



MOUNT MARTY

UNIVERSITY

2026 – 2027

Graduate Course Catalog

WELCOME FROM THE PRESIDENT

Mount Marty University is pleased to provide you with the 2026-2027 Graduate 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 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.

Dr. Mark Brown
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, Emeritus	2015-2025
Dr. Mark Brown	2026-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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INSTITUTIONAL LEARNING OUTCOMES

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 group. 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

2026-2027 ACADEMIC CALENDAR

Fall 2026

August 31	Fall Classes Begin
September 4	Last Day to Register/Add/Drop
September 7	Labor Day: No Classes
October 1	Last Day to Withdraw from 1st 8-Week Class
October 9-12	Fall Break: No Classes
October 9	Faculty/Staff Formation Day
Monday-October 19-23	Midterm Week
October 23 1st	8-Week Term Ends
October 26 2nd	8-Week Term Begins
October 30	Last Day to Add/Drop from 2nd 8-Week Term
November 4	Last Day to Withdraw from Full Term Class
November 4	Last Day to Change a Full-Term Class to Pass/Fail
November 11	Veteran's Day: No Classes
November 25-27	Thanksgiving Break: No Classes
November 30	Last Day to Withdraw from 2nd 8-Week Class
December 14-17	Undergraduate Final Exams
December 17	Last Day of the Term
December 21	Final Grades Due

Spring 2027

January 8	Faculty and Staff Formation Day
January 11	Classes Begin at 3:00 p.m.
January 15	Last Day to Register/Add/Drop
January 18	Martin Luther King Jr. Day: No Classes
February 11	Last Day to Withdraw from 1st 8-Week Class
February 15	President's Day: No Classes
Monday-March 1-5	Midterm Week
March 5	1st 8-Week Term Ends
March 8	2nd 8-Week Classes Begin - Watertown
March 8-12	Spring Break: Yankton, Sioux Falls
March 12	Last Day to Add/Drop from 2nd 8-Week Term- Watertown
March 15	2nd 8-Week Classes Begin – Yankton, Sioux Falls
Monday-March 15-19	Spring Break: Watertown
March 19	Last Day to Add/Drop from 2nd 8-Week Term- Yankton, S. Falls
March 17	Last Day to Withdraw from Full Term Class
March 17	Last Day to Change a Full-Term Class to Pass/Fail
Thursday-March 25-29	Easter Break: No Classes
April 15	Last Day to Withdraw from 2nd 8-Week Class
Saturday, May 1	Commencement: Watertown
Monday-May 3-6	Undergraduate Final Exams
May 6	Last Day of the Term
May 8	Commencement: Yankton
May 10	Final Grades Due

Summer 2027

May 10	First Day of the Term / Undergraduate Travel Term
May 24*	Classes Begin
Friday, August 13*	Classes End

* varying sessions – please see Summer Courses Website

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 programs 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 and 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

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Admission

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

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

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

Graduate Acceptance Policies & Procedures

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

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

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

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

Non-Degree Seeking

Individuals may register in select graduate courses as a non-degree seeking student as space is available. All prerequisites, including a transcript of earned bachelor's degree, must be met and permission must be obtained from the Program Director. Individuals may register as non-degree seeking by completing the unclassified application/registration application. Tuition is the same as for degree-seeking students and all course fees apply. Unclassified students are not eligible for scholarships or financial aid.

Doctor of Nurse Anesthesia Practice (DNAP)

There are two tracks toward completion of the DNAP degree: Bachelor's to DNAP and Master's to DNAP.

Admission Requirements – Bachelor's to DNAP

- Non-degree acceptance is not permitted
- Bachelor's degree in nursing or other appropriate degree.
- Graduation from an accredited (ACEN or CCNE) nursing program.
- Cumulative GPA of 3.0 on a 4.0 scale.
- Completion of one chemistry course and one course in statistics or epidemiology.
- Current licensure as a registered nurse.
- Minimum of one year (two years preferred), full-time experience as a registered nurse in a critical care setting where the applicant has had the opportunities to:
 - Develop independent decision making skills.
 - Demonstrate psychomotor skills.
 - Use and interpret advanced monitoring techniques based on knowledge of physiological and pharmacological principles.
- Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) certifications valid through the end of the third academic semester are required, if admitted to the program (effective 2017).
- Personal interview with program faculty (by invitation after application screening).
- Completion of health questionnaire, physical exam and immunization record (required prior to program start).

Admission Procedures – Bachelor's to DNAP

- Complete an online application for admission through NursingCAS.
- Submit official college/university transcripts from all institutions attended and transcripts reflecting the completion of the one chemistry course and the one course in statistics or epidemiology through NursingCAS.
- Submit the following items through NursingCAS:
 - Supplemental Forms: Critical Care Experience/RN Licensure Form and Educational Data Form.
 - Current resume.
 - Photocopy of current RN license.
 - Photocopy of all current certifications.
 - Three recommendations must be submitted in NursingCAS. Applicants should provide the links to the NursingCAS. The third reference should be from a professional colleague (coworker, professor, CRNA, other colleague) and should also be submitted in NursingCAS.

Admission Requirements – Master's to DNAP

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

Admission Procedures – Master's to DNAP

- Complete an online application for admission through NursingCAS.
- Submit official college/university transcripts from all institutions attended to NursingCAS.
- Submit the following items through NursingCAS:
 - Current resume.
 - Educational Data Form.
 - Photocopy of current RN license and CRNA certification.
 - Three professional references are required from:
 - One from the applicant's Immediate Supervisor.
 - Two from colleagues who can attest to the applicant's preparation, initiative and aptitude for successful completion of doctoral education.
 - All references should be in the form of a reference letter. All references must be submitted through NursingCAS. It is recommended that the applicant provide each reference with the link to NursingCAS.

Master of Science in Biotechnology Management / Graduate Certificate

Master of Science in Regulatory Science

Admission Requirements

- Bachelor's degree
- Cumulative GPA of 3.0 on a 4.0 scale.

Admission Procedures

- Complete online application.
- Submit the following to the online application.
 - o Submit official college/university transcripts from all institutions from which you earned a degree.
 - o Current resume
 - o A response to each of the following prompts:
 - Briefly explain your background, including any prior relevant experience (500 words max)
 - Briefly explain your career goals (350 words max)
 - Briefly explain any unique experiences/contributions you bring to the program and/or to the field of biotechnology (150 words max)
 - Provide any additional information you wish to share to support your application (250 words max).

Master of Science in Nursing / Post-Master's Certificate

Admission Requirements

- No more than 9 credits may be taken as a non-degree seeking student Bachelor's degree in nursing from an ACEN or CCNE accredited program.
- Cumulative GPA of 3.0 on a 4.0 scale.
- Current licensure as an RN with at least one year (two years preferred) of professional RN practice.
- Completion of basic life support for healthcare providers.
- FNP track specific: Advanced Cardiovascular Life Support (ACLS) and the Pediatric Advanced Life Support (PALS) certifications.
- Three letters of recommendation.
- Personal essay.

Admission Requirements - Endocrinology

- Master of Science Degree in Nursing or Doctorate of Nursing Practice - Family Nurse Practitioner from an ACEN or CCNE accredited program
- Cumulative GPA of 3.0 on a 4.0 scale
- Current certification and licensure as a Family Nurse Practitioner with at least one year of experience (specialty population foci NP's such as ACNP, AGNP, PNP etc may be considered)
- Completion of basic life support for healthcare providers.

Admission Procedures

- Complete online application.
- Submit the following to the online application.
 - o Official college/university transcripts from all institutions from which you have received a bachelor's degree or higher or from which you have received graduate credit.

- o Three letters of recommendation.
- o Current resume.
- o Personal essay describing your goals for graduate study to include the reason you selected advanced practice nursing as a career and characteristics you offer to this level of practice, service and research. Essays should be typed and not exceed 600 words.
- o Photocopy of current RN license.
- o Photocopy of Basic Life Support completion card.
- o FNP: Photocopy of Advanced Cardiovascular Life Support (ACLS) and Pediatric Advanced Life Support (PALS) cards or detailed plans to obtain.
- o Photocopy of all current certifications.
- Personal interview with program faculty (by invitation after application screening).
- Completed criminal background check.
- Compliance within the nursing division tracking system (includes licensure, certification and immunizations) is required by the end of the first semester.

Master of Education

Admission Requirements – Curriculum and Instruction

- No more than nine credits may be taken as a non-degree seeking student
- Bachelor's degree in education or equivalent.
- Cumulative 2.75 undergraduate GPA (minimum of 3.0 during last two years).
- Signed contract with a school district and responsible for own classroom.
- Minimum one year of teaching experience preferred.

Admission Procedures – Curriculum and Instruction

- Complete online application.
- Submit the following to the online application.
 - o Professional statement of purpose (maximum of two single-spaced pages) describing the candidate's goals as a teacher and philosophy of education. Also include a brief statement of commitment.
 - o Contact information of three recommenders knowledgeable about the candidate's teaching ability and potential for success in a graduate program. One of these must be the candidate's current principal.
- Submit official college/university transcripts from all institutions from which you earned a degree.

Admission Requirements – Coaching Leadership

- Bachelor's degree.
- Cumulative 2.75 undergraduate GPA (minimum of 3.0 during last two years).
- Successfully passing a background check may be required prior to practicum courses, dependent on the work site

Admission Procedures – Coaching Leadership

- Complete online application.
- Submit the following to the online application.
 - o Professional statement of purpose (maximum of two single-spaced pages) describing the candidate's goals as a coach and commitment to the program.

- o Contact information of three recommenders knowledgeable about the candidate's coaching ability and potential for success in a graduate program. Recommenders should include a coach, work supervisor and professor/advisor.
- Submit official college/university transcripts from all institutions from which you earned a degree.

