



MOUNT MARTY

UNIVERSITY

2025 - 2026

UNDERGRADUATE COURSE CATALOG

WELCOME FROM THE PRESIDENT

Mount Marty University is pleased to provide you with the 2025-2026 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 or 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. Obl.OSB
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.

Mount Marty University welcomes students of all faiths. Mount Marty University prohibits discrimination in its admission 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.

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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Mount Marty University's general education curriculum and institutional outcomes are 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.

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.

Pursuing Knowledge

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

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.

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.

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.

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.

Outcome: Students will exhibit an ability to appreciate and engage diverse perspectives.

ACADEMIC CALENDAR

2025-2026 ACADEMIC CALENDAR

Fall 2025

August 22-24	New Student Orientation and Student Move In
August 25	Welcome Day and Mission Day
August 25	Fall Classes Begin at 3:00 p.m.
August 29	Last Day to Register/Add/Drop
September 1	Labor Day: No Classes
September 25	Last Day to Withdraw from 1st 8-Week Class
October 10-13	Fall Break: No Classes
October 10	Faculty/Staff Formation Day
October 13-17	Midterm Week
October 17	1st 8-Week Term Ends
October 20	2nd 8-Week Term Begins
October 29	Last Day to Withdraw from Full Term Class
October 29	Last Day to Change a Full-Term Class to Pass/Fail
November 11	Veteran's Day: No Classes
November 20	Last Day to Withdraw from 2nd 8-Week Class
November 26-28	Thanksgiving Break: No Classes
December 8-11	Undergraduate Final Exams
December 11	Last Day of the Term
December 15	Final Grades Due

Spring 2026

January 5	Faculty and Staff Formation Day
January 5	Classes Begin at 3:00 p.m.
January 9	Last Day to Register/Add/Drop
January 19	Martin Luther King Jr. Day: No Classes
February 5	Last Day to Withdraw from 1st 8-Week Class
February 16	President's Day: No Classes
February 23-27	Midterm Week
February 27	1st 8-Week Term Ends
March 2-6	Spring Break: Yankton, Sioux Falls
March 2	2nd 8-Week Classes Begin- Watertown
March 6	Last Day to Add/Drop from 2nd 8-Week Term- Watertown
March 9	2nd 8-Week Classes Begin- Yankton, Sioux Falls
March 13	Last Day to Add/Drop from 2nd 8-Week Term- Yankton,
Sioux Falls	
March 16-20	Spring Break: Watertown
March 18	Last Day to Withdraw from Full Term Class
March 18	Last Day to Change a Full-Term Class to Pass/Fail
April 2-6	Easter Break: No Classes
April 9	Last Day to Withdraw from 2nd 8-Week Class
April 25	Commencement: Watertown
April 27-30	Undergraduate Final Exams
April 30	Last Day of the Term
May 2	Commencement: Yankton
May 4	Final Grades Due

Summer 2026

May 4	First Day of the Term/Undergraduate Travel Term
May 18	Classes Begin
August 7	Classes End

ACCREDITATION

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Accreditation

Mount Marty University is accredited by the Higher Learning Commission which accredits degree-granting post-secondary institutions in the United States. <https://www.hlcommission.org/>

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

The Teacher Education program is approved by the South Dakota State Board of Education. <https://doe.sd.gov/>

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

The graduate nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA); a specialized accrediting body recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). <https://www.coacrna.org/>

The baccalaureate degree, master's degree, and post-graduate APRN certificate in nursing, and the graduate nurse anesthesia program are approved by the South Dakota Board of Nursing. <https://doh.sd.gov/boards/nursing>

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.

State Authorization

The South Dakota Board of Regents (SDBOR), on behalf of the State of South Dakota, has entered into an agreement to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA) and Mount Marty University is an institutional member of SARA. As a member, Mount Marty University is authorized to deliver online education and perform certain educational activities in each of the member states of the reciprocity agreement.

Professional Licensure or Certification

SARA does not address professional licensing requirements for programs leading to state licensing or certification. Educational programs leading to professional licensure may require additional approval from separate state licensing boards. Mount Marty University programs leading to professional licensure or certification meet certain academic requirements and are intended to prepare students for potential professional licensure or certification in South Dakota. MMU programs may not meet the educational requirements for professional licensure or certification in other states. Students or prospective students interested in educational programs leading to professional licensure or certification need to be aware of relevant policies and information and should contact the appropriate academic department. Prior to beginning an academic program, students planning to apply for professional licensure or certification in a state other than South Dakota are highly encouraged to contact the appropriate state licensing agency for information and guidance regarding professional licensure or certification requirements. Disclosure information concerning MMU's curriculum and each state's professional licensure requirements and contact information can be found on the institution's website.
<https://www.mountmarty.edu/about-us/consumer-information/state-authorization/>

Complaint Procedure

(<https://www.mountmarty.edu/about-us/consumer-information/complaint-procedure/>)

For Students Residing In States Outside of South Dakota in SARA Member States

(<https://www.nc-sara.org/directory>) Students residing in states outside of South Dakota while enrolled in a course offered by Mount Marty University, are encouraged to utilize the institutional complaint process as described in this catalog. Students who processed their complaints through the institutional complaint process but remain dissatisfied with the outcome may request that the State Portal Entity Contact review the institutional resolution of the complaint (<https://tdx.sdbor.edu/TDClient/33/Portal/Home/?ID=50219c42-9f6a-45de-82ad-cad22e4afa9b>).

For Students Residing In States Other Than South Dakota With Complaints Relating Specifically to Distance Learning

Pursuant to the United States Department of Education's Program Integrity Rule, Mount Marty University is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary educational institutions offering distance learning or correspondence education within the state. Students residing in other states while enrolled in a course offered by Mount Marty University are encouraged to utilize the institutional complaint process as described in this catalog prior to filing a complaint with a state agency or agencies. If the complaint is not resolved through these processes, a student may use the following list to identify the office(s) in the state in which the student resides to which the complaint against any public institution in South Dakota may be filed. California: Complaints involving out-of-state institutions may be filed with the California Department of Consumer Affairs, Consumer Information Center, 1625 North Market Blvd., Suite N-112, Sacramento CA 95834. Students can file complaints online (https://www.dca.ca.gov/consumers/complaints/oos_students.shtml) or call 833-942-1120.

All other states: students should use the State Authorization Reciprocity Agreement (SARA) provisions as stated above for ensuring a timely response to a complaint.

If a student is not able to contact the appropriate agency in their state of residence, they should contact the Offices of the South Dakota Board of Regents for assistance. (306 East Capitol Ave, Suite 200, Pierre, SD 57501; phone: (605)773-3455; email: info@sdbor.edu)

ADMISSION

ADMISSION

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 admission 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 two weeks prior to the semester start date.

Official post-secondary transcripts, including dual credit work, must be submitted to the university prior to the semester start date for which the applicant is applying. Final official secondary school transcripts must be submitted by October 1 of the first semester enrolled for a summer and fall start or by March 1 for the first semester enrolled for a spring start. A registration hold will be placed on the student record if transcripts are not received by the deadline.

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 are considered for admission based on their high school transcript. Applicants have the option of submitting either their ACT or SAT scores or completing the test optional admission procedure, which requires additional material submissions. Mount Marty University will not consider a high school student with below a 2.0 GPA on a 4.0 scale. Achieving a 2.0 or higher does not guarantee admission into the university.

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 by the deadline listed above.

First-year applicants who choose to submit ACT or SAT scores can self-report scores on the application. However, SAT and ACT scores are entirely optional to submit.

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 admission 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 transferable 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 transferable credits, official high school or GED/HiSet transcripts will be required for admission consideration. See transfer policy section below for more information.

International Students

Mount Marty only enrolls students on an F1 VISA at the Yankton campus (undergraduate and select graduate programs) and not at the Sioux Falls or Watertown campuses. 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 in 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
- ACT: 18

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 admission 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.

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 provide written approval of the 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 appropriate 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.

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

Transfer Policy

Courses with a grade of C- or higher, regardless of delivery method, taken at a regionally accredited institution, will be accepted 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 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.

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.

Payment Policy

Late Fee/Finance Charge

Payment of all costs for each semester is due by the end of the first week of classes unless a payment plan has been arranged.

If arrangements have not been made with the business office by the end of the second week of classes, **and the balance is greater than \$1,000**, a one-time late fee of \$250 will be assessed. **Balances less than \$1,000**, will be assessed a monthly 18% finance charge. In addition, students with unpaid accounts who have not made financial arrangements to pay their balance, may be administratively withdrawn from the University.

