University, 2006; B.A., Stanford University, 2002.

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Dahlen, Larry (1994) Professor. Ph.D., University of Nebraska, 2007; M.S., University of North Dakota, 1989; B.S.N., Moorhead State University, 1985.

Johnson, Ashlyn (2015) Assistant Professor. Post-Graduate PMHNP Certificate, Johns Hopkins University, 2017; D.N.P., University of Alabama, 2014; M.S.N., Wright State University, 2012; B.A. Zoology, Miami University, 2009; A.D.N., Miami University, 2007.

Magorian, Kathryn (2019) Dean of Nursing and Health Sciences, Associate Professor of Nursing. Ed.D., University of South Dakota, 2013; M.S.N., University of Southern Indiana, 2005; B.S.N., Mount Marty College, 1997.

McCuin, Deborah (2012) Associate Professor/Director of Graduate Teacher Education. Ph.D., Colorado State University, 2012; M.Ed., Arizona State University, 1992; B.A., Westmont College, 1985.

Oakes, Jennifer (2014) Director of Nurse Anesthesia Program/Assistant Professor. D.N.A.P., Virginia Commonwealth University, 2011; M.S.N.A. Virginia Commonwealth University, 2010; B.S.N., University of Phoenix, 2008; A.S.N., Antelope Valley College, 2006.

Rehfeldt, Taylor (2018) Assistant Professor. D.N.A.P., Mount Marty College, 2019; M.S., Mount Marty College, 2016; B.S.N., South Dakota State University, 2011; B.S., South Dakota School of Mines and Technology, 2010.

Roberts, Andrea (2018) Assistant Professor. D.N.A.P., Mount Marty College, 2019; M.S.N.N.A., University of Texas, 2002; B.S.N., Seattle University, 1995.

Seth, Meng (2018) Assistant Professor. D.N.P., Texas Christian University, 2014; M.S., State University of New York at Buffalo, 2004; B.S.N., University of Utah, 2001; B.S., University of Utah, 1997.

Stewart, Carol (2009) Assistant Professor. D.N.P., University of Mary, 2019; Post-Graduate APRN Certificate: Family Nurse Practitioner, Mount Marty College, 2015; MSN., Mount Marty College, 2013; M.S., University of South Dakota, 2006; B.S.N., Mount Marty College, 1995.