Graduate Certificates

Admission Requirements

- No more than 9 credits may be taken as a non-degree seeking student.
- Bachelor's degree.
- Cumulative 2.75 undergraduate GPA (minimum of 3.0 during last two years).

Admission Procedures

- Complete online application.
- Submit official college/university transcripts from all institutions from which you earned a degree.
- Recommendation by one professional or scholarly reference.

FINANCIAL INFORMATION

FINANCIAL INFORMATION

Current Costs

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 are paid by the student.

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 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 to register 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:

- 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.

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.

Unofficial withdrawal: An "unofficial withdrawal" occurs when:

- A student leaves school without notice, or
- When all courses in which the student is enrolled are given an "F" grade due to non-completion of all courses.

For unofficial withdrawals, the student's last date of attendance or participation in an academic activity will be used to calculate the return of Title IV funds. Mount Marty 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 though 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 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 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 institution accepts the Free Application for Federal Student Aid (FAFSA).

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

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

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

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

Satisfactory Academic Progress Policy (SAP)

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

Federal Student Aid includes Federal Pell Grant, Federal TEACH Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Direct Loan (Subsidized and Unsubsidized), Federal Direct PLUS Loan. Also, other federal agencies may require students to maintain Satisfactory Academic Progress for their aid programs. The academic record of all students will be monitored to ensure compliance with the requirements specified below.

Therefore, even the academic record of those who have not received Federal Student Aid in the past may impact future eligibility. Failure to meet the following standards will result in financial aid suspension of eligibility for Federal Student Aid. A review takes place at the end of every term (fall, spring, summer).

Qualitative Standard

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

Quantitative Standard (Pace)

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

Maximum Attempted Credit Hours

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

Type of Degree	Maximum Credit Hours Attempted
Doctor of Nurse Anesthesia Practice	34.5-124.5
Master of Science	45
Master of Science in Nursing	75
Master of Education	45-49.5

Incomplete Grades

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

Transfer Credits

All transfer credits accepted for the student’s program of study at the 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 back 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 financial assistance office or on the 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.

Students are encouraged to contact the financial assistance office with questions.
605-668-1589 | FinAid@mountmarty.edu

ACADEMIC SERVICES

ACADEMIC SERVICES

Advising

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

Career Services Office

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

The Center for Academic Excellence

The Center for Academic Excellence (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.

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 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.

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.

Library

The Mother Jerome Schmitt Library, through its varied and expanding collections, provides high quality items and services for learning and research. The library collection of approximately 60,000 books 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 partnerships with the South Dakota State Library and the South Dakota Board of Regents. The library also subscribes to periodical titles including journals, magazines and newspapers as well as a wide variety of databases available for search through EBSCO Discovery Service on the library website. In addition the Mother Jerome Schmitt library seeks to act as a hospitable space for events, meetings and workshops through which students can learn a variety of new skills. The Makerspace and Technology Lending Library provide students, staff and faculty opportunities for working with equipment that they otherwise wouldn't have the room for or the resources to purchase and maintain.

ACADEMIC POLICIES

ACADEMIC POLICIES

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 University community, we acknowledge our personal commitment to a culture of integrity by holding ourselves, and others, accountable to the highest academic and ethical standards.

Academic Dishonesty Policy

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

Academic dishonesty includes but is not limited to the following:

- **Unauthorized collaboration:** (1) Attaching one's name to a group project without an authentic understanding of the work submitted; not making a fair and proportional contribution to the effort of the collaborating group and/or the ability to defend or interpret individually the work submitted; (2) Working with others without the specific permission of the instructor on assignments that will be submitted for a grade, including but not limited to 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 program director).
- Probation – This sanction is limited to severe or repeated acts of academic dishonesty and can be imposed by the appropriate Dean after review of the student's file and in consultation with faculty member(s).
- Dismissal from Mount Marty – This sanction is limited to serious and/or repeated acts of academic dishonesty and may be imposed by the 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 program director 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 program director may also be present for this meeting. At this time, the faculty member needs to provide the student with explicit and well-documented evidence supporting the faculty member's belief that the student has committed academic dishonesty. The faculty member should provide the student with a copy of the academic dishonesty reporting form (if a form is filed), and a copy of this academic dishonesty policy. The faculty member will then allow the student to address the allegations. If the student cannot satisfactorily defend the allegations, the faculty member will then tell the student what penalty will be imposed, and will follow-up in writing (via email or otherwise) with the student to confirm the penalty. The written notification will be provided by the faculty

member to the student within two business days of the conclusion of the meeting. The faculty member will also provide a copy of the written notification to the student's advisor(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, program director 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 financial or transcript notation. The last day of the add/drop 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 census date, a student may withdraw from a course through 60% of the course. However, classes will remain on the transcript with a grade of “W” indicating withdrawal. Non-standard courses will be calculated individually. After 60% of the term, no withdrawal will be permitted and the student must accept a final grade.

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

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

Assessment

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

- Comprehensive exam.
- Capstone project.
- Thesis/portfolio project.
- Standardized national exam.

Attendance

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 the 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.

Class Status and Normal Load

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

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

Course Information

Course Level

500 Masters - Courses require students to work with advanced information at higher levels of thinking (i.e., analysis, synthesis, evaluation or the creation of knowledge). This ensures that students master skills in the discipline with the ability to independently produce and engage in the content of the discipline. (examples: seminar, practicum, creation/implementation of scholarly work, etc.)

600 Doctoral - Courses will require students to employ advanced or specialized knowledge and theoretical concepts in scholarly and/or professional settings. This is based on the mastery and synthesis of skills within the discipline and is evidenced through the ability to create and conduct independent and reflective work in the field of study. (i.e., research and/or implementation of practice projects)

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 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.

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 program director. 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 program director will review the appeal and attempt to facilitate a resolution between the student and the instructor. The program director is authorized to request additional documentation from the student and/or the instructor as necessary.

3. If the program director determines that the appeal cannot be resolved at their level, the program director 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 program director 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, program director, 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. Achievement is based on the evidence of tests, class participation, research, proficiency in skills and/or other means of measurement as defined by the instructor. Each grade carries a grade point component for each credit hour. To determine the grade point average, the total number of points earned in any one term is divided by the total number of credit hours attempted. This includes credit hours with a grade of "F."

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

**Grade of A or B required*

Handbook

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

Incomplete

An incomplete grade is given only when a student whose course work is satisfactory 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.

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 3.0 are placed on academic probation for the following semester. Students on academic probation who are receiving financial aid are also placed on financial aid probation (for further information see the financial assistance office).

Probationary status continues for identified students until their cumulative GPA improves to 3.0. However, attainment of a semester GPA of 3.0 or better is considered evidence of satisfactory improvement. Failure to achieve a semester GPA of 3.0 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

Graduate students do not normally repeat courses. However, in certain circumstances, as outlined in the program handbook or by approval of the Program Director, students may repeat a course once.

Research

All research must be performed in compliance with all federal, state and local regulations regarding research. This includes, but is not limited to, research involving human subjects, laboratory animals and select chemicals and agents. Mount Marty's policy and procedures may be found on the institutional review board website.

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 required 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 appropriate 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; or
- 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.

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. The university does not grant licensure or certification or ensure an individual's eligibility to obtain licensure or certification after graduation. It is each student's responsibility to know and understand the requirements for licensure and/or certification.

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 a formal application by the deadline published on the website.

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

PROGRAMS

PROGRAMS

Doctor of Nurse Anesthesia Practice

Master of Science

Biotechnology Management

Regulatory Science

Graduate Certificate - Biotechnology Management

Master of Science in Nursing

Family Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner

Post-Master's Certificate - Endocrinology

Post-Master's Certificate - Family Nurse Practitioner

Post-Master's Certificate - Psychiatric Mental Health Nurse Practitioner

Master of Education

Coaching Leadership

Curriculum and Instruction

Graduate Certificate - Social Emotional Learning

Graduate Certificate - Trauma Informed Teaching

Professional Development Institute

DOCTOR OF NURSE ANESTHESIA PRACTICE

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

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

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

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

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

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

- wellness and chemical dependency.
 - H. Inform the public of the role and practice of the CRNA.
 - I. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
 - J. Advocate for health policy change to improve health care.
 - K. Advocate for health policy change to advance the specialty of nurse anesthesia.
 - L. Analyze strategies to improve patient outcomes and quality of care.
 - M. Analyze health outcomes in a variety of populations.
 - N. Analyze health outcomes in a variety of clinical settings.
 - O. Analyze health outcomes in a variety of systems.
 - P. Disseminate scholarly work.*
 - Q. Use information systems/technology to support and improve patient care.
 - R. Use information systems/technology to support and improve healthcare systems.
 - S. Analyze business practices encountered in nurse anesthesia delivery settings.
- VII. Programmatic requirements are met by the demonstration of:
- A. Attainment of at least a 425 score on the National Self

Evaluation Examination provided by the NBCRNA. *denotes MS to DNAP requirements.

