

# WELCOME FROM THE PRESIDENT

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Mount Marty University is pleased to provide you with the 2021-2022 academic catalog. This catalog articulates Mount Marty University academic policies as well as detailed information regarding the university's programs of study. In addition to course listings and academic 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 University 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 Catholic, Benedictine heritage and find ways to incorporate our core values of awareness of God, community, hospitality and lifelong learning into your life.

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. OblOSB  
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 University, 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 University welcomes students of all faiths. Mount Marty University 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 University 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 university 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 university 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 university 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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# 2021-2022 UNDERGRADUATE CALENDAR

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## Fall 2021

First Day of Classes	August 30
Last Day for Adding Classes	September 3
Labor Day: No Classes	September 6
Mission Day: No Classes	TBA
Last Day to Withdraw from 1st 8-Week Course with a Grade of "W"	September 30
Native American/Columbus Day: No Classes	October 11
Midterm Week	October 18-22
First Day of 2nd 8-Week Courses	October 25
Last Day to Change a Class to Pass/Fail	
Last Day to Withdraw from a Full-Term Course with a Grade of "W"	November 3
Veterans Day Observed: No Class	November 11
Thanksgiving Break (Wednesday through Friday)	November 24-26
Last Day to Withdraw from 2nd 8-Week Course with a Grade of "W"	November 25
Final Exams (Monday through Thursday)	December 13-16
Grades Due in Registrar's Office	December 20

## Spring 2022

First Day of Classes	January 18
Last Day for Adding Classes	January 21
Last Day to Withdraw from 1st Presidents Day: No Classes	February 18
8-Week Course with a Grade of "W"	February 21
Midterm Week	February 28 - March 4
Spring Break	March 7-11
First Day of 2nd 8-Week Courses	March 21
Last Day to Change a Class to Pass/Fail	
Last Day to Withdraw from a Full-Term Course with a Grade of "W"	March 31
Easter Vacation (Thursday, Friday, Monday)	April 14 - 18
Last Day to Withdraw from 2nd 8-Week Course with a Grade of "W"	April 14
May Commencement (Watertown)	May 7
Final Exams (Monday through Thursday)	May 9 - 12
May Commencement (Yankton)	May 14
Grades Due in Registrar's Office	May 16

## Summer 2022

First Day of Term (varying sessions)	May 23
Last Day of Term	August 12

# **ACCREDITATION AND AFFILIATION**

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## **Accreditation & Memberships**

Mount Marty University 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 programs are approved and/or accredited by specialized accrediting bodies:

The baccalaureate degree program in nursing at Mount Marty University is accredited by the Commission on Collegiate Nursing Education.

<https://www.aacnursing.org/CCNE>

Teacher Education Program by the South Dakota State Board of Education, 800 Governors Drive, Pierre SD 57501; 605-773-3134.

## **Affiliation**

Mount Marty University is a Catholic institution 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.

# **ADMISSIONS**

Admission to Mount Marty University signifies the belief in the prospective student's ability to earn a degree. The admission process requires a thorough evaluation of the student. In addition to a student's academic record, consideration for admission will also be dependent upon a student's ability to positively impact the university community. In making admissions decisions, the university may consider prior behavioral or criminal issues and may conduct background and reference checks on potential students. The university specifically reserves the right to deny admission to any applicant.

All applications for admission must be submitted no later than the last business day prior to the semester start date.

The application file, including all official, final secondary and post-secondary transcript(s) and other required documentation, must be complete no later than the end of the first semester of attendance. If the application file is not complete by this date, the student account will be placed on hold and no additional aid or registration for coursework will be processed until all official required documentation is received.

Transcripts and other documents received by the university for the purpose of admission become the property of MMU and will not be released to or copied for students.

## **Undergraduate Acceptance Policies & Procedures**

### **First-Time Students – High School Graduates**

Applicants with a cumulative high school grade point average of 2.0 on a 4.0 scale AND an ACT composite score of 18 or above OR a SAT composite score of 860 (Reading & Math) or above are eligible for regular admission. If the applicant is 21 years of age or over, the ACT or SAT scores are not required. All applicants must submit an application and an official high school transcript from an accredited institution. If an applicant has not yet graduated at the time of acceptance, a final, official high school transcript must be submitted upon enrollment.

First-year applicants will satisfy Mount Marty's standardized testing requirement by self-reporting all ACT and/or SAT scores on the application. Applicants who are offered admission and choose to matriculate at Mount Marty will be required to provide official results upon enrolling. ACT and SAT scores reflected on high school transcripts will be accepted. When assessing ACT/SAT results, Mount Marty will consider admission based on the highest individual section scores or highest composite score from all test dates.

### **First-Time Students - Homeschool Graduates**

Applicants must meet the same GPA, ACT or SAT score requirements as traditional high school graduates. Homeschool applicants must submit an official

homeschool transcript with documentation of affiliation with an accredited institution OR documentation to demonstrate that an exemption for each year of homeschool coursework was approved by their local school district. The necessary paperwork to demonstrate the approved exemption varies from state to state. However, if the applicant's home-schooled education is not through an accredited institution or otherwise authorized or the above documentation cannot be provided, an official GED or HiSet transcript is required for admission consideration.

### **First-Time Students – GED or HiSet**

Applicants who have completed a GED or HiSet test are eligible for regular admission with the following minimum average scores:

GED (Test Date: Pre-2001)	50
GED (Test Date: 2001-2013)	500
GED (Test Date: 2014+)	165
HiSet	12

An official GED or HiSet transcript must be submitted for admissions consideration. Mount Marty University reserves the right to request ACT or SAT scores as well as a partial high school transcript prior to enrollment from applicants with a GED or HiSet.

### **Transfer Students**

Applicants are considered transfer students if they enroll in a minimum of one university-level credit hour after high school graduation, not including the summer immediately following high school graduation. Applicants are eligible for admission if they have a cumulative institution grade point average of 2.0 for all university coursework previously attempted. All applicants must submit an application and official transcript(s) of all previous university coursework. After all university transcripts have been submitted, a transfer credit evaluation will be completed to determine transferability of prior coursework. Applicants with 30 transferrable credits from accredited post-secondary institutions will not be required to submit official high school or GED/HiSet transcripts. If the transfer credit evaluation noted above reflects less than 30 transferrable credits, official high school or GED/HiSet transcripts will be required for admission consideration. See transfer policy section below for more information.

### **International Students**

To be admitted, international students must meet the same admission criteria as first-time or transfer students from the United States. Applicants from foreign countries are advised to begin application procedures at least six months in advance of anticipated enrollment. The applicant must submit an application, official transcripts for any US based coursework and/or appropriate academic credential evaluation(s) for any non-US based coursework. All secondary and post-secondary transcript(s) from institutions that are not based on the United States must be submitted to an approved service for academic credential evaluation. This official academic credential evaluation must be submitted to Mount Marty directly from the evaluating service. After all transcripts for any post-secondary coursework have been submitted, a transfer credit evaluation will



be completed to determine transferability of prior coursework. See transfer credit policy section below for more information.

Applicants whose native language is not English are required to complete one of the following assessments of English proficiency and meet a minimal score as outlined below. Official test scores and results must be sent directly to Mount Marty University. English proficiency is waived for students transferring from a U.S. college with 2 years of ESL or the completion of college-level Composition 103 and Composition 104.

- Test of English as a Foreign Language (TOEFL): 70.
- International English Testing System (IELTS): 6.
- Duolingo: 95.
- SAT: 940 (Equivalent to MMU admission requirement).
- ACT: 18 (Equivalent to MMU admission requirement).

Before admission, international students must prove that financial resources are available to them to cover all educational costs while attending MMU. International students are required to submit a completed international student financial affidavit form along with appropriate documentation of financial resources. For more detailed, step-by-step directions to the international admissions process, please reference the website.

International students enrolled at the university under a student visa are responsible for maintaining active status and must consult with the primary designated school official (PDSO) or designated school official (DSO) with all matters related to enrollment. Failure to do so will result in the loss of status and make the student subject to deportation. To maintain status, the student is responsible for maintaining health insurance, a valid passport, a valid I-20 and continual enrollment as a full-time student. Students must also notify the PDSO or DSO of changes of program, residence, graduation date and funding sources. International students on student visa are not authorized to work off-campus without prior approval by the PDSO or DSO.

### **Readmission**

Students who were previously enrolled at Mount Marty University, have not enrolled at another post-secondary institution since leaving Mount Marty and meet the following criteria are eligible to apply for readmission:

- Students who wish to continue enrollment immediately following the completion of a certificate or degree.
- Students with a break in enrollment of no more than one semester through an approved leave of absence agreement.

If granted readmission, students will continue under the institutional and departmental graduation requirements at the time of original admission.

Students returning after suspension or dismissal for academic or disciplinary reasons do not qualify for readmission under these terms. A new official application must be submitted for consideration and, if admitted, the student will be under the terms of the current catalog.

### **Conditional Admission**

Mount Marty University reserves the right to use academic discretion in admissions decisions. Applicants who do not meet the minimum admission requirements may be admitted on a conditional status if approved by the admissions appeal committee.

Conditions required for acceptance will be outlined in the acceptance contract to which the student must agree, in writing, to abide by before registering. Students are admitted conditionally for two semesters. Conditional students must earn at least a 2.0 grade point average the first semester of attendance. Failure to achieve this requirement will result in suspension. Students may appeal conditional status within two weeks of grade posting to the admissions appeal committee if a cumulative grade point average of 3.0 is achieved after the first semester.

### **Unclassified Admission**

Unclassified admission is reserved for applicants who wish to enroll for a limited number of credits, but do not wish to pursue a degree from Mount Marty University. An application for unclassified admission must be completed before registration. Students registered as unclassified are not eligible for financial assistance. If regular admission is desired, the unclassified student must complete the full admission application.

### **High School Students**

High school students who wish to enroll in non-dual credit university courses before graduation from high school may do so under the unclassified admission with the following provisions:

- Only students who have completed their sophomore year of high school are eligible.
- The high school student's school counselor must approve enrollment.
- University course load must not exceed six hours or two classes, unless prior approval is granted by the student's high school counselor and the Mount Marty vice president of academic affairs and dean.

### **Transcript Policy**

In order for a transcript to be considered official, it must be sent directly from the granting institution to Mount Marty University.

### **Transfer Policy**

Courses for which a grade of C- or higher was earned from a regionally accredited institution will be accepted in accordance with the guidelines described below. Credits earned more than seven years prior to enrollment will be reviewed by the department.

For courses from accredited vocational, technical and community college institutions, Mount Marty University will accept credit toward the degree that would be considered a course-for-course match (i.e. composition, literature, college algebra, etc.) or applicable toward the student's major, minor or general





education course of study. A maximum of 15 credits can be applied as elective credit. If there is a more formalized articulation exists between Mount Marty University and the vocational, technical or community college programs, credit will be granted as agreed upon in the formal articulation.

Courses taken for a P or S grade will be accepted if the transfer institution has a documented policy stating that a grade of C or higher must be achieved to earn a grade of P. Courses at the remedial level will not transfer for undergraduate credit. Courses at previous colleges granted by exam or for prior learning will require additional documentation for acceptance of credit.

The student's cumulative grade point average for all previous coursework will be used for acceptance into Mount Marty University. All courses that are transferred become part of the student's permanent record. Only the credits that actually apply toward the major, minor, general education, elective or certification authorizations course of study will be transcribed.

# FINANCIAL INFORMATION

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## Current Costs

Mount Marty University is a nonprofit institution. The tuition and fees that students pay cover approximately 60% of the educational costs of a Mount Marty education. The remainder is borne by the university through gifts, grants and other income sources. Mount Marty's Board of Trustees sets tuition and fee rates annually. A detailed listing of tuition, fees and other charges for all programs and locations, including graduate programs may be found on the cost page of the Mount Marty website.

### Yankton Undergraduate

Full-time tuition/fees	\$14,990/semester (12-18 credits)
Part-time tuition/fees	\$607/credit (1-8 credits)
Part-time tuition/fees	\$1,034/credit (9-11 credits)
Standard room/board	\$4,277/semester

Tuition, fees and all other student charges are payable in full at the start of each semester. All accounts not paid in full by the established deadlines will be assessed late fees and monthly interest charges. 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. Some agencies require use of a car and appropriate insurance coverage. All living expenses during off-campus experiences are paid by the student.

Transportation costs for required field trips are paid for by the university. If trips are optional, transportation costs are paid for by the student. Living expenses in both cases are paid by the student; there is no reimbursement for room and board for field trips.

## Refund Policy

Refunds and/or tuition adjustments are given to students who officially withdraw from the university 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:

### Fall/Spring Terms:

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

### Summer Term:

- 100% Refund for courses dropped before 2<sup>nd</sup> day of class begins.
- 75% Refund for courses dropped before 3<sup>rd</sup> day of class begins.
- 0% Refund for courses dropped after 3<sup>rd</sup> day of class.

All fees are nonrefundable once classes begin. The return of military tuition assistance policy can be found at [mountmarty.edu](http://mountmarty.edu).

Refunds for room and board fees are available to students who withdraw from the university within the first five (5) business days of the semester. Students will be charged only for the first week of costs associated with room and board.

### **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 institution 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 University 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 university 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 institution.

For tuition refunds and financial aid refunds, the date of withdrawal is the date the student notifies the registrar’s office. Room and board refunds are prorated based on the date the student moves out of the residence hall.

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

- A student leaves school without notice.
- 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 University 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 University 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 University 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 University Financial Assistance Office within 14 days.

Mount Marty University 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 university accepts the Free Application for Federal Student Aid (FAFSA).

Financial assistance may take the form of scholarships, grants, work 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 University. All necessary forms for financial assistance are available from the financial assistance office and online from the Mount Marty University 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 University 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 2.0 or better is considered to be in good academic standing. If a student's cumulative grade point average falls below 2.0 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 2.0 or better. When a student on financial aid warning achieves a cumulative grade point average of 2.0 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 2.0 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 undergraduate students include grades of A, B, C, D 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 credits a student can attempt and still remain eligible for Federal Student Aid. This limit is based on 150% of the credits required to complete the degree for which the student is pursuing. Students can consult the university catalog to find the duration of their program and then multiply that number by 1.5 to determine the credit limit that applies to their financial aid.

Examples are listed on the next page:

Type of Degree	Maximum Credit Hours Attempted
Associate Degree	96
Bachelor Degree	192



### **Remedial Courses**

The university offers a limited number of remedial courses. These credits are included in credits attempted and GPA is also calculated. However, these credits may not be applied toward graduation requirements.

### **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 students program of study at the university 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 university 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 university performs “return of Title IV” calculations for all withdrawing students per the “return of Title IV funds policy. If a withdrawn student returns to the university, the university 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 University Financial Assistance Office or on the Mount Marty University 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 University institutional aid has the same financial aid suspension guidelines as stated above.

## **Scholarships/Awards**

Mount Marty University provides a number of tuition scholarships to acknowledge and support outstanding academic achievement, community service, leadership and special talent. Any prospective student who believes that he or she is eligible and/or has financial need should consider applying for



a scholarship. Information on current scholarships may be obtained from the admission or financial assistance offices.

Please note that scholarships, grants and awards are reserved for full-time Yankton campus students (12 or more credits per semester). The scholarships are contingent on the maintenance of this status and must be in good academic standing. Scholarships apply to the regular academic semesters (fall/spring) only. Scholarships do not apply to discounted programs. The university recommends that eligible students submit their scholarship application immediately following acceptance.

Mount Marty University reserves the right to limit the amount and number of university sponsored scholarships or grants awarded to an individual student. The university also reserves the right to renew scholarships from university-funded sources. Awards may be continued, increased or decreased, depending on the conditions existing at the time of awarding renewal applications.

Mount Marty University scholarships and grants are awarded on an annual basis. Factors such as academic achievement, talent, need and availability of funding are used in evaluating the awards. Scholarships may be awarded from either or both the Mount Marty University or name scholarship programs.

# **ACADEMIC SERVICES**

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## **Advising**

Mount Marty University provides a unique advising system. This system of advising assures that each student has the support he or she needs from the beginning of his/her university career to graduation. The caring attitude of university personnel is viewed as the most effective retention force on a campus.

At Mount Marty University, each student is matched with an academic advisor. The advisor provides formal and informal guidance intended to help the student investigate, identify and accomplish academic and career plans that are compatible with his/her life goals. In addition to providing academic advising, advisors serve as general consultants to their advisees and refer those with special needs to appropriate support services.

Although Mount Marty University takes pride in its network of academic advisors and career counselors who assist students in working toward a degree, the final responsibility for completing all degree requirements rests with the student.

## **Career Services Office**

The goal of the career services office is to assist students and alumni with their career-related needs. The office delivers a broad range of programs and services which include: testing for selection of university majors as well as for careers, graduate school application process, coordination of internship programs, mentor and shadowing programs, campus job fairs and career-related workshops and seminars. The career reference library has up-to-date reference materials for the job search process, graduate school application process, career testing, scholarship information and study abroad resources.

## **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 University 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 University education in accordance with the university'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.

### **International Support Services**

In partnership with the student exchange visitor program (SEVP) students from international countries are eligible to study at Mount Marty University on an F-1 student visa.

F-1 visa students are eligible for support and advising services from a designated school official (DSO). DSOs are located in the center for academic excellence.

The DSO is responsible to provide guidance and support in adjusting to American educational systems, educate on immigration status as it pertains to the F-1 visa program and assist students obtaining legal American documents such as Social Security Cards and State Issued Identification. The DSO is also responsible to maintain accurate student records in the student exchange visitor system (SEVIS).

It is the responsibility of the student to maintain active status while studying at Mount Marty University and to keep their I-20 and passport accessible for review at all times. Students are also responsible to report any changes in program, address or contact information to the DSO in writing within 10 days of the change. Information and resources for students on maintaining active status are located on the university website and on <https://studyinthestates.dhs.gov/>.

F-1 visa students who wish to participate in a paid internship (fall, spring or summer). Must also apply to participate in the university's curricular practical training (CPT) program. For consideration to participate in the CPT program, the student must first obtain approval from their academic advisor to participate in an internship. Once an internship site is confirmed and the required form is submitted to the registrar's office then an appointment must be made with the office of career and international support to complete CPT approval. Additional information and application forms for CPT are located in the office of a DSO and on the university website.

F-1 visa students who wish to transfer their I-20 to a different institution must complete a formal request to the DSO in writing. Before a DSO will transfer an I-20 all student accounts must be settled with the university and the student must provide documentation of an official withdrawal from the university and documentation of acceptance of the desired institution of attendance.

### **First Year Experience**

The first year experience (FYE) is designed to engage and connect freshmen with the Mount Marty community and provide support that enables them to succeed at university. The goals of the program are to provide students with a liberal arts experience that includes resources about being a university student, offers access to other available campus and online resources and fosters the development of Benedictine values. The FYE provides both a curricular and co-curricular



component consisting of first year seminar, Wisdom of Benedict, Benedictine Leadership courses, the freshman advising program, new student orientation, an early alert system, campus ministries, the center for academic excellence, career development and various other campus resources and activities designed to promote student success.

Students are expected to register for the FYE courses in the sequence determined by the university during the freshman and sophomore years. Drops will not be permitted except in extenuating circumstances. Intent to transfer does not constitute an extenuating circumstance.

### **Honors Program**

The honors program is offered to students who have demonstrated exceptional academic skill and who wish to explore areas above and beyond the standard classroom requirements.

Freshmen students must meet two of the following criteria for acceptance:

- Cumulative ACT of 27 or higher.
- GPA of 3.5 on 4.0 scale.
- Graduate in the top 20% of their high school class.

Students who wish to apply after their first semester, may submit a letter of interest, two letters of reference and a copy of all university transcripts showing a minimum cumulative GPA of 3.5.

The curriculum of the program includes the completion of four honors courses (one credit each), an honors seminar (one credit) and a cultural/service trip (credit or no credit).

Seminars may not be taken on pass/no pass basis and a grade of C or higher must be earned. A cumulative GPA of 3.5 is required for graduation from the honors program.

### **Honor Societies**

Phi Alpha Theta is an international honor society for students who have completed a minimum of twelve credits of history with honors.

Sigma Tau Delta membership confers distinction on students who excel in the study of English language and literature.

Sigma Theta Tau is a national honor society for students in nursing.



## **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.

## **Publications**

The university publishes an annual, online, literary magazine – “Paddlefish.” Students can submit creative work – nonfiction, fiction, poetry, design and art – for juried publication in “Paddlefish.” Students are involved in every step of the selection, editing and publishing process.

# **ACADEMIC POLICIES**

## **Academic Amnesty Policy**

An undergraduate student who experienced previous academic deficiencies at Mount Marty may apply for academic amnesty for up to two consecutive semesters of Mount Marty credit. Prior to applying, the student must not have attended Mount Marty for at least three years. Upon returning, the student must maintain a minimum term GPA of 2.5 for 12 credits or in the case of a part-time student, consecutive terms of 2.5 GPA until 12 credits have been earned.

The application for amnesty of up to two semesters must be submitted to the academic standards and admissions committee. Applications must be submitted by mid-term of the semester following successful completion of the requirements. If the application for amnesty is accepted, it will pertain to the entire semester not partial semesters.

This policy applies only to the student's GPA. All course grades will remain on the student's official record. A student may use academic amnesty only once. All grades obtained at Mount Marty shall be used in the calculation to determine graduation honors.

Academic amnesty does not guarantee that the courses will be excluded from certain professional programs, graduate programs or other institutions of higher learning. This amnesty policy does not apply to anyone seeking a degree or certification in teacher education and the nursing programs. This policy does not override policies of individual majors.

## **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 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. This policy applies to any act of academic dishonesty that occurs during a student's matriculation. 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 division chair).
- Probation – This sanction is limited to severe or repeated acts of academic dishonesty and can be imposed by the vice president for academic affairs (VPAA) after review of the student's file and in consultation with the faculty member(s).
- Dismissal from Mount Marty – This sanction is limited to serious and/or repeated acts of academic dishonesty and may be imposed by the VPAA after review of the student file and in consultation with 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 division chair to describe the infraction, the evidence and the penalties being considered. The faculty member should also contact the VPAA's 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 VPAA 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 division chair 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 VPAA if an academic dishonesty form is filed. If an academic dishonesty form is filed or in the event a student's advisor notifies the VPAA of a repeated offense, the VPAA will review the student's record and may impose additional sanctions on the student, including probation or dismissal from the university.

A student may appeal the faculty member's decision or any additional penalty imposed by the VPAA, 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 VPAA within ten business days of receiving written notice of the faculty member's decision and/or notice of any additional penalties imposed by the VPAA.
2. Within ten business days of the receipt of the student appeal, the VPAA 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 VPAA 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, division chair and VPAA 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 VPAA within five business days of receiving the decision from the committee. No new evidence can be submitted on appeal. The VPAA must issue a written decision to the student within fifteen business days of receiving the appeal. The decision of the VPAA 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 University campus offices are closed (e.g., Christmas break, Thanksgiving break, spring break, etc.). When Mount Marty University campus offices are closed, the time for action will toll until the date campus offices reopen.

### **Adding and Dropping Classes**

The add/drop period is the time during which students may adjust their academic course schedule for the term without 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. Refer to the university calendar for specific dates.

After the census date, a student may withdraw from a course without academic penalty through 60% of the term. 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 grade.

### **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 each session of courses in which they registered in order to master the content of the course with the assistance of the instructor's leadership and the interaction of students in the class.

For courses offered in hybrid delivery format, combined face-to-face meetings and online, students are expected to complete independent study between sessions via the university learning management system. Online students are required to submit a graded assignment/discussion through the university learning management system during the first week of class. Students in the 8-week flex option programs must attend class in person, face-to-face (F2F), during weeks 1 and 8. During weeks 2-7, students must attend class F2F one day per week and may choose to "attend" class on the other day F2F, by remote attendance or online.

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 university, the appropriate approval needs to be obtained by the academic advisor.

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

## Audit

If space is available, full-time students may audit courses. Priority of class registration is given, however, to regularly-enrolled students. Requirements for level of participation in the class are set by the instructor. Courses that are audited will not receive any semester credits that can be applied to any department or university graduation requirement. A decision to change a section status from audit to credit must be made with the consent of the instructor and registrar prior to the last day to withdraw.

## Calendar

Mount Marty University operates throughout the calendar year with the usual nine-month academic year and additional summer sessions. The academic year includes a fall semester which usually commences in late August and ends in December and a spring semester which commences in January and ends in May. The summer semester offers classes of varying lengths.



## Class Status and Normal Load

A full-time undergraduate student is defined as one who carries a minimum of 12 credits. Registration above 18 credits requires the prior approval of the VPAA and is subject to an additional fee.

For registration and reporting purposes, Mount Marty University determines the student's class level by the following divisions in cumulative credit hours earned.

<b>Classification</b>	<b>Credits Earned</b>
Freshman	0-23
Sophomore	24-59
Junior	60-89
Senior	90+

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor and time requirements for a course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a quantity of student learning. The higher education community has long used the credit hour, as defined by the Carnegie unit, as part of a process to establish a standard measure of faculty workloads, costs of instruction and rates of educational efficiencies as well as a measure of student work for transfer students.

The amount of work represented in intended learning outcomes and verified by evidence of student achievement 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.
2. At least an equivalent amount of work as required in paragraph one of this definition for other academic activities as established by the institution including:
  - a. Laboratory – minimum of 2 hours per credit.
  - b. Internships/service learning/practicum – minimum of 40 hours per credit.
  - c. Nursing.
    - i. Clinical = 1 credit hour requires 3 hours of clinical practice setting.
    - ii. Lab = 1 credit hour requires 2 hours of nursing lab courses delivered through a non-traditional method (e.g., online, blended, accelerated, etc.) have comparable learning outcomes to such courses in traditional classes.

## Course Numbers

Mount Marty University courses are numbered according to the following system:

000-099	Developmental (may not be applied toward graduation requirements)
100-199	Freshman level
200-299	Sophomore/junior level
300-399	Junior/senior level
400-499	Senior level

## Credit Options

Mount Marty is committed to providing alternate delivery systems of education for persons for whom traditional educational opportunities are not appropriate, available, convenient or possible. In support of this commitment, we offer the following options to students:

### Credit for Prior Learning Assessment

Students may apply for credit for past personal or professional experiences (career and personal experiences, job related activities, travel, foreign residence, community service, training received through on-the-job instruction, self-study or specialized schooling) that have resulted in the attainment of college-level competencies. Students must have full admission status before being considered for credit for prior learning assessment. There is no limit to the amount of assessment credit a student can receive, but assessed credit does not meet the residency requirement. Assessed credit must be directly related to the degree being pursued. Assessment fee payment is due when the portfolio is submitted.

### Credit for Military Service

Mount Marty uses the American Council on Education (ACE) Guide to the evaluation of educational experiences in the armed services to recognize learning acquired through courses taken during military service.

### Credit by Examination

Some academic departments provide department-developed challenge examinations.

### CLEP

Mount Marty is an authorized limited test center for the administration of the university Level Examination Program (CLEP) subject area examinations. These national examinations cover a wide range of subject matter areas.

## Dean's List

At the end of each fall and spring semester, all full-time undergraduate students completing a full-time load of graded coursework, with no incompletes, with a minimum term grade point average of 3.5 will be named to the dean's list.



## Examinations

Midterm week is designated as a time for formal evaluation of course work. During this time, faculty members may schedule individual conferences with their students to review academic performance.

Dates of final exams are specified in the university calendar and specific final exam schedule is posted in LancerLink. While individual faculty members may choose to not give a final exam in a course (substituting a final paper assignment for example), they are not permitted to change the assigned date of a final exam. When assigning a paper or project instead of an exam, it is advisable to make the due date on the scheduled exam whenever possible. If a final examination is used, it should not be given early. Exceptions to this policy must be approved by the VPAA.

### 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 University protect students’ “education records” and “personally identifiable information.” Visit the Mount Marty University 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 VPAA’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 to the registrar’s office. 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 before the end of the second week of the following term (fall/spring/summer).
2. If the discussion with the instructor does not resolve the issue for the

student, the student must then speak with the division chair.

3. If the discussion with the division chair does not resolve the issue for the student, the student must then speak with the VPAA.

4. If the informal process does not resolve the issue, he or she must then file a formal written appeal to the academic standards and admissions committee with a copy provided to the VPAA. The VPAA notifies the division chair 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 academic standards and admissions committee 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, division chair and VPAA.

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 academic standards and admissions committee written findings. The decision of the president is final.

### Grading System

Grades reflect achievement and competency rather than just class attendance. 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	Superior, outstanding work	4 grade points
B	Excellent, high quality work	3 grade points
C	Average, satisfactory work	2 grade points
D	Below average, passing	1 grade point*
F	Failure	0 grade points
P	Pass	Not calculated in GPA
U	Unsatisfactory	Not calculated in GPA
I	Incomplete	Not calculated in GPA
W	Withdraw	Not calculated in GPA
WP	Withdraw passing	Not calculated in GPA
WF	Withdraw failing	0 grade points

\* may only be applied toward general electives

### Grievance Policy

Mount Marty University 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. The first step in the grievance process is to discuss the grievance with the instructor.

1. If the discussion with the instructor does not resolve the issue for the student, the student must then speak with the division chair.
2. If the discussion with the division chair does not resolve the issue for the student, the student must then speak with the VPAA.
3. If the informal process does not resolve the issue for the student, he or she must then file a formal written appeal to the academic standards and admissions committee with a copy provided to the VPAA. The vice president notifies the division chair 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 academic standards and admissions committee along with two appointed students will convene a formal hearing regarding the appeal within two weeks of receipt. The committee prepares written findings within seven days of the hearing. Copies of the findings are sent to the student, faculty member, division chair and vice president.
4. 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 academic standards and admissions committee written findings. The decision of the president is final.

### **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 75 days after the term ends or no later than the end of the following term. If a grade change is not submitted to the registrar's office by the deadline, 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 Mount Marty'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. This would then create a student account balance due in the business office.

### **Leave of Absence**

Students choosing to interrupt their studies for academic, financial or personal reasons may apply for a leave of absence. Students should contact the registrar's office for the form, meet with the dean of students and obtain the approval of the VPAA before leaving Mount Marty University. Students should 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 and obtain approval from the VPAA.

Students who apply for a leave of absence are able to return to Mount Marty University the following semester by completing the “readmission application” in the admissions office and will resume studies under the original catalog of enrollment and receive the same Mount Marty University scholarships and awards granted the prior semester of enrollment. Students returning to Mount Marty University beyond one semester are required to formally reapply through the admissions office.

Students called to active military service must notify the registrar of active duty status and complete a leave of absence form. Students may withdraw from any or all courses and receive full tuition credit toward future enrollment at Mount Marty University 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 University, students must submit the “readmission application” to the admission’s office.

### **Majors and Minors**

Majors are ordinarily taken within a single program area. The student is accountable for proper completion of all requirements for the major. These requirements are listed with the program. A minimum of 28 credit hours is required for a major. A given department, with faculty approval, may require more. A student pursuing a double major must fully meet major requirements and related requirements in both programs.

A minimum of 16 credit hours is required for a minor. Specific minor requirements are listed with the programs offered. A minor is not required for graduation.

### **Pass-Fail Policy**

Once each academic year students may register for a course under the pass-fail option. It is the responsibility of the student to fill out the request form in the registrar’s office. Students have through 60% of the term to decide whether or not they will use this grading option for the course. (See semester calendar for exact dates.) The directives to be followed are listed below:

1. The course must be an elective outside the major or minor department or a non-required course within the major or minor.
2. The following general education requirements may not be taken on pass-fail:

BLI-101, 201, 401

ENG-103, 104

HIS 106, 107, 108, 228, 229





MTH 125 or higher  
RSP 126, 150  
STH 130

If the student receives a “C” grade or above, the course is recorded as “P” on the student’s permanent record. The credits count toward graduation, but no quality points are recorded and the grade has no effect on the student’s grade point average. If the student receives a “D” grade or below, the course is recorded as “U” on the student’s permanent record. The credits do not count toward graduation, no quality points are recorded and the grade has no effect on the student’s grade point average. If a course was originally taken for a letter grade it cannot be repeated using the pass/fail option.

### **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 2.0 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. (For further information see the financial assistance office.)

Probationary status continues for identified students until their cumulative GPA improves to 2.0. However, attainment of a semester GPA of 2.0 or better is considered evidence of satisfactory improvement while failure to achieve a semester GPA of 2.0 while on probation will result in suspension.

Students suspended from MMU may appeal in writing to the VPAA within the deadline specified in the suspension letter. Student appeals will be reviewed by the faculty and staff members of the academic standards and admission committee to determine the status of the student. 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 committee may ask for additional information from students, advisors or instructors if appropriate in order to make an appropriate decision. The committee 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. Suspended students are not eligible to enroll for any classes for a minimum of two (2) semesters (fall/spring) or until the terms of suspension are met.

### **Repeated Course**

In order to obtain a higher grade, a student may repeat any course at Mount Marty University in which he/she has received a grade of C, D, F or WF. The record of both the original and the repeated course will be retained on the student’s permanent record. For purposes of determining the student’s cumulative grade point average, only the quality points and credits earned in the “best” retaking of the course will be used. If a course was originally taken for a letter grade it cannot be repeated using the pass/fail option.

With the exception of cumulative courses (i.e. band, chorus, internships, service learning, etc.) a course may be repeated no more than two times.

### **Supplemental Course Offerings**

In addition to regular catalog courses offered in a particular term, the following options are also available.

#### **Independent Study**

All courses numbered 199, 299, 399 or 499 offer an opportunity for 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. Independent study forms may be obtained in the registrar's office and must be returned at the time of registration. The following guidelines apply to independent study work. All exceptions to the guidelines will be determined by the VPAA.

- A student who has completed 60+ semester credits may register for one independent study (up to four credit hours) each semester, provided he/she has at least a 2.0 GPA for each of the preceding two semesters of study.
- Up to 16 credits of independent study may be applied to graduation requirements.
- General education requirements cannot be fulfilled by an independent study.
- The independent study may be interdepartmental or interdisciplinary in nature. All independent studies carry the course number plus the title. The director of the study will determine the level of the study.
- An independent study may be pursued during the summer, provided an evaluation committee (as determined by the director of the study) can be formed.

#### **Selected Topics**

Courses numbered 186, 286, 386 or 486 offer students an opportunity to investigate topics not covered in any other course and provide a procedure for faculty to pilot new courses. A selected topics course is not offered as an independent study but as a supplement to regular catalog courses and is listed on the schedule of classes. Course descriptions and syllabi are located in the VPAA's office. Once a particular selected topics course has been offered during two consecutive years, it must be approved by the faculty as a regular catalog course before it can be offered again.

#### **Transcripts**

Academic transcripts are available from the registrar's office upon written request and payment of applicable fee from the student. All Mount Marty University transcripts are official; however, the student's account with the university 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 university learning management system during the first week of class.
2. Administrative withdrawal of a student - After the census date, a student will be administratively withdrawn from MMU after two consecutive weeks of absences from all registered classes. When the registrar confirms the absences, the student will be reported to the VPAA and the vice president of student success or Watertown director. Exceptions to this policy must be approved by the VPAA. Grades will be assigned according to standard withdrawal policy outlined in the university catalog. The VPAA will notify the instructors, advisor and student of the decision in writing. A student who is dismissed for excessive absence may appeal to the academic standards committee for readmission the following semester. Students returning to Mount Marty University beyond one semester are required to formally reapply through the admissions office. Students in the 8-week flex option program, who miss both classes for one week, will be administratively withdrawn from the class.