Installment Plans

Mount Marty provides the option to students to make equal installment payments during the semester for which the costs were incurred. If the payment plan becomes more than 10 days past due, per the Loan Application and Promissory Note, a late fee of \$250 will be assessed for each monthly payment past due. Partial payments will be assessed a monthly 18% finance charge on the amount of the payment not paid in full.

Registration Holds

Students with an unpaid balance greater than \$250.00 may not register for courses until their account is paid in full or is in an active payment plan. Holds preventing students from registering for courses in a current semester may only be lifted with approval from the Provost and the registration does not increase the outstanding student account balance.

The registration hold serves as an alert mechanism so that the student contacts the Business Office to resolve their account balance while the student is still enrolled and is eligible for financial aid.

Transcripts may be held for students not eligible for Title IV aid.

The above policy does not apply to Dual Credit or Professional Development students. Registration and transcript holds are effective for any balance past the payment due date.

Refund Policy

The percentage of tuition refund is based upon the official date of the university/course withdraw as determined by the Registrar's Office:

Fall/Spring Terms:

- 100% Refund for courses dropped within the first week of class.
- 60% Refund for courses dropped within the second week of class.
- 0% Tuition refund after the second week of classes.

Summer Terms:

- 100% Refund within the first week of class.
- 0% Refund beyond the first week of class.

All fees are nonrefundable once classes begin. Room and board fees are refundable through the first week of the academic term, on a prorated basis.

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 dispersed 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 admission 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

ACADEMIC SERVICES

Advising

Academic advisors play a unique role in the success and retention of students at a college or university; they help connect students to resources, contribute to fostering a sense of belonging at an institution, work with them to synthesize and make meaning of their academic experience, assist them with making informed decisions, and act as a resource for their career goals, among many other things.

At Mount Marty University, each student is matched with an academic advisor. The mission of advising at Mount Marty is to promote student success by engaging students in conversation to clarify their academic, professional, and personal goals and assisting them in developing meaningful educational plans that will support those goals. Advisors also provide students with accurate information on policies, procedures, and degree plans so they are able to make well-informed decisions and take responsibility for achieving their academic goals. 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, 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, resume review, interview prep, mock interviews, campus job fairs and career-related workshops and seminars. The career services office can also assist with the job search process, career testing, scholarship information and study abroad resources.

The Center for Academic Excellence

The Center for Academic Excellence (CAE) 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.

Learning Accessibility

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 the Office of Learning Accessibility. The office, located within Student Counseling, 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). Designated school officials 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 student 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 first-year students 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, the first-year advising

program, new student orientation, a student success alert system, Campus Ministry, the Center for Academic Excellence, Career Services, 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 freshman year.

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

Alpha Phi Sigma is the honor society for criminal justice and is recognized by blue/gold cords and gold sash

Phi Alpha Theta is an American history honor society and is recognized by a blue/red chord and red sash.

Psi Chi is the international honor society for psychology, which includes psychology and human service disciplines, recognized by a platinum/navy blue cord and platinum stole.

Sigma Tau Delta is the national English honor society and is recognized by a pin.

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 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 admission 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 exams, 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 unauthorized sharing of information related to an exam, 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-
- Dismissal from Mount Marty – This sanction is limited to serious and/or repeated acts of academic dishonesty and may be imposed by the Dean after review of the student file and in consultation with the faculty member(s).

Procedures for Resolving Academic Dishonesty Issues

At no point in the procedure may legal counsel be present. Academic dishonesty procedures begin with the faculty member. Based on the nature of the suspected infraction, the faculty member is encouraged to consult with the division chair to describe the infraction, the evidence and the penalties being considered. The

faculty member should also contact the Dean 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 Dean 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 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(s) and to the Dean if an academic dishonesty form is filed. If an academic dishonesty form is filed or in the event a student's advisor notifies the Dean of a repeated offense, the Dean 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 Dean, as follows:

1. The student must file a written appeal, including any documentation the student deems pertinent to the appeal, with the Dean within ten business days of receiving written notice of the faculty member's decision and/or notice of any additional penalties imposed by the Dean.
2. Within ten business days of the receipt of the student appeal, the Dean 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 in 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 Dean 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 Dean within five business days of receiving the decision from the committee. No new evidence can be submitted on appeal. The Dean must issue a written decision to the student within fifteen business days of receiving the appeal. The decision of the Dean 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

Teaching and learning is a reciprocal process involving faculty and students. Faculty members have an obligation of holding classes, and students have an expectation to attend and participate in classes as indicated on the course schedules. This includes the first and last day of class and finals week as per the academic calendar.

In order to comply with U.S. Department of Education regulations, faculty are required to post attendance in an academically related activity for all students during the first two weeks of classes. Students who do not attend/engage in any classes during the first week will be administratively withdrawn from the university. Students who do not attend/engage in individual classes by the end of the second week will be administratively dropped from the class(es).

Academically related activities include but are not limited to:

- Physically attending class
- Submitting an academic assignment
- Taking/Submitting an exam, completing an interactive tutorial, or participating in computer-assisted instruction
- Participating in an online discussion about academic matters; and
- Initiating contact via email to a faculty member to ask a question about the academic subject studied in the course

Logging into learning management system by itself, does not demonstrate academic attendance/engagement.

Online and other classes without specific meeting times should have some type of check in or assignment due so you can post attendance before census. Attendance policies apply in the online classroom. Common strategies for demonstrating “attendance” in an online course include login requirements per week, an identified number of discussion postings per week, consistent contact with peers and instructor, and/or other assignments as determined by the instructor. Students are required to submit an assignment/discussion through the university learning management system during the first week of class.

Faculty members determine the specific attendance policy for courses under their direct supervision and instruction. Attendance procedures must be stated in written form, in the course syllabus, and distributed or posted electronically to students at the beginning of each course.

Faculty will honor absences where students are officially representing the University. Appropriate sanctioned activities might include collegiate club sports, band, choir, and intercollegiate athletics. Absences for vacations, work or travel accommodations (regardless of reason) are not valid reasons for absence and will be counted as unexcused as per the syllabus.

Should an illness (medical or mental health) or extenuating circumstances occur during the semester, requiring the student to take extended absences for more than four class periods, a short-term accommodation is possible. Should this occur, it is asked that the student communicate with the instructors and the VP for Student Success. These absences may require appropriate medical documentation and approval from the VP of Student Success.

Students absent from class or class-related requirements due to U.S. veteran or U.S. military service obligations (including military service–related medical appointments, military orders, and National Guard Service obligations) are excused without any grading adjustment or other penalty.

Audit

If space is available, any student 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 appropriate Dean 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.

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

Course Information

Course Level

100 Undergraduate - Courses are typically introductory courses having no university-level prerequisites, often presenting basic concepts and terminology. Students in such courses are expected to operate largely at the "knowledge" and "comprehension" levels, but should be provided opportunities to develop at the "application" and "analysis" levels.

200 Undergraduate - Courses survey a subfield within a discipline. They may or may not have a prerequisite at the 100-level. Such courses solidify students' knowledge and comprehension and provide ample opportunity for application and analysis.

300 Undergraduate - Advanced courses are generally taken by majors, minors, and other students with a well-defined interest and demonstrated ability in a particular subject area. While continuing to build knowledge, application and analytical skills, courses also provide students the opportunity to analyze and synthesize information. Courses generally have prerequisites.

400 Undergraduate - Courses provide students the opportunity to synthesize and evaluate information. All seminar, capstone and directed research courses are taught at this level.

Credit Hour

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

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

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

Delivery Methods

Blended

Courses with reduced number of face-to-face sessions with additional online, self-directed activities. Contact: A minimum of 51% content delivery in face-to-face format, remaining content delivery in online format. Example: Three credit course would have 23 scheduled class session hours/45 hours of outside student preparation time, and 66 hours of online content contact.

Clinical

Courses relating to the observation and treatment of actual patients rather than theoretical or laboratory studies. Contact: A minimum of 45 clinical practice hours per credit hour. Example: One credit course would have 45 clinical hours in addition to lecture requirements

Independent Study

Courses where instructors interact with students through a flexible format. Contact: A minimum of 45 hours of content engagement per credit hour.

Individually Arranged

Courses offered to individuals or small groups, including research projects and private lessons Contact: Catalog courses must meet the same content engagement expectations as regularly scheduled courses.