Bachelor of Science to DNAP

Course Requirements

ANE 600	Advanced Health Assessment for the Nurse Anesthetist
ANE 602	Advanced Anatomy and Physiology I
ANE 605	Advanced Anatomy and Physiology II
ANE 611	Advanced Pathophysiology
ANE 612	Advanced Pharmacology
ANE 620	Practice Inquiry Methods
ANE 622	Theoretical Foundations of Advanced Nursing Practice
ANE 624	Biostatistics and Epidemiology
ANE 626	Health Systems, Organizations, Management and Leadership
ANE 628	Healthcare Informatics and Information Systems
ANE 630	Health Policy for Advance Practice Nurses
ANE 632	Role Development Practicum I
ANE 634	Role Development Practicum II
ANE 636	Seminar in Healthcare Ethics
ANE 638	Practice Inquiry Practicum
ANE 640	DNAP Project Practicum I
ANE 642	DNAP Project Practicum II
ANE 644	DNAP Project Practicum III
ANE 658	Proseminar in Nurse Anesthesia Education
ANE 660	Anesthesia Principles I
ANE 662	Technology and Instrumentation in Anesthesia Care
ANE 664	Anesthesia Principles II
ANE 668	Anesthesia Pharmacology

ANE 670	Anesthesia Principles III
ANE 672	Cognizance in Anesthesia Practice
ANE 674	Clinical Practicum I
ANE 675	Clinical Practicum II
ANE 676	Clinical Practicum III
ANE 677	Clinical Practicum IV
ANE 678	Clinical Practicum V
ANE 680	Clinical Correlation Seminar I
ANE 681	Clinical Correlation Seminar II
ANE 682	Clinical Correlation Seminar III
ANE 684	Seminar (Business Models)
ANE 686	Seminar

Master of Science to DNAP

Course Requirements

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

Program Completion Requirements (for BS to DNAP)

- Satisfactory completion of all clinical and course requirements of the National Board of Certification and Recertification for Nurse Anesthetists Educational Programs criteria.
- Satisfactory clinical evaluations and completion of program terminal objectives.
- A student may earn no more than one “C” in any of the following courses (Anesthesia Principles I, II, or III, Technology and Instrumentation, Anesthesia Pharmacology, Advanced Anatomy and Physiology I, II, & III, Advanced Pharmacology, Advanced Pathophysiology I & II, Advanced Health Assessment for the Nurse Anesthetist). If a student earns a “C” grade, the program’s Admissions / Progression committee will automatically review his / her academic status. A letter/email will be sent to the student by the Program Director notifying the student that they are now on academic probation. Students on academic probation must obtain a “B” grade in all the identified core courses and maintain a 3.0 GPA to proceed with the program academic requirements. The committee may recommend a remediation plan to improve the likelihood of success for the student.
- The Program Director will automatically dismiss a student for any of the following circumstances: any one course grade of F, two or more C grades in the courses designated above, or at any point whenever it becomes mathematically impossible for a first-year student to attain a cumulative GPA of 3.0 by the end of the subsequent semester.
- Completion of all required anesthesia courses with a cumulative GPA of 3.0.

MASTER OF SCIENCE IN BIOTECHNOLOGY MANAGEMENT

The Master of Science in Biotechnology Management at Mount Marty University will facilitate the exploration and preparation for a range of biotech career opportunities within the biomedical, clinical, and pharmaceutical sciences. The program is unique in its focus on ethical leadership and communication across the science and business of biotechnology. The program fosters cross-disciplinary teamwork while developing the entrepreneurial skills necessary for professional success. Whether seeking to climb the corporate ladder, contribute to drug discovery, or enter clinical practice, this program is appropriate for students seeking exposure and unique skills across the technology, business, and regulatory aspects of biotechnology.

Learning Outcomes:

1. Ability to recognize, differentiate, and apply core scientific applications of biotechnology including bioinformatics, drug discovery, biomanufacturing, and pharmacology.
2. Ability to interpret, differentiate, communicate and critique cultural, societal, and ethical impacts of biotechnology.
3. Recognize and interpret the types of careers available across the field of biotechnology including required preparation, average compensation, and job duties.
4. Ability to plan, organize and execute collaborative (team-based) biotechnology-related project management at the stages of drug discovery, preclinical, clinical and commercial in the capacity of team member and team leader.
5. Ability to execute audience-appropriate oral and written communication of key science, business, regulatory and ethical aspects of biotechnology.
6. Ability to recall, explain and implement an advanced understanding of the science, business, and regulatory facets of biotechnology.
7. Ability to recall and explain an advanced understanding of the pharmaceutical and biotechnology industries.
8. Ability to organize, produce, and implement business evaluations based upon intellectual property and commercialization portfolios.
9. Ability to produce written and oral critiques based upon biotechnology business case studies.
10. Ability to produce a business plan and ten-year financial forecast for a preclinical stage biotechnology company on its path to commercialization.
11. Ability to interpret and present an investigational new biologics application briefing package.
12. Ability to plan and present a regulatory pathway for a new biologic.

Master of Science

Course Requirements

BIO 510	Biochemistry and Molecular Biology for Biotechnology
BIO 511	Immunobiotechnology
BIO 512	Applications of Biotechnology for Drug, Discovery and Manufacturing

BIO 550	Comparative Medicine
BIO 570	Practical Pharmacology for Clinical Trials
BIO 590	Cultural and Societal Impacts of Disease
BTH 510	Introduction to the Pharmaceutical and Biotech Industries
BTH 515	Biotechnology Career Development
BTH 520	Ethics in Biotechnology
BTH 530	Business, Management and Finance for the Pharmaceutical and Biotech Industries
BTH 531	Intellectual Property and Commercialization
BTH 535	Business Case Studies in Biotechnology
REG 500	Introduction to Regulatory Affairs

Program Completion Requirements

- No grade lower than a B in required coursework

Certificate in Biotechnology Management

Course Requirements (10 credits)

BTH 510	Introduction to the Pharmaceutical and Biotech Industries
BIO/BTH	Biotechnology electives as approved by the program director

Program Completion Requirements

- No grade lower than a B in required coursework

MASTER OF SCIENCE IN REGULATORY SCIENCE

The mission of the regulatory science program is to train students through excerpt faculty with curriculum and programming that challenges them to be leading experts in regulatory affairs.

Regulatory science applies research to solve problems stemming from the absence, ineffectiveness, or burdensome nature of existing regulations. It encompasses the independent, basic, and applied research necessary for the co-evolution of science, legislation, guidelines, and policies.

In this program at Mount Marty, students learn the regulatory processes that impact healthcare technology development. They use their research skills to create strategies that enable companies to bring vital technologies to those who need them—quickly, compliantly, and in alignment with business missions. Furthermore, our students are prepared to collaborate with regulatory bodies to improve U.S. healthcare outcomes. By questioning current regulations, collecting data, and applying rigorous research methods, they actively evaluate policy effectiveness and impact.

Learning Outcomes:

- Ability to recognize, differentiate, and apply core applications of regulatory science across the pharmaceutical and medical device lifecycles including: regulatory pathways; pre-clinical and clinical regulations; regulatory legal frameworks, consumer safety, and product quality management.
- Understand the regulatory pathways of the U.S. as they apply to pharmaceutical or medical device product development and commercial approval.
- Understand the structure and scope of regulatory authorities as they apply to pharmaceutical and medical device product development and commercial approval.
- Demonstrate ability to locate, navigate, and interpret regulatory documents related to pharmaceutical and medical device product development and commercial approval.
- Understand the core scope and requirements of regulatory bodies in the US according to the Code of Federal Regulations.
- Demonstrate ability to create and understand regulatory strategies for pharmaceutical and medical device products.
- Develop skills in communicating with regulators.
- Ability to interpret and apply the structure and scope of international regulators.
- Demonstrate ability to apply knowledge of the regulations into business strategies for organizations.
- Demonstrate ability to navigate the appeal process when disagreeing with a regulatory decision.
- Ability to interpret, differentiate, communicate and critique cultural, societal, and ethical impacts of regulatory policies.
- Ability to plan, organize and execute collaborative (team-based) regulatory science focused project management at the stages of drug discovery, preclinical, clinical and commercial in the capacity of team member and team leader.

- Ability to execute audience-appropriate oral and written communication of key science, business, and ethical aspects of regulatory science.
- Ability to recall, explain and implement an advanced understanding of the science and business implications of regulatory science.
- Ability to produce written and oral critiques based upon regulatory science business case studies.
- Ability to plan and present a regulatory strategy for a new healthcare product.

Master of Science

Course Requirements

REG 500	Introduction to Regulatory Affairs
REG 510	Pre-Clinical and Clinical Affairs
REG 520	Administrative Law
REG 530	Case Studies in Regulatory Science
REG 540	Advanced Regulatory Affairs
REG 550	Drugs, Biologics, Generics and Biosimilars
REG 560	Med Devices and Combination Products
REG 570	Product Life Cycle Management
REG 580	Foundations for Research
REG 590	Quality Management Systems

Program Completion Requirements

- No grade lower than a B in required coursework

MASTER OF SCIENCE IN NURSING

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

Forces that support and demand this program include the need for healthcare, health promotion, and disease prevention in rural and underserved communities. The learning outcomes from the Mount Marty Master of Science in Nursing program are based on *The Essentials of Master's Education in Nursing* as published by the American Association of Colleges of Nursing (AACN, 2011).

Family nurse practitioners (FNPs) are clinical experts prepared to implement a holistic approach that emphasizes both care and cure. They apply evidence based practices and manage the health needs of patients in primary care settings. The focus of the FNP track is to provide academic knowledge and the clinical skills necessary for health promotion, disease prevention, assessment and management of acute and chronic illnesses.

Psychiatric mental health nurse practitioners (PMHNPs) are clinical experts prepared to implement a holistic approach to mental health care for individuals, families, groups and communities. They are trained to use an evidence-based approach to diagnose and treat a variety of mental health conditions through the provision of pharmacotherapy and psychotherapy. The focus of the PMHNP track is to provide the academic knowledge and clinical skills necessary to provide mental health promotion, disease prevention, assessment and management of psychiatric illness.

Post-Master's Certificate Programs

Students who hold a master's degree in nursing, may obtain a post-master's certificate in family or psychiatric mental health. Student program plans are determined after a gap analysis (NTF Criteria, 2022) of transcripts, courses, clinical hours and grades. Consideration to earn a second master's degree will be given to students bringing in nine or fewer content equivalent transfer credits.

