

Mount Mary University Graduate Bulletin 2015-2017

About This Book

The Graduate Bulletin of Mount Mary University is intended as a guide that describes all courses in the curriculum, lists major study and graduation requirements and sets forth official University policies. All Mount Mary students are responsible for the University rules and regulations that appear in this publication. The Bulletin is also available on the Mount Mary University Web site.

We believe this Bulletin to be accurate at the time of publication. Changes will undoubtedly occur. Various committees and offices of the University having responsibility for the areas covered in the Bulletin reserve the right to make changes in the University regulations, policies, procedures and other matters as appropriate. Students have access to information on any changes through publications and notices from the appropriate office and through the Web site.

Mount Mary University students, faculty and employees who wish further information about topics covered in this Bulletin are encouraged to contact the Office of the Vice President for Academic and Student Affairs. Comments and suggestions for the next edition are also encouraged.

Mount Mary University is accredited by the Higher Learning Commission of the North Central Association of Universities and Schools, 30 N. LaSalle, St., Suite 2400, Chicago, IL 60602-2504, Phone: (800) 621-7440 or (312) 263-0456.

Mount Mary University does not discriminate against any applicant because of race, color, religion, age, national or ethnic origin, or disability. The University is dedicated to the principle of equal opportunity for students, faculty, employees and applicants for employment. For this reason, Mount Mary University does not discriminate on the basis of race, gender, sexual orientation, marital status, color, religion, national origin, disability or age in its programs and activities. Sexual harassment is a form of sex discrimination and constitutes a violation of the equal opportunity policy of Mount Mary University. Reasonable accommodations will be made for students with documented disabilities.

Mount Mary graduate programs are open and available to both women and men. Inquiries regarding non-discrimination policies should be directed to: Director of Human Resources, Mount Mary University, 2900 North Menomonee River Parkway, Milwaukee, WI 53222. Phone: (414) 256-1208

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MOUNT MARY UNIVERSITY

University Mission

Mount Mary University, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Office for Graduate Education

For over 30 years, Mount Mary University has been offering graduate education. Beginning with the Dietetics program which began in 1982, additional programs have been developed over the years in response to the changing nature of the professions, workplace demands, employer expectations, and demographic and market trends. The programs grew out of the strengths of undergraduate programs, faculty expertise, and involvement in their professions.

The Office for Graduate Education provides administrative support for graduate programs throughout the University, embraces new and emerging technologies, and promotes excellence in graduate education for students and faculty.

Graduate Education Mission

Graduate Education at Mount Mary University provides academic and professional advancement opportunities to women and men consistent with the institutional mission of the University. The graduate programs offer degrees, professional continuing education, and advanced personal enrichment courses of study. Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars, ethical and just human beings with global perspective, and leaders who put knowledge into transforming action. The goals of graduate scholarship and research are

- Reflective thinking;
- Development of in-depth knowledge and specialized skills in a area of concentration; and
- Application of theoretical and empirical findings to relevant issues within the discipline.

Vision

The vision of the Graduate Division is to foster a culture of graduate education to prepare students to exhibit a creative and competitive edge as leaders in the world.

Educational Philosophy

Mount Mary University provides an environment and an approach to teaching and learning that emphasizes development of the whole person.

Holistic education fosters intellectual, spiritual and emotional growth in both one's personal and

professional life. In an educational environment that is fully dedicated to the student's total development, a holistic approach promotes interaction between the student and all members of the University community in such a way that learning is not limited by the boundaries of the classroom.

A holistic education places value on a student's past experiences and integrates that experience into the academic and co-curricular activities of University life. This approach also encourages the student to connect theory to practice through the process of personal reflection, through the application of the student's skills and knowledge in the broader community and through experiential learning.

Educated in this manner, a Mount Mary University student will evidence a strong sense of personal identity and professional competence. The student's life will reflect a commitment to personal wellness, service and world citizenship, along with a pursuit of lifelong learning and leadership opportunities.

GENERAL INFORMATION

About Mount Mary University

Mount Mary University enrolls more than 1,600 students including nearly 600 graduate students, from a variety of backgrounds, representing numerous states and countries. The size of the University and the friendly openness of its concerned faculty assist each student to address individual needs and attain personal, academic and professional goals.

Facilities

Mount Mary University is located on 80 wooded acres in a residential area of Milwaukee. The campus is only 15 minutes from downtown Milwaukee and 5 minutes from a popular shopping mall, restaurants, theaters and other attractions. The city, located on the shores of beautiful Lake Michigan, offers a wide range of cultural and recreational activities: a major symphony; theater and dance companies; highly regarded art and natural history museums; a major zoo; beautiful parks, beaches and recreation trails; and numerous professional and University sports teams. Public transportation is readily available to and from campus.

Mount Mary University students find a stimulating learning environment in the cluster of University buildings. Arches inspired by traditional English Gothic buildings unite many structures on campus, both architecturally and aesthetically. Notre Dame Hall houses administrative offices, classrooms, laboratories, art and music studios, Stiemke Hall and Conference Center, and two chapels. The Gerhardinger Center houses the Natural Sciences, Nursing and Occupational Therapy programs on the second and third floors. The first floor is a campus community center comprised of quiet and social lounges, a cyber-café, and electronic lecture hall and meeting rooms. The Bloechl Recreation Center is the newest building on campus. It contains basketball and volleyball courts as well as the Fitness Center. Kostka Hall houses the 800-seat theater, design studios for the fashion department and faculty offices. Additional faculty offices are found on the upper floors of Fidelis Hall. The Campus Child Care Center and playground area complement our student friendly facilities.

The upper floors of Caroline Hall contain the resident students' rooms and lounges and a number of computer workstations. All residents' rooms are wired for computer use, including Internet access wifi, and include standard cable. The lower floors contain sports and recreational facilities, the Bradley Grill, the Marian Art Gallery, Ewens Center, and administrative offices

The Haggerty Library is dedicated to the information gathering, research, curricular support, and lifelong learning needs of the University community. The core collection includes more than 110,000 volumes, 760 periodical titles, daily and weekly newspapers and significant collections of audio-visual and government documents. The library has an online catalog accessible across the campus network and from the Internet. The Fitzpatrick Level of Haggerty Library houses classrooms, the Computer Center, the Development offices, and the Teacher Education Center. The library also belongs to a consortium (SWITCH) in the Milwaukee area that makes resources readily available from other local colleges and universities.

The Student Success Center is located on the first floor of the Library. Services of the Student Success are available to all members of the Mount Mary community who wish to enhance their academic skills. This assistance is free of charge and accessible on a drop-in or by-appointment basis. Many graduate students can benefit from assistance in writing expectations for graduate classes. Services are provided by Academic Counseling, Advising and Career Development, Learning Services, Accessibility Services, Counseling Center, and Service Learning.

Children on Campus

Children are defined by Mount Mary University as those persons under the age of 16. The University cannot be responsible for any children who are not in the Child Care Center or in a program sponsored by Mount Mary University. The following regulations apply to children not on campus as part of the above two conditions:

- Children may remain on campus only if accompanied by a parent or other responsible adult.
- Babysitting is not allowed on campus. Children may not stay overnight in Caroline Hall with residents.
- Children may not be taken to classrooms or laboratories.
- Children may not at any time be left alone on campus with the exception that children from the ages of 12 to 16 may use the Haggerty Library facilities until 5:00 p.m. and may remain in the Library after that time if accompanied by an adult.
- Mount Mary University reserves the right to exclude from campus any child who is not under responsible supervision.

Accreditations

Mount Mary University is approved by the State of Wisconsin to confer undergraduate and graduate degrees, and is fully accredited by the Higher Learning Commission, a Commission of the North Central Association of Universities and Schools. Mount Mary University also has approval for particular academic programs from the Wisconsin State Department of Public Instruction for Teachers' Certificates and School Counseling licensure, the Academy of Nutrition and Dietetics, the American Art Therapy Association, the Accreditation Council for

Occupational Therapy Education, and the Council for Accreditation of Counseling and Related Educational Programs.

Programs

Among the organizations in which Mount Mary University holds institutional membership are The American Association of Colleges of Teacher Education (AACTE), The American Council on Education, the National Catholic Education Association, Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE), The Council of Graduate Schools (CGS), the Council of Independent Colleges, the Council for the Advancement and Support of Education, the American Association of University Registrars and Admission Officers, the National Association of University and College Business Officers, the National Association of Independent Colleges and Universities, the Wisconsin Association of Independent Colleges and Universities and the Wisconsin Foundation of Independent Colleges.

Then and Now

Mount Mary's roots are deep in the heritage of Wisconsin. Saint Mary's Institute was founded in 1872 by the School Sisters of Notre Dame in Prairie du Chien, Wisconsin. In 1913, it extended its educational program to the post-secondary level and was chartered as Saint Mary's University, a four-year Catholic liberal arts University for women, and the first of its kind in the State. Its academic standards were accepted by the North Central Association of Colleges and Universities in 1926 and have been continually recognized since that time. The University moved to its present Milwaukee location in 1929, changing its name to Mount Mary College. As Mount Mary continued to grow and evolve, so too did its educational offerings. In 2013, Mount Mary College became Mount Mary University.