Internship

Courses that provide applied and supervised field-based learning experiences where students gain practical experience following a directed plan of study. Contact: A minimum of 40 internship hours per credit hour.

Laboratory

Courses where instruction provides opportunity for experimentation, observation or practice in a field of study. Contact: 100-level courses - 2 hours of lab per week, 200/300/400-level courses - 3 hours of lab per week.

Face-to-Face

Courses with in-person instruction with scheduled class sessions and no more than 25% can be delivered online. Contact: One face-to-face credit hour represents one hour (50 minutes) of scheduled class session and two hours of student preparation time. Example: Three credit course would have 45 scheduled class session hours and 90 hours of outside student preparation time.

Online

Courses with at least 75% of the course instruction delivered to students who are physically separated from the instructor, either synchronously or asynchronously, via technology Contact: One online credit hour represents three hours of course content per week Example: Three credit course would have 135 course content hours (3 credits * 15 weeks * 3)

Practicum

Courses of study designed especially for the preparation of professionals (e.g. teachers, clinicians) that involves the supervised practical application of previously studied theory. Contact: Minimum of 40 practicum hours per credit hour.

Cross Level

In order to maintain the academic responsibility of appropriate rigor in cross-level listed courses, these guidelines shall apply:

1. Courses use the same or similar title/subject code, meeting pattern, location, and instructor.
2. Course content must be sufficiently similar to warrant cross-level listing to protect against undergraduate level students enrolling in a course for which they are unprepared.
3. Graduate courses are required to have additional and distinct content and requirements that are more advanced than the undergraduate. In other words, the expectation is that graduate students will do more work, and also more advanced work than undergraduate students. This will be evidenced in the syllabus through a statement such as:
 - a. "Higher standards and expectations for the graduate students in this course include <<insert differentiation details, eg. a different rubric for graduate students with more rigorous performance expectations >>."
 - b. May be differentiated through assessment measures such as exams, written assignments, computational exercises, etc. requiring higher academic standards and expectations for the graduate students as compared to the undergraduate students.
 - c. May include more advanced learning through additional or more sophisticated reading, research projects, course facilitation or experiential activities.

4. Prerequisites should be appropriate for both courses – required knowledge should be the same or comparable. “Permission of the instructor” could be used to allow for discretion regarding a student’s preparation for the course content.
5. Only upper level courses and graduate courses may be cross-level linked. (300/500, 400/500, 500/600)
6. Undergraduate courses are not coded as equivalent to graduate courses, but rather the other way around, and only with additional expectations, as explained in #3 above.
7. Faculty teaching cross-level listed courses must meet minimum requirements for teaching graduate-level coursework in the course discipline. Likewise Teaching Assistants within cross level listed courses must be graduate students.

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 semester, all full-time undergraduate students completing a full-time load of graded coursework (pass/fail credits are not included), 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 appropriate Dean.

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 by the Office of Academic Affairs.

If students have a question concerning a course grade, they should arrange to discuss the grade with the instructor within thirty days of the end of the term. This discussion may result in one of three actions: no change in grade, a change in the grade made by the instructor, or a grade appeal by the student. Students are not allowed to complete extra work in order to improve their grade once the term has ended.

If a disputed grade is the result of the instructor's 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 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 within thirty days of the end of the term.
2. If the discussion with the instructor does not resolve the issue for the student, the student may submit an informal written grade appeal to the division chair. The appeal must include a detailed justification, relevant supporting materials, and a clear explanation of why the student believes the grade determination was unfair. The division chair will review the appeal and attempt to facilitate a resolution between the student and the instructor. The division chair is authorized to request additional

- documentation from the student and/or the instructor as necessary.
3. If the division chair determines that the appeal cannot be resolved at their level, the division chair must request written justification from the instructor and submit all documents to the Dean, and the Dean will meet with the student.
 4. If the informal process outlined in the previous three steps does not resolve the issue, the student must then file a formal written appeal with the Dean, who will convene the Academic Standards and Admission Committee. The Dean notifies the division chair and the instructor that a formal appeal has been filed. This must be accomplished within one month of the end of the informal process. In addition, the Dean forwards all other documents to the committee. The voting members of the Academic Standards and Admission Committee will convene a formal hearing regarding the appeal within two weeks of receipt. Upon reviewing the existing documents, the committee is authorized to request additional documentation from the student and/or the instructor as necessary and may also invite the student and/or the instructor to present their justifications during the hearing. The committee will prepare written findings within seven business days of the hearing. Copies of the findings are sent to the student, faculty member, division chair, registrar, and Dean.
 5. If the student or the faculty member is not satisfied with the findings, he/she may submit a formal appeal to the Provost within two weeks of the Academic Standards and Admission committee written findings. The decision of the Provost 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*

*** Grade of C or higher required*

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 Vice President for Student Success and Title IX coordinator in accordance with the Mount Marty Title IX policy and the sexual harassment policy as outlined in the student handbook.

1. Discuss the grievance with the instructor.
2. If the discussion with the instructor does not resolve the issue for the student, the student must then speak with the 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 Dean of Undergraduate Studies (Dean).
4. If the informal process does not resolve the issue for the student, he or she must then file a formal written appeal to the academic standards and admission committee with a copy provided to the Dean. The Dean 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 admission 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 Dean.
5. If the student or instructor is not satisfied with the findings, he or she may submit a formal appeal to the Provost. The appeal must be filed within two weeks of the academic standards and admission committee written findings. The decision of the Provost is final

Incomplete

An incomplete grade is given only when a student whose course work is satisfactory and had circumstances outside of their control, preventing them from completing the work. The incomplete is to be made up 75 days after the term ends. 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 could 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 must submit the Leave of Absence - Request form and obtain approval from the Vice President of Student

Success. 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.

Students who return to Mount Marty University following their leave should submit the Leave of Absence - Return form and obtain approval from the Vice President for Student Success. Students 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 admission office.

Students called to active military service must notify the Vice President of Student Success of active duty status and complete a leave of absence, including service orders. 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.

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. A minimum of 28 credit hours is required for a major. A given department, with faculty approval, may require more. 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.

Students must earn a minimum of 128 credits to graduate in four years. This means students must average 16 credits a semester or 32 credits a year to graduate in four years. Mount Marty University provides degree plans for each major to guide students through registration. For students to graduate in four years, students need to follow the degree plan, in consultation with their advisor.

Students may choose to declare one or more minors if course offering requirements do not conflict. Students who wish to pursue a double major must request an audit from the Associate Vice President for Student Success to explore feasibility and timeline prior to approval by advisors from both majors. Secondary Education and Special Education are exceptions to this requirement. Should course offering requirements conflict, individually arranged sections will not be offered to accommodate this scheduling.

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

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 (Fall, Spring, and Summer). 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. 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 Dean within the deadline specified in the suspension letter. The appeal process is initiated by the student. In order to submit an appeal, the student must submit the following documents to the Dean: a statement explaining the reason for the appeal and the steps the student will take to improve in the future; a letter of support from the student's advisor; a letter of support from a faculty member (not a coach or a trainer) who is familiar with the student's work; and any other documentation the student thinks necessary.

These materials will be reviewed by the members of the Academic Standards and Admission Committee to determine whether to uphold or waive the suspension. The committee may ask for additional information from students, advisors, or instructors, if appropriate, in order to make a decision.

The committee may uphold the suspension or waive the suspension with or without additional stipulations on a case-by-case basis. Students will be notified in writing of the committee's decision prior to the beginning of the next academic semester. If a student's suspension is upheld, that student is not eligible to enroll for any classes for a minimum of three (3) semesters (Fall/Spring/Summer) or until any other terms of the 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.

- An independent study may be pursued during the summer, provided an evaluation committee (as determined by the director of the study) can be formed.

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 Dean.

- 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.

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. 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

Official Mount Marty University transcripts are available through the National Student Clearinghouse. Transcripts may be requested by visiting the Registrar's page at www.mountmarty.edu

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

Withdrawal

Administration Initiated

1. No show policy - In order to comply with U.S. Department of Education regulations, faculty are asked to post attendance during the first two weeks of the term. Students who do not attend any classes during the first week will be administratively withdrawn from Mount Marty University. Exceptions to this policy require approval from the Dean.
2. Administrative withdrawal of a student - Administrative withdrawal of a student. After the census date, a student will be administratively withdrawn from MMU after ten consecutive business days of absences from all registered classes. Exceptions to this policy must be approved by the Dean. The Registrar will notify the instructors, advisor(s) and student of the decision in writing. A student who is dismissed for excessive absence may appeal to the Academic Standards and Admissions Committee for readmission the following semester.