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

- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
- Utilize leadership skills needed that emphasized ethical and critical decision making, effective working relationships and systems- perspective approach.
- Articulate and apply the methods, tools, performance measures and standards related to quality, as well as prepared to apply quality principles within an organization.
- Apply and generate research outcomes within the practice setting to resolve practice problems, work as a change agent and disseminate results.
- Utilize patient-care technologies to deliver and enhance care and use

- communication technologies to integrate and coordinate care.
- Develop policy and employ advocacy strategies to influence health and health care.
- Participate as a member and a leader of interprofessional teams, by communicating, collaborating and consulting with other health professionals to manage and coordinate care.
- Apply and integrate broad, organizational, client-centered, spiritual and culturally appropriate concepts in the planning, delivery, management and evaluation of evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations.
- Influence healthcare outcomes for individuals, populations or systems.

Master of Science

Core Course Requirements

NSG 500	Advanced Practice Roles and Leadership
NSG 502	Advanced Physical Assessment Across the Lifespan
NSG 503	Advanced Pharmacology Across the Lifespan
NSG 504	Advanced Pathophysiology Across the Lifespan
NSG 506	Inquiry I
NSG 507	Legal/Ethical/Political Issues for APNS
NSG 514	Inquiry II
NSG 578	Transition to Advanced Practice Registered Nurse (APRN) Role

Family Nurse Practitioner Track

NSG 570	Advanced Concepts in the Care of Older Adults
NSG 571	Advanced Concepts in the Care of Older Adults Practicum
NSG 572	Advanced Concepts in the Care of Women and Children
NSG 573	Advanced Concepts in the Care of Women and Children Practicum
NSG 574	Advanced Concepts in the Care of Rural and Vulnerable Populations
NSG 576	Advanced Concepts in the Care of Adults
NSG 577	Advanced Concepts in the Care of Adults Practicum
NSG 579	Advanced Concepts in the Care of Rural and Vulnerable Populations Practicum

Psychiatric Mental Health Nurse Practitioner Track

NSG 563	Psychotherapeutic Modalities
NSG 564	PMHNP Care of Pediatrics/Families
NSG 565	PMHNP Care of Pediatrics/Families Practicum
NSG 566	PMHNP Care of Adults/Older Adults
NSG 568	Neuroscience and Psychopharmacology
NSG 569	PMHNP Psychotherapy Practicum
NSG 587	Assessment and Diagnosis of Mental Health Disorders
NSG 588	PMHNP Care of Adults/Older Adults Practicum

Program Completion Requirements

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

- Satisfactory clinical evaluations and completion of program terminal objectives.
- Degree must be completed within five years of acceptance.

Post-Master's Certificate in Endocrinology

Students who hold a master's of science degree in nursing of doctorate of nursing practice degree - Family Nurse Practitioner from an ACEN or CCNE accredited program may obtain a post-master's certificate in endocrinology.

This program will complement the goals and outcomes of the MMU nurse Practitioner Program. Upon completion of this program, the students will be able to:

- Optimize care of the patient with endocrine disorders.
- Implement evidence-based practice screening guidelines in the care of patients with endocrine disorders.
- Collaborate with the interprofessional team to establish patient care, integrate treatment approaches and recognize referral necessity.
- Align approaches to diabetes management with the Chronic Care Model.

**Clinical hours will be concentrated - example: 60 clinical hours will be completed within a 2-3 week period

Course Requirements

NSG 580	Foundations of Endocrinology
NSG 581	Foundations of Endocrinology Practicum
NSG 582	Hormone Related Endocrine Conditions
NSG 583	Hormone Related Endocrine Conditions
NSG 584	Diabetes Management Practicum
NSG 585	Diabetes Management Practicum

MASTER OF EDUCATION

Curriculum and Instruction

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

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

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

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

Graduates will:

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

Core Course Requirements

EDN 500	Introduction to Educational Research
EDN 510	Learning Theory
EDN 520	Strategies and Techniques for Effective Instruction
EDN 530	Assessment and Measurement

EDN 540	Instructional Technology
EDN 550	Instructional Design

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

Required courses:

EDN 511	Practicum I
EDN 521	Practicum II
EDN 531	Practicum III
EDN 591	Thesis / Portfolio

Choose three of the following courses:

EDN 511	Practicum I
EDN 521	Practicum II
EDN 531	Practicum III

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

Choose two of the following courses:

EDN 511	Practicum I
EDN 521	Practicum II
EDN 531	Practicum III

Choose three courses (nine credits) of the following courses:

EDN 512	Instructional Strategies for Social Emotional Learning
EDN 513	Emotionally Intelligent Classroom Management and Discipline
EDN 514	Building an SEL Community - From Classrooms to Caregivers
EDN 525	Mental Health Impacts on Learning and Life
EDN 526	Fundamentals of Social Emotional Learning
EDN 527	Global Peace and Reconciliation - Restorative Practices and Perspectives
EDN 528	Mindful Strategies and Practices in the Classroom

** Transfer work as approved by the program director.

Program Completion Requirements

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

Coaching Leadership

The mission of the master of education in coaching leadership program is to provide training and experiential opportunity to graduate level students to develop the mindset and techniques of coaching. Built around the core ideas of national coaching competencies and standards, each student will develop a leadership philosophy based on virtues such as respect, fairness, empathy and humility for the sake of influencing and empowering student-athletes.

Graduates will:

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

Course Requirements

EDN 500	Introduction to Educational Research
EDN 510	Learning Theory
EDN 520	Strategies and Techniques for Effective Instruction
EDN 530	Assessment and Measurement
EDN 540	Instructional Technology
EDN 560	Performance Enhancement/Risk Prevention
EDN 570	Law and Ethics
EDN 592	Administrative Leadership

Choose two of the following courses:

EDN 511	Practicum I
EDN 521	Practicum II
EDN 531	Practicum III
	Elective course, with prior approval of program director

Program Completion Requirements

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

Graduate Certificates

Mount Marty University offers graduate certificates for professional educators from a selection of high interest elective course topics. Through a certificate that links course topics, teachers have the ability to deepen their knowledge and practice through highly specified study in specific curriculum topics which produces an expertise that is valuable in the educational workplace.

Trauma Informed Teaching Graduate Certificate

In an endeavor to meet the emotional and educational needs of students in the contemporary social and educational climate, we have developed elective courses in the content area of Trauma Informed Teaching.

Learning outcomes will be measured through the successful completion of assignments within each of the four core courses of the Certificate. In successfully completing these four courses, learners will:

- Examine the risk factors and continuing influence of mental health issues and trauma on all stages of human growth and development.
- Analyze the theoretical support for the foundational concepts of social emotional learning (SEL) and how models and curricula reflect those theories.
- Develop research based solutions to personal, classroom and school challenges using restorative practices.
- Construct a mindfulness implementation plan for personal and professional use.

Course Requirements

EDN 525	Mental Health Impact on Learning and Life
EDN 526	Foundations of Social Emotional Learning
EDN 527	Global Peace and Reconciliation - Restorative Practices and Perspectives
EDN 528	Mindful Strategies and Presence in the Classroom

Program Completion Requirements

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

Social Emotional Learning Graduate Certificate

This certificate further prepares professional educators to build resiliency in students by facilitating social, emotional and behavioral wellness in order to address non-academic barriers to learning. All courses are grounded in theories of cognitive, social, emotional and behavioral development and demonstrate research-based practices that enable students to gain knowledge and experience needed to work successfully with students, family members and the broader community in supporting social, emotional and behavioral wellness of PK-12 students.

Learners will:

- Analyze the theoretical support for the foundational concepts of social emotional learning (SEL) and how models and curricula reflect those theories.
- Explore the instructional strategies and models for teaching SEL, focusing on differentiation, curricular adaptations, principles of equity, diversity and inclusion.
- Experiment with the use of data to support SEL implementation and assessment of proficiency of SEL core components at the individual and classroom level.
- Apply SEL principles within the organization and management of the classroom, including the discipline plan.
- Develop strategies for involving caregivers and external stakeholders in SEL initiatives designed to positively impact the broader, diverse community.

Course Requirements

EDN 512	Instructional Strategies for Social Emotional Learning
EDN 513	Emotionally Intelligent Classroom Management and Discipline
EDN 514	Building an SEL Community - From Classrooms to Caregivers
EDN 526	Fundamentals of Social Emotional Learning

Program Completion Requirements

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

Professional Development Institute

Mount Marty University is proud to support the professional development and growth of teachers, administrators, and other professionals working within schools. Through the Professional Development Institute, the University partners with school districts, professional development experts, and other educational agencies to offer flexible, affordable, and high-quality learning opportunities tailored to the needs of in-service educators and school systems. These offerings are generally designed to provide meaningful, district-driven professional development that strengthens instructional practice and supports student success.

Please visit our Professional Development Institute website for information regarding offerings and registration process.

COURSE DESCRIPTIONS

GRADUATE COURSE DESCRIPTIONS

ANE-600 | Advanced Health Assessment for the Nurse Anesthetist | 3 credits

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

ANE-602 | Advanced Anatomy and Physiology I | 4 credits

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

ANE-605 | Advanced Anatomy and Physiology II | 5 credits

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

ANE-611 | Advanced Pathophysiology | 3 credits

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

ANE-612 | Advanced Pharmacology | 4 credits

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

ANE-620 | Practice Inquiry Methods | 2 credits

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

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

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

ANE-624 | Biostatistics and Epidemiology | 3 credits

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

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

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

ANE-628 | Healthcare Informatics and Information Systems | 3 credits

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

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

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

ANE-632 | Role Development Practicum I | 1 credit

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

ANE-634 | Role Development Practicum II | 1 credit

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

ANE-636 | Seminar in Healthcare Ethics | 1 credit

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

ANE-638 | Practice Inquiry Practicum | 1 credit

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

ANE-640 | DNAP Project Practicum I | 1 credit

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

ANE-642 | DNAP Project Practicum II | 1 credit

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

ANE-644 | DNAP Project Practicum III | 1 credit

The process of professional practice inquiry is explored independently from problem identification (Practicum I) through proposed solution (Practicum II), evaluation, and dissemination of findings (Practicum III). Prerequisites: ANE-620 and ANE-638 and ANE-642.