During the ensuing years, a variety of programs and majors have been added to and deleted from the curriculum, reflecting the changing world around us. Post-baccalaureate programs were added beginning in 1982. The North Central Association approved its first graduate program, the Master of Science in Dietetics in 1982. Similar accreditation by the North Central Association was gained by Education: Master of Arts in Education: Professional Development, in the Spring of 1990; by Art Therapy: Master of Science in Art Therapy, in the Summer of 1990; by Occupational Therapy: Master of Science in Occupational Therapy, in 1995; in 1998, the Master of Arts in Gerontology (deactivated in 2006); in 2004, the Master of Science in Counseling. The Division for Graduate Education was established in 2005. In 2006, the Higher Learning Commission removed the stipulation regarding master's degree offerings and approved the Master of Arts in English in 2006. The Master of Business Administration (MBA) was added in 2008. The Doctorate of Art Therapy was approved in 2011 and the Post Professional Doctorate of Occupational Therapy in 2014. To reflect the growth and development of Mount Mary College, the Board of Trustees acted to change Mount Mary's name to Mount Mary University in 2013.

The University's original buildings, Notre Dame Hall and Caroline Hall, remain in use today. Over the years, the facilities have been expanded and enhanced, while remaining sensitive to the character of the original designs and respectful of the University's beautiful natural surroundings. Today the University offers an inviting atmosphere that strongly supports teaching and learning.

Since 1929, Mount Mary University has prospered under the administration of eleven presidents. Our administration, as well as our faculty, students, and staff are pleased to welcome you to the Mount Mary University community.

Office for Graduate Education

The Dean for Graduate Education is the chief administrative officer of the Graduate Division. The Dean and the Office for Graduate Education provide administrative support for graduate programs throughout the University, embrace new and emerging technologies, and promote excellence in graduate education for students and faculty.

The Graduate Education Office is committed to honoring the diversity of Mount Mary communities, fostering best practices for graduate education for faculty and students, and establishing clear expectations for academic and professional excellence.

Graduate Programs

- Art Therapy
 - * Professional Doctorate
 - * Master of Science
- Counseling – Master of Science
 - * Community Counseling: **As of Spring 2014, the Community Counseling Concentration is no longer offered.**
 - * Clinical Mental Health Counseling Concentration
 - * Clinical Rehabilitation Counseling Concentration
 - * School Counseling Concentration
- Business Administration – Master of Business Administration
 - * General Management Track
 - * Health Systems Leadership
- Dietetics – Master of Science
- Education – Master of Arts
 - * Dietetics Internship
- English – Master of Arts
 - * Creative Writing
 - * Professional and New Media Writing
- Occupational Therapy
 - * Master of Science
 - * Doctorate of Occupational Therapy

ADMISSION TO GRADUATE STUDIES

ALL APPLICANTS MUST SUBMIT THE FOLLOWING:

- A completed application form.
- A \$45 non-refundable application fee. Application fee is waived for Mount Mary University alumnae.
- Official transcripts
Official transcripts verifying completion of an undergraduate degree from a regionally accredited University or College are required. Official transcripts from all previous Colleges or Universities attended are also required if the applicant attended more than one University or university. All transcripts must be sent directly from the issuing institution to the Office for Graduate Education. Applicants with course work in progress toward the fulfillment of a degree are required to submit an official final transcript verifying receipt of their degree upon completion of degree requirements.
Applicants who previously attended Mount Mary University need not request Mount Mary transcripts but are required to furnish transcripts from other schools they attended, if applicable.
- Have a minimum undergraduate grade point average of 2.75 based on a 4-point scale (refer to types of status for exceptions); individual program requirements may vary.
- Submit additional documentation as required by the specific degree program to which admission is sought (see each program section for additional requirements specific to the program of interest).

International Students

Mount Mary University is authorized under federal law to enroll international students. International students need to fulfill the requirements previously listed. In addition:

* Nonnative speakers of English are required to submit evidence of English proficiency. Evidence of proficiency may be met by providing one of the following:

- Submit results of the Test of English as a Foreign Language (TOEFL). Minimum score requirements are
 - 550 on the paper version (PBT).
 - 215 on the computerized test (CBT)
 - 80 on the internet based test (IBT)
- Level seven (7) score from the Wisconsin English as a Second Language Institute (WESLI).
- 6.5 score on the International English Language Testing System (IELTS).

* There is no application fee for international students. International students are required to have their admission process completed a minimum of one month prior to the date of planned enrollment. Applications should be submitted with the original or officially certified copies of

grade reports for all higher educational studies, any other pertinent academic records, or major examination scores, an official transcript evaluation from a recognized evaluation service and TOEFL or IELTS scores. Photocopies, scanned, or notarized copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by official (school issued or certified) complete and literal English translation. The translation must include detailed course syllabi or detailed course descriptions.

* Prior to acceptance into the University, international students are required to submit an official verification of ability to cover all transportation, education and living costs for the duration of the graduate program. Once this official financial verification is received, the University will issue the federal Certificate of Eligibility (Form I-20).

* International students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000) and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary University. Information on this policy and costs can be obtained from the Mount Mary University website at <http://www.mtmary.edu/health.htm>.

Health Requirements for Students in Human Service Related Programs

Students in human service related programs will have additional health requirements. Clinical facilities with which the University affiliates may require that students be immunized against measles, mumps, varicella, rubella and rubella (and titers), tuberculosis, tetanus, hepatitis B and others as required.

In addition, facilities may require that students be tested for drugs and complete a criminal background check done. In some programs students must meet these requirements at their own expense prior to beginning a clinical component. Failure to meet these standards may interfere with the student's progression in the program. When a felony or illness is considered a potential danger to the public, an applicant may not be eligible for certification or licensure in a profession. (Contact the Graduate Program Director for further information.)

Graduate Student Admission Status

Minimum requirements for admission are listed below. PLEASE NOTE THAT INDIVIDUAL GRADUATE PROGRAMS MAY REQUIRE HIGHER STANDARDS.

To be granted FULL STATUS the minimum requirements are

- (1) a grade point average of at least 2.75 on a 4-point scale in baccalaureate degree and relevant postgraduate coursework (i.e., coursework taken for initial certification), or
- (2) a grade point average of at least 2.90 for the final 60 credits of the baccalaureate degree and all relevant postgraduate coursework.

To be granted PROBATIONARY STATUS the minimum requirements are

- (1) a grade point average of not less than 2.50, in baccalaureate degree and relevant postgraduate coursework (i.e., courses taken for initial certification), or
- (2) a grade point average of not less than 2.75, for the final 60 credits of the baccalaureate degree and relevant postgraduate work.

The letter of admission on probation will state the requirements the student must meet to be granted admission to FULL STATUS.

Applicants with a grade point average of less than 2.5 may be considered for probationary status upon completion of additional requirements to strengthen their academic record. Probationary status is removed when the first nine credits of Mount Mary University graduate coursework are completed with a grade of B or better in each course.

GRADUATE SPECIAL STUDENT STATUS is assigned to persons who possess a baccalaureate degree and wish to engage in graduate study, but are not formally accepted to a graduate program. To have special student status, the applicant must provide evidence of a baccalaureate degree and meet the specific prerequisites for the graduate study desired. However, registration priority is given to degree seeking graduate students in all graduate classes. A maximum of nine credits or 30% of a graduate program's degree requirements, whichever is greater, may be taken as a special student and applied towards a graduate degree. Application of credits completed as a Graduate Special must be approved by the Program Director.

POST-MASTERS CERTIFICATION STUDENTS must meet the admission criteria specified by the graduate certificate program. Submit application materials to the Office for Graduate Education.

DOCTORATE OF ART THERAPY AND OCCUPATIONAL THERAPY STUDENTS must meet the admission criteria specified by the selected doctorate program. Submit application materials to the Office for Graduate Education.

2015 – 2016 Tuition and Fees

For current graduate tuition and fees, please visit <http://mtmary.edu/costs-aid/cost-of-attendance/graduate-tuition.html>.

Tuition Reductions and Discounts

All tuition reductions and discounts are calculated using the current graduate per credit tuition rate. Summer school and other courses offered at a reduced tuition rate are excluded from further tuition reduction and discounts.

Reductions and discounts cannot be combined.

Senior citizens (62 and over) receive a 50% reduction in tuition on a maximum of four graduate credits each semester.

Mount Mary University has partnered with the Archdiocese of Milwaukee over a number of years to offer tuition reduction to Catholic School teachers in the Milwaukee Archdiocese. Archdiocese benefit eligible employees will qualify for a 50% reduction in tuition. Please check with the Office for Graduate Education (mmc-gradinfo@mtmary.edu) for program information, admission requirements, and the most current tuition reduction information.

All School Sisters of Notre Dame receive a 100% reduction in tuition only for a maximum of eight graduate credits per semester, or six graduate credits during summer session. (This does not apply to independent study, thesis credits, private lessons, course supplies and course fees.)

Two or more members of the same family may receive a family grant for full-time students only. Contact Financial Aid Office for details.

Tuition for Audit: Full-time graduate students are permitted to register for “audits” without incurring an additional tuition charge. Part-time credit graduate students registering only for “audits” are charged 50% of the regular tuition for the audited course(s). Audit students are responsible for all added expenses associated with the course: books, fees, materials, etc

Spouses and dependents of full-time employees of Mount Mary University may receive 100% graduate tuition remission under the conditions set forth in the employee handbook. Independent study, thesis credits, private music lessons, course supplies and additional fees are not discounted.

Payment of Tuition and Fees

Tuition Fees

Mount Mary University provides two options for payment of tuition:

- Payment in full by the due date on invoice. Cash or check accepted in the Business Office. Credit card or e-check accepted online through <https://my.mtmary.edu/ICS/>. (Log into My Mount Mary and then click on the blue “Finances” tab.)
- Enrollment in the payment plan. A sign-up fee is required (\$50 per semester).

Payment plans must be arranged with the Mount Mary University Business Office at 414-256-0165 within two weeks after receiving a tuition invoice.