### Student Initiated

A student deciding to withdraw from Mount Marty University during or prior to a term for which he/she is registered must contact the vp of student success. Students withdrawing from the university 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.
- The midterm of semester for a student who leaves without notifying the institution.
- 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 University. 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.

If a student decides to continue taking classes after earning a degree and not breaking enrollment, the student will be considered non-degree seeking and ineligible for financial assistance. To be eligible to earn an additional degree, students must meet Mount Marty credit residency requirement (minimum of 32 additional, required credits for bachelor's degree or 16 credits for an associates degree.)

Additional majors or minors may not be added to a record after a degree is awarded.

Although Mount Marty University 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.

## **Commencement**

Mount Marty University holds one commencement ceremony 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 in the registrar's office by the deadline published on the website.

## **Graduation Honors**

Graduation honors are awarded to students earning bachelor degrees in recognition of superior scholarship. Awards are determined on the following grade-point basis: 3.9 summa cum laude, 3.7 magna cum laude, 3.5 cum laude. Students who graduate with honors must have no grade lower than "C." Institutional credits are used in the calculation of grade point average for honors.

## **Bachelor's Degree**

1. Meet minimum cumulative grade point average of 2.0 and departmental GPA requirements.
2. Earn 128 total credit hours to include those courses specified by the student's major including a minimum of 60 credits of upper-level courses (200+ or higher).
3. Earn a grade of C or higher in general education, major, minor, required related, emphasis area courses.
4. Successfully complete departmental requirements for comprehensive exams.



5. Earn 32 of the final 40 required credit hours in residence at Mount Marty University.
6. Earn at least 16 credit hours in the major area in residence.
7. A cumulative GPA of 3.5 is required for graduation from the honors program.
8. Earn one half the credits required for a minor in residence (if applicable).
9. Successfully complete general education course requirements as outlined below.
10. Exceptions to these requirements must be approved by the department and the VPAA. Residence credit does not include credit received through portfolio assessment or by challenge examination. Credits earned through internships, student teaching, practicums or any other off-campus programs specifically designed by departments to fulfill requirements for graduation are counted as residence credits.

6 credits	Art, Music, Theatre or Modern Language (minimum of two disciplines)
3 credits	ENG-103, Composition I: The Essay
3 credits	ENG-104, Composition II: Critical Writing
3 credits	HIS-106, Ancient and Medieval World Cultures or HIS-107, 16th to 18th Century World Cultures or HIS-108, 19th to 20th Century World Cultures or HIS-228, U.S. History & Government or HIS-229, U.S. History Since 1877
3 credits	Literature Course
3 credits	MTH-125, Elementary Applications in Mathematics (or higher)
4 credits	Natural Science Lab Course
1 credit	PED-101, Life Long Wellness
3 credits	PSY-101, Introduction to Psychology or PSY-165, Lifespan Development
1 credit	THL-125, The Wisdom of Benedict
3 credits	BLI-101, Benedictine Leadership I
3 credits	BLI-201, Benedictine Leadership II
1 credit	BLI-401, Benedictine Leadership Capstone
3 credits	Philosophy/Theology Elective

3 credits	SOC-100, Introduction to Sociology or SOC-225, Foundations of Human Relations or SOC/EDN-377, Human Relations Skills
3 credits	STH-130, Speech Communications
20 hours	Service to the Human Community

### **Associates Degree**

1. Meet minimum cumulative grade point average of 2.0 and departmental GPA requirements.
2. Earn 64 total credit hours to include those courses specified by the student's major.
3. Earn a grade of C or higher in general education, major, minor, required related courses.
4. Successfully complete departmental requirements for comprehensive exams.
5. Earn 16 of the final 20 required credit hours in residence at Mount Marty University.
6. Earn at least 8 credit hours in the major area in residence.
7. Earn one half the hours required for a minor in residence (if applicable).
8. Successfully complete general education course requirements as outlined below.
9. Other requirements may be specified by major department.
10. Exceptions to these requirements must be approved by the department involved and the VPAA. Residence credit does not include credit received through portfolio assessment or by challenge examination. Credits earned through internships, student teaching, practicums or any other off-campus programs specifically designed by departments to fulfill requirements for graduation are counted as residence credits.

6 credits	Art, Literature, Music, Theatre or Modern Languages (minimum of two disciplines)
3 credits	ENG-103, Composition I: The Essay
3 credits	ENG-104, Composition II: Critical Writing
3 credits	HIS-106, Ancient and Medieval World Cultures or HIS-107, 16th to 18th Century World Cultures or HIS-108, 19th to 20th Century World Cultures or HIS-228, U.S. History & Government or HIS-229, U.S. History Since 1877
3 credits	MTH-125, Elementary Applications in Mathematics (or higher)
4 credits	Natural Science Lab Course

1 credit	PED-101, Life Long Wellness
3 credits	PHL-126, Critical Thinking and Ethical Leadership or THL-150, Introduction to Christianity
3 credits	PSY-101, Introduction to Psychology or PSY-165, Lifespan Development or SOC-100, Introduction to Sociology or SOC-225, Foundations of Human Relations or SOC/EDN-377, Human Relations Skills
3 credits	STH-130, Speech Communications
20 hours	Service to the Human Community

### **Certificate**

1. Earn a grade of C or higher in required courses.
2. Earn one half the credits required in residence.
3. See department requirements for other specific requirements.

### **General Education Student Learning Outcomes**

Mount Marty University's general education curriculum is rooted in a Catholic and Benedictine understanding of God, Christ, creation and the human person. The curriculum expresses the university's commitment to a liberal arts education that provides all members of the community an opportunity to encounter truth, goodness and beauty. The study of the liberal arts fosters the personal growth that grounds community service, career flexibility, professional success and civic engagement. The university embodies the liberal arts tradition within a reflective, supportive and interdisciplinary environment. Students are encouraged to use a Benedictine lens through which to critically examine the meaning of their lives, analyze and synthesize a variety of types of knowledge, cultivate critical and creative communication skills and engage diverse perspectives.

#### **Living Benedictine**

Out of love for Christ and our neighbors, Mount Marty proposes to all members of the community a manner of life inspired by St. Benedict. All students are invited to encounter, participate in and cultivate lives characterized by prayer, commitment to a place and a community and hospitality. Such a life requires much of us. We invite all members to practice humility, stewardship, discipline and listening in the hopes that students can become people known for the pursuit of wisdom and charity throughout their lives.

General Education Outcome: While serving their community and developing leadership skills, students will demonstrate their ability to reflect on their purpose and meaning in a way that expresses Benedictine values. Foundational courses: BLI-101, BLI-201, BLI-401, THL-125, PHL/THL elective.

### **Pursuing Knowledge**

Acquiring knowledge is necessary in order to succeed in any career, serve any community or experience any personal group. The wider array of knowledge one obtains, the better one will be able to excel in each of these areas of life.

General education outcome: Students will demonstrate knowledge of the world through the study of mathematics and the natural and social sciences by analyzing/synthesizing this knowledge and applying it to real world problems.

Foundational courses: MTH-125 (or higher), PSY-101/165, Natural Science with a lab, PED-101

### **Expressing Self**

Self-expression is both a means and result of self-understanding. This includes written and oral communication as well as expression through the arts. As one acquires knowledge, understanding and insight, one should develop the skills required to share them effectively. Creativity and critical self-examination are among the hallmarks of good communication.

General education outcome: Students will display the standards and skills of creative, critical, clear and complex communication through varied media and modalities to express themselves and connect with those around them.

Foundational courses: ENG-103, ENG-104, STH-130, Art, Music, Theatre, Modern Language

### **Engaging Perspectives**

Every person has a unique perspective on the world; however, truth most often lies outside any particular perspective. The quest for truth does not require that one abandon one's own point of view, but that one critically engages a variety of perspectives with humility and respect. Welcoming diverse perspectives is the only way to ground a community in truth. This can occur in cultural and social domains as well as through literature, history and diversity studies.

General education outcome: Students will exhibit an ability to appreciate and engage diverse perspectives.

Foundational courses: HIS-106/107/108/228/229, SOC-100/225, EDN/SOC-377, Literature elective





# DEGREE - MAJORS - MINORS

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## Degrees

Bachelor of Arts  
Bachelor of Science  
Bachelor of Science in Nursing

Associate of Arts  
Associate of Science

## Majors

Accounting  
Applied Technology Management  
Biology  
Business Administration  
Criminal Justice  
Elementary Education  
English  
Exercise Science  
Health and Fitness Management  
History  
Horticulture  
Human Service  
Interdisciplinary Studies

Mathematics Education  
Medical Laboratory Science  
Nursing  
Paraprofessionalism  
Performing Arts  
Physical Education  
Pre-Professional Studies  
Psychology  
Radiologic Technology  
Recreation Management and Tourism  
Secondary Education  
Special Education  
Theology

## Minors

Accounting  
Art  
Biology  
Business Administration  
Chemistry  
Criminal Justice  
English  
History  
Human Service  
Mathematics  
Music

Political Science  
Psychology  
Psychology of Behavioral Neuroscience  
Psychology of Leadership  
Philosophy  
Sociology  
Spanish  
Special Education  
Sport Psychology  
Theatre  
Theology

## Certificates

Horticulture  
Management



# ACCOUNTING

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The Mount Marty University accounting program prepares students for a contemporary world of work through education and experience in current theories and practices of financial accounting, managerial accounting, taxation, auditing and business as well as giving students a moral foundation based on traditional Catholic values.

Accounting as a profession offers considerable options. As an accountant, your highly technical training will often classify you as the “engineer” of the business world. Graduates can become part of a management team for a corporation or work as an auditor in public accounting. Additional entry-level positions for accounting majors include budget analyst, office manager, financial analyst, staff accountant, governmental auditor, cost accountant, fraud examiner, internal auditor and tax accountant. Mount Marty University is unique by offering you assistance as you prepare for a wide range of national certifications such as:

CBA (Certified Bank Auditor)	CFE (Certified Fraud Examiner)
CIA (Certified Internal Auditor)	CISA (Certified Information Systems Auditor)
CMA (Certified Management Accountant)	CPA (Certified Public Accountant)

Mount Marty University offers many opportunities in accounting internships. You may also participate in the volunteer tax clinic which will provide you with further field experience.

Program outcomes:

- Students will demonstrate knowledge of current accounting practices as they related to financial accounting, including financial statement preparation and analysis.
- Students will successfully apply tax laws to a data set in preparation of an individual tax return.
- Students will demonstrate knowledge of current auditing and managerial accounting practices.
- Students will demonstrate proficiency in the use of technology as it applies to accounting, including but not limited to TurboTax, QuickBooks and Microsoft Office software applications.
- Students will demonstrate oral and written communication skills sufficient to achieve effective professional interactions with clients.
- Students will identify ethical dilemmas and develop appropriate courses of action that consider the well-being of all stakeholders.
- Students will determine appropriate career paths through leveraging skills and experiences obtained in a professional environment.

## Bachelor of Arts

### Major Course Requirements

ACC 120	Accounting I
ACC 121	Accounting II



ACC 240	Intermediate Accounting I
ACC 241	Intermediate Accounting II
ACC 320	Managerial Accounting
ACC 325	Federal Taxation I
ACC 326	Federal Taxation II
ACC 340	Accounting Systems
ACC 360	Auditing

#### **Related Course Requirements**

BUS 225	Principles of Marketing
BUS 231	Principles of Management
BUS 255	Macroeconomics
BUS 256	Microeconomics
BUS 370	Corporate Finance
BUS 372	Legal Environment of Business
BUS 412	Production/Operations Management
MTH 219	Elementary Statistics

### **Associate of Arts**

#### **Major Course Requirements**

ACC 120	Accounting I
ACC 121	Accounting II
ACC 320	Managerial Accounting
ACC 325	Federal Taxation I

#### **Related Course Requirements**

BUS 231	Principles of Management
BUS 270	Management Information Systems

### **Minor**

#### **Minor Course Requirements**

ACC 120	Accounting I
ACC 121	Accounting II

#### **Choose 12 credits from the following:**

ACC 240	Intermediate Accounting I
ACC 241	Intermediate Accounting II
ACC 320	Managerial Accounting
ACC 325	Federal Taxation I
ACC 326	Federal Taxation II
ACC 340	Accounting Systems
ACC 360	Auditing

# APPLIED TECHNOLOGY MANAGEMENT

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This program is offered to complement technical degree programs from area institutions. Graduates from select programs, have the opportunity to complete a bachelor's degree through the addition of general education and business administration courses at Mount Marty University. The goal of the program is to improve employment opportunities of students who are interested in professional advancement and management positions.

This program will train technicians to become prepared to move into management areas within their place of employment or beyond by providing theory and practical experience in business and general education coursework that, combined with technical skills, will expand employment opportunities.

## Bachelor of Arts

### Major Course Requirements

ACC 120	Accounting I
BUS 225	Principles of Marketing
BUS 231	Principles of Management
BUS 255	Macroeconomics
BUS 335	Human Resource Management
BUS 372	Legal Environment of Business
BUS 412	Production/Operations Management
MTH 219	Elementary Statistics
BUS	Choose at least two additional courses (minimum of six credits) from the business program with the exception of Introduction to Business.

### Program Outcomes:

- Students will demonstrate knowledge of traditional business functions including accounting, marketing, economics, leadership and management science.
- Students will acquire, analyze and synthesize data to evaluate the practical implications of organizational policies, decisions and strategy.
- Students will demonstrate the ability to communicate clearly and concisely in a variety of domains, while demonstrating competency with technology.
- Students will demonstrate the ability to manage and coordinate people, business processes and business resources.
- Students will demonstrate the ability to identify, evaluate and articulate ethical behaviors and social responsibility, drawing from the university's Benedictine tradition.
- Students will demonstrate the ability to identify risks and opportunities of doing business in a global environment demonstrating awareness in diversity.

### Other Requirements

Students must have earned an associate of applied science degree from an institution with a current articulation agreement.



# **ART**

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The art curriculum options include painting and drawing, design, sculpture, photography, calligraphy, art history and education, as well as other studio classes. These courses provide exposure and technical expertise as it relates on a personal basis to each artists development in relationship to balance, line, shape, color and proportion.

Students who combine an art minor with a major in business or English will strengthen their qualifications in those job markets.

## **Minor (minimum 18 credits)**

### **Minor Course Requirements**

ART 100	Design I (2 credits)
ART 150	Drawing and Painting (2 or 4 credits)
ART 225	Printmaking/Papermaking (3 credits)
ART 230	Photography (2 or 4 credits)
ART 250	Art Appreciation (3 credits)

### **Choose one of the following courses:**

ART 102	Design II (2 credits)
ART 300	Painting II (2 or 4 credits)

### **Choose one of the following courses:**

ART 111	Ceramics I (2 or 4 credits)
ART 120	Calligraphy I (2 credits)

### **Choose one of the following courses:**

ART 211	Ceramics II (2 or 4 credits)
ART 215	Sculpting (3 credits)
ART 221	Calligraphy II (2 or 4 credits)
ART 240	Elementary School Art Education (2 credits)
ART 260	Art and Architecture in Europe (3 credits)



# **BIOLOGY**

The mission of the biology program at Mount Marty University is to provide students with a strong background in the principles and practices of modern biology, to prepare them for future endeavors in biology-related professions.

Students enrolled in the biology program may earn a general biology degree or select an emphasis for their biology degree: biology for secondary education majors, environmental science or pre-health. The general biology and biology for secondary education majors provides students with a broad education in the field of biology. Students interested in wildlife, botany and ecology should select the environmental science emphasis. The pre-health emphasis is designed for those students planning on entering a professional school. The required courses for this emphasis will enable students to complete admission requirements to various programs while providing the student with a solid foundation in biology.

A student graduating with a major in biology can pursue a number of career options such as research, data analysis, environmental science and education. Most of our biology majors enter professional school in pursuit of a career in medicine, dentistry, veterinary medicine, pharmacy or other specialized fields. Some of our graduates enter graduate school for a master's or doctoral degree within the field of biology.

## **Program Outcomes:**

- Students will demonstrate a foundation of scientific knowledge and demonstrate skills in scientific reasoning by applying scientific principles to biology based problems.
- Students will possess biological experience by working in biology. Students will acquire a basic set of laboratory skills, including numerous opportunities to perform independent research projects.
- Students will be able to effectively find and apply resources from the literature.
- Students will demonstrate effective oral, written and visual communication.
- Students will demonstrate the ability to apply scientific thought processes to broader intellectual and social issues.

## **Major Course Core Requirement**

BIO 111	General Biology I
BIO 112	General Biology II
BIO 320	Microbiology
BIO 330	Genetics
BIO 490	Senior Seminar
BIO 498	Research (1 credit)

## **Related Course Requirement**

CHM 111	General Chemistry I
CHM 112	General Chemistry II
MTH 180	Pre-calculus (or higher)



**Students must choose at least one of the following concentrations**

**General Biology Concentration Requirements**

BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO 310	Ecology
BIO 364	Cell and Molecular Biology
BIO	Elective (300 or higher, can not be seminar or research) (8 credits)

**Choose one of the following**

BIO 240	Botany
BIO 241	Zoology

**Secondary Education Concentration Requirements**

BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO 240	Botany
BIO 241	Zoology
BIO 310	Ecology
BIO 364	Cell and Molecular Biology

**Environmental Science Concentration Requirements**

BIO 240	Botany
BIO 241	Zoology
BIO 310	Ecology
BIO 318	Evolution
BIO 350	Comparative Anatomy
PHY 111	Physical/Earth Science

**Choose eight credits from the following:**

BIO 205	History of Life
BIO 223	Wildlife Biology
BIO 261	Ornithology
BIO 270	Ichthyology
BIO 364	Cell and Molecular Biology

**Pre-Health Sciences Concentration Requirements**

BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO 364	Cell and Molecular Biology
BIO	Elective (300 or higher, except Seminar or Research)
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

### **Forensic Science Concentration (optional)**

A concentration in forensic science is an add on to the biology major. Students must still select a specialization (general biology, biology secondary education, environmental science or pre-health).

CJU 133	Introduction to Criminal Justice
CJU 236	Criminal Investigation
CJU 436	Criminalistics
CJU 460	Criminal Law
CJU 475	Criminology

### **Minor**

#### **Minor Course Requirements**

BIO 111	General Biology I
BIO 112	General Biology II
BIO 490	Senior Seminar

#### **Choose at least 12 credits from the following:**

BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO 223	Wildlife Biology
BIO 240	Botany
BIO 241	Zoology
BIO 261	Ornithology
BIO 270	Ichthyology
BIO 302	Immunology
BIO 310	Ecology
BIO 318	Evolution
BIO 320	Microbiology
BIO 330	Genetics
BIO 350	Comparative Anatomy
BIO 361	Developmental Biology
BIO 364	Cell and Molecular Biology





# **BUSINESS ADMINISTRATION**

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The Mount Marty University business program prepares students for a contemporary world of work through education and experience in current theories and practices of management, finance, health care administration and accounting as well as giving students a moral foundation based on traditional Catholic values.

In recent years, graduates with majors in business administration have put their talents to use as graduate students, salespeople, managers, accountants and entrepreneurs. Mount Marty University excels in preparing these individuals. Our instructors will provide you with valuable insights into economics, accounting practices and computer science based on their experience with today's business and market trends. You will have access to computer technology, enabling you to conduct research using resources from all over the world. As a business major, you will be taught to challenge assumptions and investigate issues beneath the surface. Your motivation to improve the business world, combined with a quality education, will lead to a career that will be deeply rewarding on many levels.

Business majors are also encouraged to explore the many options available to them to either double-major or obtain a minor in another related discipline. It is possible for students to obtain a major or minor in accounting, English, criminal justice or a myriad of other majors offered by the university.

Computer applications are a part of the business administration major and additional computer coursework is available if the student is interested. Business administration majors are required to participate in an internship experience during their junior or senior year. Students receive comprehensive career training that will enable them to choose among several entry-level positions in business.

## **Program Outcomes:**

- Students will demonstrate knowledge of traditional business functions including computer information systems, accounting, marketing, economics, finance, leadership, strategy and management science.
- Students will acquire, analyze and synthesize data to evaluate the practical implications of organizational policies, decisions and strategy.
- Students will demonstrate the ability to communicate clearly and concisely in a variety of domains, while demonstrating competency with technology.
- Students will demonstrate the ability to manage and coordinate people, business processes and business resources.
- Students will demonstrate the ability to identify, evaluate and articulate ethical behaviors and social responsibility, drawing from the university's Benedictine tradition.
- Students will demonstrate the ability to identify risks and opportunities of doing business in a global environment demonstrating awareness in diversity.



## Bachelor of Arts

### Major Course Requirements

BUS 125	Introduction to Business
BUS 215	Business Communications
BUS 225	Principles of Marketing
BUS 231	Principles of Management
BUS 255	Macroeconomics
BUS 256	Microeconomics
BUS 270	Management Information Systems
BUS 370	Corporate Finance
BUS 372	Legal Environment of Business
BUS 390	Business Ethics/Community Service
BUS 483	Business Strategy
BUS 485	Internships and Professional Development

### Related Course Requirements

ACC 120	Accounting I
ACC 121	Accounting II
MTH 150	College Algebra
MTH 219	Elementary Statistics

Students must choose at least one of the following concentrations:

### Banking/Finance Concentration Requirements

BUS 269	Personal Finance
BUS 327	Money and Banking
BUS 357	Bank Management
BUS 460	Investments

### Health Care Administration Concentration Requirements

BUS 335	Human Resource Management
BUS 345	Health Care Management, Administration and Leadership
BUS 420	Health Care Finance
BUS 430	Health Care Delivery Systems and Management
BUS 485	Internship (6 credits)

### Management Concentration Requirements

BUS 335	Human Resource Management
BUS 336	International Business
BUS 380	Entrepreneurship
BUS 412	Production/Operations Management

### Small Business/Entrepreneurship Concentration Requirements

BUS 269	Personal Finance
BUS 332	Sales
BUS 335	Human Resource Management
BUS 380	Entrepreneurship
BUS 383	Corporate Innovation and Entrepreneurship



## Associate of Arts

### Major Course Requirements

BUS 125	Introduction to Business
BUS 225	Principles of Marketing
BUS 231	Principles of Management
BUS 270	Management Information Systems
BUS 335	Human Resource Management

### Choose one course from the following courses:

BUS 255	Macroeconomics
BUS 333	Advertising
BUS 372	Legal Environment of Business

### Related Course Requirements

ACC 120	Accounting I
ACC 121	Accounting II

## Minor

### Minor Course Requirements

ACC 120	Accounting I
BUS 225	Principles of Marketing
BUS 231	Principles of Management
BUS 255	Macroeconomics

Choose an additional six credits from the business department with the exception of Introduction to business

## Management Certificate (18-19 credits)

### Certificate Course Requirements

ACC 120	Accounting I
BUS 215	Business Communication
BUS 231	Principles of Management
CIS 125	Basic Skills in Information Technology

### Choose two courses from the following:

ACC 121	Accounting II
BUS 125	Introduction to Business
BUS 225	Principles of Marketing
BUS 270	Management Information Systems
BUS 335	Human Resource Management
BUS 372	Legal Environment of Business

# CHEMISTRY

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The chemistry program at Mount Marty University is committed to provide a solid education in chemistry both for students whose professions will require a strong background in chemistry (e.g. medical doctors, pharmacists, optometrists, physical therapists, etc.) and for non-science majors who needs introductory level chemistry (e.g. nursing, exercise science, radiologic technology, etc). The program develops students who are scientifically and chemically literate, teaches pertinent chemical knowledge and applications, provides an opportunity to develop competency in laboratory techniques and educates and prepares students for professional programs in the life sciences. Students who combine a chemistry minor with a major in pre-professional or biology will strengthen their competitiveness in professional school placement.

## Minor

### Minor Course Requirements

CHM 390	Junior Seminar
CHM 490	Seminar

### Choose at least 16 credits from the following:

CHM 111	General Chemistry I
CHM 112	General Chemistry II
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II
CHM 341	Analytical Chemistry
CHM 342	Instrumental Analysis
CHM 353	Physical Chemistry I
CHM 354	Physical Chemistry II
CHM 364	Biochemistry
CHM 370	Inorganic Chemistry
CHM 498	Research



# CRIMINAL JUSTICE

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The mission of the Mount Marty University Criminal Justice Program is to educate future criminal justice practitioners in the critical areas of crime, justice, law enforcement, corrections, juvenile justice and the social structures and functions that comprise the field of criminal justice. In addition, students will learn to appreciate human, social and intellectual diversity and to examine critically the world around them. The department along with the university prepares students for the contemporary world of work, service to the community and a commitment to life-long learning.

The criminal justice major provides students with the background necessary to become practitioners in a variety of fields in criminal justice. Students are prepared for careers in the areas of law enforcement, juvenile justice, corrections, probation and parole or as an undergraduate major in preparation for law school. The demand for students with a criminal justice degree is growing. Students seeking a career in any field in criminal justice will find an attractive job market and interesting career options.

## Program Outcomes:

- Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime and the consequences of crime to our society, utilizing the social justice perspectives found in Benedictine values.
- Students will articulate the role of difference and the varied intersections of race, class and gender in shaping a person's identity and life experiences.
- Students will demonstrate the ability to analyze a criminal case to determine its appropriate processing, given an understanding of the jurisdiction and functions of police, courts and corrections as components of an interdependent criminal justice system.
- Students will demonstrate knowledge of the major causes and consequences of crime and criminal behavior and how this knowledge can lead to better criminal justice programs and policies.
- Students will analyze ethical issues and problems related to the structure and function of the criminal justice system and apply this knowledge to a variety of situations.

## Bachelor of Arts

### Major Course Requirements

CJU 133	Introduction to Criminal Justice
CJU 233	Policing in America
CJU 236	Criminal Investigation
CJU 310	Service Learning (one credit)
CJU 340	Criminal Procedure
CJU 341	Introduction to Counseling
CJU 358	Institutional and Community-Based Corrections
CJU 444	Juvenile Justice



CJU 460	Criminal Law
CJU 475	Criminology
CJU 485	Internship (one credit)
CJU 490	Senior Seminar

### Related Course Requirements

POS 120	American Government
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### Choose at least six credits from the following:

CJU 240	Criminal Courts
CJU 343	Introduction to Group Counseling
CJU 348	Drugs, Alcohol and Crime
CJU 365	Principles of Private Security
CJU 436	Criminalistics

### Choose one of the following courses:

SOC 225	Foundations of Human Relations
SOC 360	Minority Studies
SOC 377	Human Relations

## Associate of Arts

### Major Course Requirements

CJU 133	Introduction to Criminal Justice
CJU 236	Criminal Investigation
CJU 358	Institutional and Community-Based Corrections
CJU 444	Juvenile Justice
CJU 485	Internship (three credits)

### Related Course Requirements

PSY 101	Introduction to Psychology
SOC 100	Introduction to Sociology

### Choose two of the following courses:

CJU 341	Introduction to Counseling
CJU 348	Drugs, Alcohol and Crime
CJU 475	Criminology
PSY 370	Social Psychology
PSY 374	Abnormal Psychology
SOC 360	Minority Studies
SOC 377	Human Relations

## Minor

### Minor Course Requirements

#### Choose 18 credits from the following:

CJU 133	Introduction to Criminal Justice
CJU 233	Policing in America
CJU 236	Criminal Investigation
CJU 240	Criminal Courts



CJU 340	Criminal Procedure
CJU 341	Introduction to Counseling
CJU 348	Drugs, Alcohol and Crime
CJU 358	Institutional and Community-Based Corrections
CJU 444	Juvenile Justice
CJU 460	Criminal Law
CJU 475	Criminology

## TEACHER EDUCATION

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The mission of the Mount Marty University Teacher Education Department is to prepare high quality teachers. The department uses a developmental approach within a context of relationships to help students grow in their sense of self and in their ability to serve as competent teachers.

The teacher education department is committed to the liberal arts mission of Mount Marty. Consequently, this degree and required courses for the education majors address the agreed upon general education outcomes of the university as well as the teacher education certification requirements set forth by the state of South Dakota.

A unique characteristic of the teacher education program at Mount Marty University is the integration of theory with practice throughout the entire academic career. Each education student has the opportunity to work in area schools from their freshman orientation class observations through the field experiences, practica and into the student teaching semester during the senior year. Professors teach all classes and given the small size of the classes, they know their students. The teacher education faculty are committed to helping the students become competent professionals and assisting students in securing that all-important first teaching job.

The department offers several majors to prepare students to teach at the elementary, secondary and K-12 levels. A student completing a major in elementary education is eligible to teach all subjects in kindergarten through eighth grade in South Dakota. The student completing a major in secondary education is eligible to teach in their academic major (biology, English, history) in grades 7 through 12 in South Dakota. A student completing a major in physical education is eligible to teach in their major in grades K-12 in South Dakota. Special education majors are eligible to teach in South Dakota, working with students with disabilities in grades K-12. Graduates of the teacher education program are eligible for comparable certificates/licenses in other states although grade levels and subject areas may vary.

Secondary education majors must complete requirements in education and an academic content major. The academic majors include biology, English, history, math education or physical education. The physical education major prepares its graduates for teaching at the elementary, middle and secondary levels (K-12) as well as coaching. A student majoring in physical education is required to complete appropriate methods courses and student teach at two of the three levels (elementary, middle and/or secondary). The mathematics education major is a combination of secondary education and math courses to be able to teach 7-12 math.

Special education majors must also complete an elementary education major or a secondary education major. The special education program can be completed in four years for those who also major in elementary education. This includes 12 weeks of student teaching in the elementary classroom and 14 weeks in a special





education setting. Special education majors who are also majoring in secondary education and a content area require five (5) years to complete both programs. This includes two semesters of student teaching.

The Mount Marty University Teacher Education Program is approved by the South Dakota Board of Education and is subject to change depending upon the teacher preparation standards and certification requirements of the South Dakota Department of Education. Every student must meet the program requirements for graduation listed in the teacher education department handbook “guidelines for students preparing to teach” at the time of official acceptance into the Department unless an update requirement is mandated by the state or an accrediting agency prior to the student’s program completion. To be eligible for South Dakota certification, applicants must possess or be in the process of acquiring U.S. citizenship. The state may also deny certification if applicants are delinquent in child support payments or if they have been convicted of a crime involving moral turpitude.

Program Outcomes: (aligned with the Interstate Teacher Assessment and Support Consortium’s Core Teaching Standards)

- Understanding of learners and learning; how the students acquire new knowledge and skills, the varying development patterns of students, the unique differences learners bring to learning contexts and the characteristics of environments that foster learning.
- Subject matter competency; a deep and flexible competency that allows them to make content meaningful with learners by helping learners access information, apply knowledge and make connections with their encapsulating worlds.
- Understanding of and ability to integrate and coordinate assessment, planning and instructional strategies in effective and engaging ways, from objective setting and standard alignment to lesson design and the implementation and analysis/interpretation of assessment.
- Understanding and knowledge of the importance of engaging in meaningful and intensive professional learning/development opportunities, professional collaboration and self-renewal in terms of creating supportive and productive learning environments.
- Students who plan to pursue one of the teacher education majors should consult the teacher education department handbook “guidelines for students preparing to teach” for current information and details on prerequisites, criteria for admission to the department, application procedures, etc. This handbook is distributed in the education classes.

### **Post-Baccalaureate Certification**

Mount Marty University offers an additional route to teacher certification for persons who have already completed at least a baccalaureate degree from a regionally accredited institution. Persons interested in this certification-only program should contact the teacher education department chair for more information.



## ELEMENTARY EDUCATION

### Bachelor of Arts

#### Prerequisites for program acceptance

- Successful completion (a grade of “C” or above) of EDN 150, EDN 214 or EDN 216, EDN 233 or EDN 234, ENG 103, ENG 104, STH 130 and MTH 150 or higher or demonstration of competency for any of the above courses.
- Minimum grade of “C” in any course used to fulfill major, minor or required-related Teacher Education requirements.
- Successful completion of the PRAXIS core academic skills for educators tests.
- Evidence of academic proficiency at a GPA of 2.5 for the cumulative GPA and a 2.6 or above in the academic major. For the elementary education major, the education courses and the required-related courses identified in the catalog are computed separately with 2.6 required in each area.
- Recommendations from two faculty members indicating that the applicant has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least one recommendation must be from teacher education faculty. (Recommendations from coaches are only accepted if they are also course instructors.)
- Completion of application forms, including a disclosure form for criminal conduct.

#### Major Course Requirements

EDN 150	Orientation to Teaching
EDN 156	Child and Adolescent Development
EDN 214-18	Field Experience in Elementary/Middle/Secondary
EDN 233	Educational Psychology
EDN 234	Measurement, Evaluation and Management
EDN 266	Middle School/Junior High Education
EDN 314-18	Practicum in Elementary/Middle/Secondary
EDN 341	Elementary Science and Social Studies Methods
EDN 342	Reading: Philosophy, Psychology and Methods
EDN 346	Reading: Children’s Literature/Language Arts Methods
EDN 347	Reading: Methods, Diagnosis and Remediation in Reading
EDN 350	Elementary School Mathematics Methods
EDN 360	Indian Studies
EDN 376	Integrating Technology into Teaching and Learning
EDN 377	Human Relations Skills
EDN 453	Student Teaching Seminar
EDN 454	Elementary School Student Teaching
EDN 490	Seminar: The Teaching Profession
SPE 260	Psychology of the Exceptional Individual



## Related Course Requirements

ART 240	Elementary School Art Education
Science	Four credit lab science course
ENG 103	Composition I: The Essay
ENG 104	Composition II: Critical Writing
HIS 228	U.S. History & Government
Mathematics	Four credits to include College Algebra or higher
MUS 315	Elementary School Music Methods
PED 315	Elementary Methods of Physical Education
Social Science	Three credits social science elective
STH 130	Speech Communication

Criteria for acceptance into elementary student teaching (by teacher education committee)

- Completion of application forms, including a disclosure form for criminal conduct.
- Prior acceptance into teacher education program.
- A minimum of a 2.5 cumulative GPA and a 2.75 average GPA in education courses and in required related courses.
- 100 hours working with students whose ages fall within the desired certification level including successful completion of at least one credit of EDN 214-216 Field Experience and at least two credits of EDN 314 or EDN 316 Practicum.
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor. For special education one recommendation must be from special education faculty. (Recommendations from coaches are only accepted if they are also course instructors.)
- Successful completion of all methods courses for the major prior to student teaching (EDN 342, EDN 341, EDN 346, EDN 347 and EDN 350).

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.
- Praxis II Elementary Education Content Knowledge exam prior to the student teaching experience as evidenced by an Examinee Score Report.

Exit requirements for elementary majors

- Successfully complete student teaching including satisfactory performance on required assessments.

- Maintain GPA specifications required to gain acceptance into student teaching.
- Successfully complete the required Praxis II exams for South Dakota certification.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major.

## SPECIAL EDUCATION

### Bachelor of Arts

Prerequisites for program acceptance

- Same as for elementary or secondary education.
- Successful completion (grade of “C” or above) of SPE 260 or SPE 270.