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

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

ANE-660 | Anesthesia Principles I | 4 credits

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

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

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

ANE-664 | Anesthesia Principles II | 4 credits

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

ANE-668 | Anesthesia Pharmacology | 4 credits

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

ANE-670 | Anesthesia Principles III | 3 credits

Advanced study of the perioperative management of the patient with a variety of comorbidities in a variety of surgical circumstances. Instruction is built upon the foundations taught and assessed in ANE-660 and ANE-664. Lecture and Human Patient Simulation Lab will be utilized to reinforce concepts. Prerequisites: ANE-664.

ANE-672 | Cognizance in Anesthesia Practice | 2 credits

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

ANE-674 | Clinical Practicum I | 3 credits

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

ANE-675 | Clinical Practicum II | 3 credits

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

ANE-676 | Clinical Practicum III | 3 credits

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

ANE-677 | Clinical Practicum IV | 3 credits

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

ANE-678 | Clinical Practicum V | 3 credits

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

ANE-680 | Clinical Correlation Seminar I | 1 credit

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

ANE-681 | Clinical Correlation Seminar II | 1 credit

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

ANE-682 | Clinical Correlation Seminar III | 1 credit

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

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

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

ANE-686 | Seminar | 1 credit

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

BIO-510 | Biochemistry and Molecular Biology for Biotechnology | 3 credits

This course pairs core topics of biochemistry and molecular biology with contemporary applications in the biotech and pharmaceutical industries. Emphasis is placed on the relationship between human chemical/physicochemical/cellular/molecular components and processes and the pharmacokinetics/pharmacodynamics of biologics and drugs.

BIO-511 | Immunobiotechnology | 1 credit

This course introduces students to: 1) the molecular and cellular basis of immunology in biotechnology; 2) applications of immunology in biotechnology; and 3) applications of immunochemistry in biotechnology.

BIO-512 | Applications of Biotechnology for Drug Discovery and Manufacturing | 2 credits

Applications of Biotechnology pairs core applications of biotechnology with industry approaches to drug discovery, validation, and manufacturing. This course will enable students to make informed decisions with regard the selection, execution, and subsequent analysis of biotechnological applications across a product's life cycle from the bench to the bedside

BIO-515 | Bioinformatics for Biotechnology | 3 credits

This course pairs core elements of bioinformatics with contemporary applications in the biotech and pharmaceutical industries. This course will enable students to incorporate bioinformatics tools into drug discovery, clinical validation activities, and personalized medicine using computational approaches and data analytics.

BIO-550 | Comparative Medicine | 2 credits

This course covers the use of preclinical models of disease in translational research. The course is divided into three focus areas including: 1) use of preclinical models to establish clinical relevance; 2) use of animal models in preclinical studies; and 3) applications of preclinical models in human health.

BIO-570 | Practical Pharmacology for Clinical Trials | 2 credits

This course covers the principles of biophysics, biochemistry and physiology related to drug action and interaction, distribution, metabolism and toxicity. Specific examples will be covered across a range of pharmaceutical applications. Emphasis will be placed on mechanism of action, normal and abnormal responses to therapeutics, routes and techniques of administration, dosage calculation and measurement, and appropriate methods of handling, storing, and dispensing drugs and biologics.

BIO-590 | Cultural and Societal Impacts of Disease | 2 credits

This course provides an introduction to both historic and contemporary examples of cultural and societal impacts of disease, including economic, social, political, and human health-related ramifications. Students will be challenged to consider the roles and options of a broad range of biotech professions as they relate to human health in the mitigation of the broader impacts of disease.

BTH-510 | Introduction to the Pharmaceutical and Biotech Industries | 3 credits

This course provides a comprehensive introduction to the pharmaceutical and biotechnology industries. Topics to be covered include: 1) an historical perspective of the biotechnology industry; 2) a business perspective on the drug development process from innovation to commercial therapeutic; 3) conduct of business in a regulated industry; 4) introduction to intellectual property; 5) case studies from start-ups and venture capital to big pharma; 6) introduction to the types of businesses in the biotechnology and pharmaceutical industries; 7) introduction to pharmaceutical markets; and 8) introduction to business careers in the pharmaceutical and biotechnology industries.

BTH-515 | Biotechnology Career Development | 1 credit

This course is intended to provide students with exercises and advising in career exploration toward relevant and translatable industry experience in biotechnology. Whether students are interested in the science, business, executive or regulatory sectors of biotechnology, the instructor will work with students to consider biotechnology in its full rich and complex context. Pass or unsatisfactory grades only.

BTH-520 | Ethics in Biotechnology | 2 credits

This course delves into the human, moral, and bioethical implications of the applications – both real and potential – of biotechnology. Students are exposed to the legal, philosophical, and historical backdrop of cases that have influenced and sculpted the evolving field of biomedical ethics. Ultimately, students in this course can expect to be both challenged and encouraged to consider their roles in a field that, though emotionally and ethically charged, has the capacity to save lives and provide invaluable service to our global community.

BTH-530 | Business, Management and Finance for Pharmaceutical and Biotech Industry | 2 credits

This course introduces students to: 1) management theory; 2) management ethics in biotechnology; 3) best practices of managerial communication; 4) best practices of biotech operational management; 5) best practices of biotech executive management; and 6) financial matrices for biotechnology.

BTH-531 | Intellectual Property and Commercialization | 1 credit

This course introduces students to 1) intellectual property rights in biotechnology; 2) domestic and international patent systems; 3) patent challenges and enforcement; 4) FDA commercial approval process; 5) FDA periods of exclusivity; 6) the significance of off-patent drugs and biologics; and 7) FDA generics and biosimilars pathways to commercialization.

BTH-535 | Business Case Studies in Biotechnology | 3 credits

This course introduces students to real world case studies and outcomes related to businesses at various stages including start-ups, clinical-stage, and commercial-stage. Students are, further, challenged to consider alternative approaches and the corresponding impacts. In particular, students are encouraged to pose preventative and corrective actions for case studies involving negative outcomes. This course is primarily discussion-based and requires regular facilitation and active participation in discussions.

BTH-585 | Internship | 3 credits

The internship is intended to provide students with relevant and translatable industry experience in biotechnology. Whether students are interested in the science, business, executive or regulatory sectors of biotechnology, the instructor will provide the option of local or virtual industry placements to ensure students experience biotechnology in its full rich and complex context.

EDN-500 | Introduction to Educational Research | 3 credits

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

EDN-510 | Learning Theory | 3 credits

This course challenges students to examine current trends of educational research pertaining to human learning and development. Major topics of interest include developmentally appropriate information processing, social development, cognitive theories, constructivist theories, as well as the neuroscience of learning. Students will develop a philosophy that includes teacher presence and communication, student development, and how the learning environment work together to create successful learning opportunities.

EDN-511 | Practicum I | 3 credits

This supervised practicum will be conducted in the students' own teaching or coaching worksite. Using a research study designed in the core courses EDN-510, 520, 530, 540, 550, or 592, it provides students an opportunity to apply the theoretical knowledge of the core content to their own practice. Students use the practicum to hone their skills and practices in responding to students'/athletes' learning and performance needs. As part of this course, students will complete a culminating practicum project. Pass/Unsatisfactory grading Prerequisites: EDN-510 or EDN-520 or EDN-530 or EDN-540 or EDN-550 or EDN-592

EDN-512 | Instructional Strategies for Social Emotional Learning | 3 credits

In this course, learners will examine instructional strategies and models for teaching social emotional learning (SEL). Intentions will include focus on differentiation, curricular adaptation, student accommodation and principles of equity, diversity and inclusion. Learners will explore the use of data to support SEL implementation and assessment of proficiency of SEL core components at the individual and classroom level.

EDN-513 | Emotionally Intelligent Classroom Management and Discipline | 3 credits

This course begins with a review of emotional intelligence and its role in social emotional learning (SEL). Learners will investigate how to apply SEL principles within the organization and management of the classroom, including discipline. They will examine how to effectively collect and use data that may reflect the extent to which the implementation of SEL supports equity, diversity and inclusion in classroom organization, management and discipline.

EDN-514 | Building SEL Community - From Classrooms to Caregivers | 3 credits

What happens in the classroom influences and is influenced by students' experiences outside of the classroom. In this course, students will explore those relationships among the classroom students' caregivers and the communities in which they reside. These caregivers and communities include living spaces as well as extracurricular and co-curricular activities and after-school programs. Students will examine strategies for involving caregivers and the broader community in social emotional learning (SEL) initiatives, including how existing models and curricula address SEL outside of the classroom. As part of your examination, you will consider sensitivities related to data collection and distribution to diverse audiences.

EDN-520 | Strategies and Techniques for Effective Instruction | 3 credits

This course challenges students to analyze and develop their own current repertoire of instructional practices and other proven and promising instructional strategies for effectiveness in advancing student learning through course and content design. Developmentally appropriate strategies will be researched for a variety of audiences and specific content areas, as it pertains to the student.

EDN-521 | Practicum II | 3 credits

This second supervised practicum will be conducted in the students' own teaching or coaching worksite. Using a research study designed in the core courses EDN-510, 520, 530, 540, 550, or 592, it provides students an opportunity to apply the theoretical knowledge of the core content to their own practice. Students use the practicum to hone their skills and practices in responding to students'/athletes' learning and performance needs. As part of this course, students will complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN-510 or EDN-520 or EDN-530 or EDN-540 or EDN-550 or EDN-592.

EDN-525 | Mental Health Impact on Learning and Life | 3 credits

Exploration of the current issues and influences on mental health in the classroom and on the daily lives of students, teachers and those they interact with. Students will examine the risk factors and continuing influence of mental health issues and trauma on all states of human growth and development. Students will explore and develop personal strategies for self-care and promote holistic growth in learning and academic success.