Each semester's invoice must be cleared one month prior to the end of the semester. A student may not register for a subsequent semester nor occupy a room in the residence hall until all past-due invoices are paid. A student who is delinquent in tuition/fee payments (including library and parking fines, etc.) is not entitled to grades, credits, transcripts, a diploma or participation in graduation exercises.

All Mount Mary **resident** students are assessed group health insurance fees. These can be waived

at the time of tuition payment upon the student's providing identification of existing coverage.

The graduation fee is to be paid two weeks before graduation. This fee and all other financial obligations to the University must be satisfied for the student to participate in commencement exercises. An application for graduation is required and must be filed with the Registrar by the posted due date.

Refund Policy for Tuition and Fees

Dropping Courses

Each student is academically and financially responsible for courses in which she or he is enrolled. If dropping a course becomes necessary, a student must file the "Change of Course" form with the Registrar. Filing the "Change of Course" form with the Registrar establishes the official drop date. Ceasing to attend class, notifying the instructor or nonpayment of tuition does not constitute authorized dropping of a course; such actions may result in academic and/or financial penalty, including a grade of "F" and liability for full tuition payment.

Withdrawal from the University

A student who decides to withdraw from the University is in effect dropping all courses for which she or he is enrolled. If withdrawing from the University becomes necessary, a student must file the "Withdrawal" form with the Office for Graduate Education. Filing the "Withdrawal" form establishes the official date of withdrawal. Ceasing to attend classes, notifying the instructors or nonpayment of tuition does not constitute authorized withdrawal from the University; such actions may result in academic and/or financial penalties, including course grades of "F" and liability for full tuition payment.

Students will receive refunds for tuition fees according to the following schedules and based on the date of official drop or withdrawal. In order to receive a tuition refund check, a student must file a "Student Tuition Refund Request Form" with the Business Office.

During regular 16 week semester courses the refund schedule is:

Week 1	100%
Week 2	75%
Week 3	50%
Week 4	25%
Thereafter	No refund

The refund schedule for an 8 week course is:

Prior to 2 nd class session	100%
Prior to 3 rd class session	50%
Thereafter	No refund

The refund schedule for a 4 week course is:

Prior to start of the course	100%
Prior to 2 nd class session	50%

Thereafter	No refund
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The refund schedule for summer session courses is:

Classes met 0% of hours	100%
Classes met 1-25% of hours	50%
Classes met more than 25%	No refund

In cases where a student has received federal financial aid, Mount Mary may be required to follow the Federal Refund Calculation. In addition, a student receiving aid may be required to return that aid to the provider.

For shorter courses and workshops, i.e. those not meeting throughout a regular fall or spring semester, refer to published refund tables.

Nonpayment of Fees

No grades, certification of completion, degree or transcripts will be issued to students who have indebtedness to Mount Mary University. Neither will such students be permitted to participate in graduation exercises.

FINANCIAL AID INFORMATION

Mount Mary University makes every effort to assist students with financial need in identifying sources of aid to help finance their education. The University participates in both federal and state financial aid programs. These programs are available to students enrolled on at least a part-time basis (3 graduate credits). In order to award financial aid in the most equitable manner, Mount Mary University uses the “Federal Methodology” of need analysis. This method of determining a student’s financial need is used in conjunction with the Free Application for Federal Student Aid (FAFSA). The University expects all students receiving financial aid to file a FAFSA form annually.

Application

The following forms are required to apply for financial aid at Mount Mary University:

- Acceptance letter for Admission to Graduate Study
- Free Application for Federal Student Aid (FAFSA)

Additional forms may be required on a case-by-case basis. Students will be notified by the Office of Student Financial Aid of any additional forms required.

In order to be considered for financial aid a student must be:

- Admitted as a degree candidate at Mount Mary University;
- Enrolled at least part-time in their degree program; and
- A U.S. citizen OR eligible noncitizen or other eligible category (verification required).

Graduate Part-time Classification is a minimum of 3 credits

Graduate Full-time Classification is a minimum of 6 credits

Graduate students may be eligible to receive financial aid for required undergraduate prerequisite courses. A graduate student may not receive financial aid for both undergraduate and graduate courses at the same time.

Student Consumer Information

Financial aid is awarded on a first-come, first-served basis. The University encourages students to apply as soon after January 1 as possible to be considered for all sources of aid for the following academic year. Students must apply annually for financial aid.

Financial aid awards are made for the entire academic year (fall and spring) unless otherwise noted. All students must return a signed award letter to indicate their acceptance of the financial aid offered before aid can be disbursed. Financial aid is disbursed to a student's account in the Business Office on the first day of the semester for which it applies.

Students receiving financial aid must be making satisfactory academic progress to remain eligible for financial aid. A copy of the University's Satisfactory Academic Progress Policy for financial aid recipients is available from the Financial Aid Office.

Students who withdraw from the University or from individual courses during the semester may be required to return a portion of the financial aid funds received according to the University refund policy. It is the student's responsibility to review the refund policy and be aware of important dates before filing a change in registration.

Further information regarding financial aid may be obtained by contacting the Financial Aid Office at Mount Mary University.

Satisfactory Academic Progress Policy

Mount Mary University and federal regulations require that a student be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary University, including all Federal Title IV aid funds (Federal Direct Loans, Federal Pell Grants, Federal Plus Loans, Federal Supplemental Education Opportunity Grants, Federal Perkins Loans, Wisconsin Talent Incentive Program Grants, Wisconsin Minority Grants, and the Federal Work-Study Program). The federal regulations published in the October 6, 1983 Federal Register Part 668.16 are the source documents governing the institutional policy. A copy of Mount Mary University's Satisfactory Academic Progress Policy for financial aid recipients is mailed to all students receiving financial aid. Additional copies are available upon request from the Financial Aid Office.

Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to keep a file of their grades and transcripts.

Scholarships and Grants

A limited number of scholarships are available through professional organizations. Contact Program Directors for further information.

Assistantships

A limited number of graduate assistantships are available. Contact the Office for Graduate Education.

ACADEMIC POLICIES

Classification of Full-time and Part-time Students

Graduate students are considered to be enrolled full-time if they carry at least six credits per semester, and part-time if they carry at least three credits per semester; includes the summer session.

Definition of Student Credit Load per semester for Accelerated Students

Definition of part-time or full-time student status is based on the semester total, not a single term total. Terms 1 & 2 are a subset of the Fall semester and Terms 3 & 4 are a subset of the Spring semester. For example, Term 1 credits + Term 2 credits = Fall semester credit total. To be considered part-time, graduate accelerated students cannot exceed 5 credits in a semester. To be considered full-time, graduate accelerated students need to be registered for 6 or more credits in a semester, but cannot exceed 12 credits. If you have any questions, please contact the Dean for Graduate Education.

Course Load

The maximum course load for graduate students is twelve credits during a regular semester. During the summer session, maximum credit load is generally determined by the total number of weeks the students' courses meet. The maximum is one credit for each week of the summer session students attend. An overload must be recommended by the Director of the specific graduate program in which the student is enrolled and approved by the Dean for Graduate Education.

Transfer Credit

A maximum of nine credits or 30% of total program credits, earned at a regionally accredited institution, whichever is greater, may be transferred with the approval of the Program Director. All transfer credits must be at a grade B or better and must be documented with official transcripts. Credit earned prior to admission will be evaluated during the admission process only. The seven year time limit applies to such credit (See Degree Completion Requirements). Students desiring to earn transfer credit while enrolled in the program must have prior written approval from the Director of the Program. Official documentation of the grade(s) earned must be provided to the University Registrar prior to graduation.

Reserved Credit

An option for high-achieving (generally 3.3 GPA or higher) Mount Mary University seniors is to earn reserved graduate credit. The credits earned must be in excess of the 128 required for the undergraduate degree. A maximum of 12 reserved graduate credits may be taken. Reserved graduate credits may not be applied to meet undergraduate requirements. Information and application materials may be obtained from the Office for Graduate Education Office, NDH 152.

Study Abroad

Mount Mary University students who study abroad in programs established by Mount Mary University or in programs organized by other accredited educational institutions may receive credit for that study, provided that prior approval has been granted by the Program Director, the Study Abroad Advisor and the Dean for Graduate Education. Resources and advising concerning study abroad opportunities are available from the Study Abroad Advisor in the International Center.

Dropping Courses

Each student is academically and financially responsible for courses in which she or he is enrolled. No signatures are required either to change registration or to drop a course, but students are encouraged to seek assistance from their advisor or the Dean for Graduate Education to ensure that they understand the academic and financial consequences of their decision. If dropping a course becomes necessary, a student must file the “Change of Course” form with the Registrar. Filing the “Change of Course” form with the Registrar establishes the official drop date. Ceasing to attend class, notifying the instructor or nonpayment of tuition does not constitute authorized dropping of a course; such actions may result in academic and/or financial penalty, including a grade of “F” and liability for full tuition payment. A drop course deadline date is published each semester that allows students to drop a course without academic penalty.

Stopping Out

Students who do not register for courses for up to three consecutive semesters (excluding summer school) are stopping out. At any point within the three consecutive semesters, the student may register for courses. A student who does not register for courses within the three consecutive semesters will be administratively withdrawn from the University and must file an application for re-entry with the Office for Graduate Education.

Withdrawing from the University

A student who decides to withdraw from the University is in effect dropping all courses for which she or he is enrolled, and is no longer considered matriculated. If withdrawing from the University becomes necessary, a student must file the “Withdrawal” form with the Office for Graduate Education Office. Filing the “Withdrawal” form establishes the official date of withdrawal. Ceasing to attend classes, notifying the instructors or nonpayment of tuition does not constitute authorized withdrawal from the University; such actions may result in academic and/or financial penalties, including course grades of “F” and liability for full tuition payment.