Student Initiated

A student deciding to withdraw from Mount Marty University during or prior to a term for which he/she is registered must notify the Office of the Registrar by completing the University Withdrawal form.

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

- The date the student indicated on the withdrawal form or notified the Office of the Registrar of the 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.

Medical Withdrawal Policy

The university is committed to supporting students who are experiencing a medical condition that interferes with their ability to successfully complete their education. Mount Marty University may approve a mid-semester withdrawal of a student for medical reasons if a request for withdrawal is supported by competent, credible, and thorough documentation from a licensed health care provider. A medical withdrawal provides the student an opportunity to seek treatment or care that addresses the interfering health condition to a degree that enables the student to return to the university and complete the academic requirements with or without accommodation. Students should contact the Vice President for Student Success to discuss the proper procedures for requesting a Medical Withdrawal.

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

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 associate's 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.

Students have thirty days from the end of the semester to fulfill final requirements before being moved to the next conferral date.

Commencement

Mount Marty University holds one commencement ceremony for degree recipients in May in Yankton and Watertown, but has three official conferral dates (December, May and August). Candidates for degrees and certificates are required to make formal application 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. 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 Dean. 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.

Living Benedictine

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.

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

Pursuing Knowledge

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.

3 credits	MTH-125, Elementary Applications in Mathematics (or higher)
4 credits	Natural Science Lab Course
3 credits	PSY-101 Introduction to Psychology or PSY-165 Lifespan Development or PSY-225 Foundations of Group Dynamics

Expressing Self

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.

6 credits	Art, Music, Theatre, Modern Language, or Creative Writing (ENG-221 or ENG-222) (minimum of two disciplines)
3 credits	ENG-103 Composition: The Essay
3 credits	ENG-104 Composition: Critical Writing
3 credits	STH-130 Speech Communications

Engaging Perspectives

Outcome: Students will exhibit an ability to appreciate and engage diverse perspectives.

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	POS-120 American Government or SOC-100 Introduction to Sociology or SOC-226 Social Problems or SOC/EDN-377 Human Relations Skills or SSC-201 Introduction to Geography

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 Dean. 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.

Living Benedictine

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.

3 credits	BLI-101 Benedictine Leadership I
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Pursuing Knowledge

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.

- 3 credits MTH-125, Elementary Applications in Mathematics (or higher)
- 4 credits Natural Science Lab Course
- 3 credits PSY-101 Introduction to Psychology or
PSY-165 Lifespan Development or
PSY-225 Foundations of Group Dynamics or
POS-120 American Government or
SOC-100 Introduction to Sociology or
SOC-226 Social Problems or
SOC/EDN-377 Human Relations Skills or
SSC-201 Introduction to Geography

Expressing Self

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.

- 6 credits Art, Music, Theatre, Literature, Modern Language, or Creative Writing (ENG-221 or ENG-222) (minimum of two disciplines)
- 3 credits ENG-103 Composition: The Essay
- 3 credits ENG-104 Composition: Critical Writing
- 3 credits STH-130 Speech Communications

Engaging Perspectives

Outcome: Students will exhibit an ability to appreciate and engage diverse perspectives.

- 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

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.

PROGRAMS

PROGRAMS

Degrees

Bachelor of Arts

Bachelor of Science

Bachelor of Science in Nursing

Associate of Arts

Associate of Science

Majors

Accounting

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

Music

Nursing

Paraprofessionalism

Physical Education

Pre-Professional Studies

Psychology

Radiologic Technology

Secondary Education

Special Education

Technical Management

Theatre

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

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)
CPA (Certified Public Accountant)	
CMA (Certified Management 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 relate 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 140	Accounting I
ACC 141	Accounting II
ACC 220	Intermediate Accounting I
ACC 221	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 215	Elementary Statistics

Associate of Arts

Major Course Requirements

ACC 140	Accounting I
ACC 141	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 Requirement

ACC 140	Accounting I
ACC 141	Accounting II

Choose 12 credits from the following:

ACC 220	Intermediate Accounting I
ACC 221	Intermediate Accounting II
ACC 320	Managerial Accounting
ACC 325	Federal Taxation I
ACC 326	Federal Taxation II
ACC 340	Accounting Systems
ACC 360	Auditing

ART

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

Minor Course Requirements

Choose 18 credits from the department of Art.

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 364	Cell and Molecular Biology
BIO 490	Senior Seminar
BIO 498	Research (1 credit)

Related Course Requirement

CHM 111	General Chemistry I
CHM 112	General Chemistry II
MTH 215	Elementary Statistics (or Calculus)

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 Electives	(300 or higher) (6 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

Environmental Science Concentration Requirements

BIO 240	Botany
BIO 241	Zoology
BIO 310	Ecology
BIO Electives	(10 credits)

Pre-Health Sciences Concentration Requirements*

BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
BIO Electives	(300 or higher) (3 credits)
CHM 231	Organic Chemistry I
CHM 232	Organic Chemistry II
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

*Recommended: CHM 364, Biochemistry, PPS 300, MCAT Preparation

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

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 140	Accounting I
ACC 141	Accounting II
MTH 151	College Algebra
MTH 215	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 140	Accounting I
ACC 141	Accounting II

Minor

Minor Course Requirements

ACC 140	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

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

Certificate Course Requirements

ACC 140	Accounting I
BUS 112	Basic Skills in Excel Data Analysis
BUS 215	Business Communication
BUS 231	Principles of Management

Choose two courses from the following:

ACC 141	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

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 490	Seminar
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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 364	Biochemistry
CHM 498	Research

CRIMINAL JUSTICE

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 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
Choose six credits from the department of criminal justice program.

Related Course Requirements

POS 120 American Government
PSY/SOC 341 Introduction to Counseling

Choose one of the following courses:

SOC 226 Social Problems
SOC 360 Minority Studies
SOC 377 Human Relations

Pre-Law Concentration (optional)

Mount Marty University's 3+3 program is an accelerated degree program with the University of South Dakota Knudson School of Law. This program provides Mount Marty students who are interested in attending law school the opportunity to complete their bachelor's degree requirements while enrolled in their first year of law school at the University of South Dakota. The program allows students to save both time and money in the completion of their bachelor's and juris doctorate degrees. Students will complete criminal justice major and general education requirements during their first three years at Mount Marty. The fourth year of study will overlap between both universities, with the year one law courses at the University of South Dakota applying toward the student's elective requirements at Mount Marty.

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
PSY/SOC 341 Introduction to Counseling
SOC 100 Introduction to Sociology

Choose two of the following courses:

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 Criminal Justice department.

TEACHER EDUCATION

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 and Benedictine charism, 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 who utilize best practices and they assist 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 and content area (biology, English, history, mathematics) 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 may 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.

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	Introduction to Exceptionalities

Related Course Requirements

ART 240	Elementary School Art Education
Science	Four credit lab science course
ENG 103	Composition: The Essay
ENG 104	Composition: Critical Writing
HIS 228	U.S. History & Government
Mathematics	Three 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 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	Introduction to Exceptionalities
SPE 261	Behavior Management
SPE 270	Interacting with Families and Professionals
SPE 360	Assessment of Exceptional Learners
SPE 361	Individualized Education Planning (IEPs, IFSPs, and ITPs)
SPE 390	Inclusive Practices
SPE 440	Curriculum and Instructional Strategies
SPE 442	Learning Disabilities: Instructional 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	Introduction to Exceptionalities
SPE 261	Behavior Management
SPE 270	Interacting with Families and Professionals
SPE 360	Assessment of Exceptional Learners
SPE 390	Inclusive Practices

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	Introduction to Exceptionalities

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 452).

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 151	College Algebra
MTH 180	Precalculus
MTH 205	Discrete Mathematics

MTH 209	Calculus I
MTH 210	Calculus II
MTH 215	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	Introduction to Exceptionalities

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 commendation 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
PED 200	Fundamentals of Coaching
PED 210	Indoor and Outdoor Sports and Activities
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 450	Exercise Physiology
PED 452	Secondary Health and Physical Education Methods
SPE 260	Introduction to Exceptionalities

Related Course Requirements

EXS 254	Sports First Aid/Prevention and Care of Athletic Injuries
EDN 455	Elementary School Student Teaching in 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, PED 315 or PED 452).