EDN-526 | Fundamentals of Social Emotional Learning | 3 credits

Students will examine the theoretical support for the foundational concepts of social emotional learning (SEL) and how models and curricula reflect those theories. Additionally, students will explore essential questions regarding the relevance of SEL to all stages of human growth and development and the role of SEL within the core curriculum, resulting in holistic growth and academic achievement.

EDN-527 | Global Peace and Reconciliation - Restorative Practices and Perspectives | 3 credits

Students examine the history of peace-keeping, peace-making and peace-building on micro and macro levels through the lens of restorative practices. Students analyze how restorative practices are used to create stronger relationships in educational settings. Following the examination and analysis, students will develop research based solutions to personal, classroom and school challenges.

EDN-528 | Mindful Strategies and Presence in the Classroom | 3 credits

Students will become familiar with historical, cultural, religious and spiritual practices that support mindfulness. The research around personal and professional mindfulness practices will be examined. An evaluation of educational and organizational frameworks for mindfulness implementation will be used to develop a plan for personal and professional use.

EDN-530 | Assessment and Measurement | 3 credits

This course focuses integrating the basic principles of assessment and measurement for the purposes of monitoring and advancing student performance into course and content design. In addition to developing multiple means of assessment that are aligned to students' needs and particular to measuring higher order thinking skills, students will be engaged in the analysis and interpretation of assessment data. By doing this, students are learning how to make data useful for documenting student progress, monitoring student improvement, and modifying instruction. Conceptual and practical feedback and grading notions will also be addressed. Prerequisites: EDN-500.

EDN-531 | Practicum III | 3 credits

This third supervised practicum will be conducted in the students' own teaching or coaching worksite. Using a research study designed in the core courses EDN-510, 520, 530, 540, 550, or 592, it provides students an opportunity to apply the theoretical knowledge of the core content to their own practice. Students use the practicum to hone their skills and practices in responding to students'/athletes' learning and performance needs. As part of this course, students will complete a culminating practicum project. Pass/Unsatisfactory grading. Prerequisites: EDN-510 or EDN-520 or EDN-530 or EDN-540 or EDN-550 or EDN-592

EDN-540 | Instructional Technology | 3 credits

This course will take an integrated view of challenges and enhancements facing curriculum and instruction for education, schools, teachers, and coaches. Communication, ease of navigation, quality assurance, and accessibility will be addressed as potential social forces and current issues of effective instruction. Students will further explore issues and solutions facing teachers and coaches, as well as the influence and potential enhancements offered through various forms of technology, as they pertain to their work and learning environment. Prerequisites: EDN-500.

EDN-550 | Instructional Design | 3 credits

This course explores the alignment of well-defined learning objectives with effective teaching resources, assignments, and activities. As an integral part of this course, students will be challenged to examine their use of creativity and critical thinking in developing experiences and deliverables for their content. Prerequisites: EDN-500.

EDN-560 | Performance Enhancement/Risk Prevention | 3 credits

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

EDN-570 | Law and Ethics | 3 credits

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

EDN-584 | Graduate Practicum in Coaching and Leadership | 1 to 6 credits

This graduate practicum provides students in the Coaching Leadership program with a mentored, field-based experience designed to integrate and apply advanced coaching and leadership theory within real-world coaching contexts. Students will actively engage in planning, implementation, reflection, and assessment of coaching and leadership strategies as they pertain to athletic, educational, or organizational environments. Practicum placements are selected to align with students' professional aspirations in consultation with the program faculty. Emphasis is placed on the development of core leadership competencies such as ethical decision-making, communication, athlete development, team culture, adaptive leadership, and the effective use of data and performance indicators to improve performance. Throughout the practicum, students will maintain regular contact with their university faculty/mentor, participate in structured mentorship meetings, and submit reflective journals or reports demonstrating critical analysis and growth. A culminating capstone portfolio or project will be required, integrating field experiences with relevant research, theory, and personal leadership philosophy. Students are expected to demonstrate a clear progression toward program learning outcomes and professional standards. Pass/unsatisfactory grades only.

EDN-591 | Thesis/Portfolio | 3 credits

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

EDN-592 | Administrative Leadership | 3 credits

This course examines the leadership aspects of administrative roles within an institution. Using various techniques, students will analyze leadership theories and explore individual leadership styles. Students will utilize their knowledge of leadership theory to help understand and develop their roles in collaboration with administration. This course will examine best practices in the role of an administrator and how these practices enable the success of a coach. Students will study issues and duties asked of a coach such as budgeting, risk management and crisis management.

EDN-596 | Professional Development Workshop | 1 to 2 credits

These courses offer professional development opportunities for educators, businesses and organizations.

EDN-599 | Independent Study | 1 to 3 credits

This course offers use of coaching and leadership principles in an applied setting. Intended to individualize the content to meet specific interests and goals, the student is responsible to secure and work under supervision in an off campus placement. Goals and requirements are determined in consultation with faculty and field supervisor. Selected project and paper are required as well as relating classroom learning to their intern experience. Pass or unsatisfactory grades only. Prerequisites: EDN-500.

NSG-500 | Advanced Practice Roles and Leadership | 3 credits

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

NSG-502 | Advanced Physical Assessment Across the Lifespan | 4 credits

The purpose of this course is to increase knowledge and expertise in advanced physical, psychosocial, spiritual and cultural assessment and enhance diagnostic knowledge required for maintaining health for patients across the lifespan. A holistic and comprehensive approach to the patient is emphasized with particular attention to identifying the health promotion and disease prevention needs as well as the management of common signs and symptoms that present to patients across the lifespan. This course also provides the student an opportunity to learn various clinical and diagnostic skills (examples include but are not limited to: suturing, skin biopsy, pelvic exams, basic laboratory, EKG and radiologic interpretation) performed by the advanced practice nurse.

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

The purpose of this course is to increase knowledge and expertise in the principles of pharmacotherapeutics across the lifespan. Prescribing has become a major part of the role of advanced practice nurse while at the same time, prescribing has become more complex and polypharmacy is more prevalent with the possibility of adverse interactions. This course provides the student an opportunity to integrate previous knowledge and experience, develop self-confidence and build expertise to maintain efficacious outcomes while providing safety with prescribing practices.

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

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

NSG-506 | Inquiry I | 3 credits

Nursing Inquiry focuses on the process of systematic discovery and evaluation of research findings to build evidence-based nurse practitioner practice. In this course the use of the research process in the development of nursing knowledge and practice is examined. The course explores the historical evolution of nursing research and current trends including ethical standards and rights of human subjects. Research questions are formulated, and research proposals are developed including the use of theoretical frameworks and methods of data collection and analysis. The course will focus on the identification of a research problem that can be carried forward.

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

This course is structured to present theories of ethical practice, as well as issues of the law related to health care delivery. It is intended to provide the theory, knowledge and application necessary to deal with pressing legal, ethical and political issues in advanced practice nursing.

NSG-514 | Inquiry II | 3 credits

This course continues the process of systematic discovery and application of research findings to build evidence-based nurse practitioner practice in the care of individuals/families/communities. This course provides students the opportunity to apply the knowledge and skills they have acquired through their academic course work to an identified topic of interest relevant to nurse practitioner practice. This course culminates in the development of a project of mutual interest to a target population, such as a quality improvement project or other evidence-based practice project, which has been approved by the course instructor. Prerequisites: NSG-506.

NSG-550 | Advanced Practice in the Care of Families | 2 credits

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

NSG-560 | Neuroscience for PMHNPs | 2 credits

The neurobiological basis for mental health and illness, as related to advanced practice nursing will be explored across the lifespan. This course continues to build on fundamental knowledge of anatomy, physiology, and pathophysiology of the brain and related systems in the context of mental health and illness. The etiology of major mental health disorders will be explored including developmental, genetic, injury/trauma, infection, and degeneration. Complex relationships between mental and physical illnesses will be discussed. Corequisite: NSG-561

NSG-561 | Psychopharmacology | 2 credits

Pharmacology, including pharmacodynamics and pharmacokinetics, used in the treatment of mental disorders across the lifespan will be explored. Psychopharmacologic principles and evidence-based best practices will be discussed. Discussions and case-based approaches will be used to review clinical indications, mechanisms of pharmacological action, contraindications, adverse reactions, drug interactions, and safety and monitoring for routinely used psychotropic medications. Risks, benefits, and treatment outcomes will be discussed in the context of creating evidence-based, patient centered treatment plans. Corequisite: NSG-560

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

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

NSG-563 | Psychotherapeutic Modalities | 3 credits

Evidence based psychotherapeutic frameworks will be explored and discussed. Individual and group psychotherapeutic modalities will be covered. Multiple psychotherapeutic approaches for the treatment of common mental health disorders will be introduced. Psychotherapeutic case formulation and treatment plans will be created. The use of therapeutic communications skills will be emphasized.

NSG-564 | PMHNP Care of Pediatrics and Families | 3 credits

Psychiatric mental health care of children, adolescents, and families with an emphasis on evidence based practices specific to these populations are reviewed. Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through didactic content alongside a clinical practicum which includes 300 precepted clinical hours, at least two credits of which must be taken concurrently with this course. Didactic coursework in combination with clinical experiences facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence based practice of mental health care delivered in a complex health care system. Prerequisites: NSG-502 and NSG-503 and NSG-504.

NSG-565 | PMHNP Pediatrics and Families Practicum | 2 to 5 credits

Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through this clinical practicum which includes 300 precepted clinical hours. Although patients from across the lifespan may be seen throughout all clinical hours, emphasis for this practicum is on care of children, adolescents, and families and incorporates both psychopharmacological and psychotherapeutic treatments. Clinical experiences in combination with didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence-based practice of mental health care delivered in a complex health care system. NSG-564 is corequisite or prerequisite.