Returning after Withdrawing from the University

A student, who decides to return to Mount Mary after withdrawing, must file a “Reinstatement” form with the Office for Graduate Education. A student who decides to return to the University after more than three semesters must reapply to the University.

Incomplete

Ordinarily the grade of Incomplete (“I”) may be submitted if, for reasons of health or other serious emergency that occurs at the end of the course, a student has not completed all required

coursework. If students have not completed all course requirements by the final grading period, but do not have a serious reason, and/or have not made arrangements with the instructor to receive an Incomplete, they will be graded on the basis of work completed by the end of the grading period. When an Incomplete grade is granted, outstanding work for the course in question must be completed no later than the end of the semester following that in which the Incomplete is granted. At that time students will receive the grade that their work merits. If no work is submitted, the Incomplete grade will be changed to an F. A Course Completion Agreement Form, signed by the student and faculty member teaching the course, must be filed in the Registrar's Office as a formal record of the details of the incomplete work and the student's awareness of the obligation to complete the remaining coursework successfully.

Faculty cannot submit the grade of "I" online; the grade will be administratively granted based on the receipt of the Course Completion Agreement form. When the work is completed, the faculty member should submit a written grade change form to the Registrar's Office.

Grading System

Graduate courses are graded as follows:

Grade	Quality Points	Numerical Equivalent	Description
A	4.0	95-100	Superior: above average for graduate students
AB	3.5	91- 94	Good
B	3.0	87- 90	Average for graduate students; minimum transferable grade
BC	2.5	83- 86	Passing: below average; graduate credit awarded; grounds for probation, academic warning, and/or dismissal
C	2.0	79- 82	Not acceptable; graduate credit awarded; grounds for probation, academic warning, and/or dismissal
CD	1.5	75- 78	No credit awarded; grounds for probation, academic warning, and/or dismissal
D	1.0	70- 74	No credit awarded; grounds for academic warning, and/or dismissal
F	0.0		No credit awarded; grounds for dismissal
W			Student Withdrew
I			Incomplete
SP			Satisfactory progress
P			Pass; Satisfactory completion of course requirements

UP	Unsatisfactory progress; no credit awarded; grounds for academic warning, and/or dismissal
PD	Pass with Distinction (Superior performance); thesis/culminating project courses.
NP	No pass; no credit awarded; grounds for dismissal
AU	Audit

Academic Honesty and Integrity

Mount Mary University is an academic community dedicated to the intellectual, social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust. Given the nature of these actions it is important to clearly define the terms that constitute academic dishonesty.

Cheating

- Students shall be responsible for their own research, preparation, and final product of all portions of an assignment.
- Students enrolled in a course may not ask another individual to substitute for them during examinations.
- Students shall not use any means of assistance for assignments or examinations that are prohibited or considered inappropriate to the nature of the task (for example: telephones, calculators, microcomputers, notes, etc.)
- Students shall not submit the same work for more than one course without the permission of both instructors.

Plagiarism

- Students shall respect the contributions of others by documenting the source of ideas, charts, figures, graphs, images, quotations, etc. in all assignments, whether written, oral or graphic.

Interference

- Students shall never intentionally cause harm to another individual's scholastic accomplishments (via. damage, theft, or monopolizing reference materials or computer sources).

Misrepresentation

- Students shall not fabricate or falsify any information in relation to academic coursework or academic responsibilities (i.e. falsification of internship hours or internship supervisor's signature or remarks).

Abetting

- Students shall not intentionally aid another student in any form of dishonest act.

ACADEMIC GRIEVANCES

Any graduate student who receives an unsatisfactory decision in an academic matter (*e.g.* grades, probation) has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that ensure due process. Principles guiding this process are:

- Informal negotiation and appeal occur at the source of dissatisfaction.
- Formal appeal occurs one level above source of dissatisfaction.
- Panel appeal occurs outside the involved program.

Step One: Informal Negotiation

Students are encouraged to attempt to resolve disagreements with a faculty member directly. The student must state disagreement with the action that is of concern within 30 working days of its occurrence. The student and faculty member negotiate the resolution of the disagreement. If the student has attempted to resolve the matter informally, the student may proceed directly to Step Two: Informal Appeal.

Step Two: Informal Appeal

The student appeals in writing, with supporting documentation, to the faculty member responsible for making the initial decision within 15 working days of informal negotiation. The faculty member shall provide the student with a written statement of the reason for the adverse action within 15 working days of receiving the informal appeal. Every effort should be made to resolve the matter at this level.

Step Three: Formal Appeal

If the student is not satisfied with the result of the informal appeal, the student appeals in writing, with supporting documentation, to the graduate program director responsible for the course or academic matter. If the action which prompted the appeal involves the graduate program director, the student presents the appeal to the Dean for Graduate Education. Such an appeal must be received by the program director within 15 working days of the decision from the informal appeal. The faculty member prepares a written response.

The graduate program director reviews the matter and may choose to meet with the student and/or faculty member. The graduate program director prepares a written report of the director's decision regarding the appeal. This report is sent within 15 working days of receiving the appeal. This report is sent to the student, to the faculty member responsible for the initial decision, and to the Dean for Graduate Education.

Step Four: Panel Appeal

If either the student or the faculty member is not satisfied with the result of the formal appeal, the student or faculty member appeals in writing to the Dean for Graduate Education. Such an appeal must be received by the Dean for Graduate Education within 15 working days from the decision of the formal appeal.

The Dean for Graduate Education appoints a panel consisting of one faculty member from outside the involved program, and one faculty member from the involved program and one faculty member of the appealing student's choice. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 15 working days of receiving the appeal.

The panel makes a written recommendation to the Dean for Graduate Education who shall make a decision which is final and binding in all cases except those resulting in termination. This written decision shall be sent to the student, faculty member, panel and Vice President for Academic and Student Affairs within 15 working days from the decision of the panel appeal.

Academic Probation, Warning, and Dismissal

A graduate student admitted on probation, who earns an additional grade of BC or below, may be dismissed from the University. Any graduate student who receives a grade of BC or below will be given an academic warning. A student, who has received an academic warning and receives another grade of BC or lower, may be dismissed. Failure to pass a practicum, fieldwork or internship, a grade of Unsatisfactory Progress (UP), or a grade of No Pass (NP) on a project or thesis shall be grounds for academic warning or dismissal.

Probationary Status Removed

Probationary status is removed when the subsequent nine credits of Mount Mary University graduate coursework are completed with a grade of B or better in each course.

Reinstatement after Dismissal

A student who is dismissed for failure to meet graduate program academic standards may request reinstatement by submitting a written request for reinstatement to the department chair. The request should include reasons why the reinstatement should be considered.

The department chair will review the request for reinstatement and make a recommendation to the Dean for the Graduate Division. If the request is denied at the departmental level, the student may then direct a written appeal to the Dean of the Graduate Division for the final decision. The student must submit the appeal to the Dean within 15 working days. In all cases, the Dean makes the final decision.

Cancellation of Classes

The University reserves the right to cancel classes, in which the registration is judged insufficient, and to change instructors or class meeting times when conditions make it necessary to do so. Weather cancellations are announced via the local broadcast media, Rave alert system, and www.mtmary.edu . (See University bulletin boards for radio and television channels.)

Degree Completion Requirements

Time Limit

Program completion must be accomplished within seven years from the beginning of coursework which meets a program requirement.

Research

Use of human subjects for research or instructional purposes is subject to review and approval by the Institutional Review Board (IRB) for the Protection of Human Subjects, a standing committee with members appointed by the Vice President for Academic and Student Affairs. All research, in which human subjects are used, whether by faculty, staff or students, must be approved in advance through the IRB process. The IRB publishes a set of guidelines in compliance with applicable federal statutes, which must be followed whenever human subjects are involved in research. Copies of the policies, procedures and application may be obtained from the Office for Graduate Education.

Culminating Experience

A culminating experience is required for each student earning a graduate degree. The form of the experience (thesis, project, comprehensive exam or other culminating experience) is determined by individual programs and must be approved by the Graduate Council. By written petition to the Graduate Program Director, a student may be granted an extension of one calendar month without incurring the Continuing Registration requirement.

Continuing Registration Requirement

In the event that a student is unable to complete the culminating experience requirement within the time frame of the allotted credits, continuing registration is required until the work is completed. Such continuing registration credits do not apply towards degree credit requirements. Continuing registration tuition underwrites the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library use, computer use and statistical consultation.

Satisfactory Progress

Satisfactory academic progress is defined as completing a minimum of six credits or 15% of total program credits, whichever is greater, per year. Lack of satisfactory progress may result in probation or dismissal.

Graduation Requirements

To be eligible for the specified master's degree, the student must satisfactorily complete the following:

- an approved program of the required number of credits distributed according to the requirements of the curriculum;

- successful completion of the culminating project;
- a minimum overall grade point average of 3.0 for the total program; completion of program within seven years from the date when the first course was completed;
- formal application for graduation filed with the Program Director and Registrar by the date established by the Registrar;
- all financial obligations with Mount Mary University.

Catalog of Graduation Requirements

Candidates for a master's degree graduate upon satisfactory completion of the requirements stated in the Graduate Bulletin in effect at the time of their initial admission to a specific Mount Mary University graduate program. However, if the seven-year time limit for the degree is not observed, if the student has been inactive, or if external accreditation requirements have changed, the student may be required to fulfill the requirements of a subsequent catalog.