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

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).

Education Emphasis Major Requirements

Students pursuing an english major with a 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 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 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

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 pre-physical therapy degree track ensures that students pursuing physical therapy will have all of the prerequisite 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 prerequisites 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 prerequisite 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
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 112	General Biology II
BIO 203	Human Anatomy & Physiology I
BIO 204	Human Anatomy & Physiology II
CHM 111	General Chemistry I
CHM 112	General Chemistry II
MTH 215	Elementary Statistics
PED 200	Fundamentals of Coaching
PED 217	First Aid & CPR
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II
PSY 165	Lifespan Development
PSY 374	Abnormal Psychology

HEALTH AND FITNESS MANAGEMENT

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

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 323*	Constitutional History
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 coursework (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 323*	Constitutional History
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	Greenhouse Operations
HRT 280	Advanced Woody Landscape Plants

Related Course Requirements

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

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 112	Basic Skills in Excel Data Analysis
BUS 215	Business Communications
HRT 225	Woody Landscapes, Morphology
HRT 230	Herbaceous Plants
HRT 240	Greenhouse Operations
HRT 280	Advanced Woody Landscape Plants

HUMAN SERVICE

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 looking 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 485	Internship (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

Choose six courses from the following:

CJU 444	Juvenile Justice
PSY 276	Experimental Methods II
PSY 343	Introduction to Group Counseling
PSY 370	Social Psychology
PSY 374	Abnormal Psychology
SOC 202	Marriage and Family
SOC 360	Minority Studies
SPE 260	Introduction to Exceptionalities
SPE 261	Behavior and Group Management

Disability Services Concentration Requirements

NSG 212	Basic Nutrition
PED 382	Adapted Physical Education
SOC 377	Human Relation Skills
SPE 260	Introduction to Exceptionalities
SPE 261	Behavior Management
SPE 270	Interacting with Parents/Professionals
SPE 390	Inclusive Practices

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

PHY 221	Principles of Physics I
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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

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 microbiology/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 immunoematology.

- 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 skills 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 330	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 151	College Algebra
MTH 215	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 seeks to provide students, faculty, staff, and community members with the tools, skills, and resources for a lifetime of meaningful music-making in a wide variety of contexts, through a holistic approach which combines interdisciplinary methodologies and experiential learning opportunities.

The music major equips students for multifaceted careers as performers, studio teachers, conductors, and for graduate study of music as a fine art and field of serious academic study. Students pursuing the sacred music concentration will be trained as cantors, organists, choral conductors, and music directors within the Christian worship tradition, provided with both the theoretical grounding and practical skills to serve as musical leaders in a liturgical context.

This major embraces Mount Marty's identity as a Benedictine, Catholic, Liberal Arts institution by offering coursework across several disciplines within the arts and humanities. As such, students are encouraged to pursue minors in theater, art, theology and philosophy, or English literature.

All music courses are available to all students, provided they meet any relevant prerequisite or audition requirements. Available ensembles include Chamber Choir, Choral Union, Concert Band, Jazz Band (Spring), Lancer Jamz (Fall), and the J. Laiten Weed Memorial Brass Ensemble.

Applied Music

Non-majors may take applied lessons under the following conditions

Voice: Completion of MUS 142 (Voice Class) with a passing grade, or participation in MUS 126 (Chamber Choir) or MUS 127 (Choral Union).

Piano/Organ: Completion of MUS 140 (Piano Class) with a passing grade.

Woodwinds/Brass/Percussion: Participation in MUS 128 (Concert Band).

Program Outcomes:

- Students will build foundational musical skills as singers, keyboardists, and conductors, including music-literacy and musicianship.
- Students will develop technical proficiency and explore repertoire on their primary instrument in applied and ensemble settings.
- Students will analyze music from a wide variety of temporal, geographic, and cultural contexts, and identify relevant stylistic traits.
- Students completing the Sacred Music concentration will demonstrate familiarity with historical liturgical practice and contemporary repertoires suitable for liturgical use.
- Students completing the Sacred Music concentration will display the ability to facilitate and participate in liturgical and paraliturgical programming.

Bachelor of Arts

Major Course Requirements

MUS 116	Theory and Musicianship I
MUS 117	Theory and Musicianship II
MUS 125	Music Appreciation
MUS 142	Voice Class
MUS 143	Keyboard Skills I
MUS 144	Keyboard Skills II
MUS 216	Theory and Musicianship III
MUS 217	Theory and Musicianship IV
MUS 300	Music History I
MUS 301	Music History II
MUS 308	Instrumental Conducting
MUS 309	Choral Conducting
MUS 420	Recital and Research
MUS 485	Internship (minimum one credit)

Choose four credits from the following:

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

Choose four credits from the following:

MUS 126	Chamber Choir
MUS 127	Choral Union
MUS 128	Concert Band

Sacred Music Concentration (optional)

MUS 329	Liturgical Music
MUS 330	Contemporary Liturgical Music
MUS 331	Hymnody
STH 422	Drama in the Church
THL 302	The Christian Life
THL 361	History of Christianity

Minor

Minor Course Requirements

MUS 116	Theory and Musicianship I
MUS 117	Theory and Musicianship II
MUS 125	Music Appreciation

Choose one course from the following:

MUS 300	Music History I
MUS 301	Music History II

Choose four credits from the following:

MUS 126	Chamber Choir
MUS 127	Choral Union
MUS 128	Concert Band

Choose two credits from the following:

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

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 form a basis for clinical judgment and innovation in nursing practice to improve client outcomes
- Provide holistic person-centered care, including family and/or important others, based on clinical reasoning, nursing expertise, and professional values in multicomplex circumstances, applied to all areas of nursing practice
- Implement population health practices that include disease prevention and disease management utilizing a collaborative approach to traditional and non-traditional partnerships in a variety of disciplines for the improvement of equitable population health outcomes
- Integrate scholarship through synthesis, application, and dissemination of nursing knowledge to improve health and transform health care
- Utilize the core values of quality and safety science to enhance quality and minimize the risk of harm to patients and providers through evolving safety and quality improvement methods and design
- Support and purposefully advance interprofessional partnerships and collaboration across professions and with care team members to improve the healthcare experience and strengthen client outcomes
- Determine appropriate application of resources to manage the delivery of equitable and culturally considerate care to diverse populations, to optimize effectiveness within the complex systems of healthcare
- Utilize information technology to manage and improve client care delivery based on current evidence and in accordance with regulatory and professional nursing standards
- Establish a professional nursing identity that cultivates accountability, perspective, collaboration, and behaviors that reflect nursing's characteristics and values
- Facilitate participation in activities and self-reflection that foster personal health, resilience, well-being, and lifelong learning, that build the foundation for nursing expertise and leadership

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.ccneaccreditation.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 including two credits or more of nursing research, a health assessment course 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.
 - 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 admission 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.
 - o Students who enroll at Mount Marty University as freshmen.
 - o 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:
 - o Prerequisite collateral course grades will be reviewed (MTH-151, CHM-101 or CHM-111, BIO-203, BIO-221). The student with the highest cumulative GPA in prerequisite courses will be accepted.
 - o 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.
 - o 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.

Bachelor of Science in Nursing

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 151	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.