NSG-566 | PMHNP Care of Adults and Older Adults | 3 credits

Psychiatric mental health care of adults and older adults with an emphasis on evidence-based practices specific to these populations are reviewed. Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through didactic content alongside a clinical practicum which includes 360 precepted clinical hours, at least two credits of which must be taken concurrently with this course. Didactic coursework in combination with clinical experiences facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence-based practice of mental health care delivered in a complex health care system. Prerequisites: NSG-502 and NSG-503 and NSG-504.

NSG-567 | PMHNP Adults and Older Adults Practicum | 2 to 6 credits

Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through this clinical practicum which includes 360 precepted clinical hours. Although patients from across the lifespan may be seen throughout all clinical hours, emphasis for this practicum is on care of adults and older adults and incorporates both psychopharmacological and psychotherapeutic treatments. Clinical experiences in combination with didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence-based practice of mental health care delivered in a complex health care system. NSG-566 is corequisite or prerequisite.

NSG-568 | Neuroscience and Psychopharmacology | 3 credits

The neurobiological basis for mental health and illness, and pharmacology used in the treatment of mental disorders, as related to advanced practice nursing will be explored across the lifespan. The etiology of major mental health disorders will be explored. Complex relationships between mental and physical illnesses will be discussed. Discussions and case-based approaches will be used to review clinical indications, mechanisms of pharmacological action, contraindications, adverse reactions, drug interactions, and safety and monitoring for routinely used psychotropic medications. Treatment outcomes will be discussed in the context of creating evidence-based, patient-centered treatment plans.

NSG-569 | PMHNP Psychotherapy Practicum | 2 credits

Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through this clinical practicum which includes 90 precepted clinical hours. Emphasis for this practicum is on psychotherapy treatments across the lifespan, though may also incorporate psychopharmacological treatments. Clinical experiences in combination with didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence-based practice of mental health care delivered in a complex health care system. NSG-563 is a corequisite or prerequisite.

NSG-570 | Advanced Concepts in the Care of Older Adults | 3 credits

This course will emphasize evidenced based practices specific to the older adult. Health promotion, health maintenance, and health restoration across the continuum are considered. Knowledge and skills required for the family nurse practitioner practice are developed through didactic content alongside a clinical practicum (NSG-571) which includes 180 precepted clinical hours which must be taken concurrently with this course. Didactic coursework in combination with clinical experiences facilitate the development of the FNP competencies in ethical, safe, collaborative, and evidence based practice of primary care delivered in a complex health care system. Prerequisites: NSG-502 and NSG-503 and NSG-504.

NSG-571 | Advanced Concepts Care of Older Adults Practicum | 3 credits

Knowledge and skills required for family nurse practitioner practice are developed through this clinical practicum which includes 180 precepted clinical hours. Although patients from across the lifespan may be seen throughout all clinical hours, emphasis for this practicum is on care of the older adult. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive health issues of older adults in a clinical practice site. Patient education, advocacy, and evidenced-based practice are incorporated in a holistic approach to providing comprehensive care. Clinical experiences in combination with didactic coursework facilitate the development of FNP competencies in ethical, safe, collaborative, and evidence based practice of primary health care delivered in a complex health care system. Students will also meet in a virtual setting to review case studies to support achievement of learning outcomes. NSG-570 is a corequisite or prerequisite.

NSG-572 | Advanced Concepts in the Care of Women and Children | 5 credits

This course will emphasize evidenced based practices specific to infants, children, adolescents and women across the lifespan. Health promotion, disease prevention, health maintenance, and wellness screening across the continuum are considered. Knowledge and skills required for the family nurse practitioner practice are developed through didactic content alongside a clinical practicum (NSG-573) which includes 120 precepted clinical hours which must be taken concurrently with this course. Didactic coursework in combination with clinical experiences facilitate the development of the FNP competencies in ethical, safe, collaborative, and evidence based practice of primary care delivered in a complex health care system. Prerequisites: NSG-502 and NSG-503 and NSG-504.

NSG-573 | Advanced Concepts in the Care of Women and Children Practicum | 2 credits

Knowledge and skills required for family nurse practitioner practice are developed through this clinical practicum which includes 120 precepted clinical hours. Although patients from across the lifespan may be seen throughout all clinical hours, emphasis for this practicum is on care of infants, children, adolescents and women across the lifespan. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive health issues of infants, children, adolescents and women across the lifespan in a clinical practice site. Patient education, advocacy, and evidenced-based practice are incorporated in a holistic approach to providing comprehensive care. Clinical experiences in combination with didactic coursework facilitate the development of FNP competencies in ethical, safe, collaborative, and evidence based practice of primary health care delivered in a complex health care system. Students will also meet in a virtual setting to review case studies to support achievement of learning outcomes. NSG-572 is a corequisite or prerequisite.

NSG-574 | Advanced Concepts in the Care of Rural and Vulnerable Populations | 3 credits

This course will emphasize evidenced based practices specific to diverse patients from rural and vulnerable populations across the lifespan. Health promotion, disease prevention, health maintenance, and wellness screening across the continuum are considered. Knowledge and skills required for the family nurse practitioner practice are developed through didactic content alongside a clinical practicum which includes 180 precepted clinical hours in a concentrated rural primary care practicum which must be taken concurrently with this

course. Didactic coursework in combination with clinical experiences facilitate the development of the FNP competencies in ethical, safe, collaborative, and evidence based practice of primary care delivered in a complex health care system. Prerequisites: NSG-502 and NSG-503 and NSG-504.

NSG-576 | Advanced Concepts in the Care of Adults | 3 credits

This course will emphasize evidenced based practices specific to the adult patient. Health promotion, health maintenance, and health restoration across the continuum are considered. Knowledge and skills required for the family nurse practitioner practice are developed through didactic content alongside a clinical practicum (NSG-577) which includes 240 precepted clinical hours which must be taken concurrently with this course. Didactic coursework in combination with clinical experiences facilitate the development of the FNP competencies in ethical, safe, collaborative, and evidence based practice of primary care delivered in a complex health care system. Prerequisites: NSG-50220 and NSG-503 and NSG-504.

NSG-577 | Advanced Concepts in the Care of Adults Practicum | 4 credits

Knowledge and skills required for family nurse practitioner practice are developed through this clinical practicum which includes 240 precepted clinical hours. Although patients from across the lifespan may be seen throughout all clinical hours, emphasis for this practicum is on care of adults. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive health issues of adults in a clinical practice site. Patient education, advocacy, and evidenced-based practice are incorporated in a holistic approach to providing comprehensive care. Clinical experiences in combination with didactic coursework facilitate the development of FNP competencies in ethical, safe, collaborative, and evidence based practice of primary health care delivered in a complex health care system. Students will also meet in a virtual setting to review case studies to support achievement of learning outcomes. NSG-576 is a corequisite or prerequisite.

NSG-578 | Transition to Advanced Practice Registered Nurse Role | 1 credit

This course is designed to prepare students to transition to the advanced practice registered nurse (APRN) role, with specific attention to their population foci. A comprehensive review of content will be completed in preparation for national certification examination. Additional focus will be on licensing and transition to practice requirements, professional development, role expectations, continued scholarship, and professional resilience.

NSG-579 | Advanced Concepts in Care of Rural and Vulnerable Populations Practicum | 4 credits

Knowledge and skills required for family nurse practitioners are developed through this clinical practicum which includes 240 precepted clinical hours in a concentrated rural primary care setting. Although patients from across the lifespan may be seen throughout clinical hours, emphasis for this practicum is diverse patients from rural and vulnerable populations across the lifespan. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive health issues across the lifespan in a clinical practice site. Patient education, advocacy and evidenced-based practice are incorporated in a holistic approach to providing comprehensive care. Clinical experiences in combination with didactic coursework facilitate the development of FNP competencies in ethical, safe, collaborative and evidenced-based practice in primary health care delivered in a complex health care system. NSG-574 is a corequisite or prerequisite.

NSG-580 | Foundations of Endocrinology | 2 credits

This course will emphasize evidenced based practices related to the basic principles specific to the patient with endocrine conditions. It will review the structure, and function of the endocrine system along with the pathophysiology of endocrine disorders. Students will begin to explore conditions and causes of various hormonal imbalances. Students will identify health promotion and screening guidelines, pharmacological and nutrition support related to endocrine health.

NSG-581 | Foundations of Endocrinology Practicum | 1 credit

Knowledge and skills required for family nurse practitioners with endocrinology specialty services are developed through this clinical practicum which includes 60 precepted clinical hours in a concentrated endocrinology outpatient setting. While patients from across the lifespan can be seen, emphasis for this practicum is on acute and chronic endocrine disorders. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive endocrine health issues within endocrine specialty care. NSG-580 is a corequisite or prerequisite. Pass/unsatisfactory grades only.

NSG-582 | Hormone Related Endocrine Conditions | 2 credits

This course will emphasize evidenced based practices related to the principles specific to management strategies for patients with endocrine conditions. It will review the clinical guidelines and best practices for optimizing care of patients with endocrine disorders. Students will apply principles of identifying complicated cases, management and referral guidelines. Emphasis will be on adults with hormone related endocrine conditions, specifically hypo/hyperthyroidism, primary hyperparathyroidism and osteoporosis/metabolic bone disease.

NSG-583 | Hormone Related Endocrine Conditions Practicum | 1 credit

Knowledge and skills required for family nurse practitioners with endocrinology specialty services are developed through this clinical practicum which includes 60 precepted clinical hours in a concentrated endocrinology outpatient setting. While patients from across the lifespan can be seen, emphasis for this practicum is on adults with hormone related endocrine conditions, specifically hypo/hyperthyroidism, primary hyperparathyroidism and osteoporosis/metabolic bone disease. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive endocrine health issues within endocrine specialty care. NSG-582 is a corequisite or prerequisite. Pass/unsatisfactory grades only.

NSG-584 | Diabetes Management | 2 credits

This course will emphasize evidenced based practices related to the principles specific to advanced diabetes management strategies. It will review the clinical guidelines and best practices for optimizing care of patients with diabetes mellitus. Students will apply principles of managing acute and chronic conditions related to diabetes, complicated cases, management and referral guidelines.