Transcripts

Official transcripts or confirmation of records of previous baccalaureate or relevant graduate work become the property of Mount Mary University and will not be returned.

Transcripts of work completed at Mount Mary University are available through the Office of the Registrar upon written request and payment of the required fee.

STUDENT INFORMATION

This section of the Bulletin is intended to provide information about students' rights and responsibilities, and the variety of services that are available to Mount Mary University students.

Student Rights

Mount Mary University officially recognizes student rights and responsibilities in the Graduate Student Handbook. By virtue of enrollment in the University, the student accepts these statements of principles, rights and obligations. A full statement of Student Rights is contained in the Graduate Student Handbook. Student rights include:

- The right of admission to the University and its programs on the basis of individual merit and without regard to race, color, religion, age, physical or mental disability, and national origin;
- The right to protection through orderly procedures from prejudiced or capricious academic evaluation;
- The right to privacy as guaranteed by the Family Educational Rights and Privacy Act of 1974 and implemented by the University;
- The right to examine and discuss all questions of interest to students and to express opinions both privately and publicly;
- The right of procedural due process as established by the University.

Student Rights' Grievance Procedure

A student who believes that her/his rights have been violated may use the Student Rights' Grievance Procedure as outlined in the Graduate Student Handbook. The Graduate Student Handbook is available on the Mount Mary University web site and from the Office for Graduate Education.

Family Educational Rights and Privacy Act of 1974

Mount Mary University is in compliance with this act which has as its purpose the protection of the rights of a student to know what educational records are kept by the school; to inspect such records and, if necessary, to ask for the correction of such records; and to control the release of such information to those who are not involved in the educational process. Detailed information can be found in the Graduate Student Handbook.

The Student Right-to-Know and Campus Security Act

In compliance with Public Law 101-542, the University publishes annually a Safety and Security brochure, which provides updated information on campus security and crime statistics. The completion/graduation rate for degree-seeking, full-time, undergraduate students can be found in the Graduate Student Handbook.

Americans with Disabilities Act

Mount Mary University complies with all aspects of the Americans with Disabilities Act and state disability laws. The University, therefore, will provide reasonable accommodations to qualified applicants, employees, and students with known documented disabilities, unless the accommodations would cause undue hardship to Mount Mary University. We comply with ADA for employees and Section 504 of the Rehabilitation Act for Students. Detailed information can be found in the Graduate Student Handbook.

Mount Mary University is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Mount Mary University does not offer a specialized curriculum for persons with disabilities. Students at Mount Mary have access to tools and resources that will enable them to manage day-to-day life in the University. The services that are available will vary depending on the nature of the disability.

Student Complaints

To comply with federal regulations, Mount Mary University maintains records of the formal, written student complaints filed with the Offices of the President and the Vice President for Academic and Student Affairs. These records include information about the disposition of the complaints. These records will be made available to the Higher Learning Commission comprehensive evaluation teams for review. Students seeking more information should contact the Vice President for Academic and Student Affairs in Notre Dame Hall room 150.

Student Responsibilities

Mount Mary University officially recognizes student responsibilities in the Graduate Student Handbook. By virtue of enrollment in the University, the student accepts these statements of principles and obligations. According to policies outlined in the Handbook, University officials

may initiate disciplinary action against a student whose conduct or academic performance is judged incompatible with the expectations of the University community. A full statement of Student Responsibilities is contained in the Graduate Student Handbook. Student conduct which will result in disciplinary action includes:

- Academic misconduct, including but not limited to cases of cheating, plagiarism and dishonest practices in connection with examinations;
- Participation in activities which disrupt operation or activities of the University;
- Threatening to inflict or inflicting physical or psychological harm upon any person including self within the University community;
- Possession, distribution or sale of any drugs or agents that are controlled substances having potential for abuse.

Disciplinary Action

Conduct incompatible with the University community shall be subject to disciplinary action. Disciplinary matters are handled by the Associate Academic Dean for Graduate Education. When informed about conduct incompatible with the University community, the Associate Academic Dean for Graduate Education will notify the student in writing. The Associate Academic Dean for Graduate Education will review the matter and interview the student involved. Based on the facts presented, the Associate Academic Dean for Graduate Education will make a decision, impose a sanction or to refer the matter to the Vice President for Academic and Student Affairs who convenes a Disciplinary Hearing for adjudication. Disciplinary actions may include:

- Restitution or remediation
- Written reprimand to be included in the student's permanent University record;
- Suspension;
- Dismissal.

The full procedure for a disciplinary hearing and appeal process are contained in the Statement of Student Rights and Responsibilities in the Graduate Student Handbook.

Graduate Student Handbook

The Graduate Student Handbook is available on the Mount Mary website. Hard copies are available in the Office for Graduate Education. The handbook describes all policies, regulations, services and activities pertinent to graduate student life at Mount Mary University.

The Handbook also describes student rights and responsibilities, and includes information on academic misconduct and possible penalties; guidelines and policies regarding emergencies, loss or damage to personal property; security; policies regarding alcohol and illegal drugs; sexual harassment; the Family Educational Rights and Privacy Act of 1974; and other information of interest.

Each student is responsible for obtaining a Handbook and becoming familiar with its contents. Registration at the University implies a student's consent to provisions in the Handbook.

Orientation

Generally, all new graduate students attend an orientation program conducted by their Graduate Program Chair.

Registration

Registration may be completed either on-line, in person or by mail, at least two weeks prior to the start of classes each semester. Arrangements are made through the Program Directors. The two weeks immediately prior to the start of classes are considered a late registration period. Students who register during the late registration period will be assessed a late fee.

Students who are completing thesis or project work or taking credits for field work who do not register by the last day of the drop/add period may be permitted to register at the discretion of the Dean for Graduate Education, but will be assessed a late fee for failure to meet the registration deadline. Specific dates and fees are published in the class schedule booklet.

Registration procedures and deadlines for workshops and one-day courses are stated in brochures and class schedules.

Advising

Graduate advisors are assigned by the Graduate Program Director. Students are encouraged to seek assistance from advisors when planning their academic program initially, prior to each registration, when making changes in their registration and before withdrawing from a course. New graduate students and those taking independent study, internship, thesis or project credits must have the consent of their instructor or advisor. Continuing graduate students are responsible for seeking advisement on their own or following a program plan developed with the advisor's assistance and do not need a signature to register for courses.

Bookstore

The University Bookstore is operated for the convenience of students and faculty. The store stocks books and supplies needed for University courses. Books may be charged to student accounts for the first two weeks of each semester.

Parking and Security

Mount Mary University employs security officers to patrol the campus and assist students and staff. These officers have the authority to protect the Mount Mary University community by enforcing campus regulations. Security officers are certified in CPR and basic first aid and are on duty 24 hours a day, 365 days a year.

All vehicles parked in Mount Mary University property require a parking permit. All vehicles driven by students must be registered with the security department. Spaces for disabled drivers are available in all parking areas.

The Student Success Center

Services of the Student Success are available to all members of the Mount Mary community who wish to enhance their academic skills. This assistance is free of charge and accessible on a drop-in or by-appointment basis. Many graduate students can benefit from assistance in writing expectations for graduate classes. Available services include Academic Counseling, Advising

and Career Development, Learning Services, Accessibility Services, Counseling Center, and Service Learning.

Health Services

Mount Mary University regards a positive approach to wellness as necessary in the development of students. The University relies on the services of off-campus physicians and area hospitals.

Residence Hall

The residence hall is open to women students. The residence hall provides accommodations for private occupancy with or without a private bathroom, double occupancy with or without a private bathroom, and suite singles in which two residents share an adjoining bathroom. Rooms without private bathrooms have a sink in each room and residents share common bathrooms on the floor. Rooms are furnished with a standard single bed, desk, chair and dresser for each resident. Each room is provided with ceiling lights. All residence hall rooms are wired for telephone and Internet connections. Students are required to contract with Mount Mary University for telephone service to their assigned rooms.

All students residing in the residence hall are required to be on a meal plan, as stated in the housing contract that each resident student signs. The student I.D. is used as verification for meal services. The student is responsible for purchasing a replacement student I.D. if it is lost or stolen. A variety of meal plan options exist for students to meet their needs and schedules. Students with specific dietary restrictions or medical needs should see the Director of Student Development and the Food Services manager.

The Caroline Hall Handbook provides additional information regarding residence living. Additional questions can be directed to the Director of Student Development.

Health Insurance

Health Insurance requirements for students are available at https://my.mtmary.edu/ICS/Campus_Life/Student_Health_Insurance.jnz

Religious Life

A major goal of Mount Mary as a Catholic University is the total human development of the student. A vibrant faith in God, a need for community to help in the growth of this faith, and a desire to give service to all of God's people are necessary for the Christian vision of the mature person. These can be fostered by friendly personal encounters, group and private prayer, social justice projects and the celebration of the liturgy.

All students are welcome to participate in the various religious activities and services on campus. Whatever a student's religious tradition, she/he is encouraged to learn more about faith, to discover what it means and to share it. Such participation provides enrichment for all.

GRADUATE PROGRAMS

Office for Graduate Education

The Dean for Graduate Education is the administrative officer of the Graduate Division. The Office for Graduate Education provides administrative support for graduate programs throughout the University, embraces new and emerging technologies, and promotes excellence in graduate education for students and faculty.

The staff of the Graduate Education Office is committed to honoring the diversity of Mount Mary communities, fostering best practices for graduate education for faculty and students, and establishing clear expectations for academic and professional excellence.