PHILOSOPHY

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:

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 323	Constitutional History
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 demonstrate in-depth knowledge in biological, chemical, physical, psychological and sociological foundations of medical science and be able to implement the knowledge in analyzing/synthesizing the scientific aspects of local, regional and global challenges
- Students will exhibit proficiency in biology, chemistry and physics laboratory skills
- Students will be able to apply ethical principles to medical practices and evaluate the role of biological, chemical, physical, psychological and sociological science in society.
- Students will demonstrate knowledge in the scientific method and be able to apply it to create and conduct scientific projects
- Students will be able to conduct effective scientific communication in a variety of ways

Bachelor of Arts

Major Course Requirements

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 111	General Chemistry I
CHM 112	General Chemistry II
CHM 490	Senior Seminar
MTH 215	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 151	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 209	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 209	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
MTH 151	College Algebra (or higher)
PSY 165	Lifespan Development
PSY 374	Abnormal Psychology
PHY 221	Principles of Physics I

Choose one of the following:

SOC 225	Social Problems
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 (or 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 151	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 112	General Biology II
BIO 202	Medical Terminology
BIO 320	Microbiology
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
MTH 151	College Algebra (or higher)
PSY 374	Abnormal Psychology

Recommended Courses

BIO 302	Immunology
BIO 330	Genetics

Pre-Veterinary Concentration Requirements

BIO 241	Zoology
BIO 320	Microbiology
BIO 330	Genetics
CHM 231	Organic Chemistry I
CHM 364	Biochemistry
MTH 151	College Algebra (or higher)
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

PSYCHOLOGY

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 215	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

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

Sport Psychology Minor

Minor Course Requirements

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

RADIOLOGIC TECHNOLOGY

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 associate's 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 111	General Biology I
BIO 202	Medical Terminology
BIO 203	Human Anatomy and Physiology I
BIO 204	Human Anatomy and Physiology II
MTH 151	College Algebra (or higher)
PHY 221	Principles of Physics I
PHY 222	Principles of Physics II

Choose one of the following courses:

CHM 101	Introductory Chemistry I
CHM 111	General Chemistry I

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 affects 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 226	Social Problems
SOC 341	Introduction to Counseling
SOC 343	Introduction to Group Counseling
SOC 360	Minority Studies
SOC 377	Human Relations
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

TECHNICAL MANAGEMENT

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 140	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 390	Business Ethics/Community Service
BUS 412	Production/Operations Management
MTH 215	Elementary Statistics
BUS	Choose at least one additional course (three 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.

THEATRE

The Theatre major supports and continues a long-standing institutional tradition of theatre arts dating back to 1936. The major provides each student with a solid foundation of content and practical application within the field of theatre. Students will learn acting, directing, design, production and stage management to prepare them to graduate as well-rounded stage artists prepared for future careers and/or endeavors in education.

A theatre major centers on student collaboration and leadership within an environment based on the core values of community, personal growth and creative excellence.

Career paths include, but are not limited to, work in professional, community or educational theatre. Positions in directing, teaching, producing, design and technical production, stage management and dramaturgy are waiting to be filled by graduates with experience. In addition, our graduates will have the skills to find success in event planning and facility management and operation. If graduate school is desired, our theatre degree will more than prepare students for success at the next level.

The mission of the Theatre department is to provide contemporary and transformative learning experiences, celebrate the power of the spoken word through theatrical productions of professional quality, and to stimulate and encourage the human creative spirit to enrich the lives of each unique individual of our community.

Program Outcomes, with few edits, will remain the same:

1. Be able to produce and promote a fully-realized theatre production.
2. Demonstrate a competency of the history of theatre arts and literature.
3. Be able to communicate, using proper terminology, the processes of theatre.
4. Be able to produce theatre in a safe and professional environment.
5. Facilitate proper theatre rehearsal/performance environments.
6. Demonstrate Life-Long Learning through analysis and judgment of works of art in theatre.

Bachelor of Arts

Major Course Requirements

STH 117	Theatre Practicum (minimum 3 credits)
STH 125	Acting
STH 202	Creative Dramatics
STH 203	Costumes and Makeup
STH 204	Stagecraft
STH 210	Lighting and Sound
STH 221	Movement
STH 319	Scenery and Props
STH 330	Scenic Painting
STH 355	Shakespeare's Drama
STH 361	Play Directing

STH 366	Stage Management
STH 435	Theatre Management
STH 485	Internship (minimum 3 credits)
STH 490	Senior Capstone

Choose two of the following courses:

STH 376	Theatre History and Literature I
STH 380	Theatre History and Literature II
STH 422	Drama in the Church

Minor

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 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 302	The Christian Life
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 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
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:

THL 250	The Old Testament
THL 251	The New Testament
THL 270	World Religions
THL 280	Introduction of Theology
THL 302	The Christian Life
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 361	History of Christianity
THL 490	Senior Project

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

ACC-140 | Accounting I | 3 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-141 | Accounting II | 3 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-140.

ACC-220 | Intermediate Accounting I | 3 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-221 | Intermediate Accounting II | 3 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-220.

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-141.

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-141.

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-326.

ACC-340 | Accounting Systems | 3 credits

Accounting Systems is a course that studies the development and controls involved in accounting information systems. Prerequisites: ACC-141 and BUS-112.

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-220 and MTH-215.

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-105 | Design | 3 credits

Design is a course in two-dimensional design including color theory.

ART-115 | Ceramics | 3 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 | 2 credits

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

ART-130 | Drawing and Painting | 3 credits

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

ART-210 | Painting | 3 credits

In this studio course, students will build, plan and implement oil painting canvases and projects.

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-226 | Printmaking | 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 prints.

ART-231 | Photography | 3 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-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-103 or ENG-104.

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-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 BIO-112 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 or BIO-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-111 or BIO-112.

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-111 or BIO-112.

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. Prerequisites: BIO-111 and CHM-112.

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 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-485 | Internship | 1 to 12 credits

This course provides students with the opportunity to apply biological knowledge in a work setting. Students will gain professional experience. Internships are available on campus or off campus at other universities, research institutes and industry. Pass or unsatisfactory grades only.

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.

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 Greatquestion: 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-112 | Basic Skills in Excel Data Analysis | 3 credits

This course introduces students to basic and advanced techniques of data analysis using Excel spreadsheets. Different functions such as financial, logical, statistical, lookup, and database are part of the main coverage, among others. Also included is coverage of topics such as 'what if' analysis with data tables, complex graphs, macros, and solvers features. Students are prepared to focus on the design and creation of accurate, professional worksheets and effective quantitative data management to support decisions.

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

Students 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: BUS-112.

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

This course involves the study of the sales industry, focusing on personal selling that is a vital part of a marketing plan relying heavily on interpersonal interactions between buyers and sellers. Earning trust of the buyer with a seller strategy that meets customer needs will be studied. The selling process will be examined with the goal of building a value proposition to the customer benefiting from buying a product in exchange for money paid. Sales presentations will be made by the end of the semester.

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-141 and take 1 of the following 2 courses: MTH-151 or MTH-215.

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-215.

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-151.

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 institutional 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. Senior standing required.

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-485 | Internship | 1 to 12 credits

This course provides students with the opportunity to apply chemical knowledge in a work setting. Students will gain professional experience. Internships are available on campus or off campus at other universities, research institutes or industry.

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.

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.

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.

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-321 | Victimology | 3 credits

This course introduces the study of victims. There will be an examination of victim characteristics, the way victims are introduced and the interact with the policing, court and corrections system. This course will also discuss the advent and availability of current victim assistance programs.

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.

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.

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.

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.

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.

CJU-461 | Constitutional Law | 3 credits

The course explores the role of the Constitution of the United States and its amendments on the legal system. Topics include the impact of the Constitution and its amendments through court decisions and case law on the criminal justice system. The course will also examine the rights and procedures determined by precedent.

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.

CJU-485 | Internship | 1 to 12 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.

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 preschool 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 60 hours with all-day, every-day experiences in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level. Students must be accepted into the 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 60 hours with all-day, every-day experiences in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level. Students 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 60 hours with all-day, every-day experiences in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level and discipline. Students 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 60 hours with all-day, every-day experiences in school activities including observation, aiding, lesson preparation and teaching.

Students are placed in schools according to their preferred age level and discipline. Students 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. Students 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 the Science of Reading through 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. Students must be accepted into the teacher education program.

EDN-346 | Reading: Child Literature and Language 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 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 based on the Science of Reading theory 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. Students 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 is for secondary education majors who plan to teach at the middle and/or secondary levels. Emphasis is placed on literacy strategies in each discipline. Students must be accepted into the teacher education program. Prerequisites: EDN-374.

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 a 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 and understanding of the various theoretical premises surrounding issues of diversity and multiculturalism. There is an emphasis placed on expressing one's self and engaging in perspective-taking as we recognize the reality of biases, stereotyping, power and privilege, difference and identity. Techniques to enhance interpersonal relations through emotional intelligence and the use of social emotional learning practices are taught and practiced.

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. Students 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. Students 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. Students must be accepted into the teacher education program. Pass or unsatisfactory grades only.

EDN-490 | Seminar: The Teaching Profession | 1 credit

This course is the culminating course in Mount Marty College'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-103 | Composition: 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: 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.

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 20th and 21st 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. This course satisfies the general education literature elective. Prerequisites: ENG-103 or ENG-104.

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-103 or 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. This course may be applied toward the general education aesthetic requirement.

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. This course may be applied toward the general education aesthetic requirement.