#### Major Course Requirements

SPE 260	Psychology of the Exceptional Individual
SPE 261	Behavior and Group Management
SPE 270	Interacting with Parents and Professionals
SPE 360	Assessment of Exceptional Learners
SPE 361	Diagnostic Instruction: Early Childhood– Transition
SPE 390	Consultation and Collaboration and Inclusion
SPE 440	Curriculum and Instructional Strategies
SPE 442	Learning Disabilities: Methods and Materials
SPE 460	Special Education Student Teaching

#### Other Requirements

Concurrent completion of the elementary or secondary education major or previous/current teacher certification in another area (or documented eligibility for such certification).

Criteria for acceptance into special education student teaching

- Completion of application forms including a disclosure form for criminal conduct.
- Prior acceptance into teacher education program.
- At least a 2.5 cumulative GPA and 2.75 GPA in special education courses.
- 100 hours working with students whose ages fall within the desired certification level (satisfied by acceptance in elementary or secondary education).
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor and one of which must be from special education faculty. See also the requirements for recommendations for elementary education or secondary education student teaching. (Recommendations from coaches are only accepted if they are also course instructors.)

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.

Exit requirements for special education majors

- Successful completion of student teaching including satisfactory performance on required assessments.
- Maintenance of a cumulative GPA of at least 2.5, with at least a 2.75 in the special education major.
- Successful completion of the required Praxis II exams for South Dakota certification.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major.

### **Minor**

Minor Course Requirements

SPE 220	Field Experience in Special Education
SPE 260	Psychology of the Exceptional Individual
SPE 261	Behavior and Group Management
SPE 270	Interacting with Parents and Professionals
SPE 360	Assessment of Exceptional Learners
SPE 390	Consultation and Collaboration and Inclusion

Note: This minor will not lead to certification in special education. This minor will strengthen preparation of regular education majors and is also an appropriate minor for a psychology major, human service major or a criminal justice major.

## **SECONDARY EDUCATION**

### **Bachelor of Arts**

Prerequisites for program acceptance

- Successful completion (grade of “C” or higher) of EDN 150, EDN 216 or EDN 218, EDN 233 or EDN 234, ENG 103, ENG 104, STH 130, MTH 125 or higher or demonstration of competency for any of the above courses.
- Minimum grade of “C” in any course used to fulfill major, minor or required-related teacher education requirements.
- Successful completion of the PRAXIS Core Academic Skills for Educators Tests.
- Evidence of academic proficiency at a GPA of 2.6 or above in the secondary education major and in the academic major (2.6 GPA required in each major and computed separately).
- Recommendations from two faculty members indicating that the



applicant has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least one recommendation must be from teacher education faculty. (Recommendations from coaches are only accepted if they are also course instructors).

- Completion of application forms, including a disclosure form for criminal conduct.

### **Major Course Requirements**

EDN 150	Orientation to Teaching
EDN 156	Child and Adolescent Development
EDN 216-18	Field Experience in Middle/Secondary
EDN 233	Educational Psychology
EDN 234	Measurement, Evaluation and Management
EDN 266	Middle School/Junior High Education
EDN 316-18	Practicum in Middle/Secondary
EDN 360	Indian Studies
EDN 362	Middle School/Secondary Reading in the Content Area
EDN 374	Middle School and Secondary General Methods
EDN 376	Integrating Technology into Teaching and Learning
EDN 377	Human Relations Skills
EDN 453	Student Teaching Seminar
EDN 457	Secondary School Student Teaching
EDN 490	Seminar: The Teaching Profession
SPE 260	Psychology of the Exceptional Individual

### **Additional Requirement for Biology Majors**

EDN 440	Special Methods for Science
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### **Additional Requirement for English Majors**

EDN 443	Special Methods for Language Arts
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### **Additional Requirement for History Majors**

EDN 442	Special Methods for Social Studies
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### **Additional Requirement for Mathematics Education Majors**

EDN 441	Special Methods for Mathematics
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### **Other Requirements**

Enrollment in an additional academic major in one of the following areas: biology, English, history, mathematics education or physical education.

Criteria for acceptance into secondary student teaching

- Completion of application forms including a disclosure form for criminal conduct.
- Prior acceptance into teacher education program.
- A minimum of a 2.5 cumulative GPA and a 2.75 average GPA in education courses and in required related courses.
- 100 hours working with students whose ages fall within the desired certification level including successful completion of at least one credit



- of EDN 214-218, field experience and two credits of EDN 314-318, practicum.
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor. For secondary education, one recommendation must be from faculty in the academic content major and for special education one recommendation must be from special education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
  - Successful completion of all methods courses for the major prior to student teaching (EDN 362, EDN 374 and the applicable EDN 440, EDN 442, EDN-441, EDN 443, PED 315 or PED 451).

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.
- Praxis II specialty area/content exam for the academic major prior to student teaching as evidenced by an examinee score report.

Exit requirements for secondary education majors

- Successful completion of student teaching including satisfactory performance on required assessments.
- Maintain GPA specifications required to gain acceptance into student teaching.
- Successful completion of the required Praxis exams for South Dakota certification and the content exam.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major.

## MATHEMATICS EDUCATION

### Bachelor of Arts

Students must follow all departmental requirements for program acceptance, acceptance into student teaching and exit requirements for the secondary education major. In addition the following 27 credits in mathematics are required.

#### Major Course Requirements

Choose 27 credits from the following:

- |         |             |
|---------|-------------|
| MTH 115 | Geometry I  |
| MTH 116 | Geometry II |

MTH 150	College Algebra
MTH 180	Precalculus
MTH 205	Discrete Mathematics
MTH 209	Calculus I
MTH 210	Calculus II
MTH 219	Elementary Statistics
MTH 303	Non-Euclidean Geometry
MTH 355	Linear Algebra
MTH 375	Methods in Numerical Analysis

### Education Course Requirements

EDN 150	Orientation to Teaching
EDN 156	Child and Adolescent Development
EDN 216-18	Field Experience in Middle/Secondary
EDN 233	Educational Psychology
EDN 234	Measurement, Evaluation and Management
EDN 266	Middle School/Junior High Education
EDN 316-18	Practicum in Middle/Secondary
EDN 360	Indian Studies
EDN 362	Middle School/Secondary Reading in the Content Area
EDN 374	Middle School and Secondary General Methods
EDN 376	Integrating Technology into Teaching and Learning
EDN 377	Human Relations Skills
EDN 441	Special Methods for Mathematics
EDN 453	Student Teaching Seminar
EDN 457	Secondary School Student Teaching
EDN 490	Seminar: The Teaching Profession
SPE 260	Psychology of the Exceptional Individual

### Recommended courses:

PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
MTH 270	Math Modeling

## PHYSICAL EDUCATION

### Bachelor of Arts

#### Prerequisites for program acceptance

- Successful completion (grade of “C” or higher) of EDN 150, EDN 216 or EDN 218, EDN 233 or EDN 234, ENG 103, ENG 104, STH 130, MTH 125 or higher or demonstration of competency for any of the above courses.
- Minimum grade of “C” in any course used to fulfill major, minor or required-related teacher education requirements.
- Successful completion of the PRAXIS Core Academic Skills for Educators Tests.
- Evidence of academic proficiency at a GPA of 2.6 or above in the secondary education major and in the academic major (2.6 GPA





- required in each major and computed separately).
- Recommendations from two faculty members indicating that the applicant has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least one recommendation must be from teacher education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
  - Completion of application forms, including a disclosure form for criminal conduct.

### Major Course Requirements

EDN 150	Orientation to Teaching
EDN 156	Child and Adolescent Development
EDN 214-18	Field Experience in Elementary/Middle/Secondary
EDN 233	Educational Psychology
EDN 234	Measurement, Evaluation and Management
EDN 266	Middle School/Junior High Education
EDN 314-18	Practicum in Elementary/Middle/Secondary
EDN 360	Indian Studies
EDN 362	Middle School/Secondary Reading in the Content Area
EDN 374	Middle School and Secondary General Methods
EDN 376	Integrating Technology into Teaching and Learning
EDN 377	Human Relations Skills
EDN 453	Student Teaching Seminar
EDN 457	Secondary School Student Teaching
EDN 490	Seminar: The Teaching Profession
SPE 260	Psychology of the Exceptional Individual

### Major Course Requirements

PED 100	Introduction to Physical Education
PED 133	Gymnastics/Tumbling
PED 135	Dance
PED 200	Fundamentals of Coaching
PED 211	Individual/Dual Sports I
PED 212	Individual/Dual Sports II
PED 213	Team Sports I
PED 214	Team Sports II
PED 217	First Aid & CPR
PED 225	Health and Wellness in Special Populations
PED 226	Strength and Functional Conditioning
PED 230	Human Anatomy and Physiology
PED 315	Elementary Methods of Physical Education
PED 350	Principles of Health
PED 353	Biomechanics
PED 382	Adapted Physical Education
PED 440	Organization and Administration of Physical Education and Athletic Programs
PED 450	Exercise Physiology
PED 451	Secondary Health and Physical Education Methods



## Related Course Requirements

EXS 254	Sports First Aid/Prevention and Care of Athletic Injuries
EDN 455	Elementary School Student Teaching in Physical Education

### Choose at least one outdoor recreational activity from the following:

REC 212	Biking and Hiking
REC 214	Skiing
REC 223	Community Recreation, Sports and Tourism
REC 220	Introduction to Archery
REC 341	Camping/Outdoor Recreation

### Criteria for acceptance into secondary student teaching

- Completion of application forms including a disclosure form for criminal conduct.
- Prior acceptance into teacher education program.
- A minimum of a 2.5 cumulative GPA and a 2.75 average GPA in education courses and in required related courses.
- 100 hours working with students whose ages fall within the desired certification level including successful completion of at least one credit of EDN 214-218, field experience and two credits of EDN 314-318, Practicum.
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the teacher education department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor. For secondary education, one recommendation must be from faculty in the academic content major and for special education one recommendation must be from special education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
- Successful completion of all methods courses for the major prior to student teaching (EDN 362, EDN 374, PED 315 or PED 451).

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.
- Praxis II specialty area/content exam for the academic major prior to student teaching as evidenced by an examinee score report.

### Exit requirements for secondary education majors

- Successful completion of student teaching including satisfactory performance on required assessments.
- Maintain GPA specifications required to gain acceptance into student

- teaching.
- Successful completion of the required Praxis exams for South Dakota certification and the content exam.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major

## ENGLISH

The mission of the English department is to develop graduates who think creatively and critically and who communicate well by providing instruction in literary analysis, creative writing and composition to English majors, minors and students in general education.

The program is designed to develop graduates who think creatively and critically and who communicate well, the English major is an excellent foundation for the future lawyer, doctor, business executive, librarian, social worker or teacher. Combined with appropriate minors, it is a sound preparation for careers in television, radio, journalism, advertising, publishing and writing, public relations, public service, merchandising and computer programming. Graduates of the Mount Marty University English program are found today in most of these fields. They have been supported in their career development by faculty who take pride not only in offering an excellent academic program but also in seeing that each graduate is well positioned in graduate study or a career.

Composition students will be able to find errors in drafts, revise appropriately, write a clear thesis statement and develop a thesis statement into an effective essay. English education students will be able to recall content of select works of literature and recognize major theories of contemporary linguistics. Students with a literature concentration will be able to present and defend a major research project before an audience and explain the relationship between a work of literature and the culture that produced it. Students with a creative writing concentration will be able to critique their own writing, evaluate the work of peers and collaborate in the revision of their work and the work of their colleagues. General education students will be able to analyze works of literature.

A major in English fosters students' development as creative and critical thinkers who will become productive members of society.

### Program Outcomes:

- Students will be able to investigate significant issues, develop a thesis, use pertinent evidence and present it in writing that has impact on a general audience.
- Students will be able to research a literary topic and support an argument with abundant and specific evidence.
- Students will be able to analyze underrepresented experiences and cultural diversity, including issues of race, gender, class, sexuality and ethnicity, through the study of ethnic minority or non-Western texts.
- Students will be able to demonstrate, independent original and imaginative thinking.
- [LITERATURE CONCENTRATION] - Students will be able to demonstrate knowledge of major traditions in British literature, American literature and literature outside of the European/North American sphere.
- [WRITING CONCENTRATION] - Students will be able to describe their own writing style and how it can be improved.



- [WRITING CONCENTRATION] - Students will be able to write, recognize and interpret the differences among fiction, nonfiction and poetry in ways that display an understanding of the special qualities and possibilities of the genres.

## **Bachelor of Arts**

### **Literature Concentration Major Course Requirements**

ENG 250	World Literature
ENG 310	Early American Literature
ENG 311	Recent American Literature
ENG 343	Early British Literature
ENG 344	Recent British Literature
ENG 369	Advanced Composition
ENG 490	Senior Seminar

### **Choose 12 credits from the following:**

ENG 220	The Short Story
ENG 221	Creative Writing
ENG 226	Adolescent Literature
ENG 355	Shakespeare's Drama
ENG 356	The Novel
ENG 360	Mythology
ENG 371	English Language: Grammar and Linguistics

Six college credits of a foreign language or two years of successful high-school study of one foreign language.

### **Writing Concentration Major Course Requirements**

ENG 221	Creative Writing
ENG 491	Senior Portfolio and Performance

### **Choose 12 credits from the following:**

ENG 222	Basic News Writing
ENG 320	Advanced Poetry
ENG 321	Advanced Fiction and Nonfiction
ENG 322	Writing and Publishing
ENG 323	Advanced Writing and Publishing
ENG 324	Writing and the Visual Arts
ENG 369	Advanced Composition

With approval of the major advisor, students may elect to take three credits of independent study (ENG 299 or 399) in fulfillment of the major.

Students must also take an additional 15 credits from among other courses in the English department (200 level or higher) and six college credit hours of a foreign language or two years of successful high-school study of one foreign language.

### Education Emphasis Major Requirements

Students pursuing an English major with an concentration in education leading to certification as a teacher will be required to take additional coursework outside the English department and will require advising by members of both the English and the education departments very early in their university career. Students are strongly urged to contact both departments before they register for their first semester.

ENG 226	Adolescent Literature
ENG 250	World Literature
ENG 310	Early American Literature
ENG 311	Recent American Literature
ENG 343	Early British Literature
ENG 344	Recent British Literature
ENG 355	Shakespeare's Drama
ENG 369	Advanced Composition
ENG 371	English Language: Grammar and Linguistics
ENG 490	Senior Seminar

Students must also take an additional six credits of English of the student's election (200 level or higher). English education students who plan on doing future graduate-level work in English are encouraged to take critical theory as an elective.

### Minor

#### Literature Concentration Minor Requirements

ENG 369	Advanced Composition
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#### Choose one of the following courses:

ENG 310	Early American Literature
ENG 311	Recent American Literature

#### Choose one of the following courses:

ENG 343	Early British Literature
ENG 344	Recent British Literature

#### Choose nine credits from the following, not taken above:

ENG 220	The Short Story
ENG 221	Creative Writing
ENG 250	World Literature
ENG 255	European Fiction
ENG 310	Early American Literature
ENG 311	Recent American Literature
ENG 343	Early British Literature
ENG 344	Recent British Literature
ENG 348	Theatre: An Overview
ENG 349	History of Film
ENG 355	Shakespeare's Drama
ENG 356	The Novel



ENG 360	Mythology
ENG 371	English Language: Grammar and Linguistics
ENG 490	Senior Seminar

**Writing Concentration Minor Requirements**

ENG 221	Creative Writing
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**Choose nine credits from the following:**

ENG 222	Basic News Writing
ENG 320	Advanced Poetry
ENG 321	Advanced Fiction and Nonfiction
ENG 322	Writing and Publishing
ENG 323	Advanced Writing and Publishing
ENG 324	Writing and the Visual Arts
ENG 369	Advanced Composition

With approval of the major advisor, students may elect to take three credits of independent study (ENG 299 or 399) in fulfillment of the minor.

Students must also take an additional six credits from among other courses in the English department (200 level or higher).

## EXERCISE SCIENCE

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The mission of the exercise science program at Mount Marty University is to develop competent and contributing entry-level professionals as well as provide a foundation for graduate-level coursework and programs in physical therapy, occupational therapy, athletic training and strength and conditioning. The knowledge, skills and abilities gained will enable students to create and implement strength, cardiovascular and flexibility training programs, as well as have the understanding of several standard health and fitness assessments such as body composition, maximal and submaximal cardiovascular and strength testing, among others. These skills will help facilitate others in achieving healthy, active lifestyles and enhance athletic and fitness performance.

This major has been designed to meet the requirements of various certifications within nationally recognized organizations. These include: American Council on Exercise: Personal Trainer, Group Fitness Instructor, Clinical Exercise Specialist, Life & Weight Management Consultant; American College of Sports Medicine: Personal Trainer, Health/Fitness Instructor, Exercise Specialist, Registered Clinical Exercise Physiologist; National Strength & Conditioning Association: Personal Trainer, Strength & Conditioning Specialist; National Association of Sports Medicine: Personal Trainer, Group Trainer and Performance Enhancement Specialist.

The new pre-physical therapy degree track ensures that students pursuing physical therapy will have all of the pre-requisite courses met, along with obtaining their BA in Exercise Science. We have formulated our track based off of the requirements of the University of South Dakota, if a student intends to attend a specific school, we make sure any additional pre-requisites are built into their program of study.

Starting in 2018, an articulation agreement was signed with the Master's of Athletic Training Program at Augustana University. This agreement guarantees admittance into the program if all pre-requisite materials are completed.

### Program Outcomes:

- Students will be able to demonstrate the ability to effectively engage in scholarly inquiry and analysis in the area of exercise science and sport studies.
- Students will demonstrate knowledge of the importance and influence of physical activity, kinesiology, nutrition, psychology and exercise on health and overall well-being.
- Students will plan, administer and evaluate strength, cardiovascular, and flexibility programs and assessments, nutrition projects based in sport, clinical, industrial and/or corporate environments.
- Students will be academically prepared for graduate study in exercise science related fields including physical therapy, occupational therapy, athletic training and strength and conditioning and/or be prepared to function competently in the fields of exercise and sport.





## Bachelor of Arts

### Major Course Requirements

EXS 100	Introduction to Exercise Science
EXS 225	Health and Wellness in Special Populations
EXS 226	Strength and Functional Conditioning
EXS 230	Human Anatomy & Physiology
EXS 240	Motor Learning and Development
EXS 254	Sports First Aid/Prevention & Care of Athletic Injuries
EXS 310	Nutrition of Sport and Exercise
EXS 353	Biomechanics
EXS 450	Exercise Physiology
EXS 485	Internship (minimum 3 credits)
EXS 498	Research Design

### Related Course Requirements

PED 200	Fundamentals of Coaching
PED 217	First Aid & CPR
PED 350	Principles of Health
PSY 316	Health Psychology
PSY 317	Sport Psychology

## Exercise Science with Pre-Physical Therapy Concentration

### Major Course Requirements

EXS 100	Introduction to Exercise Science
EXS 225	Health and Wellness in Special Populations
EXS 226	Strength and Functional Conditioning
EXS 240	Motor Learning and Development
EXS 254	Sports First Aid/Prevention & Care of Athletic Injuries
EXS 310	Nutrition of Sport and Exercise
EXS 353	Biomechanics
EXS 450	Exercise Physiology
EXS 485	Internship (minimum 3 credits)
EXS 498	Research Design

### Related Course Requirements

BIO 111	General Biology I
BIO 203	Human Anatomy & Physiology I
BIO 204	Human Anatomy & Physiology II
BIO 320	Microbiology
CHM 111	General Chemistry I
CHM 112	General Chemistry II
MTH 219	Elementary Statistics
PED 200	Fundamentals of Coaching
PED 217	First Aid & CPR
PED 350	Principles of Health
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
PSY 165	Lifespan Development
PSY 374	Abnormal Psychology



# HEALTH AND FITNESS MANAGEMENT

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The health and fitness management program is a focused interdisciplinary experience designed to provide students with a wide ranging set of skills that will allow them to be competitive in the ever-changing world of online fitness training, gym ownership, corporate fitness and franchised gyms based on traditional Catholic values. The health and fitness management program brings together the essential foundational concepts of business administration and exercise science to prepare students to enter one of the fastest growing job sectors in America. Health and fitness management majors are also encouraged to explore the many options available to them to either double major in business administration or to obtain a minor in another related discipline such as accounting, English or psychology.

## Program Outcomes:

- Students will demonstrate knowledge of traditional business functions including computer information systems, marketing, economics, finance, leadership, strategy and management science.
- Students will demonstrate the ability to communicate clearly and concisely in a variety of domains, while demonstrating competency with technology.
- Students will demonstrate the ability to manage and coordinate people, business processes and business resources.
- Students will demonstrate the ability to identify, evaluate and articulate ethical behaviors and social responsibility, drawing from the university's Benedictine tradition.
- Students will demonstrate knowledge of the importance and influence of physical activity, kinesiology, nutrition, psychology and exercise on health and overall well-being.
- Students will plan, administer and evaluate strength, cardiovascular and flexibility programs and assessments, nutrition projects based in sport, clinical, industrial and/or corporate environments.

## Major Requirements

BUS 125 Introduction to Business  
BUS 215 Business Communications  
BUS 225 Principles of Marketing  
BUS 231 Principles of Management  
BUS 256 Microeconomics  
BUS 270 Management Information Systems  
BUS 333 Advertising  
BUS 335 Human Resource Management  
BUS 372 Legal Environment of Business  
BUS 390 Business Ethics & Community Service  
EXS 100 Introduction to Exercise Science  
EXS 226 Strength & Functional Training  
EXS 310 Nutrition of Sport and Exercise  
EXS 353 Biomechanics  
EXS 450 Exercise Physiology  
EXS 485 Internship (minimum 3 credits)



PED 217 First Aid & CPR  
PED 230 Human Anatomy & Physiology  
PSY 316 Health Psychology

# **HISTORY**

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The history department of the humanities division is part of the Mount Marty University academic community in the Catholic Benedictine liberal arts tradition. The department prepares students to become teachers or pursue further studies that will allow them to participate in the contemporary world of work, provide service to the human community and experience personal growth.

A history major provides students with a broadly based liberal arts education emphasizing knowledge of the past as the foundation of contemporary institutions and society. A history major prepares students for careers in journalism, government and politics. It also serves as excellent preparation for future studies and careers in law, theology and teaching.

This major is designed to be a double major with teacher education for students who wish to teach history in secondary schools. Teacher education majors are prepared to be certified to teach in South Dakota and many other states (see Other Requirements below).

## **Program Outcomes:**

- Students will be able to demonstrate an overall understanding of world history and United States history.
- Students will be able to develop an in-depth understanding of a field, theme or region.
- Students will be able to formulate historical arguments and synthesize those arguments in clear and persuasive pose.
- Students will be able to demonstrate a historical awareness of the diversity of the human experience across time and space.
- Students will develop the facility to conduct research in both primary and secondary resources.

## **Prerequisites for Program Acceptance**

Cumulative GPA of 2.5 after two semesters of college.

## **Bachelor of Arts**

### **Major Course Requirements**

HIS 106	Ancient and Medieval World Cultures
HIS 107	16th to 18th Century World Cultures
HIS 108	19th and 20th Century World Cultures
HIS 228	U.S. History and Government
HIS 229	U.S. History Since 1877
HIS 322*	Constitutional History and Law
HIS 346*	U.S. Diplomatic History
HIS 361*	History of Christianity
HIS 370*	Korean and Vietnam Wars
HIS 380*	Recent America: 1932 – Present

\*History 386 (Selected Topics) or History 399 (Independent Study) courses may

be substituted upon department approval. A minimum of 31 credits is required for the major.

### **Other Requirements**

Students pursuing a history major or minor leading to certification as a teacher may require additional course work (HIS 390 is required for South Dakota certification). These students require early counseling by faculty in history and teacher education.

### **Minor**

The history minor (18 credits) is designed to provide students with a broadly based background in U. S. and world history with the five introductory courses and an introduction to the research and writing of history with one upper division history course.

### **Minor Course Requirements**

HIS 106	Ancient and Medieval World Cultures
HIS 107	16th to 18th Century World Cultures
HIS 108	19th and 20th Century World Cultures
HIS 228	U.S. History and Government for Teachers
HIS 229	U.S. History Since 1877

### **Choose one of the following courses:**

HIS 322	Constitutional History and Law
HIS 346	U.S. Diplomatic History
HIS 361	History of Christianity
HIS 370	Korean and Vietnam Wars
HIS 380	Recent American: 1932-Present

# **HORTICULTURE**

The associate of science degree in horticulture blends technical classes with the liberal arts to provide a broader based education to prepare graduates for entry level management and practitioner careers in horticulture.

This program is offered only at a contracted auxiliary site in Yankton.

Program Outcomes:

- Identify and maintain a variety of woody, herbaceous and annual plants and properly place them in landscape designs.
- Create aesthetically pleasing landscape designs using plants, turf and material relevant to their climate and geography.
- Develop, evaluate and maintain turf grass.
- Create and maintain annual landscape maintenance schedules.
- Diagnose disease and insect issues that affect the health of trees, shrubs, plants and turf and provide safe methods for corrective action.
- Explain basic plant science and the environmental implications of various plant species.

## **Associate of Science**

### **Major Course Requirements**

HRT 100	Introduction to Horticulture
HRT 110	Landscape Graphics
HRT 135	Turf Management
HRT 220	Landscape Design
HRT 225	Woody Landscapes, Morphology
HRT 230	Herbaceous Plants
HRT 245	Pruning
HRT 285	Internship

### **Choose one of the following courses:**

HRT 240	Green House Operations
HRT 280	Advanced Woody Landscape Plants

### **Related Course Requirements**

BUS 215	Business Communications
BUS 231	Principles of Management
BIO 240	Botany

### **Horticulture Certificate (16-19 credits)**

#### **Certificate Course Requirements**

HRT 100	Introduction to Horticulture
HRT 135	Turf Management
HRT 245	Pruning

**Choose three courses from the following:**

BUS 215	Business Communications
CIS 125	Basic Skills in Information Technology
HRT 225	Woody Landscapes, Morphology
HRT 230	Herbaceous Plants
HRT 240	Green House Operations
HRT 280	Advanced Woody Landscape Plants

# **HUMAN SERVICE**

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In line with the mission of Mount Marty University, the human service major helps students develop sociological and psychological insight into human behavior and how to apply it to careers in the helping profession. Human behavior is looked at from a variety of different perspectives with a multidisciplinary approach, with the coursework of each area of emphasis helping students pursue areas of interest and focus on developing the skills needed for careers in the human service profession.

Career options for majors with an emphasis in social services include such areas as youth/human service counseling, case management, careers with non-profit or community service organizations, public relations, human resources, working in group homes, court services, probation and domestic violence and homeless shelters. This emphasis will also provide the foundation for students interested in pursuing graduate study in counseling, social work, chemical dependency and other social service fields.

The disability service emphasis will focus on meeting the needs of students interested in human service careers working with disabilities, rehabilitation and support services for youth, those with intellectual and developmental challenges and the elderly. This emphasis will also serve as the foundation for pursuing graduate study in occupational therapy and advanced degrees in disability services.

## **Program Outcomes:**

- Students will examine social issues and their impact on society by being able to assess human behavior using psychosocial theories.
- Students will apply ethical standards to evaluate research, social behavior and in pursuit of professional growth.
- Students will demonstrate and apply human services research to the study of human behavior.
- Students will demonstrate application of psychosocial theories internship in internship and service learning experiences.
- Students will illustrate cultural awareness and sensitivity needed to respectfully serve the diverse service population.

## **Bachelor of Arts**

### **Major Course Requirements**

HSV 100	Introduction to the Human Service Profession
HSV 310	Service Learning (three credits)
HSV 490	Senior Seminar
HSV 498	Senior Research

### **Related Course Requirements**

CJU 133	Introduction to Criminal Justice
PSY 101	Introduction to Psychology
PSY 165	Lifespan Development





PSY 275	Experimental Methods I
PSY 341	Introduction to Counseling
PSY 346	Ethics for the Human Service and Chemical Dependency Professional
SOC 100	Introduction to Sociology

**Students must choose at least one of the following concentrations:**

#### **Social Services Concentration Requirements**

HSV 485	Internship (3 credits)
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**Choose six courses from the following:**

CJU 444	Juvenile Justice
PSY 340	Chemical Dependency and Human Behavior
PSY 342	Introduction to Alcoholism
PSY 343	Introduction to Group Counseling
PSY 370	Social Psychology
PSY 374	Abnormal Psychology
PSY 276	Experimental Methods II
SOC 202	Marriage and Family
SOC 360	Minority Studies
SPE 260	Psychology of the Exceptional Child
SPE 261	Behavior and Group Management

#### **Disability Services Concentration Requirements**

NSG 210	Basic Nutrition
PED 382	Adapted Physical Education
SOC 377	Human Relation Skills
SPE 260	Psychology of the Exceptional Child
SPE 261	Behavior and Group Management
SPE 270	Interacting with Parents/Professionals
SPE 390	Consultation, Collaboration & Inclusion
HSV 485	Internship (3 credits)

### **Minor**

#### **Minor Course Requirements**

**Choose 18 credits from the following (at least one course from each discipline)**

CJU 133	Introduction to Criminal Justice
CJU 444	Juvenile Justice
PSY 165	Lifespan Development
PSY 341	Introduction to Counseling
PSY 343	Group Counseling
PSY 346	Ethics for the Human Service and Chemical Dependency Professional
PSY 370	Social Psychology
PSY 374	Abnormal Psychology
SOC 202	Marriage and Family
SOC 360	Minority Studies
SOC 480	Social Theory



## **INTERDISCIPLINARY STUDIES**

The interdisciplinary studies major meets the needs of students who wish to design their own area of study. Students interested in the interdisciplinary studies major should meet with an advisor for initial planning. Each student designs a program and prepares a proposal related to the student's career choice. Eligible students may earn an emphasis in allied health. This emphasis requires an associate degree or previous coursework (minimum of 50 credits) in a medical/health related specialty.

**The following guidelines apply to the interdisciplinary studies program:**

Major must consist of 48 credits\*

Option 1: 16 credits\* from three disciplines or

Option 2: 24 credits\* from two disciplines

Option 3: 24 credits\* from one discipline and 12 credits\*  
from two additional disciplines

Students must obtain the approval from each discipline expert. Courses may not be applied twice to satisfy general education and major requirements.

Must earn a minimum of 24\* credits in residence after the plan is approved (note that in progress courses have not been earned yet).

Must earn 16 credits\* of major in residence (standard graduation policy).

\* credits are reduced by half for associate degree



# **MATHEMATICS**

The mathematics department prepares students to be mathematical, quantitative and critical thinkers as well as creative problem solvers, enabling them to become life-long learners, to continue to grow in their chosen professions and to function as productive citizens serving both the local and the global communities. One of the benefits of studying mathematics is that it supports and enhances most any career path.

## **Minor**

### **Minor Course Requirements**

MTH 209            Calculus I

MTH 210            Calculus II

Choose 10 credits of mathematics coursework at a level of discrete mathematics (MTH 205) or higher.

### **Related Course Requirements**

CSC 230            Software Structure and Design

PHY 221            Principles of Physics I

Students pursuing a mathematics minor leading to certification as a teacher may require additional coursework. These students require faculty advisors in mathematics and teacher education.

## MEDICAL LABORATORY SCIENCE

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The mission of the medical laboratory science (MLS) program at Mount Marty University is to prepare graduates to meet the preclinical and core clinical competencies as described by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) under the Benedictine liberal arts tradition.

Medical laboratory science is a traditional program with three years of pre-clinical preparation followed by a one-year clinical internship at a hospital accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Courses in areas such as clinical microscopy/urinalysis, hematology/coagulation, microbiology, serology/immunology and immunohematology are covered in the clinical phase. After successful completion of the clinical year, the student graduates from Mount Marty University with a bachelor of science degree in medical laboratory science and is eligible to take the American Society for Clinical Pathology Board of Certification exam in medical technology. One advantage Mount Marty University offers to the student is a strong introduction to clinical material during the first three years. A major in MLS equips the student to seek careers in many medical settings and can serve as a preparatory program for graduate and professional programs in the medical field.

Graduates of the MLS program are well versed in completing complex medical tests to diagnose, treat and prevent disease. While pursuing this major, the student will develop an in-depth knowledge of the field and become competent in the use of current technologies. The year of clinical internship includes both didactic and extensive opportunities to use state of the art equipment in medical laboratory science. The student will be able to pursue special topics of interest in research and present a seminar within the internship year. Courses within the major in the pre-clinical program of study as well as during internship will give the student the opportunities to examine the contemporary issues facing the medical laboratory scientist and apply the university's guiding ethical principles.

Due to the vast science knowledge and technical skills that the MLS major covers, students are well prepared for careers not only in the laboratory, but in various biomedical positions. A degree in MLS provides students with an excellent foundation for careers in hospital, veterinary, research, government and industrial laboratories. They are also qualified to train or supervise laboratory technicians. Students may choose to continue their education through professional and graduate degrees in human or veterinary medicine, biomedical research, education or management. Medical laboratory practitioners work beyond the laboratory as physicians, researchers, professors, consultants, managers and public health administrators.

Program Outcomes:

- Students will be able to demonstrate competency to perform a full range of testing in the contemporary medical laboratory encompassing pre-analytical, analytical and postanalytical components of laboratory services, including hematology, chemistry, microbiology, urinalysis,



body fluids, molecular diagnostics, phlebotomy and immunohematology.

- Students will be able to demonstrate proficiency to problem-solve, troubleshoot and interpret results and use statistical approaches when evaluating data.
- Students will model the professional traits of an entry level healthcare practitioner.
- Students will be able to demonstrate administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education and appropriate composure under stressful conditions as well as application of safety and government regulations and standards as applied to medical laboratory practice.
- Students will be able to demonstrate effective communication skill to ensure accurate and appropriate information transfer.

#### Prerequisites for Program Acceptance

- Sophomore standing with a minimum cumulative GPA of 3.00 (clinical affiliates require a minimum cumulative GPA of 2.80).
- Completion of eight credits of chemistry and 12 credits of biology with a minimum cumulative GPA of 2.50 in these courses.
- Acceptance into the program does not mean acceptance into a particular internship. Acceptance into internship is determined on an individual basis.

### Bachelor of Science

#### Major Course Requirements

MLS 302	Immunology
MLS 485	Clinical Internship (40 credits)

#### Related Course Requirements

BIO 111	General Biology I
BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO 302	Genetics
BIO 320	Microbiology
BIO 364	Cell and Molecular Biology
CHM 111	General Chemistry I
CHM 112	General Chemistry II
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
MTH 150	College Algebra
MTH 219	Elementary Statistics

#### Recommendations

CHM 232	Organic Chemistry II
MLS 490	Seminar
MLS 498	Research

**Other Requirements**

Internship at a National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) approved hospital. Successful completion of the internship is determined by the institution at which the student interns.



# **MUSIC**

The music department at Mount Marty University is committed to providing high quality musical experiences and learning by creating an inclusive environment that welcomes students, faculty, staff and community members; dedicated to instill an appreciation of music that will last beyond Mount Marty University; and recognizing the spiritual wonder that comes from engaging in and by experiencing music.

All music courses and performing groups are available to all students regardless of their academic major. Groups include concert band, jazz band, pep band, mixed chorus and chamber choir and recruitment choir.