Art Therapy

Professional Doctorate in Art Therapy

Master of Science in Art Therapy with Concentration in Counseling

Introduction

Art therapy is a mental health profession that is based on the belief that artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, improve self-esteem, and increase self-awareness and insight. Art therapists and their clients engage in art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages.

Art therapists work with individuals and groups of people in a broad range of counseling and related settings. Art therapy can be used in primary treatment, or may be part of a milieu of treatment modalities offered in a particular agency. Art therapists work in psychiatric centers, clinics, community centers, nursing homes, drug and alcohol treatment clinics, schools, institutions, half-way houses, prisons, developmental centers, residential treatment centers, general hospitals, hospices, shelters and other clinical, educational and rehabilitative settings.

In order to respond therapeutically to the client, the professional art therapist integrates personal training and experience in art and therapy with broad understandings of counseling theories, human development, and normal and abnormal behavior. Art therapists become familiar with a wide range of expressive, symbolic, and metaphoric communication techniques and therapeutic intervention methods. Art therapy education fosters flexible, integrated, creative and broadly conceived approaches to treatment and counseling, that emphasizes personal and professional integrity in working with people.

Mount Mary University has pioneered in the field of art therapy in the Midwest over the past 35 years while art therapy was establishing itself as a profession. In 1970 the University developed one of the first undergraduate art therapy programs in the United States. Graduate level studies began in 1981, with the creation of the Art Therapy Institute, and led to the first master's degree class in 1990. In 1995, the Master of Science in Art Therapy at Mount Mary University became the first and only graduate art therapy program in Wisconsin to be approved by the American Art Therapy Association as meeting the educational standards of the art therapy profession. The Doctorate of Art Therapy, approved in Spring 2011, is the first professional doctorate of art therapy in the United States.

Mission

The Mount Mary University Graduate Art Therapy Program is committed to a relational, art-based philosophy and curriculum that educates students to become compassionate artist-therapists through academic, artistic and experiential learning integrated with supervised clinical experience. The art therapy program is built upon aesthetic, ethical and spiritual values. Respect for the dignity of all people and their creative expression is a hallmark of the program. Students are exposed to a broad range of perspectives, and are challenged to become innovative leaders who are responsive to issues of social justice, and to the needs of people in diverse settings.

Art Therapy at Mount Mary University

The programs emphasize:

- Personal artistic involvement
- Integrated experiential, academic and clinical study
- Creating a supportive and collaborative community of students

Mount Mary University maintains extensive ties to the professional art therapy community through existing practicum opportunities. Growing numbers of professionally educated art therapists work with the program in providing on-site supervision with a diversity of placement sites in clinical, counseling, educational, and community settings. Clinical experience provides the student with the opportunity to integrate new knowledge of art therapy with the methods and materials used in actual practice. In completing practicum requirements, students gain confidence in their abilities to carry out professional art therapy treatment.

Professional Doctorate of Art Therapy

The DAT (Professional Doctor of Art Therapy) is part of an innovative, emerging trend in health care education to integrate and advance professional, clinical, and academic knowledge. The professional doctorate prepares practitioners to critically evaluate disciplinary theory and evidence in order to transform practice and shape the next generation of art therapy. Core characteristics of a professional doctorate include an emphasis on applied or clinical research; practitioner orientation that rests on a specialized body of knowledge; and participation from the leaders of a field who provide quality control and knowledge-based development of its practices and standards.

The DAT at Mount Mary University fills a critical need in higher education and career advancement by furthering the art therapist's professional knowledge with organizational, supervisory, administrative, and consulting skills to become a leader and trendsetter in diverse mental health, non-profit organizations, arts, education, and community settings. The program prepares already credentialed art therapists with competencies above and beyond those of entry-level professionals. The program is a three-year, practiced-focused terminal degree that capitalizes on the workplace proficiencies of practicing professionals by offering a balanced learning community of structured, hands-on and online coursework with clinical and teaching experience, artistic endeavors, and applied research. The cohort-based, low residency delivery format is designed to validate and acquire professional competencies that practitioners cannot obtain from a traditional research degree alone.

Mission and Goals

As the nation's first practice-focused terminal degree, the DAT is committed to developing leaders who have the critical and ethical competencies needed to deal with society's increasingly complex roles and challenges. Doctoral students critically reflect on and transform societal, organizational, and institutional structures that impede access to mental health care systems and delivery models. Research activities that arise from the community of concern and take into account discrimination or oppression will advance greater reflexivity in the construction of the profession's knowledge and practices. As art therapy's next generation of leaders, doctoral students are at the forefront of creating diverse learning communities that educate persons to transform the world. At Mount Mary University professional doctoral students

- Collaborate with some of the most active and pioneering minds in the field of art therapy who have a track record of excellence in teaching, scholarship, and innovative practice.
- Benefit from a rigorous curriculum that integrates artistic, scientific, and social activist identities in the worldview of the practitioner.
- Find a rare balance between independent learning at the doctoral level with community-based support, collaboration, and personal attention.
- Become a change agent with innovative skills to impact contemporary and nontraditional environments where art therapists work.
- Excel in a complex world as an advanced practitioner or art therapy educator in the rapidly changing teaching, research, and health care systems of the 21st century.

Doctoral Competencies

The DAT empowers art therapists as creative change agents with the knowledge and skills they need to increase their impact on education, healthcare, and society, as well as to advance their profession. Learning outcomes are conceptualized as the following professional competencies that doctoral students are expected to master:

- *Technical competence* to assess, formulate, lead, and effect quality improvement of art therapy practice within current and emergent practice settings
- *Conceptual competence* to reflect on and acquire in-depth knowledge of scientific, artistic, and critical theoretical models of art therapy
- *Contextual competence* to reflect on and to understand the social, cultural, global, systemic, and organizational contexts of art therapy

- *Interpersonal communication competence* with written, oral, technological, scholarly, aesthetic, interpersonal, and inter-professional communication skills
- *Integrative competence* to apply clinical scholarship, empirical findings, and analytic methods in order to improve and transform art therapy practice and its impacts
- *Adaptive competence* to reflexively, creatively, and systemically apply innovations and applications of knowledge as an effective change agent
- *Professional identity* that is strengthened and extended through active involvement in leadership, professional development, and education
- *Scholarly concern* in the ability to integrate advanced art therapy knowledge with research and its dissemination
- *Motivation* for continued professional development and advanced understanding of professionalism, its obligations, and privileges.

Admission Requirements and Procedures

The DAT maintains high standards for admission that reflect the practitioner-oriented goals and demands of the program. Applicants must demonstrate evidence of foundational art and clinical skills, as well as a sufficient fund of professional knowledge to succeed in doctoral level work. In addition to general requirements for admission (application form, official transcripts, fee), applicants must meet the following criteria:

- Master's degree in art therapy from a regionally accredited institution.
- A minimum 3.5 GPA in graduate coursework and documented excellence in master's clinical fieldwork and capstone research project or thesis.
- Board certification in art therapy and an appropriate license to practice.
- 3 years of professional experience as a practicing art therapist.
- Three letters of recommendation from academic and clinical mentors or supervisors.
- Application portfolio that includes written reflection on doctoral career goals, sample of scholarly writing, demonstration of basic computer skills, and an art portfolio of 12–20 original artworks demonstrating artistic skills and familiarity with a range of media.
- Interview with the program director.

International students may need to document appropriate equivalencies to meet some of the requirements listed above (e.g. if a professional license to practice is not available in the student's home country).

Submit required materials to:

Office for Graduate Education
 Mount Mary University
 2900 N. Menomonee River Parkway
 Milwaukee, WI 53222-4597

Degree Requirements

The DAT degree requires a total of 40 credits. The doctoral program has six components:

1. Residency Colloquia
2. Learning Plan and Candidacy
3. Required Seminars and Electives

4. Applied Research
5. Culminating Project
6. Pre-graduation Meeting and Final Defense

Low Residency Colloquia and Cohort Model: After admission, the student registers for the twelve (12) day First Colloquium in residence with other peers in the cohort. The colloquium model satisfies residence requirements through intensive, face-to-face exchange with faculty, peers, and committee members; one colloquium is offered each academic year at the Mount Mary campus. Each cohort member has an opportunity to explore his/her initial program plan with faculty and peers for feedback and support.

The First Colloquium: The First Colloquium is comprised of an orientation to the professional doctorate (program structures and technology platform), foundational seminar, and an introduction to art therapy studio practice and inquiry. Students examine successful learning strategies and methods, and discuss their proposed programs and career aspirations in a supportive milieu with other students and faculty members. Prior to and in preparation for attending the first colloquium, students complete an outline of their practitioner-researcher career goals and related focal areas of interest, and all reading assignments.

The Doctoral Committee: After matriculation with the First Colloquium, each student forms a doctoral committee comprised of the doctoral advisor and three faculty members. Students maintain frequent contact with their advisor via telephone, the virtual website, video conferencing, and face-to-face contacts at the colloquia, seminars, and other events. One core faculty member functions as a second reader who provides a thorough, detailed, and critical review of each student's major written documents at strategic points in the program. Adjunct committee members are individuals who represent expertise from the greater academic and professional community. They must be willing to contribute to the student's development and to assess competency in the focal area of study. Students frequently engage adjuncts in tutorial sessions, the virtual learning environment, and other individualized learning experiences appropriate to their programs.