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-103 or 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-103 or 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-103 or ENG-104.

ENG-310 | Early American Literature | 3 credits

In this course, students will explore American literature from its beginning to the late 19th century from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG-103 or 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 20th and early 21st centuries. This course satisfies the general education literature requirement. Prerequisites: ENG-103 or 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.

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. This course may be applied toward the general education aesthetic requirement. Prerequisites: ENG-103 or ENG-104.

ENG-343 | Early British Literature | 3 credits

Students will study selected works of British writers from Beowulf through the 18th century from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG-103

or 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 19th and 20th centuries. This course satisfies the general education literature requirement. Prerequisites: ENG-103 or 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-103 or 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-103 or 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-103 or 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-103 or 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-103 or 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-103 or 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-103 or 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 our 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 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 ketogenic, paleo, and vegetarian 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 | 1 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 college'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 20th 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 20th century. The Industrial Revolution, Progressive era and the emergence of the United States as a world power are emphasized.

HIS-323 | Constitutional History | 3 credits

This course examines the origins and development of the Constitution from its inception to the present day.

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 | Greenhouse 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 | Introduction to Human Service Profession | 1 credit

The purpose of this 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 CHM-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-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-151 | College Algebra | 3 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-215 | Elementary Statistics | 3 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-116 | Theory and Musicianship I | 3 credits

This is an integrated course in basic musicianship, including fundamental skills in music literacy, ear-training and sight-reading, and rhythmic and melodic dictation. Non-majors must consult with instructor prior to registration.

MUS-117 | Theory and Musicianship II | 3 credits

A continuation of Theory and Musicianship I. An integrated course in voice-leading, harmonic analysis, and phrase-structure, with continued study of ear-training, sight-reading, and rhythmic, melodic, and harmonic dictation. Prerequisites: MUS-116.

MUS-125 | Music Appreciation | 3 credits

In Music Appreciation, students will recognize the development of music from a historical and cultural perspective. Students will study the fundamentals of music and discover basic music terminology, instrument families, tempo, rhythm, form and meter. These elements will then be used throughout the course as a foundation for discussion of music throughout history. Eras covered will include Medieval, Renaissance, Baroque, Classical, Romantic and a variety of 20th century genres. Students will gain an understanding of the context in which music was created by recognizing and aurally identifying style characteristics, genres, and representative masterworks from various periods.

MUS-126 | Chamber Choir | 0 to 1 credits

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 credits

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 credits

This group is open to all students playing band instruments. The group performs one major concert each semester.

MUS-140 | Class Piano | 1 credit

A course designed for students with little or no keyboard experience. Cumulative keyboard skills will be explored including basic music literacy, scales, arpeggios, and the learning of small piano pieces for performance. The class is presented in laboratory format. Each student will be expected to play portions of the weekly assignment in class.

MUS-142 | Voice Class | 1 credit

This is an introductory-level course in vocal technique designed for students with no previous vocal-music experience. Students will learn the fundamentals of vocal technique. Topics covered in this course include musical notation, introductory sight-singing, and vocal health.

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. By audition only.

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. By audition only.

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-216 | Theory and Musicianship III | 3 credits

A continuation of Theory and Musicianship II. An integrated course in extended, augmented, and altered chords, with advanced studies in ear-training, sight-reading, and melodic, rhythmic, and harmonic dictation. Prerequisites: MUS-117.

MUS-217 | Theory and Musicianship IV | 3 credits

A continuation of Theory and Musicianship III. An integrated course in 20th and 21st century theoretical frameworks. Prerequisites: MUS-216.

MUS-300 | History of Music I | 3 credits

Survey of music from antiquity through the Baroque period. Prerequisites: MUS-125.

MUS-301 | History of Music II | 3 credits

Survey of music in the Classical and Romantic periods. Prerequisites: MUS-300.

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-315 | Elementary School Music Methods | 2 credits

Students will explore and develop 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

Survey of liturgical music from Jewish Temple practice to 20th century Christian practice, focused on the Roman Catholic church.

MUS-330 | Contemporary Liturgical Music | 2 credits

Study of liturgical music in a variety of contemporary contexts from the perspective of the music director, choir director, and/or organist.

MUS-331 | Hymnody | 2 credits

Survey class that includes a study of the Book of Psalms, Gregorian hymnody and plainsong and Protestant Christian hymnody.

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-485 | Internship | 1 to 12 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 PSY-101 and SOC-100 and take 1 of the following 2 courses: CHM-101 or CHM-111.

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 focuses on knowledge and skills to perform a health history and head-to-toe assessment of individuals across the lifespan. The course also includes an introduction to nursing values and self-awareness that promote quality and safety along with ethical, legal and cultural considerations when performing patient assessment. The laboratory component provides skill development in a systematic approach to a complete head-to-toe assessment and recognize normal findings as well as abnormalities. (2T/1L) Prerequisites: BIO-221 and PSY-101 and SOC-100 and take 1 of the following 2 courses: CHM-101 or CHM-111.

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. Clinical experiences include care of the ante, intra and postpartum patient, newborn and pediatric patients. (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 and NSG-255.

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. (1T/3CL) Prerequisites: NSG-460 and NSG-470.

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. Pass or unsatisfactory grades only and maximum of four credits.

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-210 | Indoor and Outdoor Sports and Activities | 3 credits

General overview of individual, dual and team sports that relate to physical education programs. The study, teaching and participation of fundamental skills, techniques, strategy and rules of popular indoor and outdoor activities/sports that are commonly taught in schools to meet state Physical Education standards and the SHAPE standards at all age levels.

PED-217 | First Aid & CPR | 2 credits

This course is based on Standard Adult/Child/Infant CPR and First Aid requirements taught by a certified CPR instructor. Students will have the option to receive CPR certification upon completion of this 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. Prerequisites: BIO-106 or BIO-111.

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-330 | Field Experience in Coaching | 1 credit

This course is designed to provide hands-on coaching experience by working with the coaching staff of junior/high school and/or club sport teams. The student will observe coaching methods and techniques, planning routines, meet or game strategies and assist in the day-to-day practices and competitions. Pass or unsatisfactory grades only. Prerequisite: PED-200 highly recommended or sophomore standing.

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-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-452 | Secondary Health and Physical Education Methods | 3 credits

This course serves as an introduction to the principles of teaching, evaluation, organization, and management of secondary programs, as well as the personnel involved in these programs. It covers aspects of class and program methods of teaching and the organization, along with measurement techniques for the practical application of theory and knowledge.

PED-485 | Internship | 1 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-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-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.

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-323 | Constitutional History | 3 credits

This course examines the origins and development of the Constitution from its inception to the present day.

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 | 1 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 and BIO-320 and BIO-330 and BIO-364 and CHM-112 and CHM-232 and CHM-364 and PHY-222 and PSY-101 and SOC-100.

PSY-100 | Introduction to Human Service Profession | 1 credit

The purpose of this 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
Prerequisites: 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 sport 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-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-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: 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, roles, 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, symptomatology, 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. Prerequisites: PSY-310.

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. Prerequisites: 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.

PSY-517 | Sport Psychology | 3 credits

This is a survey course in the field of sport 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.

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.

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-226 | Social Problems | 3 credits

In this course, students will examine a wide range of social problems, including those related to physical and mental health, alcoholism and drug abuse, criminal activity and its impact on society, family problems, economic inequality, racism, sexism, and ageism.

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-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 and understanding of the various theoretical premises surrounding issues of diversity and multiculturalism. There is an emphasis placed on expressing one's self and engaging in perspective-taking as we recognize the reality of biases, stereotyping, power and privilege, difference and identity. Techniques to enhance interpersonal relations through emotional intelligence and the use of social emotional learning practices are taught and practiced.

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 | 1 to 12 credits

This course focuses on the use of sociological principles in an applied setting. Students will work under supervision in an off-campus placement. Goals and requirements will be determined in consultation with faculty. Selected reading is required. 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 | Introduction to Exceptionalities | 3 credits

Learners will become oriented to exceptionalities and the history and origins of special education. It emphasizes the characteristics, educational considerations, and legal frameworks shaping educational programming for students with exceptionalities. An overview of Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), and the Individual Education Program (IEP), and Least Restrictive Environment (LRE) will be presented.