## **Minor**

### **Minor Course Requirements**

MUS 100	Music Theory
MUS 101	Music Theory
MUS 308	Instrumental Conducting
MUS 309	Choral Conducting

### **Choose four credits from the following:**

MUS 160	Piano
MUS 162	Voice
MUS 164	Organ
MUS 166	Woodwinds
MUS 168	Brass
MUS 170	Percussion
MUS 172	Guitar

### **Choose four credits from the following:**

MUS 300	History of Music
MUS 301	History of Music
MUS 302	History of Music
MUS 315	Elementary School Music Methods*
MUS 451	Methods of Teaching Music*

\*required to teach music

### **Applied Music**

All students, regardless of major, may take applied music (music lessons) in the following areas. Students must consult with their instructor prior to registration. Students studying privately, regardless of their academic major, perform an end of the semester “music jury” for the faculty only. Students who have three semesters or fewer of private study perform in a group seminar experience with other members from the teacher’s studio. Students with four semesters or more of private study perform in a departmental recital at the end of each semester.

MUS 160	Piano
MUS 162	Voice
MUS 164	Organ
MUS 166	Woodwinds
MUS 168	Brass
MUS 170	Percussion
MUS 172	Guitar
MUS 140	Piano Class
MUS 142	Voice Class

### **Ensemble**

**Students may earn one credit each semester.**

MUS 124	Smooth Benediction (by audition)
MUS 126	Chamber Choir (by audition)
MUS 127	Choral Union
MUS 128	Concert Band





# NURSING

The mission of the Mount Marty University Nursing Program is to provide students with an integrated education in a Catholic Benedictine liberal arts tradition and to promote personal character development, holistic professional nursing expertise and community service involvement.

Program Outcomes:

- Build upon a foundation of liberal arts education to provide holistic client-centered care based on clinical reasoning, nursing expertise and professional values.
- Adapt organizational and systems leadership skills to ensure continuous improvement in quality care and client safety.
- Evaluate current evidence to inform clinical decision making.
- Support interprofessional, intraprofessional and client communication and collaboration for improving client health outcomes.
- Determine appropriate application of technology to improve and manage client care delivery in the provision of healthcare.
- Interpret, utilize and adapt government policies and regulatory requirements to enhance fiscally responsible health care delivery.
- Develop culturally and spiritually sensitive care including health promotion and disease prevention in a global environment.
- Demonstrate professional values and behaviors in the practice of nursing and community service involvement.
- Integrate knowledge, skills and attitudes in providing safe, compassionate care based on current evidence that demonstrates clinical reasoning and ethical values.

The nursing program leading to a bachelor of science in nursing degree (BSN), is approved by the South Dakota Board of Nursing.

The baccalaureate degree program in nursing at Mount Marty University is accredited by the Commission of Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

Through the program of study in nursing, a student acquires in-depth knowledge and applies that knowledge to provide basic clinical skills of professional nursing for individuals, groups and communities. The nursing student is introduced to the conduct and utilization of nursing research. The nursing student explores contemporary and ethical issues encountered in practice and is introduced to current technologies in healthcare. Supervised clinical practice begins in the sophomore year and takes place in the simulation laboratory and a variety of acute care and community settings.

Baccalaureate nursing graduates are prepared to work in all areas of nursing and have the foundation to enter graduate school. Graduates are employed in acute, intermediate and long-term care and community settings, as well as nursing education and management roles.



## Bridge Program for the RN or LPN

A BSN bridge program is available for registered and licensed practical nurses who desire a baccalaureate degree with a major in nursing. Students are required to take a transition course and senior level nursing course credits at Mount Marty University to meet residency and program requirements.

For a registered nurse (RN) student, college credit is transferred for previous nursing courses and experience. That credit is applied toward completing the BSN degree. Validation testing is also available for several nursing courses. Transfer of credit is dependent upon accreditation status of the nursing program from which they earned their RN degree. The RN must meet course requirements for admission that include an active, encumbered license to practice as an RN in the state of South Dakota and successfully pass NSG-295, Transition into baccalaureate nursing before admission to the nursing program.

A licensed practical nurse (LPN) student can receive college credit for previous nursing courses and experience. Validation testing is also available for several nursing courses. LPNs must meet course requirements for admission into the nursing major and must successfully complete NSG-295 and NSG-255.

### Prerequisites for Admission into the Nursing Major

1. Application to the major is made at the completion of NSG-225. Applications are considered by the BSN program's admission and progression committee. Requirements for admission include:
  - a. Nursing cumulative GPA (includes all nursing classes and required related courses) of 2.80 and at least a 2.00 or C in each prerequisite collateral course and nursing course; an ACT score of 20 (22 recommended) with a 20 reading sub-score or test of essential academic skills (TEAS) score at proficiency level or higher. Students applying to the program with a verified bachelor's degree will be exempt from the ACT requirement.
  - b. Criminal background check and a legal screening survey, based on legal limitations that could prevent them from obtaining a license to practice nursing ("legal limitations for the practice of nursing"). Applicants identified as being "at risk" in this screening process will be considered by the BSN program admission and progression committee on an individual basis, with action based on consideration of the safety and welfare of the public.
  - c. Immunizations are required by the BSN program as well as "essential clinical eligibility requirements for admission to and continuation in the nursing program." (refer to the nursing student handbook).
2. Completion of all prerequisite collateral course requirements prior to the beginning of second semester sophomore-level courses.
3. BSN bridge program students: Registered nurses are not required to take NSG-212; LPNs are required to take NSG-212 if prior nutrition coursework cannot be validated. Complete information on policies related

to admission, progression and retention are available from the nursing



division office.

Students admitted to Mount Marty University may apply for early, conditional acceptance to the BSN program if they meet the following criteria: minimum of 3.5 cumulative high school GPA and minimum ACT score of 22 with no subscores lower than 20. Students must successfully complete the prerequisite courses and earn a cumulative GPA of 2.8 in order to maintain early admission status.

Prior to admission to the BSN program, students must attest to their general good health. Sophomore BSN students and students transferring into the program must provide documentation of required immunizations prior to participating in any clinical experience. All student immunization records are reviewed, monitored and securely stored by the compliance tracking system contracted with by the Mount Marty University BSN program.

Students may be required to submit additional evidence of physical and/or mental health at the time of admission to the program and/or at any time during progression through the program. This evidence must be confirmed by a health care provider. Students will sign a health information release form granting the BSN program access to this health information prior to admission to the program.

Guidelines for Consideration of Application will be as follows:

1. The BSN admissions and progression committee will consider all applicants who apply to the program. Criteria for acceptance includes university GPA, requirements for the nursing major, legal screen, criminal background check, immunization records, completion of prerequisite courses and essential clinical eligibility requirements (refer to the BSN student handbook).
2. Students transferring from other baccalaureate nursing programs into the Mount Marty University BSN program at the junior and senior level are granted action delayed status for one semester. During this time, students are allowed to take nursing course(s). After the semester is completed, their academic status is reviewed and official admission into the BSN Program may be granted, as openings in class enrollment allow.
3. Conditional Admission: Students who do not meet all admission requirements may be offered conditional admission to the program. Conditional admission to the program will be the exception and not the rule. The BSN A&P committee will consider the conditional admission of students on a case-by-case basis. Students conditionally admitted must meet all requirements on or before the start of their subsequent semester to be considered for full admission. Students failing to meet requirements at that time will not be allowed to progress in the program.
4. Though a personal interview is not required, the faculty reserves the right to request an interview.
5. The student's academic advisor in the BSN program may contact other faculty and staff members, with whom the student has had contact, for information regarding probability of success in the BSN program.
6. The number of applicants to be accepted is contingent upon the availability of both BSN faculty and facilities for clinical experience. Applicants are

considered in the following manner:

- Cumulative GPAs will be rank-ordered in two groups.
  - Students who enroll at Mount Marty University as freshmen.
  - Students who transferred into Mount Marty University after their freshman year.

Selection of students will be made on the basis of this rank-ordering. Students from the MMU enrolled-as-freshman group, who meet the required cumulative GPA and ACT/SAT scores are taken first. Transfer students are considered next, starting with the highest cumulative GPAs.

- Preference will be given to students, whether traditional or transfer, who have not had to retake any required related courses.
- In the event of a tie among two or more students, the following procedure will be followed:
  - Prerequisite collateral course grades will be reviewed (MTH-150, CHM-101 or CHM-112, BIO-203, BIO-221). The student with the highest cumulative GPA in prerequisite courses will be accepted.
  - To break any remaining tie, additional and individual predictors may be considered in the following order: ACT (or equivalent SAT), cumulative MMU GPA and review of transfer records.
  - Character references may be requested of the students.
- Students will receive official written notification of admission status.

The following applies to students transferring credits to Mount Marty University:

- Students transferring into the BSN program from other academic institutions will submit their transcripts and ACT scores (or equivalent) to the university for evaluation by the registrar and an academic advisor from the BSN program. Transcripts of nursing courses are evaluated on the following criteria: credit being transferred is from an accredited college or university, credit being transferred is from an ACEN or CCNE-accredited nursing program, nursing classes being transferred in were successfully completed no more than three years prior and nursing course content is comparable in content, depth, level and clinical experience to that of the MMU BSN program.
- Students transferring credits may be asked to submit syllabi and course outlines to assist in the evaluation of the nature and depth of content and to determine allocation of credit. The faculty reserves the right to require proof of competency in clinical nursing skills of all transferring students.
- Students transferring into the program from another nursing program, may be required to complete a 1-2 credit independent study (NSG-299) which covers material addressing the essential characteristics of the Mount Marty University BSN program, the expected characteristics of the Mount Marty graduate, clinical nursing skills in which the student is deficient and other areas that are identified as lacking in all the nursing courses being transferred. The faculty member teaching NSG-225/226 and the nursing advisor will assess the student needs. NSG-299 will be taught by BSN faculty member assigned by the dean of nursing and health sciences.

### Major Course Requirements

NSG 212	Basic Nutrition
NSG 225	Introduction to Nursing as a Profession I
NSG 226	Introduction to Nursing as a Profession II
NSG 255	Health Assessment
NSG 322	Mental Health Nursing
NSG 323	Childbearing Family
NSG 324	Nursing of Children
NSG 340	Pathopharmacology I
NSG 341	Pathopharmacology II
NSG 362	Nursing of Adults I
NSG 363	Nursing of Adults II
NSG 460	Community Health Nursing
NSG 462	Nursing Leadership and Health Care Ethics
NSG 470	Complex Care in Nursing
NSG 491	NCLEX RN Preparation
NSG 492	Nursing Research and Capstone
NSG 493	Preceptor Experience

### Related Course Requirements

BIO 203	Human Anatomy and Physiology
BIO 204	Human Anatomy and Physiology
BIO 221	Introductory Microbiology or higher
CHM 101	Introductory Chemistry I
MTH 150	College Algebra or higher (including Calculus but not Statistics)
PSY 101	Introduction to Psychology
PSY 165	Lifespan Development
SOC 100	Introduction to Sociology

### Other Requirements

- Satisfactory grade is required for all clinical evaluations.
- No grade lower than C is accepted in major or required related courses. Pass/fail is not an available option for major or required related courses.

Copies of all nursing program policies are available in the BSN nursing student handbook.

# PERFORMING ARTS

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The performing arts major combines long-standing Mount Marty traditions of music and theatre and allows each student the flexibility to follow their passions in the performing arts. Students begin with a core of credits in music and theatre and then each student selects the remaining credits based on their individual interests and goals. Students with technical or performing experience qualify for the program.

Career opportunities for a performing arts major include, but are not limited to: positions in professional, community and educational theatre settings as performers, designers, technicians, teachers and directors; vocal or instrumental performers, teachers and conductors; leaders of music and/or drama ministry; event planning; facility management; human resources; activities directors.

Program Outcomes:

- Be able to produce and promote a fully-realized theatre production in a safe and professional environment.
- Be able to lead an instrumental or choral ensemble.
- Be able to communicate, with proper terminology, the processes of music and theatre.
- Gain an understanding of the historical perspective of music and theatre.
- Develop professional networking skills through active participation in opportunities related to their area of interest, including conferences, festivals and internships.

## Bachelor of Arts in Performing Arts

### Major Course Requirements

MUS 100	Music Theory
MUS 101	Music Theory
MUS 300	History of Music
MUS 301	History of Music
STH 117	Theatre Practicum (minimum two credits)
STH 125	Introduction to Acting
STH 204	Stagecraft
STH 210	Lighting and Sound Design
STH 376	Theatre History and Literature I
MUS 420	Recital and Research and
MUS 485	Internship (minimum one credit)
- or -	
STH 490	Senior Capstone and
STH 485	Internship (minimum one credit)

Plus an additional 24 credits from:

MUS 160-172	Applied Lessons
MUS 124-128	Ensembles



MUS 200	Music Theory
MUS 201	Music Theory
MUS 203	World of Music: The American Musical
MUS 302	Music History
MUS 308	Instrumental Conducting
MUS 309	Choral Conducting
MUS 315	Elementary School Music Methods
MUS 329	Liturgical Music
MUS 330	Contemporary Liturgical Music
MUS 331	Hymnody
MUS 452	Methods of Instrumental Instruction
MUS 453	Methods of Choral Instruction
STH 201	Oral Interpretation
STH 202	Creative Dramatics
STH 203	Costumes and Makeup
STH 221	Movement
STH 260	Playwriting
STH 319	Scenery and Props
STH 330	Scenic Painting
STH 355	Shakespeare's Drama
STH 361	Play Directing
STH 366	Stage Management
STH 380	Theatre History and Literature II
STH 422	Drama in the Church
STH 435	Theatre Management

# PHILOSOPHY

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Philosophy addresses the fundamental questions humans have pondered throughout history: Does God exist? Do people have souls? What is right and wrong? What is the good life? What is justice? How do we know what is true? In addition, philosophy seeks to clarify and understand concepts that most other disciplines take for granted: time, causation, necessity, will, freedom, knowledge, mind, understanding, etc. Philosophy seeks to explore these questions and concepts by 1) clearly distinguishing between different views and concepts and 2) giving arguments for and against different positions in order to figure out which positions are closer to the truth. Because of the questions it asks, studying philosophy facilitates one's understanding of the world and one's place in it. In addition, because of its focus on conceptual clarity, argumentative skill and creative thinking a philosophy minor complements any major and is especially useful for anyone who intends to pursue graduate or further professional education.

## Minor

### Minor Course Requirement

#### Choose 9 credits from the following:

BLI 101	Benedictine Leadership I
PHL 201	Introduction to Philosophy
PHL 202	Philosophy and Popular Culture
PHL 203	Philosophy of Human Nature
PHL 204	Faith, Doubt and Reason

#### Choose 8 credits from the following:

PHL 340	Philosophical Ethics
PHL 341	Knowledge and Reality
PHL 350	Peace and Justice
PHL 381	History of Ancient and Medieval Philosophy
PHL 382	History of Modern and Contemporary Philosophy
PHL 490	Senior Seminar





## **POLITICAL SCIENCE**

In a global environment that changes every day, an understanding of international, national and local politics is more important than ever before. From conflicts over the world's natural resources to political realignments at home, politics affects each and every one of us. Upon obtaining a minor in political science, the student is better prepared to be a responsible member of society and it provides a background for careers in government, civil service, law and law enforcement and in public relations.

### **Minor (minimum 18 credits)**

#### **Minor Course Requirements**

POS 120	American Government
POS 221	State and Local Government
POS 361	International Relations

#### **Choose three courses from the following:**

BUS 255	Macroeconomics
CJU 133	Introduction to Criminal Justice
POS 322	Constitutional History and Law
POS 346	U.S. Diplomatic History
POS 370	Korean and Vietnam Wars
POS 380	Recent America: 1932-Present
POS 485	Internship (3 credits)

## **PRE-PROFESSIONAL**

The mission of the pre-professional studies program at Mount Marty University is to provide a solid foundation to students who desire to pursue a professional graduate degree. The program promotes personal growth, lifelong learning, hospitality and the sense of community under the Benedictine liberal arts tradition.

Pre-professional majors take a set of core course requirements but will choose a concentration with a divergent combination of courses that cater the needs of diverse career goals that have proven to be best for preparing for professional graduate programs.

Beyond the course work, this program offers extensive opportunities in scientific research. All of our pre-professional studies majors are required to conduct research under the supervision of professors on campus or off campus. Most of these opportunities are supported with a student stipend. The program also provides opportunities for students to present research work in regional, national or international conferences. The seminar courses provide students an opportunity to examine contemporary issues in light of their own value systems and the university's guiding ethical principles.

### **Program Outcomes:**

- Students will be able to identify and explain relationships between form and function of biological structures at the molecular, cellular and organismal level.
- Students will be able to locate and evaluate various types of scientific information including primary research articles, mass media sources and internet information.
- Students will be able to recognize and apply basic ethical principles to biological practices and understand the role of scientists and biological science in society.
- Students will be able to demonstrate an understanding of how organisms interact with one another and with their environment.
- Students will be able to demonstrate an understanding of the fundamental biological processes of metabolism, homeostasis, growth, reproduction, development, genetics and whole organism physiology.

### **Bachelor of Arts**

#### **Major Course Requirements**

CHM 111	General Chemistry I
CHM 112	General Chemistry II
BIO 111	General Biology I
BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO 490	Senior Seminar
BIO/CHM 498	Research (choose one)
CHM 490	Senior Seminar
MTH 219	Elementary Statistics



Students must choose at least one of the following concentrations:

**Pre-Chiropractic Concentration Requirements**

BIO 112	General Biology II
CHM 231	Organic Chemistry I
MTH 150	College Algebra (or higher)

**Pre-Dentistry Concentration Requirements**

BIO 320	Microbiology
BIO 364	Cell and Molecular Biology
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II
CHM 364	Biochemistry
MTH 209	Calculus I
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

**Recommended Courses**

ART 111	Ceramics I
ART 102	Design II

**Pre-Forensic Science Concentration Requirements**

BIO 320	Microbiology
BIO 330	Genetics
BIO 364	Cell and Molecular Biology
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II
CHM 364	Biochemistry
MTH 219	Calculus
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

**Pre-Genetic Counseling Concentration Requirements**

BIO 302	Developmental Biology
BIO 320	Microbiology
BIO 330	Genetics
BIO 364	Cell and Molecular Biology
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
MTH 219	Calculus I
PSY 341	Introduction to Counseling

**Pre-Medicine Concentration Requirements**

BIO 320	Microbiology
BIO 330	Genetics
BIO 364	Cell and Molecular Biology
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II



CHM 364	Biochemistry
MTH 209	Calculus I
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
PPS 300	MCAT Preparation

### Recommended Courses

BIO 202	Medical Terminology
BIO 302	Immunology
PSY 374	Abnormal Psychology

### Pre-Occupational Therapy Concentration Requirements

BIO 112	General Biology II
BIO 202	Medical Terminology
PSY 221	Abnormal Psychology
PSY 165	Lifespan Development
PHY 221	Principles of Physics I
MTH 150	College Algebra (or higher)

### Choose one of the following:

SOC 340	Chemical Dependency & Human Behavior
SOC 360	Minority Studies

### Recommended Course

PSY 275	Experimental Methods
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### Pre-Optometry Concentration Requirements

BIO 112	General Biology II
BIO 320	Microbiology
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
MTH 209	Calculus I
PHY 221	Principles of Physics I
PHY 222	Principles of Physics I

### Pre-Orthotics/Prosthetics Concentration Requirements

BIO 112	General Biology II
MTH 180	Pre-calculus and higher
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
PSY 374	Abnormal Psychology

### Recommended Course

BUS 231	Principles of Management
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### Pre-Pharmacy Concentration Requirements

BIO 320	Microbiology
BUS 256	Microeconomics
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II



CHM 364	Biochemistry
MTH 209	Calculus I
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

#### **Pre-Physical Therapy Concentration Requirements**

BIO 112	General Biology II
BIO 202	Medical Terminology
MTH 150	College Algebra (or higher)
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
PSY 165	Lifespan Development
PSY 374	Abnormal Psychology

#### **Pre-Physician Assistant Concentration Requirements**

BIO 202	Medical Terminology
BIO 112	General Biology II
BIO 320	Microbiology
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
MTH 150	College Algebra (or higher)
PSY 374	Abnormal Psychology

#### **Recommended Courses**

BIO 302	Immunology
BIO 330	Genetics

#### **Pre-Veterinary Concentration Requirements**

BIO 330	Genetics
BIO 241	Zoology
BIO 320	Microbiology
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
MTH 150	College Algebra (or higher)



# **PSYCHOLOGY**

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In line with the mission of Mount Marty University, the psychology major helps students develop a critical understanding of the field of psychology and human behavior, appreciate the role psychology plays in shaping society and be prepared for graduate training or employment.

## **Program Outcomes:**

- Students will describe key concepts, principles and overarching themes in psychology and develop a working knowledge of psychology's content domains.
- Students will demonstrate psychological information literacy.
- Students will apply ethical standards to evaluate research and social behavior.
- Students will demonstrate effective writing and exhibit effective presentation skills.
- Students will interpret, design and conduct basic psychological research.
- Students will apply psychological principles to service learning and internship experiences.

## **Bachelor of Arts**

### **Related Course Requirements**

PSY 100	Introduction to the Human Service Profession
PSY 101	Introduction to Psychology
PSY 165	Lifespan Development
PSY 275	Experimental Methods I
PSY 276	Experimental Methods II
PSY 310	Service Learning (one credit)
PSY 341	Introduction to Counseling
PSY 370	Social Psychology
PSY 372	Personality Theory
PSY 376	Physiological Psychology
PSY 382	Memory and Cognition
PSY 454	History and Systems of Psychology
PSY 485	Internship (minimum three credits)
PSY 490	Senior Seminar
PSY 498	Senior Research

**Choose two additional courses (6 credits) from the department of psychology.**

### **Related Course Requirements**

MTH 219	Elementary Statistics
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## Psychology Minor

### Minor Course Requirements

Choose 18 credits from the department of psychology.

### Psychology of Behavioral Neuroscience Minor

#### Minor Course Requirements

BIO 302	Immunology
BIO 330	Genetics
BIO 364	Cell and Molecular Biology
PSY 101	Introduction to Psychology
PSY 374	Abnormal Psychology
PSY 376	Physiological Psychology

### Psychology of Leadership Minor

#### Minor Course Requirements

PSY 101	Introduction to Psychology
PSY 225	Group Dynamics
PSY 370	Social Psychology
BUS 231	Principles of Management
BUS 335	Human Resource Management
BUS 383	Corporate Innovation and Entrepreneurship

### Sport Psychology Minor

#### Minor Course Requirements

PSY 101	Introduction to Psychology
PSY 225	Group Dynamics
PSY 317	Sport Psychology
EXS 254	Sports First Aid: Prevention and Care of Athletic Injuries
EXS 310	Nutrition of Sport and Exercise
PED 200	Fundamentals of Coaching



# **RADIOLOGIC TECHNOLOGY**

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Radiologic technologists, also called x-ray technicians or radiographers, perform medical imaging and use radiation for medical diagnosis and treatment. Completion of a formal education in radiologic technology is required for entry into the field. Education in radiologic technology ranges from certificate programs to master's degrees and a student's chances of employment and advancement are enhanced with increasing levels of education.

Mount Marty University offers students a unique method for earning a bachelor of science in radiologic technology. Students fulfill their general education requirements and acquire a foundation of science courses at Mount Marty University. Then, students complete their radiologic technology training at a joint review committee on education in radiologic technology approved school of radiologic technology from which they will typically receive either a certificate or an associates degree.

Program Outcomes:

- Develop an in-depth knowledge of the field.
- Become competent in the use of current technologies.
- Have the opportunity to apply Mount Marty University's guiding moral and ethical principles to contemporary issues in the practice of radiologic technology.

Prerequisites for Program Acceptance

The student must have attained a cumulative GPA of 2.5 after completion of 68 credits.

## **Bachelor of Science**

### **Major Course Requirements**

RAD 101	Introduction to Radiologic Technology
RAD 485	Clinical Internship (60 credits)

### **Related Course Requirements**

BIO 101	General Biology I
BIO 202	Medical Terminology
BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
MTH 150	College Algebra (or higher)
PHY 221	Principles of Physics I

**Choose one of the following courses:**

CHM 101	Introductory Chemistry I
CHM 111	General Chemistry I

**Recommended courses:**

PHY 222	Principles of Physics II
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# RECREATION MANAGEMENT & TOURISM

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The Mount Marty University recreation management and tourism department develops students with the knowledge and ability to be successful in city, state and federal recreational programs. The department uses a comprehensive approach which allows students to grow professionally and be successful in many aspects of personal growth.

While pursuing a recreation management and tourism degree, the student develops the knowledge and ability to become successful in community, state, federal and private recreation and tourism professional careers. The student will also acquire business management credentials, knowledge and practical insight required for careers in commercial recreation corporations or management positions in parks, recreation and tourism industries. With comprehensive career training through internship opportunities, outdoor class experience and classroom learning, the student will be competitive in many positions in professional recreation business careers and many sectors of the tourism industry. This major lays a solid foundation for graduate programs and offers a concentration in sports management option, which will prepare students to pursue sports management careers.

## Program Outcomes:

- Students will be able to plan, design, implement and evaluate recreation programming for general and diverse populations in the recreation and tourism industry.
- Students will be able to apply the concepts, principles and procedures of management, marketing, finance and human resource management to advance the mission of recreation and tourism organizations.
- Students will be able to articulate the professional history and ethical practices when engaging in tourism and recreation experiences.
- Students will demonstrate concepts of recreation management and business administration as it is applied in various recreation settings and facilities at private, city, state and federal levels.
- Students will understand legal issues related to establishing and operating recreation and tourism organizations.

## Bachelor of Arts

### Major Course Requirements

REC 101	Introduction to Recreation, Sports and Tourism Management
REC 212	Biking and Hiking
REC 213	Small Crafts
REC 214	Skiing
REC 223	Community Recreation, Sports and Tourism
REC 225	Parks and Sports Facility Management and Maintenance
REC 341	Camping/Outdoor Recreation
REC 345	Commercial Recreation, Sports and Tourism
REC 382	Adapted Recreation
REC 485	Internship (minimum of three credits)



### **Related Course Requirements**

ACC 120	Accounting I
BUS 125	Introduction to Business
BUS 215	Business Communication
BUS 225	Principles of Marketing
BUS 231	Principles of Management
BUS 335	Human Resource Management
BUS 372	Legal Environment of Business
PED 217	First Aid & CPR

### **Sports Management Concentration (optional)**

EXS 254	Sports First Aid/Prevention & Care of Athletic Injuries
EXS 310	Nutrition of Sport and Exercise
PED 200	Fundamentals of Coaching
PED 211	Individual/Dual Sports I
PED 212	Individual/Dual Sports II
PED 213	Team Sports I
PED 214	Team Sports II
PED 226	Strength and Functional Conditioning
PED 440	Organization and Administration of Physical Education and Athletic Programs
PSY 317	Sport Psychology



# **SOCIOLOGY**

The human experience, in this, the first quarter of the twenty-first century, is one that is almost without historical precedent. Technological marvels unimagined a century ago are now the order of the day. These technological innovations allow individuals to move themselves, goods and even their ideas at a speed that would have seemed impossible a hundred years past. The rapid pace of change found within today's society effects all of us and as such, demands further study. Sociology provides a foundation from which the student will become better aware of the ways in which society affects the individual and how individuals affect society.

## **Minor**

### **Minor Course Requirements**

PSY 370	Social Psychology
SOC 100	Introduction to Sociology
SOC 202	Marriage and Family
SOC 480	Sociological Theory

### **Choose two courses from the following:**

SOC 225	Foundations of Human Relations
SOC 340	Chemical Dependency & Human Behavior
SOC 341	Introduction to Counseling
SOC 342	Introduction to Alcoholism
SOC 343	Introduction to Group Counseling
SOC 360	Minority Studies
SOC 377	Human Relations
SOC 444	Juvenile Delinquency
SOC 485	Internship (three credits)
SOC 498	Independent Research (three credits)



# **SPANISH**

The study of a modern language helps students understand and develop their own language as well as appreciate the languages and cultures of others. Such skills are increasingly important, particularly for students interested in serving diverse communities. Developments in immigration and international trade have made the study of foreign languages imperative. There is a need for students in the medical fields, in social services and in other helping professions to learn to communicate with the large numbers of Spanish-speaking people in the United States.

This program offers a minor in Spanish, which allows students to develop practical proficiency, as well as an informed cultural perspective. Course work enables students to understand, speak, read and write Spanish as well as articulate an understanding of the literature and culture of Spain and Latin America.

## **Minor**

### **Minor Course Requirements**

**Choose 21 credits from the following:**

SPN 101	Elementary Spanish I
SPN 102	Elementary Spanish II
SPN 203	Intermediate Spanish I
SPN 204	Intermediate Spanish II
SPN 205	Spanish Readings and Grammar
SPN 360	Advanced Composition and Conversation
SPN 361	Survey of Spanish Culture and Literature
SPN 369	Applied Spanish
SPN 387	Spanish Art, Literature and Life
SPN 388	Spanish Civilization and Culture

# **THEATRE**

A theatre minor will equip a student with foundational elements and experiences necessary to be successful in teaching and or directing theatre in an educational or non-educational setting.

Through active participation in theatre production and coursework students will learn the importance of leadership, collaborating as a team, critical thinking, problem solving, project management, hard work, as well as presentation and communication skills.

## **Minor**

### **Minor Course Requirements**

STH 125 Introduction to Acting

STH 204 Stagecraft

STH 361 Play Directing

Choose eight credits from any STH courses with the exception of speech communications.

**\*Education students interested in an endorsement in drama/theatre should choose the following two courses to satisfy five of the required eight electives.**

STH-100 Theatre Appreciation

STH-117 Theatre Practicum

# **THEOLOGY**

The theology and philosophy department seeks to assist students' personal growth and sense of community by facilitating their examination of Catholic and Christian traditions using reflective dialogue between faith and reason.

The theology program includes a variety of courses designed to assist students in examining their own religious beliefs and practices and understanding Christianity, Catholicism and other religious traditions. Pursuing a major helps students develop analytic skills and problem-solving abilities. Mount Marty University is the only Catholic institution in South Dakota where students can obtain a major complete with both broad content foundations and supervised field experience.

## **Program Outcomes:**

- Students will understand the religious dimensions of human experience, history and cultures.
- Students will critically analyze religious expressions in sacred texts, ritual practices and moral theology.
- Students will respect cultural and religious diversity in local and global contexts.
- Students will appreciate the relationship between religious commitment and efforts to address injustice in community.
- Students will recognize the ways in which the Catholic Benedictine Christian tradition addresses the fundamental questions of human existence.

Prerequisite for Program Acceptance

Cumulative GPA of 2.7 after three semesters of college courses.

## **Bachelors of Arts**

### **Major Course Requirements**

THL 125	Wisdom of Benedict
THL 250	The Old Testament
THL 251	The New Testament
THL 280	Introduction of Theology
THL 301	Catholic Moral Theology
THL 330	Jesus the Christ
THL 332	Catholic Symbol and Sacrament
THL 361	History of Christianity
THL 490	Senior Project

### **Choose one of the following courses:**

THL 321	Synoptic Gospels
THL 322	Johannine Literature



**Choose one of the following:**

- THL 324 Exodus/Sinai Narratives  
THL 325 OT Prophets and Prophecy

**Choose one of the following courses:**

- PHL 381 History of Ancient & Medieval Philosophy  
PHL 382 History of Modern & Contemporary Philosophy

**Choose six credits from the following, not taken above:**

- THL 230 Biblical Studies  
THL 260 Vatican Council II – The Church in Transition  
THL 261 Understanding the Catholic Faith  
THL 270 World Religions  
THL 321 Synoptic Gospels  
THL 322 Johannine Literature  
THL 324 Exodus/Sinai Narratives  
THL 325 OT Prophets and Prophecy  
THL 334 Christian Marriage and Family  
PHL 350 Peace and Justice

**Choose one Philosophy course**

An independent study or special topics course may be used upon departmental approval.

**Related Course Requirements**

- BLI 101 Benedictine Leadership I  
BLI 201 Benedictine Leadership II

Choose three courses in psychology and sociology, to include at least one course in each area.

**Additional Requirement**

Intermediate proficiency in a second language.

**Minor**

**Minor Course Requirements**

**Choose 17 credits from the following:**

- BLI 201 Benedictine Leadership II  
THL 230 Biblical Studies  
THL 250 The Old Testament  
THL 251 The New Testament  
THL 260 Vatican Council II – The Church in Transition  
THL 261 Understanding the Catholic Faith  
THL 270 World Religions  
THL 280 Introduction of Theology  
THL 301 Catholic Moral Theology  
THL 321 Synoptic Gospels  
THL 322 Johannine Literature  
THL 324 Exodus/Sinai Narratives  
THL 325 OT Prophets and Prophecy



THL 330	Jesus the Christ
THL 332	Catholic Symbol and Sacrament
THL 334	Christian Marriage and Family
THL 361	History of Christianity
THL 490	Senior Project





## **COURSE DESCRIPTION**

### **ACC-120 | Accounting I | 4 credits**

The fundamentals of accounting theory and practice are developed through a study of the accounting cycle of a sole proprietorship and partnership. The student will gain skills useful in the recording, presenting and interpretation of financial data and the compilation and analysis of financial statements.

### **ACC-121 | Accounting II | 4 credits**

This is the continuation of accounting I. The student will gain skills in the application of special accounting procedures in corporate and managerial accounting, including costing, budgeting and responsibility accounting.

Prerequisites: ACC-120.

### **ACC-240 | Intermediate Accounting I | 4 credits**

The course provides for the development of in-depth knowledge in accounting theory and practice. The student will study current trends and variations in corporate accounting procedures. The topics covered will include assets and equities, investments and inventory evaluation and fixed asset transactions.

Prerequisites: ACC-121.

### **ACC-241 | Intermediate Accounting II | 4 credits**

In this continuation of intermediate accounting I, the student will gain knowledge in policies and problems of leasing, pensions, long-term debt, the fund statement and shareholder procedures. Prerequisites: ACC-240.

### **ACC-320 | Managerial Accounting | 3 credits**

Contents of this course involve job cost, process cost and standard cost systems; application of overhead rates and department cost allocation, integrated cost systems and cost control. Prerequisites: ACC-121.

### **ACC-325 | Federal Taxation I | 3 credits**

Current tax legislation, particularly the internal revenue code and regulations, is included in this course with major emphasis on the preparation of tax returns for individuals and small firms. Prerequisites: ACC-121.

### **ACC-326 | Federal Taxation II | 3 credits**

The student continues the studies of federal taxation. In addition, the student participates in a volunteer income tax program. Prerequisites: ACC-325.

### **ACC-327 | Tax Clinic | 1 to 3 credits**

Students will focus on the application of the Federal Tax Code as it applies to individual taxpayers through the preparation of individual income tax returns for members of the community. Prerequisites: ACC-325.

### **ACC-340 | Accounting Systems | 3 credits**

Accounting systems is a course that studies the development and controls involved in accounting information systems. Prerequisites: ACC-121 and CIS-125.



**ACC-360 | Auditing | 3 credits**

A detailed study of procedures, standards, techniques, internal control programs and working papers is presented in this course. Prerequisites: ACC-240 and MTH-219.