The Learning Plan and Candidacy Meeting: The first major document produced in the program is a learning plan that specifies all of the activities and resources used to fulfill learning competencies, professional application (clinical and/or educational), artistic and scientific integration, social significance, practice and research expectations, and culminating project. It details the student's directed study, program timelines, evaluation, descriptions of educational leadership and professional activities to achieve integration, and preliminary plans for the culminating project. The document is reviewed by the doctoral committee and presented at the formal candidacy meeting, which takes place during and/or following the second colloquia (see below). The candidacy meeting focuses on discussion, revision, and eventual approval of the student's learning plan.

Required Seminars and Electives: During the semesters following the first and second colloquia, students participate in a series of online seminars (one per semester) that develop the doctoral cognate and its integration with practice. Seminars are conducted in the milieu of the

program's virtual learning community website. Electives are 1-credit courses taught on or off campus by guest faculty in a variety of topics. Seminars and electives support new learning and the development of doctoral competencies. Seminar learning outcomes are incorporated into the student's individualized learning plan.

Second and Third Colloquia: Students return to campus each year to complete colloquia in residence with faculty advisors and cohort peers. In addition to applied research-related coursework, these annual colloquia provide opportunities to discuss the student's progress within the supportive milieu of the campus community of peers, faculty, and committee members. Prior to the second colloquium, students complete their learning plan and preparations for the candidacy meeting with their committees. Post-residency off campus, students complete their research prospectus, preliminary literature review, and field study that fulfill practitioner-based research competencies needed to carry out the Culminating Project. At the start of the third colloquium, students will be ready to finalize all learning and be prepared to begin the culminating project in the third and final year in the program.

Culminating Project: The Culminating Project (CP) is the component through which the student demonstrates advanced knowledge to transform practice. In all aspects of the learning process students are encouraged to expand the boundaries of traditional thinking and scholarship both in methodology and content. The CP may take the forms of a traditional research project, creative project, or a significant social action project accompanied by a scholarly essay that anchors the research in scholarly discourse relevant to art therapy theory and practice. All CPs include narrative text placing the work in a historical and critical context. Culminating projects must build upon and go beyond what others have done in the fields of study. Students are expected to demonstrate appropriate adherence to ethical research procedures and Mount Mary University Institutional Review Board policies and procedures.

Pre-Graduation Defense and Final Meeting: The entire doctoral committee in the face-to-face pre-graduation meeting reviews and critiques the Culminating Project (CP) and all major documents for the program. This meeting convenes the committee for review, interaction, and discussion of the program completed by the student. If necessary the pre-graduation meeting is followed by a final meeting after the student has completed any necessary revisions and recommendations from the doctoral committee. The final graduation meeting may be face-to-face or via a telephone or videoconference call.

Doctor of Art Therapy Course Sequence (3 Years)

First Year – Summer Colloquium (6 credits)

ATH 811 Professional Growth and Development 1 cr.

ATH 812 Foundations of Advanced Art Therapy Knowledge 3 cr.

ATH 813 Art Therapy Studio 2 cr.

First Year – Fall & Spring (8 credits total)

ATH 820 Systems-Based Thinking and Action 3 cr.

ATH 814 Art Therapy Research Elective, 1-2 cr.

ATH 821 Principles of Creative Leadership 3 cr.

Second Year – Summer Colloquium (6 credits)

ATH 840 Introduction to Applied Research Methods 3 cr.

ATH 822 Social and Cultural Praxis in Art Therapy 3 cr.

Second Year – Fall & Spring (10 credits total)

ATH 823 Conflict Management and Related Skills 3 cr.

ATH 814 Art Therapy Research Elective 1-2 cr.

ATH 824 Contemporary Issues and Ethics of Supervision 3 cr.

ATH 830 Art Therapy Internship 2 cr.

Third Year – Summer Colloquium (6 credits)

ATH 841 Art Therapy Research Scholarship, and Applications 3 cr.

ATH 825 Art Therapy Pedagogy in Diverse Settings 3 cr.

Third Year – Fall & Spring (4 credits total)

ATH 850 Culminating Project 4 cr.

Total 40 credits**Course Descriptions****ATH 811 Professional Growth and Development****1 credit**

Introduces the student to the goals, values, and learning expectations of the professional doctorate that lead to successful participation and outcomes. This course prepares the student to engage in the collaborative online learning environment, to develop critical and creative thinking skills, and to integrate professional or educational careers goals with applied scholarship. Seminar plus completion of a preliminary plan of study.

ATH 812 Foundations of Advanced Art Therapy Knowledge**3 credits**

Students will examine the “state of the profession,” bringing their own questions and areas of interest into the larger contexts of art, science, and social action in art therapy. This course encourages advanced explorations into the historical and contemporary discourse on the scientific and creative imagination in art therapy approached through cross-disciplinary dialogues, with reference to philosophical, psychological, pedagogical, and artistic traditions.

ATH 813 Art Therapy Studio**2 credits**

The art therapy studio encourages intensive involvement in personal artistic expression and creative exploration, and reflection on these processes through self-inquiry in the role of advanced practitioner. The course requires participation to create a community studio with artistic explorations continuing through the year with cohort peers, individual study with another artist, affiliation with a community arts organization or educational setting, or artist in residence within a treatment setting.

ATH 814 Art Therapy Research Electives**1-4 credits**

The art therapy elective seminars are advanced weekend intensive courses designed to examine current topics and trends in the field of art therapy, including special needs of a diverse range of populations as they relate to the practice of art therapy. Issues pertaining to the art therapist in a

variety of settings are explored. Course topics are rotated in response to student interest. Students are expected to choose a variety of electives in order to broaden the scope of their learning.

ATH 820 Systems-Based Thinking and Action

1-3 credits

This course examines the interdependent relationship among different elements in an organization or social system and the feedback structures that determine the system's behavior over time under varying assumptions. An action research model will help students identify and transform relationships within a complex system. Conceptual modeling will advance understanding of systems-based thinking to work more effectively and strategically in education, therapy, and other systems.

ATH 821 Principles of Creative Leadership

3 credits

Students will examine foundational knowledge and practices for becoming a transformational change agent in education, health care, community arts or other institutions. They will evaluate their own practices as creative leaders and study the communication styles and ethical choices that drive change and advance goals. The language and perspectives of design and collaborative critique will inform the development of critical thinking and creative reasoning skills.

ATH 822 Social and Cultural Praxis in Art Therapy

3 credits

This course will focus on the ethics of social justice in contemporary art therapy practices and the practitioner's relationship to power, privilege and cultural values in the ethical delivery of health and education services. Students will reflect on the principles of social change and their own impact as a change agent. The social implications for how artistic and scientific knowledge is generated will be examined.

ATH 823 Conflict Management and Related Skills

3 credits

This course provides practitioners with basic tools for managing human resources and diverse interpersonal relations. Students will examine healthy and unhealthy ways of addressing and resolving conflict with a focus on the transfer and translation of therapeutic skills to diverse settings, needs, and relationships in education and health care agencies.

ATH 824 Contemporary Issues and Ethics of Supervision

3 credits

This course focuses on the models, standards, and skills of supervision that are applicable to educating practitioners within academic and therapeutic settings. A review of ethical, regulatory, and legal standards for supervision is included as well as dealing with cultural, behavioral, and evaluation issues.

ATH 825 Art Therapy Pedagogy in Diverse Settings

3 credits

This course will examine current and innovative practices in art therapy education, with particular attention to transformational models to meet the needs of diverse populations and settings. Students will have opportunities to enrich their skills in didactic presentation, formulation of artistic methodology, course development and evaluation, and classroom management issues.

ATH 830 Art Therapy Internship

1-3 credits

Supervised work experience for the advanced practitioner in higher education or an area of individual focus. The type of internship, nature of the setting and its unique challenges, goals and

activities, and evaluation procedures are stipulated in a learning contract in consultation with the doctoral advisor.

ATH 840 Introduction to Applied Research Methods **3 credits**

This course is designed to advance the professional doctoral student's understanding of the components of evaluating, designing, and conducting art therapy research. Quantitative, qualitative, social action, and arts-based research methodologies will be examined for their value in addressing relevant research questions in the field.

ATH 841 Art Therapy Research, Scholarship, and Applications **3 credits**

Advanced quantitative and qualitative reasoning and analysis, to include applications in counseling and therapeutic settings, research report development and implementation, program evaluation and needs assessment, the informed use and value of published research to assess effectiveness, and ethical and legal considerations. The course is intended to help doctoral students begin to formulate and articulate their areas of specific interest in relation to the culminating project.

ATH 850 Art Therapy Culminating Project **1-4 credits**

Students develop and demonstrate in-depth knowledge in an area pertinent to advanced art therapy practice and/or art therapy education that is relevant to their experience in the culminating project. The purpose of the culminating project is to demonstrate mastery through the achievement and presentation of art therapy research. The culminating project must include a significant written component that provides historic and scholarly context for the project.

ATH 899 Continuing Registration **0 credits**

If a student is unable to complete the research project within the time frame of the allotted three credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Master of Science in Art Therapy with Concentration in Counseling

Introduction

The Graduate Art Therapy Program is housed in the Art Therapy Department and utilizes an art-based and experiential approach to graduate level art therapy education. The faculty and students strive to create a community of learners in which all members share a commitment to meaningful participation in graduate level academic, artistic, clinical, intra- and inter-personal study.

In addition to our nationally known faculty, each semester the program hosts a number of guest lecturers – leaders and innovators of the profession— who contribute diversity and exciting current topics in art therapy that broaden the students’ perspectives, and enrich the program.

Full and Part-Time Study

Full time students complete the art therapy program within two or three academic years. Students may choose to participate in part-time study. Part-time programs must be completed within seven years from the beginning of coursework that meets a program requirement.