SPE-261 | Behavior Management | 3 credits

This course explores the development and implementation of positive behavior management strategies to support students with disabilities. Learners will examine evidence-based interventions, proactive strategies, and individualized supports to promote positive behavior. Emphasis is placed on Positive Behavior Interventions and Supports (PBIS) and effective approaches for addressing challenging behaviors in diverse educational settings. This course prepares future educators to implement ethical, research-based behavior interventions that foster inclusive and supportive learning environments. Prerequisites: SPE-260.

SPE-270 | Interacting with Families and Professionals | 3 credits

This course explores effective collaboration and communication strategies for engaging with parents, professionals, and students with exceptionalities. Emphasizing the principles of family-professional partnerships, learners will develop skills in fostering meaningful relationships, advocating for students, and participating in interdisciplinary teams. Learners will apply best practices in team decision-making and the development of legally sound and educationally meaningful Individualized Education Programs (IEPs). This course prepares future special educators to create inclusive and supportive educational environments through ethical, research-based collaboration. 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 provides an in-depth exploration of assessment practices used to evaluate and support diverse learners. Learners will examine formal and informal assessment methods, including standardized and non-standardized measures, and curriculum-based measurements (CBMs). Emphasis is placed on using data to guide instructional decisions, identify exceptional learners, and monitor progress toward Individualized Education Program (IEP) goals. This course equips future educators with the knowledge and skills necessary to conduct ethical, equitable, and effective assessments to support student success in inclusive settings.

SPE-361 | Individualized Education Planning (IEPs, IFSPs, and ITPs) | 3 credits

This course provides an in-depth exploration of Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individualized Transition Plans (ITPs). Learners will develop the skills necessary to create legally compliant and educationally meaningful plans that support students with exceptionalities. Topics include special education law, collaborative decision-making with families and professionals, progress monitoring, and transition planning. Learners will apply best practices in team decision-making and the development of legally sound and educationally meaningful Individualized Education Programs (IEPs).

SPE-390 | Inclusive Practices | 3 credits

This course focuses on effective collaboration among special educators, general educators, families, and related service providers to promote inclusive education. Learners will explore best practices for co-teaching, consultation models, and professional communication in diverse educational settings. Emphasis is placed on differentiated instruction, implementing Universal Design for Learning (UDL), and applying supplementary supports and accommodations to ensure all students have equitable access to the curriculum.

SPE-440 | Curriculum and Instructional Strategies | 3 credits

This course synthesizes prior knowledge of special education to refine instructional strategies for students with mild disabilities. Emphasis is placed on assessment and strategies for all core subjects, study skills, social skills, self-determination, and career education. Designed for student teachers, the course equips them with practical tools for fostering inclusion and best practices in special education.

SPE-442 | Learning Disabilities: Instructional Materials | 3 credits

This course focuses on methods and materials for supporting students with learning disabilities. Students will review current legal issues, including discipline policies for students with disabilities, and apply evidence-based practices during their student teaching experiences. Emphasis is placed on professionalism, special education law, and integrating knowledge into real-world contexts.

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 20th 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 | 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-202 | Creative Dramatics | 0 to 0 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 20th and 21st 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. This course satisfies the general education literature elective. Prerequisites: ENG-103 or ENG-104.

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 emotionally demanding characters to identifying exciting movement possibilities all around, students will find this experience exhilarating and fun.

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-103 or ENG-104.

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-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-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-103 or 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-103 or 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-103 or ENG-104.

STH-422 | Drama in the Church | 3 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 12 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-160 | Introduction to Scripture | 3 credits

Introduction to both the Old Testament and the New Testament. The course emphasizes the continuity between both parts of the Christian Bible. Students develop the ability to tell the story of salvation history: Creation, Fall, Election of Israel, Kingdom, Exile, Jesus, Church and Eschaton.

THL-161 | Introduction to the Catechism of the Catholic Church | 3 credits

Introduction to the Catechism of the Catholic Church. The students will develop the ability to navigate this key text, understand its major parts, and examine the doctrinal content at a level appropriate to an undergraduate philosophy and theology student. The course is an examination of the Catholic Church's magisterium and tradition, and it complements the Introduction to Scripture.

THL-162 | Spiritual Formation I | 3 credits

The first class of the three-class formation program. In this first class, students will begin to unpack the idea of priestly identity, relationship with God, and human formation needed in order to serve as a Catholic priest. This course especially focuses on the four cardinal virtues and how they impact the formation of the seminarian. This course will also discuss the current reality of our culture and how to pastoral minister in this apostolic age. The area of emphasis of this course is on the dimension of human formation. Students will engage in critical thinking, reflective prayer, and group work in order to unpack the underlying human formation needed for a fruitful seminary formation.

THL-163 | Spiritual Formation II | 3 credits

The second class of the three-class formation program. In this second class, students will continue to unpack the idea of priestly identity, relationship with God, and human formation needed in order to serve as a Catholic priest. This course especially focuses on the notion of priestly identity. Students will engage in critical thinking, reflective prayer, and group work in order to unpack the idea of the priesthood, the evangelical counsels, and priestly spirituality.

THL-164 | Spiritual Formation III | 3 credits

The third class of the three-class formation program. In this third class, students will continue to unpack the idea of priestly identity, relationship with God, and human formation needed in order to serve as a Catholic priest. This course especially focuses on the history of the Catholic Diocese of Sioux Falls. Students will engage in critical thinking, reflective prayer, and group work in order to come to a greater understanding of the unique mission of being a priest for the Diocese of Sioux Falls.

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.

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.

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.

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.

THL-302 | The Christian Life | 3 credits

This course is an introduction to Christianity as a distinct way of life. Students will examine the essential elements of a Christian's life: membership in the Body of Christ, worship, interior conversion of heart, prayer, spiritual practices, the works of mercy, and imitation of exemplars. Using theological and philosophical methods, the course will focus on the Christian witness in a variety of practical matters including but not limited to marriages, families, education, economies, and governments. Prerequisites: BLI-201.

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, redaction, socio-historical, and tradition-critical. Prerequisites: BLI-201.

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.

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.

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.

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.

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

FACULTY

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

Anderson, Chris (2025) Associate Professor of Special Education. Ed.D., Grand Canyon University, 2016; Ed.D., Boston University School of Education, 2010; Post-Doctorate, Psychology, Felician University, 2022; Post-Graduate Special Studies, Harvard Graduate School of Education, 1999; M.A., New York University Graduate School, 1997; B.S., Baruch College, CUNY, 1995.

Becker, Kendra (2021) D.P.T., Rockhurst University, 2017; B.A. Concordia University, 2014

Board, Natalie (2023) Assistant Professor. Ed.D., University of South Dakota, 2023; MSN Western Governors 2016; B.S.N. South Dakota State University, 2012; University of South Dakota, Associate of Nursing, 2010

Burt, Sister Kathryn (2022) Associate Professor. Ph.D., Catholic University of America, 2006; MSN Catholic University of America, 2003; B.S., Mount Marty University, 1993

Chandrashekhkar, Lakshman (2023) Professor. Ph.D., Southern Illinois University, 2003; M.B.A., University of Wisconsin-LaCrosse, 1992; B.E. Madurai Kamaraj University, 1987

Cliff, Jennifer (2023) Assistant Professor. Ph.D., Grand Canyon University, 2020; M.A., Adams State University, 2014; B.A., Adams State University, 2012

Diedrichsen, Krystal (2012) Associate Professor. Ed.D., Bryan College of Health Sciences, 2021; M.S.N., Briar Cliff University, 2014; B.S.N., Mount Marty University, 2004

Gibson, Kathleen (2016) Associate Professor. Ph.D., South Dakota State University, 2015; M.S., South Dakota State University, 2007; B.S., Northern State University, 1999

Ferris, Alan (1992) Professor. Ph.D., Kansas State University, 1992; M.S., Kansas State University, 1990; B.S., Kearney State College, 1988

Henrickson, Andrew (1997) Associate Professor, Director of Theatre. M.F.A., University of South Dakota, 1987; B.S., South Dakota State University, 1982

Heron, Jason (2017) Associate /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

Hofer, Lori (2009) Assistant Professor. M.P.A., University of South Dakota, 2007; B.A., University of South Dakota, 2007

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

Kinowski, Matthew (2025) Instructor. M.S.N., South Dakota State University, 2025; B.S.N., South Dakota State University, 2020.

Lafferty, Theresa (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

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

Moldstad, Benjamin (2024) Professor. Ph.D., Montana State University, 2024; M.S., Montana State University, 2019; B.A., Bethany Lutheran College, 2016

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