**ACC-485 | Internship and Professional Development | 1 to 12 credits**

The student will gain experience in accounting fields on a part-time or full-time basis. Pass or unsatisfactory grades only.

**ART-100 | Design I | 2 credits**

Design I is a course in two-dimensional design including color theory. Note: ART-100 is a three credit hour course at auxiliary campus.

**ART-102 | Design II | 2 credits**

Students in design II will study three-dimensional design or sculpture.

**ART-111 | Ceramics I | 2 to 4 credits**

This course involves a study of various techniques in clay including hand-built and wheel-thrown pottery, glazing methods and firing.

**ART-120 | Calligraphy I | 2 credits**

Historical background of letters and formal and informal handwriting with special emphasis on the italic style.

**ART-150 | Drawing and Painting | 2 to 4 credits**

This is a basic course on drawing and painting for beginners. The semester starts with basic techniques in realistic drawing followed by painting techniques.

**ART-211 | Ceramics II | 2 to 4 credits**

This course features advanced work in ceramics with experience in glaze making. Prerequisites: ART-111.

**ART-215 | Sculpting | 3 credits**

Students will gain experience in three-dimensional forms of art including clay, plaster, wood and assemblage in this course.

**ART-225 | Printmaking/Papermaking | 3 credits**

This course starts with exploration of the elements of line, shape, color, texture and the principles of design (unity, proportion, balance, repetition and rhythm) through the production of paper and prints.

**ART-230 | Photography | 2 to 4 credits**

Students will concentrate on the fundamentals of black and white photography. This is a studio course which emphasizes camera use and darkroom techniques including composition, developing, enlarging and printing.

**ART-240 | Elementary School Art Education | 2 credits**

The primary focus of this course is on discipline-based art education which incorporates art appreciation, art history, aesthetics and studio production in the teaching of art at an elementary level.



**ART-250 | Art Appreciation | 3 credits**

This course offers a comprehensive look at the historical context of art in the western world. Visual elements of art and the principles of design will be explored in the study of two and three-dimensional art forms.

**ART-260 | Art and Architecture in Europe | 3 credits**

This course engages the student in an intensive trip to several European countries to study the art, architecture, culture and history of these countries. On-campus classes are held during the fall semester in preparation for this experience. Follow-up sessions are held in the spring. The itinerary varies from year to year.

**ART-300 | Painting II | 2 to 4 credits**

In this studio course, the student will build, plan and implement their own oil-painting canvases and projects.

**ART-330 | Scenic Painting | 2 credits**

Stir the paint, select a brush and try your hand at a variety of techniques of painting for the stage. Color theory, mixing, texture and alternative materials will be discussed and used to provide the basis for in-class work.

**BIO-106 | Introduction to the Life Science | 4 credits**

Introductory biology course for the non-science major. This course provides an introduction into scientific inquiry, biological organization, ecology, cell biology and structure/function of human body systems. Lecture and laboratory.

**BIO-107 | Introduction to Life Science II | 4 credits**

This course is best suited for students who have chosen a non-science major. Included in this segment of life science are the subjects of nonliving infectious agents, taxonomy, the six kingdoms of living organisms, evolution and genetics. Lecture and laboratory.

**BIO-111 | General Biology I | 4 credits**

Introductory course for those majoring in science. Topics covered include cell biology, mitosis/meiosis, energetics, genetics, heredity and evolution. Lecture and laboratory.

**BIO-112 | General Biology II | 4 credits**

Introductory course for those majoring in science. Topics covered include evolution, speciation, biodiversity, structure and function and ecology. Lecture and laboratory.

**BIO-202 | Medical Terminology | 2 credits**

The study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations and symbols are included in the content. Emphasis is placed on spelling, definition and usage.



**BIO-203 | Human Anatomy and Physiology I | 4 credits**

This course includes concepts related to the structure and function of the human body. Topics covered include the anatomical structure and physiology of skeletal, nervous and muscular systems. Lecture and laboratory. Prerequisites: BIO-111 or BIO-221 and take 1 of the following 2 courses: CHM-101 or CHM-111.

**BIO-204 | Human Anatomy and Physiology II | 4 credits**

A continuation of BIO 203. Topics covered include endocrine, digestive, respiration, urinary and reproductive systems. Lecture and laboratory. Prerequisites: BIO-203.

**BIO-205 | History of Life | 4 credits**

This course offers the study of the origin, evolution and diversification of biological life on this planet. This class seeks to enable students to join together an understanding of major biological concepts such as evolution, extinction and adaptation with earth science ones like climate change, continental drift and the fossil record. Lecture and laboratory.

**BIO-221 | Introductory Microbiology | 4 credits**

Introductory microbiology course for nursing majors. Topics include cell structure and function, evolution, microbial diversity, metabolic pathways, genetics, ecology and microbial interactions with humans. Lecture and laboratory. Prerequisites: CHM-101 or CHM-111.

**BIO-223 | Wildlife Biology | 4 credits**

This course is recommended for students interested in any interaction with wild animals, for instance as conservation officers, park managers, wildlife biologists and a variety of environmental sciences. Students will learn about the evolution, characteristics and lifestyles of vertebrates. They will experience local fish and wildlife through outdoor laboratories. Lecture and laboratory.

**BIO-240 | Botany | 4 credits**

The study of organization and function in plants from the cellular to the whole plant level. Topics emphasized include photosynthesis, plant phylogeny, plant reproduction, nutrient uptake and translocation and hormonal and environmental control of plant development. Lecture and laboratory. Prerequisites: BIO-111 or HRT-100.

**BIO-241 | Zoology | 4 credits**

Zoology is the study of animal life, from single celled to complex, multicellular creatures. Students are introduced to the different phyla of multicellular animals with a focus on comparing structural, functional, reproductive, life history and ecological differences in an evolutionary context. Lecture and laboratory. Prerequisites: BIO-111 and CHM-112.

**BIO-261 | Ornithology | 4 credits**

This field course will focus on the anatomy, physiology, ecology, evolution and conservation of birds. Considerable emphasis will be placed on identification and systematics of local species. Lecture and laboratory. Prerequisites: BIO-241.

**BIO-270 | Ichthyology | 4 credits**

This field course will focus on the evolution, anatomy, physiology, ecology and conservation of fish. Considerable emphasis will be placed on identification and systematics of local species. Lecture and laboratory. Prerequisites: BIO-241.

**BIO-298 | Early Research Experience | 1 credit**

This one-credit elective course, aiming to provide a platform for students who do not meet the prerequisite of CHM/BIO 498 (i.e. a more advanced independent research course) to engage in early research experience. This course requires an investigation of a hypothesis based topic. The research work is selected and carried out under the direction of the instructor. It involves a literature review of the area of endeavor, establishment of hypothesis, experiment design to test the hypothesis, data collection and result analysis. A research summary is required as the product of the research experience.

**BIO-302 | Immunology | 4 credits**

An introduction to the basic principles of immunology. Topics include cellular and molecular immunology, types of immune reactions and immunological disorders. Lecture and laboratory. Recommended: BIO 203 and BIO 364 Prerequisites: BIO-111 and CHM-112.

**BIO-310 | Ecology | 4 credits**

This course provides an examination of ecological principles that pertain to terrestrial populations, communities, ecosystems, biomes and the biosphere. Lecture and laboratory. Prerequisites: BIO-111 and BIO-112.

**BIO-318 | Evolution | 4 credits**

This course focuses on mechanisms of evolutionary change, at all levels of organization from genes to populations. We will look at how natural selection interacts with genetic and population processes to adapt organisms to environments and to create biological diversity. Lecture and laboratory. Prerequisites: BIO-111 and BIO-112.

**BIO-320 | Microbiology | 4 credits**

Microbiology course for those majoring in science. Topics include microbial cell structure and function, evolution, microbial diversity, metabolic pathways, genetics, ecology and microbial interactions with animals and plants. Lecture and laboratory. Prerequisites: BIO-111 and CHM-112.

**BIO-330 | Genetics | 4 credits**

This course offers an introduction to the principles of classical Mendelian genetics, chromosomes, genomes, DNA replication, transcription, translation and the principles and techniques of modern molecular genetics. Lecture and laboratory. Prerequisites: BIO-111 and CHM-112.

**BIO-350 | Comparative Anatomy | 4 credits**

This course is a one semester vertebrate anatomy class, emphasizing both comparative and human anatomy. Students will become familiar with the structure and function of major organ systems through lecture and hands-on laboratory exercises. Recommended: BIO 204 Lecture and laboratory. Prerequisites: BIO-112.



**BIO-361 | Developmental Biology | 4 credits**

This course explores the fundamental concepts and mechanisms that regulate development from formation of germ cells, fertilization, embryonic development through formation of adult organism, senescence and death of the organism. Lecture and laboratory. Prerequisites: BIO-111 and BIO-112 and CHM-112.

**BIO-364 | Cell and Molecular Biology | 4 credits**

This course involves the study of the structure and function of cells. Topics covered include basic cell structure, membrane structure and function, the endomembrane system and cell trafficking, cell cytoskeleton and signaling, DNA replication, transcription and translation, respiration and photosynthesis. Lecture and laboratory. Prerequisites: BIO-111 and CHM-112.

**BIO-490 | Seminar | 1 credit**

This course is designed to give the student an opportunity to carry out a careful review of the literature on a topic of the student's choice, to write out an abstract and paper on that topic and to present the information in an oral report to the natural science faculty and students. Prerequisites: BIO-111 and CHM-112.

**BIO-498 | Research | 1 to 4 credits**

This course requires an investigation (on or off campus) of a hypothesis concerning a biological topic. The work is selected and carried out under the direction of a biology faculty member. It involves a literature review of the area of the endeavor and selected laboratory experiments designed to test the hypothesis. Prerequisites: BIO-111 and CHM-112.

**BLI-101 | Benedictine Leadership I | 3 credits**

Benedictine leadership I introduces students to the framework of salvation history, understood through the lens of the Catholic Benedictine tradition. The course draws from classical and contemporary leaders and thinkers of several traditions: Greek antiquity, Judaism, the Catholic Benedictine tradition and contemporary Christianity. Inquiry into these traditions supports active student exploration of the great question: Who am I? Students will encounter a philosophical and theological framework in order to explore the question of identity through close reading and interactive discussion. They will learn to apply this framework to their own world as they relate the ideas offered in these texts to the problems and proposed solutions confronting us today. A diverse reading list will include selections from philosophers like Socrates and Plato, theologians like Augustine and Aquinas, literary figures like Flannery O'Connor and modern leaders from Martin Buber to Jennifer Fulwiler.



**BLI-201 | Benedictine Leadership II | 3 credits**

Benedictine leadership II continues the study begun in BLI 101 by extending that study into the theological and philosophical foundations of Christian anthropology. Through studying Christian anthropology, students will explore the great question: Who am I in community? Students will continue to work within the philosophical and theological framework developed in BLI 101 to explore this question through the close reading and interactive discussion of great texts and thinkers. Students will learn to apply this framework to their contemporary world as they relate the ideas offered in these historical texts to the social problems and solutions confronting us today. A diverse reading list will include selections from philosophers, theologians, scientists, political theorists, economists, literary giants and artists. Prerequisites: BLI-101.

**BLI-401 | Benedictine Leadership Capstone | 1 credit**

This course is designed to bring students together to solidify and share their respective Benedictine journeys. Each student will complete a capstone project (a substantial essay or a series of writings or a substantial portfolio of artistic productions or a business plan, etc.) and present it to faculty members of the student's majors and minors, at least one theology/philosophy faculty member and other interested parties. The course asks the student to consider the question, "Who will I choose to be in this world?" The project will demonstrate not only knowledge in various aspects of the chosen major but also integration of Benedictine spirituality and the ability to communicate effectively such knowledge orally as well visually and/or in writing. Prerequisite: satisfaction of BLI requirements for chosen major. Prerequisites: BLI-201.

**BUS-125 | Introduction to Business | 3 credits**

This course provides a comprehensive overview of the major business and accounting functional areas. Skills inventories will be administered to freshman business students to aid in matching their talents and interests with the appropriate accounting or business area.

**BUS-215 | Business Communications | 3 credits**

This course focuses on the improvement of writing skills to facilitate effective written communication in the workplace. Topics include purposes of written business communication; intensive review of the rules governing written communication; and the planning organizing and editing of effective business letters, memos and reports.

**BUS-225 | Principles of Marketing | 3 credits**

In this course the student will examine the policies and problems concerned with the flow of goods and services to the consumer. This course includes the study of pricing, advertising, consumer behavior and the distribution of products.

**BUS-231 | Principles of Management | 3 credits**

Student will study the process of achieving results through efficient utilization of human and material resources. Analysis of managerial functions, planning organizing, influencing and controlling are covered in this course.



**BUS-255 | Macroeconomics | 3 credits**

This course involves the study of the economy as a whole including national policy issues; government and business; national income analysis; monetary and fiscal policy.

**BUS-256 | Microeconomics | 3 credits**

This course involves the study of individual market interactions with a concentration on the efficient allocation of resources among firms, industries and consumers.

**BUS-269 | Personal Finance | 3 credits**

The student will study personal financial management as it applies to budgets, savings, credit, insurance and investments, including real estate fundamentals.

**BUS-270 | Management Information Systems | 3 credits**

This course provides an introduction to management information systems (MIS). The topics covered will include major MIS concepts, hardware configurations and common software applications that support enterprise data collection and information assessment across the functional areas of a business enterprise. The course will focus on the use of business information systems in addressing and solving operational, tactical and strategic issues. Prerequisites: CIS-125.

**BUS-327 | Money and Banking | 3 credits**

This course is designed to introduce the fundamentals of the banking system and the interplay of the government's regulatory environment and the banking industry. In addition, we will examine the federal reserve's monetary policies and congress's fiscal policies and their respective impact on the banking system. We will also look at the day to day movements in financial markets and examine the international economic forces which impact banking.

**BUS-332 | Sales | 3 credits**

Selling is not merely about selling cars, furniture or real estate. It is a form of rhetoric that persuades another to take action at a cost to themselves. It is an essential tool for nurses, teachers, business people, politicians and even theologians. A challenging reality is that whether we like it or not, we are continually selling. We are trying to help others and provide solutions that will help them. We want healthy ideas accepted. We want people to "buy in" to our proposals. In business, nothing can happen unless a customer agrees to pay for our product or service. Being able to sell those ideas or services is essential. This class is a practical training on sales for the real world, supplemented by the Catholic Benedictine ethical consideration of how and when to use the ability to sell. We will use the tried and tested Cardone University Sales Training Classes and supplement them with in class role playing and instruction with a live professor. Students will both learn how to sell and when to sell.

**BUS-333 | Advertising | 3 credits**

In this course each student studies advertising from historical, economic, ethical, psychological and artistic perspectives. Every student plans, designs and creates print advertisements and advertising campaigns. Prerequisites: BUS-225.





**BUS-335 | Human Resource Management | 3 credits**

This course involves the study of principles of personnel administration and the responsibilities of the personnel function within an organization. Emphasis is placed on procurement, selection, training, supervision, job analysis and utilization of work forces. Prerequisites: BUS-231.

**BUS-336 | International Business | 3 credits**

Various aspects of traditional business theory will be covered from an international perspective. Topics will include the impact of the European economic community, international monetary systems and the impact of political and social changes. Prerequisites: BUS-231.

**BUS-345 | Health Care Management, Administration and Leadership | 3 credits**

This course will provide an overview of the health care system in the United States. The course focuses on important issues in health care management such as ethics, cost management, strategic planning and marketing, information technology and human resources. Prerequisites: BUS-231.

**BUS-357 | Bank Management | 3 credits**

Bank management is an in-depth study of banking institutions, with special emphasis on commercial banks and their connection to the federal reserve system. The course will look at risk management in the changing regulatory environment and the ever-changing financial environment.

**BUS-370 | Corporate Finance | 3 credits**

This course involves the study of procurement and utilization of funds for a business. Included is a study of securities, capital and income management and procedures for obtaining short, intermediate and long-term funds. Prerequisites: ACC-121 and take 1 of the following 2 courses: MTH-150 or MTH-219.

**BUS-372 | Legal Environment of Business | 3 credits**

This course offers an introduction to law and to the legal aspects of common business transactions: contracts, agencies, personal property and bailments, sales and commercial paper.

**BUS-380 | Entrepreneurship | 3 credits**

This course provides an overview of small business entrepreneurship and reviews the process of establishing a small business. Students will cover opportunities, planning, start up, risk, financing, marketing and growth and will also prepare a formal business plan.



**BUS-383 | Corporate Innovation and Entrepreneurship | 3 credits**

Not all entrepreneurs start out on their own as entrepreneurs. Most spend time working for someone, in a company or in an institution or other entity. Even those in large institutional settings, government, academia or nonprofits can benefit from an entrepreneurial mindset. Innovation is valuable in all settings. In addition, often those in established companies and institutions discover problems that are best resolved via spin off companies. Finally, many work for other companies as their “day job” while developing other businesses and or investment opportunities. These individuals need to understand how to grow the side business without conflicting with their employer as well as when the timing is right to part from their employer, preferably on good terms. This course will consider the possibilities above and provide students with the tools and mindset to succeed wherever they find themselves.

**BUS-390 | Business Ethics/Community Service | 3 credits**

The student will develop an awareness and understanding of ethics in a business setting. Each student will participate in a community service project through various agencies, service organizations or churches. Prerequisites: BUS-231.

**BUS-412 | Production/Operations Management | 3 credits**

An overview of the production and operation systems common to all types of business organizations is reviewed, including basic problems in the production of goods and services and modern strategies for planning and controlling operations. Prerequisites: MTH-219.

**BUS-420 | Health Care Finance | 3 credits**

This course will focus on an introduction to the financial management of health care organizations. Emphasis will be placed on health care reimbursement, financial analysis, financial statements, financial information and decision making and accounting/monetary control of the health care industry. Prerequisites: BUS-345 and MTH-150.

**BUS-430 | Health Care Delivery Systems and Management | 3 credits**

Principles of law and United States legal system in the areas of health care management are applied through case studies. Legal issues include malpractice, contracts, corporate liability, professional liability, patient rights and the legal aspects of managed care. Prerequisites: BUS-345.

**BUS-460 | Investments | 3 credits**

The student will study typical financial intuitional investments in this course. In addition to equity and debt instruments, the student will further study real estate investments.

**BUS-483 | Business Strategy | 3 credits**

With this course the student will bring together all of the various theories and concepts learned in other business courses. Strategic management issues will be covered through the use of case studies, computer simulations and classroom discussion.



**BUS-485 | Internship and Professional Development | 1 to 12 credits**

Experience will be gained by the student in business fields on a part-time or full-time basis. Opportunities are available in banking, retail and manufacturing. A total of 40 hours are required per credit. Pass or unsatisfactory grades only.

**CHM-101 | Introductory Chemistry I | 4 credits**

A survey of chemistry in this course includes fundamental concepts, structure of matter, the elements, periodicity, compounds, states of matter and descriptive inorganic chemistry. Lecture and laboratory.

**CHM-102 | Introductory Chemistry II | 4 credits**

This course provides a condensed presentation of the principles of organic chemistry and biochemistry. Topics in organic chemistry include: saturated, unsaturated and aromatic hydrocarbons; alcohols; acids; amines; stereoisomers and polymers. Biochemistry topic include: carbohydrates, proteins, nucleic acids, lipids, enzymes and the pathways leading to the biosynthesis and intermediary metabolism of the carbohydrates, proteins and lipids. Lecture and laboratory. Prerequisites: CHM-101 or CHM-111.

**CHM-111 | General Chemistry I | 4 credits**

This course examines the physical and chemical properties of the elements and compounds and their reactions. Topics include: fundamental chemical concepts; atomic structure and electron configurations; periodicity of elements; nuclear chemistry; chemical bonding; ionic compounds and covalent compounds; gaseous, liquid and solid states; phase change and phase diagram; intermolecular forces; measurement, solution and reaction stoichiometry. Lecture and laboratory.

**CHM-112 | General Chemistry II | 4 credits**

This course covers different facets of chemistry such as thermochemistry; chemical equilibria; reaction thermodynamics and reaction kinetics; precipitation reactions; acids, bases and buffer systems; redox reactions and electrochemistry. Lecture and laboratory. Prerequisites: CHM-111.

**CHM-231 | Organic Chemistry I | 4 credits**

Organic chemistry is that study of the most common types of carbon compounds, their properties, preparation, reactions and interrelationships. Laboratory work provides experience with contemporary techniques and includes techniques of physical analysis and synthesis of typical organic compounds. Lecture and laboratory. Prerequisites: CHM-112.

**CHM-232 | Organic Chemistry II | 4 credits**

Organic chemistry II is a continuation of organic chemistry I. The lecture provides the theoretical basis for a wide range of organic syntheses including synthesis of alcohols, ethers, aromatics and carbonyl containing compounds. The laboratory provides hands-on experience in organic synthesis and qualitative organic analysis. Lecture and laboratory. Prerequisites: CHM-231.



**CHM-298 | Early Research Experience | 1 credit**

This one-credit elective course, aiming to provide a platform for students who do not meet the prerequisite of CHM/BIO 498 (i.e. a more advanced independent research course) to engage in early research experience. This course requires an investigation of a hypothesis based topic. The research work is selected and carried out under the direction of the instructor. It involves a literature review of the area of endeavor, establishment of hypothesis, experiment design to test the hypothesis, data collection and result analysis. A research summary is required at the product of the research experience.

**CHM-364 | Biochemistry | 4 credits**

Topics to be covered in this course include chemical composition, assimilation and metabolism of proteins, carbohydrates, lipids and nucleic acids, as well as enzyme kinetics. Lecture and laboratory. Prerequisites: BIO-111 and CHM-231.

**CHM-490 | Seminar | 1 credit**

This course is designed to give the student an opportunity to carry out a careful review of the literature on a topic of the student's choice, to write out an abstract and paper on that topic and to present the information in an oral report to the natural science faculty and students. Prerequisites: CHM-112.

**CHM-498 | Research | 1 to 4 credits**

This course requires an investigation (on or off campus) of a hypothesis concerning a topic in chemistry. The work is selected and carried out under the direction of a chemistry faculty member. It involves a literature review of the area of the endeavor and selected laboratory experiments designed to test the hypothesis. Prerequisites: CHM-112.

**CIS-125 | Basic Skills in Information Technology | 2 credits**

In this course the student will learn to effectively use an array of personal computer software including, but not limited to graphical user interfaces, Internet technologies, word processing, spreadsheet software, personal computer database management systems and presentation graphics. The student will learn to integrate office automation software with the world wide web. Assessment will be based upon hands-on course projects and written tests.

**CJU-133 | Introduction to Criminal Justice | 3 credits**

This course offers an overview of the structures and functions that comprise the American system of criminal justice. The three basic components of the criminal justice system, law enforcement, courts and corrections, are examined in detail. Students learn the concepts of crime, due process and criminal law, as well as contemporary issues and practices in criminal justice.

**CJU-233 | Policing in America | 3 credits**

A consideration of the history of policing in America is covered in this course with additional focus on the structure and function of patrol, traffic, communications, investigation and special weapons and tactics (SWAT) units. Prerequisites: CJU-133.



**CJU-236 | Criminal Investigation | 3 credits**

Students will study the principles of investigative methods applied in the field of criminal justice in this course including crime scene management, chain of custody as it relates to criminal evidence, crime scene search protocol, collection and recording of physical and testimonial evidence, methods used to process physical evidence, developing leads and examining witnesses. Prerequisites: CJU-133.

**CJU-240 | Criminal Courts | 3 credits**

This course provides students with the opportunity to examine the contemporary American court structures and functions. Students will study five specific areas including the American courts, courts at work, civil law and court procedure, criminal law and current procedure and recent changes in the American courts. Materials presented will describe the philosophies, operations and programs that comprise the American court system. Students will also examine specific court cases that show how courts resolve disputes and apply the law. The course will cover the history and development of the American court system and where it is suggested it will evolve in the future. Prerequisites: CJU-133.

**CJU-310 | Service Experience | 1 to 5 credits**

In this course every student completes volunteer service under supervision in a learning environment. Pass or unsatisfactory grades only. Prerequisites: CJU-133.

**CJU-340 | Criminal Procedure | 3 credits**

This course provides students with the opportunity to examine the American court system and the sources of individual civil rights. Students will study the concepts and reality of substantive and procedural due process. Included will be an in-depth examination of probable cause, the exclusionary rule, arrest, search and seizure, stops, line-ups and other procedures in the criminal justice process. Prerequisites: CJU-133.

**CJU-341 | Introduction to Counseling | 3 credits**

In this course students will study approaches to counseling with emphasis on gaining an understanding of basic theory concepts utilized in the helping professions. Emphasis is also placed on developing a personal philosophy of helping or counseling. Counseling topics explored include family issues, youth in trouble and substance abuse.

**CJU-343 | Introduction to Group Counseling | 3 credits**

This course provides exploration of the approaches and process of group therapy that integrates ideas from different perspectives of group counseling. Students will gain an understanding of group process and the skills and techniques related to the stages of group processing and the application of group strategies to specific group counseling issues and populations. Prerequisites: CJU-341.



### **CJU-348 | Drugs, Alcohol and Crime | 3 credits**

An overview of alcohol and drug abuse in America as well as the rest of the world is covered in this course with a specific focus on the physical and psychological effects of alcohol and other drugs of choice on the individual and society. Students will investigate the relationship of drugs and alcohol to the nature and extent of crime and the implications this has for law enforcement, the courts and corrections. Prerequisites: CJU-133.

### **CJU-358 | Institutional/Community Based Correction | 3 credits**

This course examines modern correctional systems, the operation of jails and prisons, contemporary issues and practices in probation, parole and community corrections alternatives. Prerequisites: CJU-133.

### **CJU-365 | Principles of Private Security | 3 credits**

A comprehensive overview of the increasing role that private security plays in the overall field of criminal justice is covered in this course. Study includes an examination of individual protective services, loss protection and prevention, computer security, identity theft protection, terrorism and bomb security, fire security and prevention, security systems and security system management. Prerequisites: CJU-133.

### **CJU-436 | Criminalistics | 3 credits**

This is an introductory course to criminalistics. This course provides students with the opportunity to learn how the scientific method is applied to the collection and analysis of crime scene evidence. Students will explore how scientific knowledge and technology is utilized to develop crime scenes and their associated physical evidence into fact based theories of criminal events. The course will cover the history and development of criminalistics/forensic science as well as the basic principles of crime scene management, evidence collection and forensic science analysis of crime scene data. Students will become familiar with modern methodologies applied in the field as well as the and the techniques and technologies that are employed in the crime lab and in the field to examine, identify, catalog and quantify crime scene evidence. Students will examine in detail methods for gathering and the forensic examination of physical evidence; forensic toxicology; firearms, ammunition, unique tool marks and various impressions (e.g., shoe prints, fabric properties and bloodstains) and analytical techniques for organic and inorganic materials.

### **CJU-444 | Juvenile Justice | 3 credits**

This course examines the policies, programs and services that comprise the juvenile justice system. It provides a comprehensive overview of the processing and treatment of juvenile offenders, descriptions and definitions of offender types and the subsystems that play a role in the care and control of juvenile delinquents. Prerequisites: CJU-133.

### **CJU-460 | Criminal Law | 3 credits**

This course examines the law as a last resort mechanism of social control and describes the process whereby acts are prohibited and punishments are written into law. The course reviews the history of modern criminal law and the law as it applies to specific criminal wrongs. Prerequisites: CJU-133.



### **CJU-475 | Criminology | 3 credits**

Criminology is the study of the nature and causes of criminal behavior. This course examines historical and modern theories of criminal behavior drawn from the biological, sociological, psychological and cultural schools of behavioral thought. Prerequisites: CJU-133.

### **CJU-485 | Internship | 1 to 10 credits**

In this course, students use criminal justice principles in an applied setting under supervision in an off-campus placement. Goals and requirements are determined in consultation with faculty. Selected reading is required. Pass or unsatisfactory grades only.

### **CJU-490 | Seminar | 3 credits**

This course acts as a capstone course for the criminal justice major and draws together material from many courses and integrates them into a final senior project.

### **CSC-230 | Software Structure and Design | 4 credits**

This course is an introduction to computer programming using a high-level language. Specifics of the language are taught in light of software structure and design theory and techniques. The course encourages a top-down logical approach to problem solving and includes expressions, input-output statements, control structures, user defined data types, functions, procedures and files. Assessment is based upon programming assignments and written tests.

### **EDN-150 | Orientation to Teaching | 2 credits**

This is an introductory-level course to the teaching profession, with a view toward effective and quality teaching. This course intends to allow and encourage students to think critically and philosophically about what fosters and at times discourages effective teaching and thus student achievement in classrooms. Students are also exposed to various philosophical, historical and sociological perspectives regarding teaching, schooling and education. Reflective of our mission and through actual classroom observation designed to complement coursework, this course also challenges students to investigate and seriously consider their reasons for wanting to become a teacher.

### **EDN-156 | Child & Adolescent Development | 3 credits**

This course is the study of the physical, cognitive and socio-emotional growth and development from birth through late adolescence. The course will introduce students to development theories and issues of elementary, middle and high school students.

### **EDN-160 | Foundations of Adult Education | 1 credit**

This course provides an introduction to the field of adult education as it applies to technical school settings. It is intended for instructors who work with adult learners in this type of setting. This course will provide a broad view of adult education and will introduce students to various adult learning theories, adult learning styles, teaching styles and instructional methods that will be helpful in developing instruction for learning in the technical school setting.



**EDN-161 | Strategies and Applications for Technical Educators I | 1 credit**

This course continues to build on the foundations provided in EDN-160. It is the first of two classes that allow students to explore and experiment with various strategies and applications of teaching. It is intended for instructors who work with adult learners in a technical college setting. The course encourages instructors to be reflective practitioners. It provides a forum to try, discuss and evaluate the effectiveness of certain techniques in the classroom.

**EDN-162 | Strategies and Applications for Technical Educators II | 1 credit**

This course continues to build on the strategies and applications introduced in EDN-161. It allows students to continue to explore and experiment with various strategies and applications of teaching. It is intended for instructors who work with adult learners in this type of setting. The course encourages instructors to be reflective practitioners. It provides a forum to try, discuss and evaluate the effectiveness of certain techniques in the classroom.

**EDN-212 | Field Experience in Early Childhood | 1 to 2 credits**

This course is designed to give students practical experience in early childhood classrooms, usually for two hours per week. Students are placed in schools according to their preferred age level and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors and may be taken by students in related fields. Students must take one credit concurrently with EDN-233 and may enroll in EDN 212-218 for additional credit hours. Pass or unsatisfactory grades only.

**EDN-214 | Field Experience in Elementary | 1 to 2 credits**

This course is designed to give students practical experience in an elementary classroom, usually for two hours per week. Students are placed in schools according to their preferred age level and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors but may be taken by students in related fields. Students must take one field experience credit concurrently with EDN-233 and may enroll in EDN-212-218 for additional credit hours. Pass or unsatisfactory grades only.

**EDN-216 | Field Experience in Middle School | 1 to 2 credits**

This course is designed to give students practical experience in a middle level classroom, usually for two hours per week. Students are placed in schools according to their preferred age level and discipline and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors but may be taken by students in related fields. Students must take one field experience credit concurrently with EDN-233 and may enroll in EDN-212-218 for additional credit hours. Pass or unsatisfactory grades only.





**EDN-218 | Field Experience in Secondary | 1 to 2 credits**

This course is designed to give students practical experience in a secondary level classroom, usually for two hours per week. Students are placed in schools according to their preferred age level and discipline and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors but may be taken by students in related fields. Students must take one field experience credit concurrently with EDN-233 and may enroll in EDN-212-218 for additional credit hours. Pass or unsatisfactory grades only.

**EDN-233 | Educational Psychology | 3 credits**

This course is an application of major psychological approaches and the stages of human development (cognitive, psychosocial, moral, psychomotor, linguistic) from pre-school through adolescence. This course deals with the diversity of learning style, culture and ability. It addresses major learning theories and models of teaching as well as theories of motivation. The content of this course includes basic principles of educational planning, instruction and research and is fundamental to the methods courses that follow. A field placement is a requirement of this course and one credit of EDN 214-218 must be taken concurrently with the course.

**EDN-234 | Measurement, Evaluation & Management | 3 credits**

This course involves the study of and the practice of designing, administering and evaluating various assessments (formal and informal) for the classroom. Issues of validity and reliability are addressed and the connection between instruction and assessment is stressed. The course addresses the educational taxonomies (cognitive, affective and psychomotor) in order to be able to plan for higher level thinking/critical thinking as well as to assess those thinking skills. The construction of teacher-made tests, authentic assessment rubrics and use of standardized test scores is given particular attention. In addition, this course addresses classroom management theories and techniques with the students synthesizing the theoretical into a personal philosophy of discipline that describes a positive learning environment.

**EDN-266 | Middle School/Junior High Education | 2 credits**

This course is based on the study of the unique needs and characteristics (physical, social/emotional and cognitive) of the young adolescent learner, ages 10-14. The course also provides a historical and contemporary look at the middle level philosophy, structure, curricula and instructional strategies.

**EDN-312 | Practicum Early Childhood/Kindergarten | 2 credits**

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in-school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level. Student must be accepted into teacher education program. Pass or unsatisfactory grades only.



**EDN-314 | Practicum in Elementary | 2 credits**

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in-school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

**EDN-316 | Practicum in Middle School | 2 credits**

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in-school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level and discipline. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

**EDN-318 | Practicum in Secondary | 2 credits**

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in-school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level and discipline. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

**EDN-341 | Elementary Science and Social Studies Methods | 3 credits**

This course is concerned with the methods and theories appropriate for teaching science and social studies at the elementary level. The perspective taken is that these subjects offer an opportunity to develop interdisciplinary studies of society and nature and the ways in which we, as humans, interact with them. Students will use and develop curricula in a variety of styles including cooperative learning, direct instruction, experiential learning and problem solving strategies. Lesson planning utilizes the NCSS and NSTA standards and the K-8 South Dakota content standards. Student must be accepted into the teacher education program.

**EDN-342 | Reading: Philosophy, Psychology and Methods | 3 credits**

The purpose of this course is to provide pre-service teachers with the necessary knowledge base to teach reading effectively and to evaluate the research concerning literacy. Connections are made between theory and practice to address both the development of reading and various philosophies of reading instruction for all students including ELL. This course addresses phonemic awareness, phonics, fluency and vocabulary development as well as the basic reading comprehension strategies (preparation organization, elaboration and monitoring). Lesson planning utilizes the common core standards. Student must be accepted into the teacher education program.



**EDN-346 | Reading: Child Lit/Lang Arts Methods | 4 credits**

This course is concerned with methods, materials and curricula used in teaching the language arts: writing, speaking, viewing, listening, visually representing and reading for all students, including ELL. Classic and contemporary children's and adolescent literature form a central focus for the goals and instruction in the language arts classroom. The course includes all components of a whole-language or literature-based program: spelling, handwriting, listening and speaking units, as well as reading aloud, storytelling and the extension of literature in other subject areas. Lesson planning utilizes common core standards. Prerequisites: EDN-342.