NSG-585 | Diabetes Management Practicum | 2 credits

Knowledge and skills required for family nurse practitioners with endocrinology specialty services are developed through this clinical practicum which includes 120 precepted clinical hours in a concentrated endocrinology outpatient setting. While patients from across the lifespan can be seen, emphasis for this practicum is on diabetes management. Students will apply the principles of health assessment, diagnosis and treatment of episodic and comprehensive endocrine health issues within endocrine specialty care. NSG-584 is a corequisite or prerequisite. Pass/unsatisfactory grades only.

NSG-587 | Assessment and Diagnosis of Mental Health Disorders | 3 credits

This course includes assessment and diagnostic skills essential to the practice of psychiatric mental health nurse practitioners. Psychiatric diagnoses and differentials will be examined in the context of the Diagnostic and Statistical Manual for Mental Disorders (DSM). Assessment skills including the use of client observation, interviewing, behavioral assessment, and analysis of screening tools and laboratory testing will be applied. Students will begin to analyze psychiatric cases, and conduct and document assessments and mental status examinations.

NSG-588 | PMHNP Adults and Older Adults Practicum | 2 to 5 credits

Knowledge and skills required for psychiatric mental health nurse practitioner practice are developed through this clinical practicum which includes 300 precepted clinical hours. Although patients from across the lifespan may be seen throughout all clinical hours, emphasis for this practicum is on care of adults and older adults and incorporates both psychopharmacological and psychotherapeutic treatments. Clinical experiences in combination with didactic coursework facilitate the development of PMHNP competencies in ethical, safe, collaborative, and evidence-based practice of mental health care delivered in a complex health care system. NSG-566 is corequisite or prerequisite. Prerequisites: NSG-566.

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.

REG-500 | Introduction to Regulatory Affairs | 3 credits

This course provides a comprehensive foundation in the history, legal structures, and methodologies of regulation agencies. Students analyze the evolution of oversight through the lens of historical tragedies and explore the universal administrative processes that govern the development, manufacturing, and commercialization of products. While the U.S. Food and Drug Administration (FDA) serves as the primary case study, the curriculum emphasizes a more global view of the regulated state.

REG-510 | Pre-Clinical and Clinical Affairs | 3 credits

This course is intended to provide students with the process for conducting pre-clinical safety studies for drugs and medical devices and the processes for clinical trials. This class will cover Good Laboratory Practices and Good Clinical Practices, Informed Consent, and the requirements for documentation.

REG-520 | Administrative Law | 3 credits

This course examines the structure of the administrative state, its relations to the other branches of government and private citizens, and the constitutional, statutory, and common law rules that govern the substance and procedure of administration action and inaction. A central theme is how the law manages the tension between rule of law values (e.g., procedural regularity, accountability, and substantive limits on arbitrary action) and the desire for flexible, effective administrative governance. In particular, the course focuses on constitutional topics, including the non-delegation doctrine, presidential control over administrative agencies, and the delegation of adjudicative authority to non-Article III officers. Substantial attention is also given to the Administrative Procedure Act (APA) and other statutory requirements for lawful agency action. Other covered topics include the proper role of agencies in interpreting statutory and regulatory law; judicial review of agency decisions; and public participation in agency rulemaking.

REG-530 | Case Studies in Regulatory Science | 3 credits

This course is a hybrid of research and a weekly seminar featuring presentations from various guest speakers and regulatory professionals. The course provides a foundation in research methodology, guiding students through the scientific method and various study designs ranging from quantitative to community-engaged approaches. Through Zoom-facilitated discussions and student-led presentations, participants will develop the critical thinking and writing skills necessary to identify research gaps, formulate testable hypotheses, and evaluate complex issues within the regulatory field.

REG-540 | Advanced Regulatory Affairs | 3 credits

A continuation of REG-500, this course focuses on advanced strategy development and the application of regulatory intelligence to predict agency responses and navigate the competitive market. Students will learn the nuances of communicating with regulators, explore the ethical and practical implications of regulatory capture and global reliance, and learn to manage high-level market challenges including recalls, crisis management, and remediation. By examining emerging trends like digital health, AI, and the post-Chevron legal landscape, this course equips students with the strategic tools necessary to lead complex product lifecycles and drive business success within a global regulatory framework. Prerequisites: REG-500.

REG-550 | Drugs, Biologics, Generics and Biosimilars | 3 credits

This course provides a comprehensive exploration of the regulatory frameworks governing the lifecycle of drugs and biologics. Students will learn the technical distinctions between small-molecule drugs and complex large-molecule biologics, navigating the specific FDA pathways including NDAs, BLAs, and the 351(k) biosimilar pathway. Beyond US borders, the curriculum evaluates international registration strategies, CMC (Chemistry, Manufacturing, and Controls) requirements, and the emerging role of Artificial Intelligence in therapeutic discovery. By the end of this course, students will be able to draft critical regulatory documents like the Target Product Profile (TPP) and Indications/Precautions statements, preparing them for leadership roles in regulatory affairs.

REG-560 | Med Devices and Combination Products | 3 credits

This course provides a comprehensive examination of the regulatory frameworks governing the lifecycle of medical devices and combination products. Students will explore the transition from design inputs and outputs to market access pathways, including 510(k), PMA, and alternative de novo tracks. Special emphasis is placed on modern regulatory challenges, including software as a medical device (SaMD), AI/ML integration, and cybersecurity requirements. Through practical assignments like the development of Instructions for Use (IFU), students will gain the technical literacy and strategic insight required to navigate FDA and international agency expectations for safety, efficacy, and reimbursement.

REG-570 | Product Life Cycle Management | 3 credits

This course provides an in-depth examination of the regulatory requirements and strategic principles governing healthcare products after they have entered the market. Students will explore the critical transition from development to large-scale manufacturing, including product transfer and vendor management. The curriculum focuses heavily on post-marketing surveillance, including the management of adverse events, pharmacovigilance, and medical device reporting. Students will develop practical skills in compliance by designing recall plans, managing product changes, and navigating the complexities of unique device identifiers (UDI) and supply chain tracking. Additionally, the course covers the regulatory oversight of post-marketing studies, advertising, and international compliance standards to prepare students for leadership roles in regulatory science.

REG-580 | Foundations for Research | 3 credits

This course is a hybrid of research and a weekly seminar featuring presentations from various guest speakers and regulatory professionals. The course provides a foundation in research methodology, guiding students through the scientific method and various study designs ranging from quantitative to community-engaged approaches. Through Zoom-facilitated discussions and student-led presentations, participants will develop the critical thinking and writing skills necessary to identify research gaps, formulate testable hypotheses, and evaluate complex issues within the regulatory field.

REG-590 | Quality Management Systems | 3 credits

This course is a comprehensive exploration of the frameworks used to ensure safety and efficacy in healthcare and related industries through quality practices. This course bridges theoretical quality principles with practical applications. Students will examine the critical components of a successful QMS—including document control, facility management, and process validation—while gaining hands-on experience in creating key documents, e.g., Standard Operating Procedures (SOPs). By the conclusion of the course, students will be prepared to navigate complex regulatory environments, manage continuous improvement through CAPAs, and ensure high-quality product manufacturing.

GRADUATE FACULTY

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Barnett, James (2021) Director of Nurse Anesthesia Program, Assistant Professor; D.N.A.P., Mount Marty University, 2023; M.S., Mount Marty College, 1999; B.S.N., South Dakota State University, 1993.

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

Beninga, Paul (2025) Instructor of Nurse Anesthesia, Faculty Director of Clinical Correlations; D.N.A.P., Mount Marty College, 1993; B.S., South Dakota State University 1987.

Bradley, Michael (2025) Professor of Physiology; Ph.D., University of Southern California 1990; B.A., University of the Pacific, 1982.

Burgess, Jena M. (2025) Associate Professor; DNP, Mount Marty University, 2024; Post-Graduate APRN Certificate Family Nurse Practitioner, Post-Master's, Mount Marty College, 2015; M.S.N., Mount Marty College, 2013; B.S.N South Dakota State University, 2008.

Duerksen, Christine (2025) Associate Professor; D.N.P., Mount Marty University, 2024; M.S.N., Family Nurse Practitioner, Mount Marty University, 2019.; B.S.N., University of South Dakota, 2017; A.S.N., University of South Dakota, 2005.

England, Suzanne (2025) Director of Graduate Nursing Program, Associate Professor; D.N.P, Arizona State University, 2011; Psychiatric Mental Nurse Practitioner Certificate, Arizona State University, 2008; Family Nurse Practitioner Certificate, University of New Mexico, 1997; M.S.N., Nurse-Midwifery, University of New Mexico, 1996; B.S.N., University of Evansville, 1992.

Harmon, Aaron (2026) Interim Associate Professor of Biotechnology and Regulatory Science, Director of Graduate Biotechnology and Regulatory Science Programs; Ph.D., South Dakota State University, 2006; B.A., Southwest Minnesota State University 2002.

Hortness, Margaret (2024) Assistant Professor. D.N.A.P., Mount Marty University, 2026; M.S., Mount Marty University, 2015; B.S.N., North Dakota State University, 2006.

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

Pearce, David (2025) Interim Professor of Biomedical Sciences, Executive Director of Biomedical Sciences; Ph.D., The University of Bath, 1989; B.Sc., The University of Wolverhampton, 1986

Pierotti, Danielle (2025) Vice President of Health Sciences. Chief Nursing Officer. Associate Professor of Nursing. Ph.D., University of Utah, 2014; M.S.N., Nursing Administration; Northeastern University, 1999; B.S. University of Massachusetts, 1993.

Faculty Emeriti

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

Lupien, Alfred, Ph.D., University of Hawaii, 1995; M.S.N., University of Alabama at Birmingham, 1989; B.S.N., University of Maryland, 1976.