**EDN-347 | Reading: Methods, Diagnosis and Remediation | 3 credits**

This course is concerned with methods and materials used in teaching reading and includes various practical experiences: tutoring/remedial experience, literature based reading and guided reading. This course includes methods of assessing reading and diagnosing difficulty using an informal reading inventory as well as ways of remediating reading difficulties. Topics of content area reading, parent involvement in literacy instruction and the attributes of the influential teacher are also part of this course's content. Lesson planning utilizes common core standards. This course includes an embedded tutoring experience with an English language learner. Prerequisites: EDN-342.

**EDN-350 | Elementary Mathematics Methods | 3 credits**

The course is concerned with methods and materials used in the teaching of math in the K-8 elementary classroom. Course content includes various types of lesson planning: constructivist lessons and direct instruction methods: teaching through problem solving, teaching for problem solving and teaching about problem solving. Pre-service teachers create plans that involve strategy and process and will engage students in doing math. Lesson planning utilizes the K-8 common core standards. This course includes an embedded field placement in a 6th grade math classroom.. Pre-service teachers apply the content of this course in classroom situations. Student must be accepted into the teacher education program.

**EDN-360 | Indian Studies | 3 credits**

This course is designed as a study of the various socio-historical dynamics that in part account for some of the present day existential considerations (moral, cultural, economic, educational, political, etc.) faced by many South Dakota Native Americans. Students study narrative, autobiography, biography, treaties, court cases, Indian policy and some critical indigenous philosophy. This course also focuses on the many classroom considerations (pedagogy and content) for teaching Native American students and meets the South Dakota Indian studies requirement for all individuals desiring to be certified to teach in South Dakota. Field trips and speakers are a possibility based on availability. This is an introductory level survey course that in part borrows from the voices of South Dakota Native Americans but does not necessarily speak for all South Dakota Native Americans.



**EDN-362 | Middle School and Secondary Reading in Content Area | 3 credits**

The course is the study of methods and strategies of effective instruction in each of the disciplines. This course for secondary education majors who plan to teach at the middle and/or secondary levels. Emphasis is placed on literacy strategies in each discipline. Student must be accepted into the teacher education program. Prerequisites: EDN-375.

**EDN-374 | Middle School/Secondary General Methods | 3 credits**

This is a general methods course for secondary education majors or those who plan to teach at the middle and/or secondary levels. Based on the current research of effective teaching and standards-based education, students are actively engaged in lesson plan preparation. Students prepare a thematic unit using variety of teaching strategies and methodologies in their discipline. Appropriate standards in each discipline are used throughout the course. Students must be accepted into the teacher education program.

**EDN-376 | Integrating Technology Into Teaching and Learning | 2 credits**

This course focuses on helping those in education develop an understanding of the relationships to teaching and the overall enterprise of education that technology has had. Students encounter critiques of technology in education, historical surveys regarding the relationship between technology and teaching and practical suggestions and examples regarding infusing certain types of technology into the classroom. This course is to be taken concurrently with education methods course(s).

**EDN-377 | Human Relations Skills | 3 credits**

This course is concerned with helping students develop an awareness of and understanding into the various theoretical premises surrounding issues of diversity and multiculturalism. There is an emphasis placed on recognizing and dealing with biases, stereotyping, power and privilege, difference and identity. Techniques to enhance interpersonal relations as well as classroom instruction in today's multicultural classrooms are addressed. This course meets the South Dakota human relations requirement for all individuals desiring to be certified to teach in South Dakota.

**EDN-440 | Special Methods for Science | 1 credit**

This course includes methods, materials and curricula appropriate to teaching 7-12 sciences. The course includes analyses of current secondary curricula/materials, accommodation in teaching, use of technology, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K-12 content standards and the NSTA standards are used in the preparation of an instructional unit. Prerequisites: EDN-374.

**EDN-441 | Special Methods for Mathematics | 1 credit**

This course includes methods, materials and curricula appropriate to teaching 7-12 mathematics. The course includes analyses of current secondary curricula/materials, use of technology, accommodation in teaching, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K-12 content standards and the NCTM standards are used in the preparation of an instructional unit.



**EDN-442 | Special Methods for Social Studies | 1 credit**

This course includes methods, materials and curricula appropriate to teaching 7-12 social studies. The course includes analyses of current secondary curricula/materials, use of technology, accommodation in teaching, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K-12 content standards and the NCSS standards are used in the preparation of an instructional unit. Prerequisites: EDN-374.

**EDN-443 | Special Methods for Language Arts | 1 credit**

This course includes methods, materials and curricula appropriate to teaching 7- 12 English language arts. The course includes analyses of current secondary curricula/materials, accommodation in teaching, use of technology, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K-12 content standards and the NCTE standards are used in the preparation of an instructional unit. Prerequisites: EDN-374.

**EDN-453 | Student Teaching Seminar | 1 credit**

This seminar is required of all student teachers and is viewed as complementary to their student teaching experience. This seminar covers a variety of topics including classroom management, assessment, long and short range planning, as well as completing an impact on student learning project. The seminar course also focuses on helping students prepare for licensure examinations. Student must be accepted into the teacher education program.

**EDN-454 | Elementary School Student Teaching | 10 to 12 credits**

This student teaching experience is for the student seeking elementary level teaching certification. The student teacher observes and teaches in an elementary classroom under the guidance of a cooperating teacher, principal and a college supervisor. Students must be accepted into student teaching by the teacher education committee. Pass or unsatisfactory grades only.

**EDN-455 | Elementary School Student Teaching in Physical Education | 5 to 6 credits**

This student teaching experience is for the student seeking certification to teach physical education in grades K-12. The student teacher observes and teaches for a full semester in elementary physical education classes under the guidance of a cooperating teacher, principal and college supervisor. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

**EDN-457 | Secondary School Student Teaching | 5 to 12 credits**

This student teaching experience is for the student seeking secondary level teaching certification in biology, chemistry, English, history, math, music or physical education. The student teacher observes and teaches for a full semester in a secondary classroom under the guidance of a cooperating teacher, a principal and a college supervisor. Pass or unsatisfactory grades only.

**EDN-490 | Seminar: The Teaching Profession | 1 credit**

This course is the culminating course in Mount Marty University's teacher education program. During this seminar, students revisit many of the themes and issues encountered through past courses and experiences as a way to prepare for resume and cover letter writing and the interview process. Students will engage in learning communities around particular professional issues of the teaching career. Students must be accepted into student teaching.

**ENG-099 | Introduction to Writing | 3 credits**

This is a course in the fundamentals of the English language. Instruction and practice in grammar usage, mechanics and effective written composition comprise the developmental process for writing short critiques, evaluating one's personal writing and finding the student writer's own voice/persona/style. Through a progressive approach, students will practice applying language concepts to a variety of writing tasks. Appropriate readings provide examples of mature written expression and suggest topics for student composition. The course will introduce students to the close reading of literature, to issues of interpretation and to written responses to literature. Individual tutorials will give attention to specific problems. A grade of C or better and an approved portfolio are required to pass. Credits may not be applied toward graduation requirements.

**ENG-103 | Composition I: The Essay | 3 credits**

Students will develop skills in writing the traditional expository essay and are introduced to library and electronic research skills. Freshman essays will be evaluated through a departmentally designed assessment tool.

**ENG-104 | Composition II: Critical Writing | 3 credits**

Students will develop the ability to read critically, to reason and to write critical, persuasive prose. Students will further develop the research and writing skills needed to produce a formal research paper. Prerequisites: ENG-103.

**ENG-210 | Introduction to Literature | 3 credits**

Students develop their skills as readers, writers and thinkers by reading and responding both orally and in writing to fiction, drama and poetry during this course. This course satisfies the general education literature requirement.

**ENG-213 | Crime, Literature and Film | 3 credits**

Crime literature and film is a reading course. The primary texts and films are from the 20<sup>th</sup> and 21<sup>st</sup> century. We will be primarily looking at fiction, nonfiction, film noir and documentaries and will discuss other forms of expression. Part of exploration will be to interrogate the boundaries between story and essay, fact and fiction, movies and documentaries. Prerequisites: ENG-103.

**ENG-220 | The Short Story | 3 credits**

In this course, students will study the form of the short story and develop competence in reading selected stories. This course satisfies the general education literature requirement. Prerequisites: ENG-104.



**ENG-221 | Creative Writing | 3 credits**

Students write poetry, nonfiction and fiction, in a workshop setting, critiquing and helping to shape the work of fellow students during this course. Prerequisites: ENG-104.

**ENG-222 | Basic News Writing | 3 credits**

During this course, students will learn to gather newsworthy topics and/or events, gather information and develop a news story. News writing guidelines, interviewing, legal boundaries surrounding news reporting and writing, as well as ethics will be discussed during the course.

**ENG-223 | Great Directors and Their Films | 3 credits**

This course provides a study of the best American and foreign film directors of the 1900's, 20<sup>th</sup> century and early 21<sup>st</sup> century will be done through their narrative films, examining their themes, narrative and technical styles, influence on filmmakers and cultural/historical values and trends. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-224 | Literature and Film | 3 credits**

A study of films made from literature, the course will involve analysis and comparison of both texts and film; their modes of representation, characterization and story-telling, establishing what is lost and also at times what is gained by the filming process. Selections of contemporary and historically important films will be viewed and analyzed, including the study of film as a mirror of national and regional culture, cinematic form and personal style. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-226 | Adolescent Literature | 3 credits**

This course will focus on the extensive reading, analysis and evaluation of literature appropriate for young adults. Students consider the cultural context within which this literature is read and the literary sub-genres which include adventure, humor, historical fiction, science fiction, fantasy, realism, sports, mysteries and non-fiction. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-250 | World Literature | 3 credits**

During this course, students will study works of major authors of the Eastern and Western world (exclusive of British and American) from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG-104.



**ENG-310 | Early American Literature | 3 credits**

In this course, students will explore American literature from its beginning to the late 19<sup>th</sup> century from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-311 | Recent American Literature | 3 credits**

This course is a continuation of early American literature, with the focus on American writers of the 20<sup>th</sup> and early 21<sup>st</sup> centuries. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-320 | Advanced Poetry | 3 credits**

Advanced poetry is designed for students who 1) have an interest in the particular artistic expression that poems are; 2) wish to learn the particular skills and approaches of poetry to aid in other kinds of writing; 3) will someday teach creative writing or literature as part of an elementary, secondary or collegiate curriculum and 4) are in the process of submitting material to journals, magazines and chapbook contests. Students will also learn strategies for marketing free-lanced writing. Prerequisites: ENG-221.

**ENG-321 | Advanced Fiction and Nonfiction | 3 credits**

Advanced fiction and nonfiction is designed for students to further explore their creative writing by writing stories, essays and/or chapters of a book in progress. The course will focus on narrative and emotional power presented in a unique format which will engage readers. Prerequisites: ENG-221.

**ENG-322 | Writing and Publishing | 3 credits**

Writing and publishing is designed for students who have an interest in publishing and book production and will pursue a career in the publishing and writing business. The class is composed of writing exercises, workshoping and the production of "Paddlefish," Mount Marty University's student and national literary journal. Prerequisites: ENG-104.

**ENG-323 | Advanced Writing and Publishing | 3 credits**

Advanced writing and publishing is designed for students who have successfully completed writing and publishing and would like more hands on publishing and book production experience. Prerequisites: ENG-322.





**ENG-324 | Writing and the Visual Arts | 3 credits**

Writing and the visual arts is a course that explores the importance of the “I” and “eye” in today’s visual society by exploring and investigating what we see and how we communicate such observations. Visualizing composition and looking closer are the keys to effective writing. How well do you pay attention to the details of your everyday life? We are a society that is prone to jump at the next brighter and shinier thing that happens along, but by actively engaging in what seems ordinary we realize it can be more complicated than what we first had recognized. Some might view things as ordinary; some might view the same thing as extraordinary. In this course we will examine and interpret prose and the visual arts and how both are essential in today’s society and work hand in hand. Prerequisites: ENG-104.

**ENG-325 | Critical Theory | 3 credits**

This course will present an overview of traditional and contemporary literary criticism as lenses through which students can read texts and view their culture. Students will become aware of the importance of both classical and contemporary literary criticism including those of Plato, Aristotle, Horace, Longinus, Iser, Derrida, Foucault, Lacan, Said, Hutcheon and Lyotard. Prerequisites: ENG-104.

**ENG-343 | Early British Literature | 3 credits**

Students will study selected works of British writers from Beowulf through the 18<sup>th</sup> century from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-344 | Recent British Literature | 3 credits**

This course is a continuation of early British literature, with focus on British authors of the 19<sup>th</sup> and 20<sup>th</sup> centuries. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-355 | Shakespeare’s Drama | 3 credits**

This course focuses on developing an appreciation of both theatrical and literary aspects of selected Shakespearean tragedies, histories and comedies. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-356 | The Novel | 3 credits**

Students will study the form of the novel and develop competence in reading selected works of major novelists. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**ENG-360 | Mythology | 3 credits**

Through this course, students will explore the role of myth in human experience, from early times until our own, with special emphasis on myths of classical Greece and Rome, Asia, Africa, Northern Europe and the Americas. Myths will be studied from literary, anthropological, psychological and religious perspectives, with special attention to similarities among myths from diverse peoples. This course satisfies the general education literature requirement. Prerequisites: ENG-104.



### **ENG-369 | Advanced Composition | 3 credits**

This course is designed to allow students to explore their relationship to written language. While it will concentrate on the students' own development as writers, it will also allow them to investigate many of the written discourses that are part of our academic, professional and social lives. This course will emphasize style, voice and revision. Students are expected to discuss their early drafts with each other and with the instructor. We will also analyze the style and voice of each others' writing and, through assigned readings, the style and voices of professional writers. Prerequisites: ENG-104.

### **ENG-371 | English Language: Grammar and Linguistics | 3 credits**

This course offers an integrated approach to the study of the English language. Although the origins and diversity of the language will be presented and discussed, the emphasis will be on a descriptive linguistic analysis of its phonology, morphology and syntax; and an in-depth examination of its supportive grammar. Prerequisites: ENG-104.

### **ENG-376 | Theatre History and Literature I | 3 credits**

Investigate theatre from the Greeks through the Renaissance by examining visual, written and performance traditions. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

### **ENG-380 | Theatre History and Literature II | 3 credits**

Independent from STH 376, this investigation of theatre will cover the neo-classical period through the contemporary theatre scene through examining visual, written and performance traditions. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

### **ENG-485 | Internship | 1 to 12 credits**

Students will work under supervision in an on or off-campus placement. The goals and requirements are determined by the faculty and internship supervisor. An internship project or applied research is required. Pass or unsatisfactory grades only.

### **ENG-490 | Seminar | 2 credits**

Required of English majors and recommended for English minors. Each senior completes an approved research project, prepares a formal paper and makes a public oral presentation of the research findings.

### **ENG-491 | Senior Portfolio and Performance | 2 credits**

This is a required course for English majors with an emphasis in writing. Each senior will complete a portfolio of new material in their given genre and give an oral presentation of their work. Students will complete an annotated bibliography of ten books of their choice to be included in their senior portfolio. Students will also compile a 6-8 page abstract of their future goals and objectives as a writer, as well as a marketable resume.

### **EXS-100 | Introduction to Exercise Science | 1 credit**

This is an introductory course focusing on various disciplines and professional organizations within the field of exercise science and their application in society.



**EXS-225 | Health and Wellness in Special Populations | 2 credits**

This course is an introduction to the basic concepts of fitness and wellness screening and prescription pertaining to both healthy individuals and those considered to be in special populations. These special populations include the youth, elderly, pregnant women, overweight and obese individuals and those with chronic diseases such as cardiovascular disease, diabetes, cancer, asthma, multiple sclerosis and those with other disorders of the skeletal system.

**EXS-226 | Strength and Functional Training | 3 credits**

The purpose of this course is to introduce the student to the principles, techniques and physiology behind strength training. Various topics relating to strength and resistance training will be discussed in detail including energy expenditure power, specificity, free vs. machine weights and the design of resistance programs. The goal is to provide students with theoretical and practical knowledge to design and supervise strength and conditioning programs for various populations. Prerequisites: EXS-100.

**EXS-230 | Human Anatomy and Physiology | 3 credits**

This course is a study of the structure and function of the human body emphasizing the body systems that maintain the human body. Importance is placed on broad, general anatomical and physiological principles as they apply to structure and function of the human body. Prerequisites: BIO-106 or BIO-111.

**EXS-240 | Motor Learning and Development | 2 credits**

The purpose of this course is to introduce students to basic human movement, how our motor movement is developed and how it affects are ability to learn various movements from the simple to the complex. This course will look at how motor development affects motor learning from infancy to older adulthood. How motor learning and development provides the building blocks that can later be used to establish programs that produce skill development for all learners. This class will also explore how differing cognitive, social and movement abilities affect when, how and why an individual learns motor skills.

**EXS-254 | Sports First Aid: Prevention and Care of Athletic Injuries | 3 credits**

This course involves general care, evaluation and in conditioning, use of heat and cold modalities and athletic nutrition. This course is a requirement for most coaching certificates.

**EXS-310 | Nutrition of Sport and Exercise | 3 credits**

The purpose of this course is to expose the student to the study of the scientific principles and the relationship between proper nutrition and successful athletic performance. Basic nutrition principles and guidelines for both athletes and those seeking to increase overall fitness and wellness. Other dietary options will be looked at including but not limited to; the ketogenic, paleo, vegetarian, among others and the potential impact those dietary choices could have on athletic performance and overall health and wellness. This course will enable students to attain a better understanding of the dynamic relationship between nutrition and human physiology as it relates to athletic and exercise performance.



**EXS-353 | Biomechanics | 3 credits**

This course is an analytic and synthetic study of body movements. Biomechanics and anatomical kinesiology are emphasized in lecture, discussion and lab.

Prerequisites: BIO-203 or PED-230.

**EXS-450 | Exercise Physiology | 4 credits**

In this course lecture, discussion and laboratory will revolve around the effects of physical activity on neuromuscular, cardiorespiratory and metabolic control mechanisms. Laboratories will demonstrate current applications in exercise testing. Prerequisites: BIO-204 or PED-230.

**EXS-485 | Internship | 2 to 12 credits**

Students will gain professional experience on a full-time or part-time basis in areas of exercise wellness in this course. The internship program provides practical experience in fitness/wellness industries, health promotion and/or health professions that will prepare students for entry-level careers. Pass or unsatisfactory grades only. Prerequisite: faculty approval.

**EXS-498 | Research Design | 3 credits**

The purpose of this course is to introduce the student to and develop knowledge of research, research skills and practical application of research information. Throughout this course students will learn how to write the different sections of a research paper including the abstract, introduction, methods, results, discussion, practical applications, literature review and reference sections. Students will also learn how to properly use the American Psychological Association (APA) formatting system, formulate research problems, develop proposals, participate in active research problems and/or understand and apply basic research tools of both quantitative and qualitative analyses.

**GEN-000 | Partnership for Academic Student Success | 0 credits**

This course is designed as an interactive study time offering students access to the learning center, academic tutors and the career center. A learning component will also introduce students to concepts of self-regulated learning, study strategies and motivation. The ultimate goal of this course is to give students additional time, skills and reinforcement to be successful at Mount Marty.

**GEN-102 | First Year Seminar | 1 credit**

This course will focus on the student's success at Mount Marty and will emphasize the university's uniqueness as a Benedictine liberal arts institution. The class will provide students with strategies to identify their learning styles and intellectual strengths, to develop their creative and critical thinking skills and to strengthen reading and test preparation skills.

**HIS-106 | Ancient and Medieval World Cultures | 3 credits**

This course introduces the development of history and culture from prehistoric times through the Reformation of the 16th century. Major historical trends of primary civilizations, the contributions of Greek and Roman societies and the rise of Christianity are emphasized.



**HIS-107 | 16th to 18th Century World Cultures | 3 credits**

This course introduces the development of history and cultures from the late middle ages through the French revolution of 1789. The reformation, interaction between various world cultures, the scientific revolution and enlightenment and the development of various political traditions are emphasized.

**HIS-108 | 19th and 20th Century World Cultures | 3 credits**

This course introduces the development of history and cultures from the French revolution to the late 20<sup>th</sup> century. The French and industrial revolutions, the development of Pacific rim cultures, World Wars I and II and the Cold War are emphasized.

**HIS-228 | U.S. History & Government | 4 credits**

This course introduces the origins and development of the United States and its government from pre-colonial times through the Civil War period. The Native American cultures, European colonial efforts, American revolution and development of the Constitution, Westward movement and the Civil War are emphasized.

**HIS-229 | U.S. History Since 1877 | 3 credits**

This course continues the United States history beginning with the reconstruction era to the late 20<sup>th</sup> century. The industrial revolution, progressive era and the emergence of the United States as a world power are emphasized.

**HIS-322 | Constitutional History and Law | 3 credits**

This course introduces origins and development of the Constitution and subsequent major court decisions affecting constitutional law interpretations.

**HIS-346 | U.S. Diplomatic History | 3 credits**

This course studies the origins and development of foreign policy from the revolutionary era through the Cold War period. The course features an emphasis on the development of the U.S. in the context of world history and a study of the various interpretations of American foreign policy. Prerequisites: HIS-228 or HIS-229.

**HIS-361 | History of Christianity | 3 credits**

This course introduces the origins of Christianity and the subsequent history of the Christian church. The developments of doctrines, the rise of monasticism and the impact of Christianity on world history are emphasized.

**HIS-370 | Korean and Vietnam Wars | 3 credits**

This course will focus on two of the main events of the Cold War: the Korean and Vietnam Wars. Students will study the origins of the conflicts and focus on the role of the United States in these two events. Documentary films will be used extensively to provide a means by which to study and interpret these events. Students will also analyze “Hollywood” interpretations of the Vietnam War. Our goal will be to obtain an overall grasp of the significance of these events, as well as to discuss the various interpretations of these Cold War episodes.



**HIS-380 | Recent America: 1932-Present | 3 credits**

This course presents a study of U.S. history from the election of FDR in 1932 to the present. The Great Depression, New Deal, World War II, Cold War and cultural developments are emphasized.

**HIS-390 | History of South Dakota | 3 credits**

This course offers a study of the history of the state of South Dakota. This course will feature topics related to the political, social, cultural and economic history of South Dakota. Contributions of various individuals, groups and movements will be considered as the history of South Dakota is presented within the context of the history of the United States.

**HON-490 | Honors Seminar | 1 credit**

This course is the framework within which the student completes the honors program. In addition to the four credit hours of coursework, students must complete a final project. For most students, one of the requirements for their major is a capstone course and/or project and the honors program recommends that honors students use that course and/or project as the foundation for the honors thesis or project. Additional work, under the direction of the course/project instructor is expected. Pass or unsatisfactory grades only.

**HRT-100 | Introduction to Horticulture | 4 credits**

This course is an examination of fundamental horticulture principles, from careers in the field to the cultivation of specific crops. Special care is taken to treat highly technical subjects, such as plant propagation and taxonomy, in a comprehensive and understandable manner. A section on pest control, both chemical and biological, includes up-to-date information, with emphasis on personal safety and the protection of human beings and the environment. Lecture and laboratory.

**HRT-110 | Landscape Graphics | 3 credits**

Landscape graphics is an introductory graphics class focused on teaching the fundamentals of drafting, hand drawing and rendering landscape plans. The course will give students the artistic framework needed to be successful in landscape design.

**HRT-135 | Turf Management | 2 credits**

This course covers principles of turfgrass management, characteristics of cool and warm season grasses, cultural requirements, grading, drainage and pest identification and control, including projects and labs.

**HRT-220 | Landscape Design | 4 credits**

This course incorporates the information learned from introduction to horticulture, woody landscapes and herbaceous plants into constructing landscapes by incorporating the principles of design. Lecture and laboratory. Prerequisites: HRT-110.



**HRT-225 | Woody Landscapes, Morphology | 3 credits**

This course is an in-depth study of 120 woody plants common to the Northern Plains including morphology of plants, nomenclature, identification and usage in the landscapes.

**HRT-230 | Herbaceous Plants | 3 credits**

This course is designed to give the student a solid background in the use of herbaceous plants in the landscape, interior scapes, general aesthetics and use of color as well as identification and cultural requirements.

**HRT-240 | Green House Operations | 4 credits**

This course covers the industry, greenhouse production and operation, developmental control and specifics of common crops. Lecture and laboratory.

**HRT-245 | Pruning | 2 credits**

Students will become knowledgeable in pruning techniques used for herbaceous and deciduous plants, evergreens, vines and arboriculture as well as specialized pruning techniques used to create responses from plant maintenance.

**HRT-280 | Advanced Woody Landscape Plants | 4 credits**

This course is an in-depth study of 81 woody plants common to the Northern Plains and their use in the landscape. Prerequisites: HRT-225.

**HRT-285 | Internship | 3 credits**

This course allows students to gain experience in the field. Opportunities include residential and public landscaping, commercial vegetable production, sports field maintenance, turf management and community service projects. Pass or unsatisfactory grade only. Prerequisite: faculty approval

**HSV-100 | Intro to the Human Service Profession | 1 credit**

The purpose of this one-credit course is to provide students interested in the psychology and human service fields of study with information on career options in the human service profession, help them identify their own skills and strengths and introduce them to establishing their own philosophy of helping others.

**HSV-310 | Service Learning | 1 to 6 credits**

The student does volunteer service under supervision in a learning environment related to the helping professions. Pass or unsatisfactory grading only. Prerequisites: HSV-100 and take 1 of the following 2 courses: PSY-101 or SOC-100.

**HSV-485 | Internship | 1 to 12 credits**

The student works under supervision in an off-campus placement. Goals and requirements are determined in consultation with faculty and internship supervisor. An internship project or applied research is required. Pass or unsatisfactory grades only. Prerequisites: HSV-310.



**HSV-490 | Senior Seminar | 2 credits**

This is a capstone course for the human service major. Students will synthesize material from their course of study and integrate it into a final senior research project. Students will also develop leadership skills, job readiness skills and explore graduate school options. Prerequisites: PSY-275.

**HSV-498 | Senior Research | 1 credit**

Students will get an opportunity to conduct a research project under the supervision of a faculty member.

**MLS-302 | Immunology | 4 credits**

An introduction to the basic principles of immunology. Topics include cellular and molecular immunology, types of immune reactions and immunological disorders. Lecture and laboratory. Recommended: BIO 203 and BIO 364. Prerequisites: BIO-111 and BIO-112.

**MLS-485 | Clinical Internship | 12 to 14 credits**

This senior year curriculum in clinical laboratory science is a twelve-month clinical internship to be completed at an approved hospital. Pass or unsatisfactory grades only.

**MLS-490 | Seminar | 1 credit**

As a part of seminar, each student prepares a review article on a topic in biology, chemistry or medical technology of his/her choice and presents this paper to the faculty and senior natural science majors.

**MLS-498 | Research | 1 to 4 credits**

This course requires an investigation (on or off campus) of a hypothesis. The work is selected and carried out under the direction of a biology or chemistry faculty member. It involves a literature review of the area of the endeavor and selected laboratory experiments designed to test the hypothesis.

**MTH-099 | Introduction to Algebra | 4 credits**

Students will review computations with whole numbers, integers and rational numbers; simplifying algebraic expressions; solve and graphing linear equations and inequalities; one variable practical applications; basic geometric concepts to include perimeter and area of basic figures; systems of linear equations; computations with polynomials, rational expressions and radicals. This course is offered without elective credit as a service to the student who needs to study basic mathematical concepts as a preparation for MTH 150. This course should not be taken by a student who has had algebra I or algebra II on the secondary level. Credits may not be applied toward graduation requirements.

**MTH-115 | Geometry I | 1 credit**

This course provides an introduction to Euclidean and computational geometry. This course will include areas, volumes and surface areas, angles, constructions, deductive proofs and elementary trigonometry.





**MTH-116 | Geometry II | 1 credit**

This course provides an introduction to Euclidean and computational geometry. The course will include geometric figures, constructions and deductive proofs.

**MTH-125 | Elementary Applications in Mathematics | 3 credits**

This course includes statistics, probability, logic, personal finance, algebra and elementary topics in mathematics.

**MTH-150 | College Algebra | 4 credits**

This course includes first degree equations and inequalities in one variable; irrational and complex numbers; quadratic equations and inequalities; functions and graphs; exponential, logarithmic and special functions; systems of equations; sequences and series.

**MTH-180 | Precalculus | 4 credits**

This course includes advanced algebra, trigonometry and analytic geometry. Prerequisite: MTH-150 or equivalent

**MTH-205 | Discrete Mathematics | 3 credits**

This course introduces mathematical structures and their applications to computer science. Topics include: counting techniques, mathematical logic, set theory, Boolean algebra, graph theory and the application of algebraic structures to computer design. Prerequisites: MTH-150.

**MTH-209 | Calculus I | 4 credits**

This course is an elementary introduction to most of the basic material of calculus: functions and limits, derivatives, direction fields, antiderivatives, trigonometric functions, integrals and areas of regions in the plane. The course is designed for the student who needs the basic topics for physics, chemistry, biology, business and engineering courses.

**MTH-210 | Calculus II | 4 credits**

This course continues with a deepening of the material of calculus I. Topics include: applications of the definite integral, transcendental functions, techniques of integration, polar coordinates and analytic geometry, indeterminate forms, improper integrals, lower order Taylor polynomials and infinite series. Prerequisites: MTH-209.

**MTH-219 | Elementary Statistics | 4 credits**

This course offers the basic concepts of statistics and their practical application. Topics include: frequency distributions, measures of central tendency, measures of dispersion, normal distribution, correlation, regression, prediction, inferential statistics and one-way analysis of variance.

**MTH-270 | Mathematical Modeling | 1 credit**

This course attempts to involve a student in the creative and early design aspects of problem formulation and solution. Case studies using real-world and contrived problems will be presented to demonstrate that modeling is a fundamental part of the general scientific method and is especially important in applied mathematics.



**MTH-303 | Non-Euclidean Geometry | 1 credit**

This course is an extension of geometry into non-Euclidean forms.

**MTH-355 | Linear Algebra | 4 credits**

In this course students will learn Gaussian elimination, vector spaces and subspaces orthogonal projections and least squares fitting of data, the pseudoinverse, determinants, eigenvalues and eigenvectors.

**MTH-375 | Methods in Numerical Analysis | 3 credits**

In this course students will learn solution of nonlinear equations, interpolating polynomials, numerical integration, numerical differentiation, method of undetermined coefficients, numerical solution of ordinary differential equations, sets of equations and boundary value problems. Prerequisites: MTH-210.

**MUS-100 | Music Theory | 3 credits**

This is an integrated course in basic musicianship approached through the four common elements: duration, pitch, timbre and amplitude. Study of music fundamentals (great staff notation, key signatures and meters, acciden keyboard, rhythmic and melodic dictation intervals, basic scales, major and minor triads). Non-majors must consult with instructor prior to registration.

**MUS-101 | Music Theory | 3 credits**

A continuation of MUS 100. Deals with structure of doubling, spacing and voice leading, phrase structure and cadences, harmonic progressions, technocracies of harmonization and non-harmonic tones. Further study of ear-training, sight-reading, rhythmic and melodic dictation and keyboard harmony. Prerequisites: MUS-100.

**MUS-124 | Smooth Benediction | 0 to 1 credit**

Smooth Benediction is by audition only. This is a highly select ensemble that relies not only on strong musicality but a good work ethic and exceptionally positive attitude. Our primary goals are to entertain, recruit potential students and compete in regional/national a cappella competitions.

**MUS-125 | Music Appreciation | 3 credits**

This introductory overview music course exposes students to the great composers, compositions and musical trends of the past 400 years. Historical events and cultural trends that influenced the composers and music will also be examined. Composers and music include (but are not limited to) Bach, Mozart, Beethoven, Schubert, Verdi, Wagner, Stravinsky, Gershwin - baroque to the modern era.

**MUS-126 | Chamber Choir | 0 to 1 credit**

Chamber Choir is by audition only. This select ensemble of 30-40, is meant for the student looking for a more focused and challenging choral experience. Repertoire ranges from all periods and/or genres of music. This ensemble performs for various school functions, as well as local concerts and events.



**MUS-127 | Choral Union | 0 to 1 credit**

Choral union is open to students, staff, faculty and community members. Students must register for the course to participate. No audition is required. Voice placement to determine voice types (soprano, alto, tenor, bass) are held at the first rehearsal. Repertoire ranges from all periods and genres of choral music.

**MUS-128 | Concert Band | 0 to 1 credit**

This group is open to all students playing band instruments. The group performs one major concert each semester.

**MUS-160 | Piano | 1 to 2 credits**

This course consists of individual piano instruction. Students will develop their technical and interpretive skills through the study of selected pieces throughout the semester.

**MUS-162 | Voice | 1 to 2 credits**

This course consists of individual voice instruction. Students will develop their technical and interpretive skills through the study of selected pieces throughout the semester.

**MUS-164 | Organ | 1 to 2 credits**

This course covers organ technique (manual and pedal) and various periods and genres of literature. Material covered is determined by the level of each student: beginner, intermediate or advanced.

**MUS-166 | Woodwinds | 1 to 2 credits**

This is a weekly half-hour individual lesson on a woodwind instrument. The lesson is a combination of scales, technique, solo and band music.

**MUS-168 | Brass | 1 to 2 credits**

This is a weekly half-hour individual lesson on a brass instrument. The lesson is a combination of scales, technique, solo and band music.

**MUS-170 | Percussion | 1 to 2 credits**

This is a weekly half-hour individual lesson on percussion instruments. The lesson can be a combination of technique, solo and band music. These lessons are primarily on snare drum, timpani, trap set and xylophone.

**MUS-172 | Guitar | 1 to 2 credits**

This course consists of individual guitar instruction. Students will develop their technical and interpretive skills through the study of selected repertoire and technique exercises throughout the semester.

**MUS-200 | Music Theory | 3 credits**

This course is a continuation of MUS 101. Students will study modulation, ninth chords, augmented sixth chords and altered chords. Advanced study of ear-training, sight-reading, rhythmic and melodic dictation and keyboard harmony. Prerequisites: MUS-101.



**MUS-201 | Music Theory | 3 credits**

This course is a continuation of MUS 200. Students will study of musical structure from the phrase through large forms. Students will also study the music of the 20<sup>th</sup>/21<sup>st</sup> centuries in the a-tonal tradition. Prerequisites: MUS-200.

**MUS-202 | World of Music: Jazz and Popular Music | 2 credits**

This course is an introduction to music listening. Course headings are: jazz and popular music, the American musical, American folk music and American women composers.

**MUS-203 | World of Music: The American Musical | 2 credits**

This course is an introduction to music listening. Course headings are: jazz and popular music, the American musical, American folk music and American women composers.

**MUS-204 | World of Music: American Folk Music | 2 credits**

This course is an introduction to music listening. Course headings are: jazz and popular music, the American musical, American folk music and American women composers.

**MUS-205 | World of Music: American Women Composers | 2 credits**

This course is an introduction to music listening. Course headings are: jazz and popular music, the American musical, American folk music and American women composers.

**MUS-300 | History of Music | 3 credits**

This course is a study of Western music in its evolution from pre-plainchant sources through the Baroque period. Emphasis is given to the music through a study of its written and aural forms and the cultural context from which it was generated. Students are thus enabled to recognize the stylistic features and performance practices of each major epoch in the history of music.

**MUS-301 | History of Music | 3 credits**

This course is a study of the pre-classic period through the modern eras.

**MUS-302 | History of Music | 2 credits**

This course is a continuation of MUS 300 and 301, continuing with the study of music history from the romantic period through the 21<sup>st</sup> century.

**MUS-308 | Instrumental Conducting | 2 credits**

This course is designed for the beginning conductor. Students will focus on the rudiments of conducting, knowledge of instrumental groups, vocabulary and instrument transposition. The course also provides the student with conducting experiences.



**MUS-309 | Choral Conducting | 2 credits**

Choral conducting focuses on the rudiments of conducting, rehearsal techniques and familiarity with gestural vocabulary and techniques. Analytical skills such as listening, writing and score preparation will also be used. Students should have a working knowledge of music theory and music history, complemented by advanced private study, to have success in this course. The course also provides the student podium time with an ensemble.

**MUS-311 | Stringed Instrument Methods | 1 credit**

This course is based on methodologies of teaching stringed instruments.

**MUS-312 | Woodwind Instrument Methods | 1 credit**

This course is based on methodologies of teaching woodwind instruments.

**MUS-313 | Brass Instrument Methods | 1 credit**

This course is based on methodologies of teaching brass instruments.

**MUS-314 | Percussion Instrument Methods | 1 credit**

This course is based on methodologies of teaching percussion instruments.

**MUS-315 | Elementary School Music Methods | 2 credits**

Students will explore and development basic skills in musicianship needed to teach music in the elementary school with exposure to Orff-Kodaly and Dalcroze methods in this course.

**MUS-329 | Liturgical Music | 2 credits**

This liturgical music course is a survey of the church music from the roots of the Jewish temple traditions to the twentieth century practices of the Christian church. While the students will focus on the practices of the Roman Catholic church, the different protestant church music traditions will also be discussed. The objective is to get a clear historical perspective of tradition and practice and a clear vision of the future.

**MUS-331 | Hymnody | 2 credits**

Hymnody is a survey class that includes a study of the Book of Psalms, Gregorian hymnody and plainsong and Christian hymnody through the ages. While this class is meant for music majors interested in church music, this class would also be helpful for those interested in ministry in the church.

**MUS-415 | Methods of Teaching Elementary Music | 3 credits**

Students will explore and develop basic skills in musicianship needed to teach elementary school music with exposure to Orff-Kodaly and Dalcroze methods.

**MUS-420 | Recital and Research | 1 credit**

With this course the student will do a public performance of a major recital and preparation of a paper involving stylistic analysis of the works performed for the recital. Students preparing a recital must schedule a pre-recital "hearing" in front of the music faculty two to four weeks before the scheduled performance date.



**MUS-451 | Methods of Teaching Music | 2 credits**

With this course the student will do a survey and study of the materials for and methods of teaching secondary school music including instrumental and vocal music, performance and nonperformance groups. Students will also observe in schools.

**MUS-452 | Methods of Instrumental Instruction | 2 credits**

Students will explore and develop basic skills needed to teach in the instrumental classroom at the middle school and high school level.

**MUS-453 | Methods of Choral Instruction | 2 credits**

Students will explore and develop basic skills needed to teach in the choral classroom at the middle school and high school level.

**MUS-485 | Internship | 1 to 16 credits**

This course offers experiences in areas of music such as music therapy, concert management, music industry (business), music librarianship, church music ministry and instrumental tuning and/or repair. Pass or unsatisfactory grades only. Prerequisites: Music majors only and consent of music faculty.

**NSG-212 | Basic Nutrition | 2 credits**

This course will be a study of basic nutrition, including essential food nutrients, dietary sources and their utilization through body process. The course serves as a foundation for understanding therapeutic diets and nutrition necessary to support general health and well-being.

**NSG-225 | Introduction to Nursing as a Profession I | 6 credits**

This course will explore nursing theory, nursing process and nursing roles and functions within the context of professional nursing practice. The course provides an overview of nursing care of the individual across the lifespan. The concept of self-awareness is explored and developed as the student begins socialization into the nursing profession. The family and community will begin to be examined, but focus of course content is on the elderly client. (3T/3L) Prerequisites: BIO-221 and CHM-101 and PSY-101 and SOC-100.

**NSG-226 | Introduction to Nursing as a Profession II | 6 credits**

This course will continue to integrate the student into the professional role of a nurse and build upon the foundational principles of nursing theory and practice learned in NSG-225. Critical thinking and the nursing process are utilized to manage physiologic, comfort, safety, cultural and situational needs of clients. Skills are further developed to care for clients across the lifespan with particular attention to the geriatric population in the clinical setting. The skills lab component of this course will continue to focus on fundamental nursing skills, therapeutic communication and professional collaboration essential to the practice of nursing. (3T/1L/2CL) Prerequisites: NSG-225 and NSG-255.



**NSG-240 | Lakota Medical and Cultural Experience | 1 credit**

This course engages the student in an intensive cultural immersion experience in a Native American community. The Lakota culture, issues surrounding health disparity, medical access, poverty and oppression are examined. This course satisfies the Mount Marty University service requirement for graduation.

**NSG-255 | Health Assessment | 3 credits**

This course is an introduction to inherent nursing values, history, theories and scope of professional nursing; concepts of safety, risk identification and clinical decision making; information technologies that promote quality and safety. This course examines core concepts in professional nursing which define the role of the nurse. Utilizing principles of evidence-based practice, with special emphasis placed on ethical, legal and cultural considerations that impact nursing practice. The concept of self-awareness is explored and developed as the student begins socialization into the nursing profession. This course provides an overview of nursing care of the individual across the lifespan with emphasis on the older adult client. (2T/1L) Prerequisites: BIO-221 and CHM-101 and PSY-101 and SOC-100.

**NSG-295 | Transition into Baccalaureate Nursing | 2 credits**

This course is designed for the licensed nurse pursuing their BSN degree. Identifying and responding to issues related to the various levels of professional nursing by utilizing their clinical life experiences to demonstrate course competencies.

**NSG-322 | Mental Health Nursing | 3 credits**

The use of self as a therapeutic tool to assist individuals and families to maintain or improve mental health will be explored in this course. Emphasis is on the analysis of psychological and developmental stressors related to maladaptive functioning and on concepts of major psychological theorists, along with an understanding and application of psychopharmacology. This course will provide opportunities to demonstrate professional growth in didactic and clinical experiences. The nursing process is utilized to meet the mental health needs of clients during clinical experience in both hospital and community settings. Critical thinking, communication and therapeutic nursing interventions are evaluated for successful course completion. (2T/1CL) Prerequisites: NSG-226 and NSG-255 and PSY-165.

**NSG-323 | Childbearing Family | 3 credits**

This course explores the skills needed to provide holistic nursing care for childbearing families and for women with selected women's health issues. Physiologic, psychologic and developmental stressors experienced by childbearing families are examined in this course. Critical thinking is further developed to identify health risk factors and to select nursing interventions in helping individuals and the family adapt. Socioeconomic, cultural and societal issues that affect families' progression through the childbearing year are integrated in planning care for these families. (3T/1CL) Prerequisites: NSG-322 and NSG-340 and NSG-362.



**NSG-324 | Nursing of Children | 2 credits**

This course provides the student an opportunity to focus on the care of children from birth through adolescence. This focus includes the effects of acute and chronic illness on growth and development in the acute and community care setting. The course further focuses on the education of the child and family on health promotion, disease prevention and safety issues. Issues relating to ethics and diverse cultural and spiritual groups will also be discussed. Prerequisites: NSG-322 and NSG-340 and NSG-362.

**NSG-340 | Pathopharmacology I | 3 credits**

This is the first of two courses that will provide a comprehensive study of human pathophysiology and pharmacology appropriate to the professional nurse role. This course will use a body system and disease approach to analyze and apply pathophysiologic and pharmacologic processes to the care and promotion of wellness across the lifespan. This course will relate pharmacotherapy to patient assessment, planning patient outcomes, implementing patient-centered care and evaluating outcomes. Prerequisites: NSG-212 and NSG-226.

**NSG-341 | Pathopharmacology II | 3 credits**

This course is a continuation of the comprehensive study of human pathophysiology and pharmacology appropriate to the professional nurse role. This course will continue to use a body system and disease approach to analyze and apply pathophysiologic and pharmacologic processes to the care and promotion of wellness across the lifespan. This course will make a deeper connection of pharmacotherapy to patient assessment, planning patient outcomes, implementing patient-centered care and evaluating outcomes. Prerequisites: NSG-322 and NSG-340 and NSG-362.

**NSG-362 | Nursing of Adults I | 6 credits**

This course focuses on the skills required to provide holistic nursing for the adult patient. The knowledge base is the anatomy and physiology of the body systems, clinical manifestations of dysfunction, assessment of the body system, diagnostic procedures and medical and surgical interventions applicable to disorders of that system. Nursing care is then understood as it relates to consequences of biopsychosocial changes in the individual. Pharmacology is integrated throughout the study of pathology and nursing. (3T/3CL) Prerequisites: NSG-212 and NSG-226.

**NSG-363 | Nursing of Adults II | 6 credits**

This course is a continuation of NSG-362 and relates to specific nursing diagnoses not previously addressed. Nursing theory and practice is developed as founded on anatomy and physiology of body systems, clinical manifestations of dysfunction, assessment of the body system, diagnostic procedures, pharmacologic interventions and medical and surgical interventions, in relation to biopsychosocial changes. (3T/3CL) Prerequisites: NSG-322 and NSG-340 and NSG-362.





**NSG-460 | Community Health Nursing | 5 credits**

This course will provide an understanding of community based care with a population focus that considers individuals, families, groups and communities. Concepts of self-awareness, the nursing process and therapeutic communication are utilized to meet the needs of clients and communities served. Cultural backgrounds will be explored with clients of diverse lifestyles and backgrounds in a variety of community settings. (3T/2CL) Prerequisites: NSG-323 and NSG-324 and NSG-341 and NSG-363.

**NSG-462 | Nursing Leadership and Health Care Ethics | 3 credits**

This course will focus on contemporary ethical issues in healthcare and factors that influence the ethical decision making process. The role of the nurse leader in the provision of care will be explored within the context of the healthcare environment. The principles of leadership will be investigated as they are applied in a variety of clinical settings. From the lens of the nurse leader this course will examine situations, problems and concerns as it relates to ethical norms and principles. Prerequisites: NSG-460 and NSG-470.

**NSG-470 | Complex Care in Nursing | 5 credits**

This course will focus on the management of care for patients with complex, co-morbid and life-threatening disease processes. As continued preparation for practice of the nurse generalist, the course will create opportunities in the classroom, clinical and simulation areas for students to design, manage and evaluate care for patients with multifaceted needs that includes family and the interprofessional healthcare team. (3T/2CL) Prerequisites: NSG-323 and NSG-324 and NSG-341 and NSG-363.

**NSG-491 | NCLEX RN Preparation | 1 credit**

Students will utilize structured and individualized study guides and assessments in preparation for the NCLEX RN examination. This course is to be taken in the final semester before graduation. Prerequisites: NSG-460 and NSG-470.

**NSG-492 | Nursing Research and Capstone | 3 credits**

Nursing research and capstone provides an opportunity to integrate previous knowledge and experience in preparation for transition to professional nursing practice. This course will set the foundation for an understanding of the critique and utilization of nursing research. Quantitative research principles are introduced along with the application of nursing research in various practice settings. Qualitative research principles are also introduced. Commonalities of quantitative and qualitative research are explored. The merit of nursing research studies is evaluated and evidenced through the composition of papers, presentations and exams. Content of the course also includes relationships with other healthcare professionals, the political environment, legal issues, licensure requirements and responsibilities for nurses, educational preparation and various career options. Prerequisites: NSG-460 or NSG-470.



**NSG-493 | Preceptor Experience | 4 credits**

The senior nursing preceptor experience provides an opportunity to integrate previous knowledge and experience, develop self-confidence, build expertise, enhance skills and begin the professional role transition in a healthcare setting selected by nursing faculty. This course builds upon the students' foundation of liberal arts education to focus on holistic client-centered care based on clinical reasoning, nursing expertise and professional values. Learning in the clinical setting is facilitated by an experienced baccalaureate preferred registered nurse who serves as a preceptor for the student.

**PED-100 | Introduction to Physical Education | 2 credits**

This course is an orientation to the history, philosophy, goals and objectives of physical education.

**PED-101 | Life Long Wellness | 1 credit**

Students will develop an understanding of lifestyle choices that promote a healthy mind and body. Specifically, students will be able to recognize the life-long benefit of mental and physical wellness practices and develop lifestyle goals and strategies that will increase or maintain positive levels of health.

**PED-108 | Intercollegiate Athletics | 1 credit**

This course involves regular and systematic participation and competition in intercollegiate sport. Student-athletes that compete and use eligibility are eligible to register for this course during the semester that their sport ends its regular season of competition. The course will include lectures and field experience through the head coach of the athletic sports at Mount Marty.

**PED-133 | Gymnastics/Tumbling | 1 credit**

This course is an introduction to basic gymnastics equipment, routines and safety considerations. Study and practice of the fundamental skills, techniques and safety involved in tumbling and matwork are addressed.

**PED-135 | Dance | 1 credit**

This course is the study of dance as it is related to physical education programs in the secondary and elementary school setting.

**PED-200 | Fundamentals of Coaching | 3 credits**

This course is a general overview of the fundamentals and principles of coaching. Topics on philosophy organization, psychology, parents, methods and practice planning are covered. This course is a prerequisite and serves as a basis for the other theory of coaching courses.

**PED-211 | Individual/Dual Sports I | 1 credit**

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include badminton, bowling and racquetball.



**PED-212 | Individual/Dual Sports II | 1 credit**

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include archery, golf and tennis.

**PED-213 | Team Sports I | 1 credit**

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include soccer, flag football and basketball.

**PED-214 | Team Sports II | 1 credit**

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include volleyball, softball and hockey.

**PED-217 | First Aid & CPR | 2 credits**

This course is based on American Red Cross Adult, Child and Infant CPR/AED and Standard First Aid requirements. Student will have the option to become A.R.C. certified upon completion of the course.

**PED-225 | Health and Wellness in Special Populations | 2 credits**

This course is an introduction to the basic concepts of fitness and wellness screening and prescription pertaining to both healthy individuals and those considered to be in special populations. These special populations include the youth, elderly, pregnant women, overweight and obese individuals and those with chronic diseases such as cardiovascular disease, diabetes, cancer, asthma, multiple sclerosis and those with other disorders of the skeletal system.

**PED-226 | Strength and Functional Training | 3 credits**

The purpose of this course is to introduce the student to the principles, techniques and physiology behind strength training. Various topics relating to strength and resistance training will be discussed in detail including energy expenditure power, specificity, free vs. machine weights and the design of resistance programs. The goal is to provide students with theoretical and practical knowledge to design and supervise strength and conditioning programs for various populations.

**PED-230 | Human Anatomy and Physiology | 3 credits**

This course is a study of the structure and function of the human body emphasizing the body systems that maintain the human body. Importance is placed on broad, general anatomical and physiological principles as they apply to structure and function of the human body.

**PED-254 | Sports First Aid: Prevention and Care of Athletic Injuries | 3 credits**

This course involves general care, evaluation and in conditioning, use of heat and cold modalities and athletic nutrition. This course is a requirement for most coaching certificates.



**PED-315 | Elementary Methods of Physical Education | 2 credits**

This course is an introduction to the principles of teaching and evaluating the physical and health development of elementary school children (K-8). Lesson planning, curriculum development and supervision of the physical education program are covered.

**PED-350 | Principles of Health | 3 credits**

This course is the study of current health problems and the formation of a philosophy of health based upon an understanding of the human organism and the individual's responsibility to community health.

**PED-353 | Biomechanics | 3 credits**

This course is an analytic and synthetic study of body movements. Biomechanics and anatomical kinesiology are emphasized in lecture, discussion and lab.

Prerequisites: BIO-204 or PED-230.

**PED-382 | Adapted Physical Education | 2 credits**

This course is the study of principles and programming techniques of physical education as it would apply to individuals in the classroom with special needs.

**PED-440 | Organization/Administration of Physical Education/Athletic Programs | 2 credits**

This course is the study of organization and management theory and practice as it relates to physical education, sports and the fitness industry. Emphasis will primarily be on elementary and secondary programs with consideration for special populations and the fitness fields. Students will be introduced to the practical application of theory as it relates to managing personnel and programs.

**PED-450 | Exercise Physiology | 4 credits**

In this course lecture, discussion and laboratory will revolve around the effects of physical activity on neuromuscular, cardiorespiratory and metabolic control mechanisms. Laboratories will demonstrate current applications in exercise testing. Prerequisites: BIO-204 or PED-230.

**PED-451 | Secondary Health/Physical Education Methods | 2 credits**

This course is an introduction to the principles of teaching and evaluation for grades 6-12. Curriculum developments, class organization, lesson planning and guidelines for establishing a health and physical education program are covered. A unit on methods for measuring and evaluation unique to physical activities is included. Prerequisites: PED-100.

**PED-485 | Internship | 2 to 12 credits**

Students will gain professional experience on a full-time or part-time basis in areas of exercise wellness in this course. The internship program provides practical experience in fitness/wellness industries, health promotion and/or health professions that will prepare students for entry-level careers. Pass or unsatisfactory grades only. Prerequisite: faculty approval.



**PHL-126 | Critical Thinking and Ethical Leadership | 3 credits**

This course aims at teaching students to be able to 1) identify, formulate and evaluate arguments, 2) identify the nature of ethics and how ethics impacts and is impacted by religion and human intuition, 3) construct a logically correct ethical argument, 4) identify the details of several contemporary moral controversies and 5) understand the fundamental place critical thinking and ethics have in effective leadership.

**PHL-201 | Introduction to Philosophy | 3 credits**

This course is a historical and critical introduction to Western philosophy through the study of classic and contemporary philosophers. Emphasis is placed on close textual reading, understanding philosophy in historical context and using philosophy to reflect on experience and the search for truth. Prerequisites: BLI-101 or PHL-126.

**PHL-202 | Philosophy and Popular Culture | 3 credits**

This course discusses such questions as: What is popular culture? Why should it be studied philosophically? What are the messages and themes that underlie popular culture as seen in music, television, movies and computer games? This course will seek to answer these questions and others by using concepts drawn from philosophy. Prerequisites: BLI-101 or PHL-126.

**PHL-203 | Philosophy of Human Nature | 3 credits**

Human beings are, as far as we know, unique in the universe in their abilities to reason and act. Human uniqueness and complexity has given rise to many different views about what humans are and how they fit into the universe. This course will explore and evaluate different answers to questions about human nature such as: do humans have free will? What is knowledge and what can we know? How does the mind relate to the body? Are we alone in the universe or is there a God that created us? What is the meaning of life? Prerequisites: BLI-101 or PHL-126.

**PHL-204 | Faith, Doubt and Reason | 3 credits**

This course discusses such questions as: Is religious faith rational? Why should faith be studied philosophically? Are faith and doubt incompatible? Is religion dangerous? This course will seek to answer these questions and others by using concepts and methods of analysis drawn from the field of philosophy. Prerequisites: BLI-101 or PHL-126.

**PHL-340 | Philosophical Ethics | 3 credits**

This course explores how one morally ought to live. A few of the questions asked include: what is of fundamental moral value? What is happiness? What makes actions right and wrong? How can we know what is right and wrong? Is ethics objective? What are moral facets? Some of these questions are introduced and discussed in the critical thinking in ethics course, however this class both goes into greater depth on those questions and explores other issues in moral theory and metaethics that are not discussed in the prerequisite. Prerequisites: BLI-101 or PHL-126.



### **PHL-341 | Knowledge and Reality | 3 credits**

Epistemology is the study of human knowledge and metaphysics the study of the fundamental nature of the world. This course is structured around questions of perennial philosophical importance: How do you know you're not now dreaming? What is knowledge and what kinds of knowledge can we have? What makes you the same person you were before going to sleep last night? Do people have free will? What is time? In examining these questions, we will interact with the ideas of philosophers from several different periods: ancient, early modern, nineteenth and twentieth centuries. In addition, we will further develop our skills in the methods of philosophy, especially the construction and analysis of arguments. Prerequisites: BLI-101 or PHL-126.

### **PHL-350 | Peace and Justice | 3 credits**

Students will examine the statement that human existence in the world is communal. What is the best kind of community for human beings? What makes for justice and peace within ourselves, in society, in the world? How ought a person to act in order to fulfill the Lord's commandment, "Love one another as I have loved you"? Some of the Church's teachings on peace and justice will be studied. Prerequisites: BLI-101 or PHL-126.

### **PHL-381 | History of Ancient and Medieval Philosophy | 3 credits**

This course examines philosophy from its origins in ancient Greece into the Christian middle ages. Sources studied will be drawn from some of the most profound minds in history: the pre-Socratic philosophers, Plato, Aristotle, the Stoics, Sextus Empiricus, St. Augustine, St. Anselm, St. Thomas Aquinas. Many of the views and institutions of the contemporary western world are built on the ideas of these thinkers, so studying them will not only help us to find truth, but also help us to understand our world today. Prerequisites: BLI-101 or PHL-126.

### **PHL-382 | History of Modern and Contemporary Philosophy | 3 credits**

This course examines the views of various philosophers from the enlightenment through today. Figures studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant and a selection of contemporary philosophers, for example: Frege, Russell, Wittgenstein, Moore, Quine, Kripke, Chisholm, Lewis. These philosophers have deeply influenced our understanding of science, God, political institutions, justice, love, knowledge and the mind, amongst many other topics. So, studying them will not only help us to find truth, but also help us to understand our world today. Prerequisites: BLI-101 or PHL-126.

### **PHL-490 | Senior Research | 2 credits**

Students minoring in philosophy will complete a major project focusing on research and scholarship. The project will be formally presented orally to department faculty and students.

### **PHY-111 | Physical/ Earth Science | 4 credits**

This course is an introduction to the fundamental principles of the physical sciences (physics, chemistry and earth science). The lecture and laboratory allow the student to understand the basic concepts of the physical sciences and then apply those concepts in the laboratory through guided inquiry. Lecture and laboratory.



**PHY-112 | Earth Science Astronomy I | 1 to 2 credits**

This course offers a broad introduction to the modern scientific understanding of our solar system, including: the apparent motions of sun, moon and planets as seen from Earth; the history of astronomy; the formation of the solar system; and the properties of the planets. Lecture and laboratory.

**PHY-113 | Earth Science Astronomy II | 1 to 2 credits**

This course offers a broad introduction to the modern scientific understanding of our universe and the objects in it, including: the properties and evolution of stars, the structure and features of galaxies and the birth and evolution of the universe. Lecture and laboratory.

**PHY-114 | Astronomy | 4 credits**

An overview of all the important topics in astronomy including the motion of objects in the sky, the history of astronomy, the physical principles needed to understand the universe, telescopes, the solar system, stars, galaxies and cosmology. Lecture and laboratory.

**PHY-221 | Principles of Physics I | 4 credits**

This is the first semester of an algebra-based physics sequence. This course covers basic mechanics, including: kinematics, forces, energy, momentum, rotational motion, fluid dynamics and simple harmonic motion. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory.

**PHY-222 | Principles of Physics II | 4 credits**

This is the second semester of an algebra-based physics sequence. This course covers the basic principles of thermodynamics, electricity and magnetism, electronics and optics. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory. Prerequisites: PHY-221.

**PHY-223 | Calculus Based Physics I | 5 credits**

This is the first semester of a calculus-based physics sequence. This course covers basic mechanics, including: kinematics, forces, energy, momentum, rotational motion, fluid dynamics and simple harmonic motion. These topics are covered in greater depth through the use of calculus and other advanced methods. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory. Prerequisites: MTH-209.

**PHY-224 | Calculus Based Physics II | 5 credits**

This is the second semester of a calculus-based physics sequence. This course covers the basic principles of thermodynamics, electricity and magnetism, electronics and optics. These topics are covered in greater depth through the use of calculus and other advanced methods. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory. Prerequisites: PHY-223.



**POS-120 | American Government | 3 credits**

This course introduces students to the American political system. Emphasis will be placed upon the Declaration of Independence and the U.S. Constitution, the development of the federal system, the functions of major and minor political parties, the struggle for civil liberties and civil rights and the three branches of government.

**POS-221 | State and Local Government | 3 credits**

This course examines current political trends at the state and local level. Emphasis will be placed upon the position of the states within the federal system, local and state elections, city and county governance and the state court system.

**POS-310 | Service Learning | 1 to 3 credits**

Students will perform volunteer service under supervision in a learning environment in this course. Prerequisites: POS-120 or POS-221.

**POS-322 | Constitutional History and Law | 3 credits**

This course introduces origins and development of the constitution and subsequent major court decisions affecting constitutional law interpretations.

**POS-346 | U.S. Diplomatic History | 3 credits**

This course studies the origins and development of foreign policy from the revolutionary era through the Cold War period. The course features an emphasis on the development of the U.S. in the context of world history and a study of the various interpretations of American foreign policy. Prerequisites: HIS-228 or HIS-229.

**POS-361 | International Relations | 3 credits**

In this course, students will examine the wide range of interrelationships between nations. Points of investigation will include war and terrorism, international migration, globalization and the world economy and human rights.

**POS-370 | Korean and Vietnam Wars | 3 credits**

This course will focus on two of the main events of the Cold War: the Korean and Vietnam Wars. Students will study the origins of the conflicts and focus on the role of the United States in these two events. Documentary films will be used extensively to provide a means by which to study and interpret these events. Students will also analyze “hollywood” interpretations of the Vietnam War. Our goal will be to obtain an overall grasp of the significance of these events, as well as to discuss the various interpretations of these Cold War episodes.

**POS-380 | Recent America: 1932-Present | 3 credits**

This course offers a study of U.S. history from the election of FDR in 1932 to the present. The Great Depression, New Deal, World War II, Cold War and cultural developments are emphasized.





**POS-485 | Internship | 3 to 12 credits**

This course focused on use of political science principles in an applied setting. Students will work under supervision in an off-campus placement. Goals and requirements are determined in consultation with faculty. Selected reading is required. Pass or unsatisfactory grades only. Prerequisite: 9 hours POS and consent of instructor.

**PPS-300 | MCAT Preparation | 3 credits**

This course is designed to help pre-med students prepare for all four components of the MCAT exam, with the focus on advanced topics in biology, chemistry, physics, psychology and sociology. Prerequisites: BIO-204, BIO-320, BIO-330, BIO-364, CHM-112, CHM-232, CHM-364, PHY-222, PSY-101, SOC-100.

**PSY-100 | Introduction to Human Service Profession | 1 credit**

The purpose of this one-credit course is to provide students interested in the psychology and human service fields of study with information on career options in the human service profession, help them identify their own skills and strengths and introduce them to establishing their own philosophy of helping others.

**PSY-101 | Introduction to Psychology | 3 credits**

This is an introductory survey course of the general content areas of psychology.

**PSY-165 | Lifespan Development | 3 credits**

Students will study the biological, psychological and social changes that occur during the periods of development from conception through childhood, adolescence, young to late adulthood and death. Emphasis is also placed on the major challenges and issues that affect each period of development.

**PSY-225 | Foundations of Group Dynamics | 3 credits**

Students will demonstrate an understanding of how and why groups form, how individuals communicate within a group setting and learn different theories of leadership and power. Students will also learn how groups make decisions, how to deal with controversy in a group and how groups can transition into teams.

**PSY-275 | Experimental Methods I | 3 credits**

The logic and methodology of psychological research is described, along with the special problems concerning measurement, research logistics and the interpretation of research results. There is a strong emphasis on the use of computers in the design and analysis of research. Prerequisite: PSY 101.

**PSY-276 | Experimental Methods II | 3 credits**

Advanced methods in the collection and analysis of data are presented. Various research designs and their appropriateness for specific areas of study are reviewed. Prerequisites: PSY-275.

**PSY-310 | Service Learning | 1 to 6 credits**

The student does volunteer service under supervision in a learning environment related to the helping professions. Pass or unsatisfactory grading only. Prerequisites: PSY-100 and PSY-101.



### **PSY-316 | Health Psychology | 3 credits**

This is an introductory course in the field of health psychology. This course will consider the history and research methods of health psychology. The role that stress, pain and coping play in health; as well as their impact on chronic disease will be examined. Ways of promoting health will also be considered.

Prerequisites: PSY-101 or PSY-165.

### **PSY-317 | Sport Psychology | 3 credits**

This is an introductory course in the field of psychology. This course will consider the history of sport psychology, motivation in sport and exercise, the effects of attention, emotion and mood on performance, cognitive and behavioral interventions in sport, the social psychology of sport and the psychobiology of sport and exercise. Applications to life beyond sports are also considered.

Prerequisites: PSY-101 or PSY-165.

### **PSY-340 | Chemical Dependency & Human Behavior | 3 credits**

In this course students will survey the use, abuse and addictive nature of alcohol and other mood altering drugs including the symptomology of alcoholism and other drug addiction. Examine the nature and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse. Prerequisites: PSY-101 or PSY-165.

### **PSY-341 | Introduction to Counseling | 3 credits**

In this course students will study approaches to counseling with emphasis on gaining an understanding of basic theory concepts utilized in the helping professions. Emphasis is also placed on developing a personal philosophy of helping or counseling. Counseling topics explored include family issues, youth in trouble and substance abuse. Prerequisites: PSY-101 or PSY-165.

### **PSY-342 | Introduction to Alcoholism | 3 credits**

This course will provide an introductory survey of alcoholism, a major public health problem in contemporary society. A review of the physiological, psychological and social effects of alcohol consumption, theories of causation, diagnosis, treatment and prevention of alcoholism. It will seek to form a balanced base of knowledge about a complex and controversial subject for both professional and personal applications. This course and chemical dependency & human behavior are South Dakota requirements for certification as a chemical dependency counselor. Prerequisites: PSY-101 or PSY-165.

### **PSY-343 | Introduction to Group Counseling | 3 credits**

This course provides an exploration of the approaches and process of group therapy that integrates ideas from different perspectives of group counseling. Students will gain an understanding on group process and the skills and techniques related to the stages of group processing and the application of group strategies to specific group counseling issues and populations. Prerequisites: PSY-341.



**PSY-346 | Ethics for the Human Service and Chemical Dependency Professional | 3 credits**

This course is an introduction to ethics and legal issues as they relate to the human service and helping professions. Basic knowledge of ethical standards and codes, client rights and responsibilities and legal implications are emphasized. Specific emphasis is placed on confidentiality regulations, mandatory reporting requirements, non-discriminatory practices, addiction issues and technology applications. Prerequisites: PSY-341.

**PSY-370 | Social Psychology | 3 credits**

Students will do a study of how people interact and influence one another in this course. Topics include attitudes, attraction, conformity, aggression, altruism, prejudice and group dynamics. Prerequisites: PSY-101 or PSY-165.

**PSY-372 | Personality Theory | 3 credits**

Students will do a study of the different theories of personality, the measurement of personality and current research on personality in this course. Prerequisites: PSY-101 or PSY-165.

**PSY-374 | Abnormal Psychology | 3 credits**

This course is an introductory study of behavior pathologies and predominant psychological disorders, with an emphasis on their causes, symptomology, diagnosis and treatment. Prerequisites: PSY-101 or PSY-165.

**PSY-376 | Physiological Psychology | 3 credits**

Students will study the relationship between physiological processes and human behavior in this course. Topics will include the various body senses, sleep, emotions and stress, reproduction, eating and drinking. Prerequisites: PSY-101 or PSY-165.

**PSY-382 | Memory and Cognition | 3 credits**

This course covers how people extract and use relevant information from their environment to guide behavior. Also covers memory, attention and other cognitive processes. Prerequisites: PSY-101 or PSY-165.

**PSY-454 | History and Systems of Psychology | 3 credits**

Students will trace the development of contemporary psychology from its early philosophical origins to the present in this course. An emphasis is placed on the era of modern psychology (mid-1800s to the present) with discussion of current issues and movements. Prerequisites: PSY-101 or PSY-165.

**PSY-485 | Internship | 1 to 12 credits**

The student works under supervision in an off-campus placement. Goals and requirements are determined in consultation with faculty and internship supervisor. An internship project or applied research is required. Pass or unsatisfactory grades only. Prerequisites: PSY 310 and consent of the instructor.



**PSY-490 | Senior Seminar | 2 credits**

This is a capstone course for the human service major. Students will synthesize material from their course of study and integrate it into a final senior research project. Students will also develop leadership skills, job readiness skills and explore graduate school options. Prerequisite: PSY-276.

**PSY-498 | Senior Research | 1 credit**

Students will get an opportunity to conduct a research project under the supervision of a faculty member. Travel/study is an option.

**RAD-101 | Introduction to Radiologic Technology | 1 credit**

This course gives students an introduction to the practice of radiologic technology, including an overview of the field and a brief introduction to each imaging and treatment modality. The primary component of this course is a practicum, consisting of a minimum of 20 hours of job shadowing in a medical clinic or hospital, under the supervision of a certified radiographer.

**RAD-485 | Clinical Internship | 6 to 12 credits**

This internship is the junior and senior year curriculum in radiologic technology, a two-year clinical internship to be completed at an approved hospital. Since course work in the individual areas is distributed over the period, the entire internship must be completed to obtain credit. Policies concerning the internship are determined by each hospital where the program is offered. The student should consult the handbook developed by the hospital program for specifics. At the successful completion of the internship as determined by the hospital-based program, the student will be granted a Bachelor of Science Degree in Radiologic Technology from Mount Marty University if all degree requirements have been met. Pass or unsatisfactory grades only.

**REC-101 | Introduction to Recreation, Sports and Tourism Management | 2 credits**

An introduction of recreation, sports and tourism as it is implemented in our society today. This course will cover the basic concepts of the recreation, sports and tourism profession and how these apply to various contemporary work settings. The course will explore what skill sets and responsibilities it takes to be a manager in recreation, sports or tourism industries.

**REC-212 | Biking and Hiking | 2 credits**

This course is an introduction and study of the basic skills, equipment and safety of biking and hiking in community and park settings. Access to a bicycle and helmet required.

**REC-213 | Small Crafts | 1 credit**

This is an introductory study of the basic skills of canoeing, kayaking and paddle boarding

**REC-214 | Skiing | 1 credit**

This course is an introduction of the basic skills of downhill skiing and is intended for those who do not know how to ski. Field trips required.



**REC-220 | Introduction to Archery | 2 credits**

This course is an introduction to the sport of archery as it is implemented in an outdoor or indoor setting. We will discuss the lifelong benefits and advantages of learning the sport of archery. Students taking this course have the option to earn a level 1 archery instructor certification through USA Archery and the National Field Archery Association.

**REC-223 | Community Recreation, Sports and Tourism | 2 credits**

This is a field and classroom study of community recreation, sports and tourism facilities, activities and employment on the local level. The class will study local parks and facilities to learn the everyday organization and planning that goes into a community recreation, sports and tourism department's programming at the local level.

**REC-225 | Parks and Sports Facility Management and Maintenance | 3 credits**

The course will study the planning, management and maintenance of recreation, parks and sports facilities.

**REC-341 | Camping/Outdoor Recreation | 2 to 4 credits**

With this course outdoor camping and recreation will offer students experience in learning and organizing a leisure camping and fishing activity. Field experiences are part of this class. Prerequisites: REC-100.

**REC-345 | Commercial Recreation, Sports and Tourism | 2 credits**

This course will be covering specific methods of planning organizing, funding, marketing and advertising in commercial businesses related to recreation, sports and tourism.

**REC-382 | Adapted Recreation | 2 credits**

This course is the study of providing recreational opportunities to individuals in community settings who have special needs.

**REC-485 | Internship | 3 to 12 credits**

This course is designed for students to have a hands-on field experience in recreation at the city, state, commercial or federal level. Instructor is not solely responsible for placement for the internship. Pass or unsatisfactory grades only.

**SOC-100 | Introduction to Sociology | 3 credits**

In this course, students will engage their sociological imagination in order to examine a wide range of topics. Areas of emphasis will include sociological theory, social institutions, issues related to prejudice and discrimination, the family, the sociology of medicine, deviance and social change.

**SOC-202 | Marriage and Family | 3 credits**

Students will study the family as a universal institution from a social scientific point of view including cross-cultural perspectives. Topics include the structure and functions of families, historical perspectives, dating, marriage adjustment, gender roles, parenting, childrearing and the middle and later years of marriage.



**SOC-225 | Foundations of Human Relations | 3 credits**

In this class, students will examine human relations from the perspective of the sociologist. Topics that will be discussed include social science research methods, culture and communication, sexism, racism, classism and ageism.

**SOC-340 | Chemical Dependency & Human Behavior | 3 credits**

In this course students will survey the use, abuse and addictive nature of alcohol and other mood altering drugs including the symptomology of alcoholism and other drug addiction. Examine the nature and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse. Prerequisites: PSY-101 or PSY-165.

**SOC-341 | Introduction to Counseling | 3 credits**

In this course students will study approaches to counseling with emphasis on gaining an understanding of basic theory concepts utilized in the helping professions. Emphasis is also placed on developing a personal philosophy of helping or counseling. Counseling topics explored include family issues, youth in trouble and substance abuse.

**SOC-342 | Introduction to Alcoholism | 3 credits**

This course will provide an introductory survey of alcoholism, a major public health problem in contemporary society. A review of the physiological, psychological and social effects of alcohol consumption, theories of causation, diagnosis, treatment and prevention of alcoholism. It will seek to form a balanced base of knowledge about a complex and controversial subject for both professional and personal applications. This course and chemical dependency & human behavior are South Dakota requirements for certification as a chemical dependency counselor.

**SOC-343 | Introduction to Group Counseling | 3 credits**

This course provides an exploration of the approaches and process of group therapy that integrates ideas from different perspectives of group counseling. Students will gain an understanding of group process and the skills and techniques related to the stages of group processing and the application of group strategies to specific group counseling issues and populations. Prerequisites: SOC-341.

**SOC-360 | Minority Studies | 3 credits**

This course offers a study of racial and ethnic minorities. In addition to an emphasis upon dominant-minority relations, students will focus upon the unique experiences of Native Americans (a special emphasis will be placed upon the Native American experience in the state of South Dakota), East and Southeast Asian Americans, Middle Eastern Americans, African Americans, Latino/a Americans and European Americans. Students will also consider religious minorities and past and present sexual discrimination found in the United States



**SOC-377 | Human Relations Skills | 3 credits**

This course is concerned with helping students develop an awareness of and understanding into the various theoretical premises surrounding issues of diversity and multiculturalism. There is an emphasis placed on recognizing and dealing with biases, stereotyping, power and privilege, difference and identity. Techniques to enhance interpersonal relations as well as classroom instruction in today's multicultural classrooms are addressed. This course meets the South Dakota human relations requirement for all individuals desiring to be certified to teach in South Dakota.

**SOC-480 | Sociological Theory | 3 credits**

Students will study classical and contemporary sociological theory, including a survey of the major European and American founders of the discipline. Prerequisites: SOC-100.

**SOC-485 | Internship | 3 to 12 credits**

This course offers use of sociological principles in an applied setting. The student works under supervision in an off-campus placement. Goals and requirements are determined in consultation with faculty and field supervisor. Selected project and reading is required as well as relating classroom learning to their intern experience. Pass or unsatisfactory grades only. Prerequisites: PSY-310.

**SOC-498 | Independent Research | 1 to 4 credits**

Students will have the opportunity to conduct a research project under the supervision of a faculty member in this course. Travel/study is an option.

**SPE-220 | Field Experience in Special Education | 1 to 2 credits**

This course is designed to give students practical experience in a special education setting usually for two hours per week. Students spend time observing, tutoring or assisting special education teachers as he/she deems appropriate. A student may enroll in SPE 220 for additional 1-2 credit hours. Pass or unsatisfactory grades only. Prerequisite: Acceptance into teacher education program.

**SPE-260 | Psychology of the Exceptional Individual | 3 credits**

This course offers an overview of physical, mental, emotional and medical exceptionalities that affect growth and development. Etiology, characteristics and federal regulations affecting educational programming of students with disabilities are emphasized. The IEP/ITP/IFSP process is presented and the student conducts case studies in an effort to understand each process. Special education law is an area of concentration as is disability awareness.

**SPE-261 | Behavior and Group Management | 3 credits**

This course is a survey of individual and group management techniques using a variety of methods based on humanistic, behavioral, cognitive and psychological theories. There is a special emphasis placed on understanding children with behavioral/emotional disabilities. The course is designed to help develop and implement positive behavior management to include interventions, strategies and supports as appropriate for an individual student. A strong emphasis is placed on special education law and the IEP process. Prerequisites: SPE-260.

**SPE-270 | Interacting with Parents/Professionals | 3 credits**

This course is designed to increase knowledge in the field of special education. The major emphasis of the course is to help the pre-service teacher interact effectively with parents, professionals and students with special needs. Through case studies, students study, discuss, share and simulate effective ways to communicate information with parents and other professionals in an educational setting. Students will develop IEPs. Prerequisites: SPE-260.

**SPE-320 | Practicum in Special Education | 2 credits**

This course offers the students experience in a special education setting and is recommended for all education majors prior to student teaching. It involves a minimum of two weeks of full day in-school activities including observation, aiding, lesson preparation and teaching. Pass or unsatisfactory grades only. Prerequisite: Acceptance into the department.

**SPE-360 | Assessment of Exceptional Learners | 3 credits**

This course is designed to investigate a wide variety of assessment materials. Students will explore traditional as well as authentic assessment procedures including multiple intelligence theories. Students will utilize various forms of assessment including but not limited to: formal, informal, standardized, non-standardized, teacher-made, authentic and portfolio.

**SPE-361 | Diagnostic Instruction: Early-Transition | 3 credits**

This course is an introduction to analysis of task and sequence of instruction, leading to the development, implementation and evaluations of instructional techniques and strategies used in meeting the needs of students on IEPs, IFSPs and ITPs. A special emphasis on early childhood and transition and special education law is included. The student develops IEPs, IFSPs and ITPs.

**SPE-390 | Consultation & Collaboration & Inclusion | 3 credits**

This course is designed to increase the students' knowledge in the field of special education. The major emphasis of this course is to help pre-service teachers in their professional interactions by sharpening their interpersonal communication skills. Students will demonstrate the ability to work cooperatively and respectfully with others and to communicate effectively in both written and oral modes, in an effort to meet the needs of children with disabilities. This will be achieved by demonstrating hospitality and community. Another major emphasis of this course is to increase the students' knowledge on the concept of inclusion lesson modification. Development and implementation of supplementary aids and services, program modifications and support necessary for students with disabilities to be involved and progress in the general curriculum. The students will examine strategies to include students with disabilities in the general curriculum with dignity, hospitality, community and justice in accordance with Benedictine values.



**SPE-440 | Curriculum and Instructional Strategies | 3 credits**

This course is designed for student teachers and is taught during a block of classes at the beginning of the special education student teaching semester. This is an intensive course dealing with all previously gained special education knowledge in such areas as inclusion of special needs students, special education law, employment for mildly disabled students and various instructional models. The major emphasis of this course is to add strategies to the student teacher's repertoire which will aid in the education of students with mild disabilities, including but not limited to: assessment in language, problem-solving, curriculum-based measurements, whole language, reading, math and general best practices.

**SPE-442 | Learning Disabilities: Methods/Materials | 3 credits**

This course is designed to be taught as part of the block class schedule during the first part of the special education student teaching semester. This course deals primarily with special needs students who have learning disabilities. This course reviews special education law including any current law or court cases regarding disciplining students with disabilities, reviews professionalism in special education and prepares the student teacher to combine past knowledge during the student teaching experience.

**SPE-460 | Special Education Student Teaching | 10 credits**

This student teaching experience is for the student seeking certification to teach K-12 special education. The student teacher observes and teaches in a special education setting under the guidance of a cooperating teacher, principal and college supervisor. Pre-service teachers monitor the progress of students toward the IEP goals. Pass or unsatisfactory grades only. Prerequisite: Acceptance by teacher education committee

**SPN-101 | Elementary Spanish I | 3 credits**

Elementary Spanish is a beginner's study of functional Spanish with an emphasis on verbal communication in real-life situations. The course addresses the structure and pronunciation of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills.

**SPN-102 | Elementary Spanish II | 3 credits**

Elementary Spanish II is the continuation of elementary Spanish I in the study of functional Spanish with an emphasis on verbal communication in real-life situations. The course further addresses the structure and pronunciation of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills. Prerequisites: SPN-101.

**SPN-203 | Intermediate Spanish I | 3 credits**

Intermediate Spanish builds on the linguistic skills developed in elementary Spanish I and II and involves continued development of Spanish grammar, conversation practice, broad vocabulary development and reflection on cultural perceptions and practices. Graded reading is introduced with increased practice in composition and conversation. Prerequisite: SPN 102 or two or more years of high school Spanish.



**SPN-204 | Intermediate Spanish II | 3 credits**

Intermediate Spanish II builds on the linguistic skills developed in intermediate Spanish I and involves continued development of Spanish grammar, conversation practice, broad vocabulary development and reflection on cultural perceptions and practices. Graded reading is introduced with increased practice in composition and conversation. Prerequisites: SPN-203.

**SPN-205 | Spanish Readings and Grammar | 3 credits**

This course continues building on the listening, speaking, reading and writing skills developed in elementary and intermediate Spanish. Reading is one of the most effective means of helping students to improve language acquisition. Research studies have shown that reading improves writing, vocabulary building and understanding of complex grammatical structure in a second language. SPN 204 and/or four years of high school Spanish. Prerequisites: SPN-204.

**SPN-360 | Advanced Composition and Conversation | 3 credits**

This course offers students practice in conversational Spanish and narration; oral and written composition on reading and experiences of students; emphasis on idioms and acquisition of active vocabulary and fluent speech. Prerequisites: SPN-204.

**SPN-361 | Survey of Spanish Culture and Literature | 3 credits**

This course offers an introduction to the Spanish literature and culture from the beginning to the 20<sup>th</sup> century. Prerequisites: SPN-204.

**SPN-369 | Applied Spanish | 3 credits**

Credit may be granted to students who spend several weeks in a Spanish-speaking country, studying, working and/or living with a Spanish-speaking family. Prior to the experience, the student in conjunction with departmental faculty, will evaluate the course of study and other activities to determine potential projects and options for credit. Upon completion of the program, students will provide documentation of their experience, which will be evaluated by the department for credit.

**SPN-387 | Spanish Art, Literature and Life | 3 credits**

This course is the study of the art, literature and life of the Spanish speaking world. The objective is to introduce the student to literary works by both Spanish and Spanish-American writers and to the rich and diverse contributions of Hispanic artists to the fine arts. Prerequisites: SPN-204.

**SPN-388 | Spanish Civilization and Culture | 3 credits**

This course is the study of Hispanic history and culture. The course consists of twelve thematic essays. The essays present both historical and contemporary topics that serve to introduce the student to various aspects of Hispanic traditions, customs and values. A strong emphasis is placed on culture contrast in order for the student to relate the materials to his or her own experiences. Prerequisites: SPN-204.



**SSC-201 | Introduction to Geography | 3 credits**

Students will acquire a knowledge of the environment, geographic analysis, physical geography (includes landforms, weather and climate), population, cultural and human geography, economic and urban geography. A section of the course will also be devoted to the geography of South Dakota.

**STH-100 | Theatre Appreciation | 3 credits**

A theatre experience for the non-major, this art form comes alive through demonstrations, guest artists, field trips to live theatre performances, along with hands-on activities and lectures.

**STH-117 | Theatre Practicum | 0 to 1 credit**

This hands-on course helps students prepare for and participate in theatrical production on campus in a variety of areas; acting, assistant directing, stage management, set construction, lighting, sound, props, costumes, box office, marketing, publicity, etc. Credit is based on class attendance, participation by students as members of the production company and written reflection.

**STH-125 | Introduction to Acting | 2 credits**

An introductory acting course where students will explore the systematic processes involved in taking a character from page to stage through monologue, scenework, games and improvisation.

**STH-130 | Speech Communications | 3 credits**

Designed for students to develop proficiency in public speaking situations with emphasis on content organization and delivery of five major presentations for various purposes and occasions. An analysis component is included as well as a service-learning communication assignment.

**STH-201 | Oral Interpretation | 2 credits**

A directed experience in the process of selection, analysis and presentation of material including prose, poetry and drama. In addition to solo interpretation, students will participate in group interpretation of readers' theatre.

**STH-202 | Creative Dramatics | 1 to 2 credits**

Immersion into hands-on participation with the basic creative drama components. Through active experiential exercises, students will develop the skills to successfully facilitate creative dramatics exercises into the classroom, camp or theatre setting.

**STH-203 | Costumes and Makeup | 2 credits**

Students will work towards achieving proficiency in the principles and skills associated with theatrical costumes and makeup. Focus will be placed on practical application skills including the care and use of materials in each area.

**STH-204 | Stagecraft | 3 credits**

An "all hands on deck" course where students will build, rig and paint scenery pieces for class and/or production use. Students will become familiar with the organizational, safety, tool and equipment needs associated with technical theatre.



**STH-210 | Lighting and Sound Design | 2 credits**

Solid coverage of the basic theories and practices associated with lighting and sound operation for staged events. A broad study of instrumentation, equipment and software, as well as hands-on experiences in the design and execution of lighting and sound plots.

**STH-213 | Crime, Literature and Film | 3 credits**

Crime literature and film is a reading course. The primary texts and films are from the 20<sup>th</sup> and 21<sup>st</sup> century. We will be primarily looking at fiction, nonfiction, film noir and documentaries and will discuss other forms of expression. Part of exploration will be to interrogate the boundaries between story and essay, fact and fiction, movies and documentaries. Prerequisites: ENG-103.

**STH-221 | Movement | 2 credits**

A rewarding opportunity for students to find new ways of communicating through movement. From stage combat to physical comedy, from performing emotional demanding characters to identifying exciting movement possibilities all around, students will find this experience exhilarating and fun.

**STH-223 | Great Directors and Their Films | 3 credits**

This course provides a study of the best American and foreign film directors of the 1900's, 20<sup>th</sup> century and early 21<sup>st</sup> century will be done through their narrative films, examining their themes, narrative and technical styles, influence on filmmakers and cultural/historical values and trends. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**STH-224 | Literature and Film | 3 credits**

A study of films made from literature, the course will involve analysis and comparison of both texts and film; their modes of representation, characterization and story-telling, establishing what is lost and also at times what is gained by the filming process. Selections of contemporary and historically important films will be viewed and analyzed, including the study of film as a mirror of national and regional culture, cinematic form and personal style. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**STH-260 | Playwriting | 2 credits**

Explore the material and the techniques used by playwrights in the creation of theatrical scripts. Students will analyze extant playscripts, craft and stage readings of their own original scripts and use aesthetic criticism to revise, improve and produce their work.

**STH-319 | Scenery and Props | 2 credits**

Design and build furniture and hand props for the stage using a variety of techniques and materials. This hands-on course includes projects which may or may not be used in an actual production. Prerequisites: STH-204.



**STH-320 | Interpersonal Skills in Communication | 3 credits**

Students will learn the application theory of communication processes in this course, with an emphasis on the execution of basic interpersonal skills found when communicating with individuals. Emphasis will be placed on effective communication for problem-solving. Prerequisites: STH-130.

**STH-330 | Scenic Painting | 2 credits**

Stir the paint, select a brush and try your hand at a variety of techniques of painting for the stage. Color theory, mixing, texture and alternative materials will be discussed and used to provide the basis for in-class work.

**STH-349 | History of Film | 3 credits**

The first audience watched a motion picture flicker on a screen in 1895, a little over a century ago. In just over one century the movies have developed from a simple recording device to a complex art and business. Today film stands on its own as a distinct means of artistic expression. The purpose of this course is to explore the history of film on both the international and American scenes. Since it is one of the major arts to have evolved within the past century, it can be vividly respected as a significant contribution to our understanding of the culture and history of our daily lives. The course is limited to narrative fiction film and will analyze the film as a mass medium of cultural communication. Prerequisites: ENG-104.

**STH-355 | Shakespeare's Drama | 3 credits**

This course focuses on developing an appreciation of both theatrical and literary aspects of selected Shakespearean tragedies, histories and comedies. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**STH-361 | Play Directing | 3 credits**

A practical experience in the techniques of play production and stage direction through classroom experiments and one workshop production.

**STH-366 | Stage Management | 3 credits**

Students intrigued by the responsibilities of a stage manager will learn how to create a prompt book, perform CPR and basic first aid procedures, communicate effectively and run a production meeting. In addition, students will develop the skills necessary to effectively function in the business, personnel and administrative areas of the theatre, to include budgeting, marketing and front-of-house operations.

**STH-376 | Theatre History and Literature I | 3 credits**

Investigate theatre from the Greeks through the renaissance by examining visual, written and performance traditions. This course satisfies the general education literature requirement. Prerequisites: ENG-104.



**STH-380 | Theatre History and Literature II | 3 credits**

Independent from STH 376, this investigation of theatre will cover the neo-classical period through the contemporary theatre scene through examining visual, written and performance traditions. This course satisfies the general education literature requirement. Prerequisites: ENG-104.

**STH-422 | Drama in the Church | 2 credits**

An in-depth study of Christian drama during the medieval period. In addition, the course will explore contemporary practices and current opportunities in drama ministry.

**STH-435 | Theatre Management | 3 credits**

This course is designed to prepare students with the skills necessary to effectively function in the business and administrative areas of the theatre. Students will develop a marketing plan, budget and a business plan for theatre organization, as well as get hands-on experience with front-of-house operations.

**STH-485 | Internship | 1 to 16 credits**

Practical experience in an off-campus setting to complement classroom instruction. The project undertaken will be established by the student and faculty advisor in cooperation with the off-campus supervisor. An oral or written reflection is required upon the completion of the project. Academic credit requires the approval of department faculty and/or advisor. Pass or unsatisfactory grades only.

**STH-490 | Senior Capstone | 2 credits**

A hands-on upper level course where students will implement a realized theatre project in the local or regional community or within MMU's theatre department. During their senior year, students will design, direct and/or produce a project for a specific production of their particular interest or availability (possibly including, but not limited to, performance showcase, educational and/or community theatre, interactive theatre original theatrical productions or drama ministry). Pass/unsatisfactory grades only. Prerequisites: STH-361.

**THL-125 | The Wisdom of Benedict | 1 credit**

The student will explore the integration of his/her spiritual, emotional and physical self using the Rule of Benedict as the primary guide. This course will allow the student to explore the heritage of Benedictine values and to discover its use as a guide for individual and communal life. Throughout the class there will be opportunities to share the common heritage of Catholic teachings and to explore how those teachings impact the development of an individual who is "fully human and fully alive."



**THL-150 | Introduction to Christianity | 3 credits**

This introduction to Christian faith examines, in broad strokes, the development of Christian scriptures as a faith community's account of its continuing experience of God; understanding and articulation of this God-experience through beliefs expressed in the Nicene creed; worship rituals for entering and deepening communion with the Christian community. Students will explore key aspects of Christian belief and practice that Catholic and major Protestant traditions hold in common as well as major areas of difference.

**THL-230 | Biblical Studies | 3 credits**

Using approaches of modern academic biblical study rather than literal interpretation, this course introduces students to contemporary methods and resources for interpreting the Bible. Students will survey major themes, concepts and symbols in the Hebrew and Christian scriptures. Prerequisites: BLI-201 or THL-150.

**THL-250 | The Old Testament | 3 credits**

This course explores the history and theology of the Old Testament scriptures with a special focus on the history of Israel, the Israelites' developing image of God, the role of the prophet, the rise and fall of kings and the changing understanding of messiah. It will also investigate the role that wisdom literature played in the worship and identity of the Israelite people. Prerequisites: BLI-201 or THL-150.

**THL-251 | The New Testament | 3 credits**

Introduction to the history, literature, interpretation, theology and basic content of the New Testament. Attention will be given to the character, background and central themes of the New Testament as a whole and to the authorship, date, setting, theme, purpose, structure and general content of its individual books. Important New Testament issues, events and persons will also be highlighted. Prerequisites: BLI-201 or THL-150.

**THL-260 | Vatican Council II: Church in Transition | 3 credits**

This course offers an introduction to the Second Vatican Council (1962-1965), the twentieth council in the history of the Catholic Church. The council has been called the most significant event in the history of western Christendom since the Protestant reformation and prompted more change in the Catholic Church in ten years than had taken place in the previous hundred years. The course surveys the debates over how to interpret the documents promulgated by the council and the changes that have been implemented since the council. Prerequisites: BLI-201 or THL-150.

**THL-261 | Understanding the Catholic Faith | 3 credits**

This course explores Catholicism by focusing on its sacramental and communal nature in order to understand what makes Catholic Christianity distinctive from Protestant Christianity. The objective of the course is not to argue that one form of Christianity is better than the other. Rather, it is to delve more deeply into the nature of Catholicism and how its sacramental worldview and communal nature shape its practices and traditions. Prerequisites: BLI-201 or THL-150.



**THL-270 | World Religions | 3 credits**

This course studies the five major religions of the world with an emphasis on how those faith groups answer the following questions: What is the nature of God? What is the nature of humankind? What is the fundamental problem facing humanity? How is this problem of life overcome? What is gained by overcoming the problem? The course will use phenomenological, comparative religion and philosophy of religion approaches as its bases for answering these questions. The course will also look at other approaches to the study of religious ritual, practice and tradition. Prerequisites: BLI-201 or THL-150.

**THL-280 | Introduction to Theology | 3 credits**

This course presents theology as a mode of faith seeking understanding. Students will examine in greater depth the experiences, beliefs and practices essential for Christian faith. Questions to be explored include: Who or what is God? What is the relationship of Jesus to God? What is revelation? What is meant by “grace,” “sin,” and “redemption?” Why should a Christian be concerned with the world in which we live? Prerequisites: BLI-201 or THL-150.

**THL-301 | Catholic Moral Theology | 3 credits**

Rather than viewing morality as external rules imposed upon the Christian, this course explores Christian morality as a matter of an interior conversion of heart accompanied by authentic and fruitful action. Through the exploration of personal experience and theological reflection, this course will examine contemporary Christian moral life through discussion and reading of the Catholic tradition. Among the topics examined are love, sin and the corporeal works of mercy. Prerequisites: BLI-201 or THL-150.

**THL-321 | Synoptic Gospel | 3 credits**

The gospels of Matthew, Mark and Luke are the earliest surviving accounts of the life and ministry of Jesus. This course will provide a detailed examination of these texts, paying special attention to the distinctive portrait of Jesus that each gospel presents. Some topics of study will include (but are not limited to): various theories regarding the so-called “synoptic problem”; the relationship of the Synoptics to non-canonical texts; and a general introduction to critical methods in gospel analysis such as literary, red

**THL-322 | Johannine Literature | 3 credits**

A general introduction to the gospel of John, I-II-III John and the Book of Revelation from the perspective of contemporary Biblical scholarship, with special emphasis on the history, theology, Christology and spirituality of Johannine Literature and its relevance today. Prerequisites: BLI-201 or THL-150.

**THL-324 | Exodus/Sinai Narratives | 3 credits**

This course will aid the students in their knowledge of the content and interpretation of the Books of Exodus-Deuteronomy. These books, together with the book of Genesis, have traditionally been regarded as the Books of Moses. They contain the story of the escape from Egypt, the giving of the Law at Mt. Sinai and the Wilderness Wanderings. There are a number of important themes that are still relevant to us today as Christians. We will explore these books with their themes and concepts as they might be applied to our lives as Christians. Prerequisites: BLI-201 or THL-150.





**THL-325 | Old Testament Prophets and Prophecy | 3 credits**

This course provides an overview of the office of prophet in Israel. There will be an investigation of the role of Old Testament prophets with a presentation of the basic message of each of Israel's writing prophets. Attention will be given to the former prophets of the OT, with consideration of their audience and activities. Focus will be directed on the ethical dimension of the written prophetic message and its relevance in the modern world. Prerequisites: BLI-201 or THL-150.

**THL-330 | Jesus the Christ | 3 credits**

The main purpose of this course is to enable students to formulate an intelligent and reflective response to the gospel question, "Who do you say that I am?" Major issues treated include: the Jesus of history and the Christ of faith; biblical Christology; heresies and councils; contemporary approaches to the ancient Christian belief that Jesus the Christ is fully human, fully divine. Prerequisites: BLI-201 or THL-150.

**THL-332 | Catholic Symbol and Sacrament | 3 credits**

Against a background of human and Christian symbol and ritual, this course examines the scriptural bases, historical development and contemporary theology and practice of seven ritual sacraments. The sacraments common to most Christians (Baptism, Confirmation and Eucharist) receive major emphasis. Prerequisites: BLI-201 or THL-150.

**THL-334 | Christian Marriage and Family | 3 credits**

This course is a theological reflective approach to Christian marriage and family as covenant and sacrament. Contemporary practice and experience will be explored through historical and theological background, preparing students to understand marriage and family in a Christian context. This course is recommended for persons in all states of life as well as those contemplating marriage. Prerequisites: BLI-201 or THL-150.

**THL-361 | History of Christianity | 3 credits**

This course introduces the origins of Christianity and the subsequent history of the Christian church. The developments of doctrines, the rise of monasticism and the impact of Christianity on world history are emphasized.

**THL-490 | Senior Research | 3 credits**

Students majoring in theology will complete a major project focusing on either research and scholarship or ministry activity. The project will be formally presented orally to department faculty and students. Minors may take this seminar but are not required to do so. Prerequisite: Completion of at least 75% of course work for the major or minor.



# FACULTY

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## Division of Arts & Humanities

Anders, Paul (2010) Associate Professor/Sister Wilma Lyle Associate Professor of Philosophy; Chair, Dept. of Theology and Philosophy; Ph.D., University of Wisconsin-Madison, 2009; M.A., University of Wisconsin-Madison, 2001; M.Div., Trinity International University, 1997; M.A., San Diego State University, 1993; B.S., University of California-Los Angeles, 1986.

Connell, Brandon (2017) Assistant Professor. M.M., University of Nevada 2015; B.A., Saint Ambrose University, 2006.

Heron, Jason (2017) Assistant Professor/Sister Wilma Lyle Assistant Professor of Theology; Ph.D., University of Dayton, 2016; M.A., Asbury Theological Seminary, 2009; M.A. University of St. Thomas, 2006; B.A., Indiana Wesleyan University, 2003.

Henrickson Andrew (1997) Associate Professor, Director of Theatre. M.F.A., University of South Dakota, 1987; B.S., South Dakota State University, 1982.

Hovland, James (2017) Instructor. M.F.A., University of South Dakota, 2012; B.A., Mount Marty College, 2009.

Kahle, David (1991) Professor/Director of Bede Art Gallery. M.F.A., University of South Dakota, 1987; B.F.A., Bowling Green State University, Ohio, 1984.

Lafferty, Sister Theresa, OSB (2012) Division Chair/Assistant Professor. Ph.D., The Catholic University of America, 2010; M.A., Saint Charles Borromeo Seminary, 1997; M.S., University of Pennsylvania, 1986; B.A., University of Pennsylvania, 1985.

Lofthus, Richard (1989) Professor. D.A., University of North Dakota, 1988; M.A., University of North Dakota, 1983; B.S.Ed., University of North Dakota, 1979; Diploma of Christian Studies, Regent College, 1977; B.A., University of North Dakota, 1976.

Reese, Jim (2006) Associate Professor/Director of the Great Plains Writers Tour/Editor, Paddlefish. Ph.D., University of Nebraska-Lincoln, 2006; M.A., University of Nebraska-Omaha, 2002; B.S., Wayne State College, 1996.

Rutten, Joseph (2017) Assistant Professor/Director of the Benedictine Institute for Leadership, Ethics and Social Justice. M.A., Augustine Institute, 2016; B.A., University of St. Thomas, 2012.

Sullivan, James (1984) Professor. Ph.D., St. Louis University, 1982; M.A., Creighton University, 1974; B.A., Creighton University, 1972.

## Division of Education

Brown, Sandra (1972) Director of Library/Assistant Professor. M.A., University of South Dakota, 1979; B.A., Mount Marty College, 1972.

Climer, Candice (2010) Associate Professor. Ed.D., University of South Dakota, 2014; M.A., University of South Dakota, 2008; B.A., Mount Marty College, 2005.

Chrystal, Sister Candyce, OSB (1991) Associate Professor. Ph.D., Marquette University, 1991; M.Ed., Marquette University, 1989; B.A., Mount Marty College, 1973.

Flahie, Daniel (2017) Assistant Professor. M.S., Wayne State College, 2017; B.S. Dakota State University, 2015; A.A., Grays Harbor Community College, 2012.

Hof, Chris Conroy (1993) Associate Professor. Ed.D., University of South Dakota, 1994; Ed.S., University of Missouri, 1990; M.A., University of South Dakota, 1984; B.S., University of South Dakota, 1982.

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

Riibe, Erin (2009) Division Chair/Associate Professor. Ed.D., University of South Dakota, 2015; M.A., University of South Dakota, 2007; B.A. Mount Marty College, 2003.

Weber, Jennifer (2017) Assistant Professor. Ed.D., University of South Dakota, 2012; M.Ed., South Dakota State University, 2003; B.A., South Dakota State University, 1998.

### **Division of Natural Science**

Decechi, T. Alexander (2019) Assistant Professor. Ph.D., McGill University, 2012; B.S., Queen's University, 2005.

Gacnik, Sister Bonita, OSB (1989) Professor. Ph.D., Nova Southeastern University 2003; M.A., University of South Dakota, 1989 & 1988; B.S., Southern Colorado State College, 1970.

Gibson, Kathleen (2016) Assistant Professor. Ph.D., South Dakota State University, 2015; M.S., South Dakota State University, 2007; B.S., Northern State University, 1999.

Rice, Timothy (2017) Associate Professor. Ph.D., Miami University, 1998; M.S., Miami University, 1992; B.A., Thomas Moore College, 1990.

Wu, Chun (2005) Division Chair/Professor. Ph.D., University of New Mexico, Albuquerque, 2004; M.S., Sichuan University, Chengdu, P.R. China 1996; B.S. Sichuan University, Chengdu, P.R. China, 1990.

Zhang, Chao (2017) Assistant Professor. Ph.D., Institute of High Energy Physics, 2007; M.S., Huazhong Normal University, 2003; B.S., Hubei Normal College, 2000.

### **Division of Nursing**

Bierema, Charlene (2015) Associate Professor. M.S.N., Texas Woman's University, 1980; B.S.N., Mount Marty University, 1972; Post Graduate Gerontology Certificate University of Minnesota, 2013.

Diedrichsen, Krystal (2012) Assistant Professor. M.S.N., Briar Cliff University, 2014; B.S.N., Mount Marty University, 2004.

Fuelberth, Julie (2017) Instructor. M.S.N., Nebraska Methodist College, 2013; B.S.N., Mount Marty College, 1986.

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 University, 1997.

McMillen, Melissa (2019) Assistant Professor. M.S.N., Western Governors University, 2014; B.S.N., Mount Marty College, 1993.

Smith, Diane (2016) Assistant Professor/Endowed Chair for Nursing. Ph.D., South Dakota State University, 2015; M.S.N., Briar Cliff University, 2010; B.S.N., Briar Cliff University, 2007.

## Division of Social Sciences

DeWitt, Dana (2005) Professor. Ph.D., South Dakota State University, 1989; M.S., South Dakota State University, 1986; B.S., South Dakota State University, 1984.

Ferris, Alan (1992) Professor. Ph.D., Kansas State University, 1992; M.S., Kansas State University, 1990; B.S., Kearney State College, 1988.

Gross, Charles (2010) Assistant Professor. A.B.A., National Commercial Lending School, 1984; M.B.A., University of Iowa, 1977; B.A., Oakland University, 1969.

Hofer, Lori (2009) Assistant Professor. M.P.A., University of South Dakota, 2007; B.A., University of South Dakota, 2007.

Lincoln, Lori (1987) Associate Professor. M.A., University of South Dakota, 1985; B.A., Wayne State College, 1980.

Nelson, Terry (2001) Professor. Ph.D., South Dakota State University, 2001; M.S., South Dakota State University, 1993; B.S., South Dakota State University, 1989.

Rounds, Jamison (2019) Assistant Professor. J.D., University of South Dakota of Law, 1997; CVA (Certified Valuation Analyst, National Association of Certified Valuators and Analysts, 2015), CM&AA (Certified Mergers & Acquisition Advisor, Alliance of Mergers and Acquisitions Advisors 2015). B.A., University of South Dakota, 1993.

Sejnoha, Joseph (1984) Division Chair/Associate Professor. M.B.A., University of South Dakota, 1984; B.A., Yankton College, 1980; AAS University of South Dakota, 1979.

Stull, Terry (2019) Instructor. M.B.A., Keller Graduate School, 1997; B.A., Mid-America Nazarene College, 1982.

## Faculty Emeriti

Binder, Sister Cynthia, OSB, M.A., Georgetown University, 1988; M.A., University of South Dakota, 1958; B.A., Mount Marty College, 1957.

Frigge, Sister Marielle, OSB, Ph.D., Boston College, 1992; M.A., Washington Theological Union, 1979; B.A., Mount Marty College, 1967.

Hausmann, Janis, Ph.D., University of South Dakota, 2003; M.A., University of South Dakota, 1974; B.A., University of South Dakota, 1969.

Kessler, Sister Ann, OSB, Ph.D., University of Notre Dame, 1963; M.A., Creighton University, 1957; B.A., Mount Marty College, 1953.

Lemmer, Sister Corinne, OSB Ph.D., University of Utah, 1988; M.S., University of Utah, 1985; B.S., Mount Marty College, 1974.

Miller, Mary, M.A., University of South Dakota, 1987; B.A., Mount Marty College, 1971.

Neville, Sister Eileen, OSB, Ph.D., St. Louis University, 1958; A.B., Mount Marty College, 1953.

Tereshinski, Robert, M.A., University of South Dakota, 1970; B.A., Yankton College, 1968.

Quintus, Sister Marcine, OSB, Ph.D. The Union Institute, 1985; Med/N, Columbia University, NY, 1974; BSN, Creighton University, 1958; Diploma Sacred Heart School of Nursing, 1954.

Sorenson, James, Ph D., University of Georgia, 1986; M.S., University of Hawaii, 1980; B.S., University of Minnesota, 1977.