Goals

Through participation in graduate level art therapy study learners will be able to:

- Develop a sophisticated professional identity as an artist therapist.
- Become skilled in applying the unique knowledge and skills of art therapy.
- Integrate artistic, academic, and clinical studies with professional practice.
- Formulate questions, develop hypotheses, assemble and evaluate information, and present new ideas with clarity.
- Develop compassionate and ethical leadership skills and a profound appreciation for the diversity, creativity and dignity of all human beings.

Admission Requirements and Procedures

The Master of Science in Art Therapy is open to any student with an undergraduate degree in art, art education, or other related field. A grade point average of at least 3.0 is preferred of all applicants for admission.

Prerequisite Coursework

Art Therapy is a profession founded on art and psychology. Applicants must have sufficient undergraduate preparation in these areas. Prerequisite coursework listed below follows the educational guidelines of the American Art Therapy Association. Applicants must complete prerequisite coursework before full admission to the degree program is granted.

- A. Studio Art (minimum 18 credits)
Design, Drawing, Painting, Ceramics, and Sculpture or
3-D Design
Other electives in studio art
- B. Psychology (minimum 12 credits)
General Psychology, Developmental or Educational Psychology, Abnormal
Psychology, and Personality (recommended) or electives in psychology

Admission Procedures

When all application materials have been submitted an interview with the Program Director is required of selected candidates. The interview includes a discussion of interest, and assessment of needs for beginning professional education, and an informal evaluation of the applicant's strengths and limitations. Face to face interviews are recommended but telephone interviews may be conducted in some circumstances.

In addition to the general application materials, the following must be obtained and submitted to the Office for Graduate Education.

- A portfolio of 12- 20 artworks in at least three studio areas confirming a range of media competency and creativity, to include work in two-dimensions, three dimensions and color. The portfolio should be submitted on CD in JPEG format
- Three letters of recommendation
- An autobiographical statement of purpose, specifying objectives, experience or skills contributing to the decision to pursue graduate study in art therapy
- Sample of an academic paper or published or unpublished sample of professional writing

When to Apply

Applications for the Master of Science in Art Therapy program are accepted twice a year for enrollment in the fall term. There is a limit of 30 students accepted each year.

Deadlines:

Early Admission: October 31.

Open Admission: February 28.

Fifteen students will be accepted for early admission and fifteen students will be accepted for open admission

Early admission students will be notified in early December. Students who applied for early admission and did not get in will automatically be included in the open admission process. Open admission students will be notified in early April.

Submit required materials to:

Office for Graduate Education

Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 256-1252

Degree Requirements

The Master of Science degree requires a total of 60 credits.

Graduate Art Therapy Curriculum Two-Year Sequence

FALL		(13)
ATH 762	Group and Institutional Dynamics	3cr
ATH 758	Theories of Counsel. & Art Psychoth.	3cr
ATH 772	Multicultural Issues	3cr
CON 611	Career	3cr
ATH Elective		1cr
SPRING		(13)
ATH 773	Ethical and Professional Issues	3cr
ATH 782	Assessment	3cr
ATH 764	Techniques of Practice	3cr
ATH 737A	Practicum/Group Supervision	3cr
ATH Elective	Elective	1cr
SUMMER		(9)
ATH 737B	Supervised Internship	3cr
CON 770	Psychopathology	3cr
ATH 780	Art Therapy Research	3cr.
FALL		(13)
ATH 737C	Supervised Internship	3cr
ATH 761	Clinical Treatment & Evaluation	3cr
CON 741	Family Systems	3cr
CON 714	Addictions	3cr
ATH Elective		1cr
SPRING		(12)
CON 650	Trauma Counseling	3cr
ATH 790	Research Project	3cr
ATH 545	Human Growth and Development	3cr
CON 785	Adv. Issues in CMHC	3cr
Total		60 credits

Graduate Art Therapy Curriculum 2015
Three-Year Sequence

FALL		(12)
ATH 762	Group and Institutional Dynamics	3cr
ATH 758	Theories of Counsel. & Art Psychoth.	3cr
ATH 772	Multicultural Issues	3cr
ATH 545	Human Growth and Development	3cr
SPRING		(10)
ATH 737 A	Practicum/Group Supervision	3cr
ATH 773	Ethical and Professional Issues	3cr
ATH 764	Techniques of Practice	3cr
ATH Elective		1cr
SUMMER		(3)
CON 611	Career Development	3cr
FALL		(10)
CON 714	Addictions	3cr
CON 770	Psychopathology	3cr
ATH 737 B	Supervised Internship	3cr
ATH Elective	Elective	1cr
SPRING		(9)
ATH 737C	Supervised Internship	3cr
ATH 780	Art Therapy Research	3cr
ATH 782	Assessment	3cr
SUMMER		(3)
ATH 737	Supervised Internship	3cr
FALL		(7)
CON 741	Family Systems	3cr
ATH 761	Clinical Treatment & Evaluation	3cr
ATH Elective	Elective	1cr
SPRING		(9)
ATH 790	Research Project	3cr
CON 785	Adv. Issues In CMHC	3cr
CON 650	Trauma Counseling	3cr
Total		60 credits

Students must select one of the following exit options:

ATH 790 Research Project

3 credits

Section 001 Thesis

Section 002 Art Exhibit/Contextual Essay

Section 003 Performance Artwork/Contextual Essay

Section 004 Social Action Project/Contextual Essay

Students develop in-depth knowledge in an area pertinent to the field of art therapy and relevant to their experience. Upon successful completion, the student is awarded a grade of P for the three credits. If the research project is not completed to the satisfaction of the University and external readers within this time frame, noncredit continuing registration (ATH 799) will be required until completion.

Credentialing of Art Therapists

Licensure

Many states have laws that regulate the practice of art therapy. The art therapy program can be adjusted to help students meet individual state's requirements. Students are responsible for knowing the competency areas and licensure criteria of the state in which they intend to practice.

Certification

The art therapy profession has a national certification examination administered by the Art Therapy Credentials Board (ATCB). The Mount Mary graduate art therapy program prepares students to take the examination.

Registration

Registration (ATR) is a credential administered by the Art Therapy Credentials Board. The Mount Mary graduate art therapy program prepares students to qualify academically for registration.

Course Descriptions

Required Art Therapy Courses

ATH 545 Human Growth and Development

3 credits

This course explores basic concepts of the development of individuals throughout the life cycle. Perspectives and trends of the intellectual, physical, social, and moral theories of development and their applications to counseling environments are examined. Normal and abnormal behavior, personality and learning theories are addressed, with attention also given to crises and environmental influences.

ATH 737 Supervised Practicum/Internship (3 semester sequence, 3 credits each semester)
9 credits

This 3-semester course sequence provides group and individual supervision for students in beginning, intermediate, and advanced stages of practicum and clinical internships. Each semester students spend a minimum of twenty hours per week, at least 50% of those hours must be in direct client contact, advancing their clinical skills in treatment and assessment, with individuals and groups. Students must complete a minimum of 800 hours of supervised practica.

The class sequentially builds on acquired skills and furthers the student's understanding of the therapeutic relationship.

ATH 737 Supervised Practicum/Internship
3 credits

In the first semester, students integrate knowledge of art therapy with practical experience with 100 hours of supervised art therapy experience at an approved treatment site. After completing the first 100 hours, students transition directly into supervised internship, spending a minimum of twenty hours per week advancing their clinical skills in treatment and assessment, with individuals and groups. In addition to case presentations and clinical issues, group supervision fosters the student's commitment to ethical practice and creative expression as a basis for examining supervision issues that arise in the practicum.

ATH 737 Supervised Practicum/Internship
3 credits

In the second and third semesters, students participate in weekly group supervision, integrating theory with 20 hours per week of supervised art therapy practicum in an approved treatment site. Students receive site supervision from a registered art therapist or licensed mental health care professional. Students practice applying knowledge of art therapy theory and techniques, assessment, treatment planning and therapeutic intervention and ethical standards.

ATH 758 Theories of Counseling and Art Psychotherapy
3 credits

This course examines contemporary counseling theories and their influence on the practice of art therapy. Experiential learning provides the opportunity to explore the similarities and differences between art therapy and counseling assessment and intervention strategies.

ATH 761 Clinical Treatment & Evaluation
3 credits

This course focuses on art therapy in mental health counseling, treatment planning and evaluation, DSM-5, facilitation of initial art therapy sessions, evaluation, and treatment planning.
Fee

ATH 762 Group and Institutional Dynamics
3 credits

This course explores theories of group dynamics, methods and skills applied to groups, families, cultural reference groups, and institutional systems. Attention is paid to the development of leadership skills and the functions of artistic media and process in the group context. Students are involved in an experience of group interaction. Issues explored include: techniques and training in art-based group leadership; setting group norms; responding to clients' art; dealing with conflict; stages of group development; and application art-based group principles in a variety of treatment settings.

ATH 764 Techniques of Practice in the Helping Relationship**3 credits**

This course provides a broad understanding of the helping process, the therapeutic relationship and the dynamics of change. Includes essential communication and counseling skills of helping via the therapeutic use of art media, imagery, and the creative process for facilitating therapy, alleviating psychological symptoms or assisting the process of personal growth. Prerequisites: Must be taken in conjunction with ATH 737

ATH 772 Multicultural Issues**3 credits**

This course promotes understandings of various cultural frameworks that affect relationships between individuals and among groups. Issues and trends in a culturally diverse society and their implications for treatment of individuals and families within major racial and cultural groups in the U.S. are examined. A discussion of diversity factors including age, ethnicity, nationality, spirituality, gender, sexual orientation, mental and physical characteristics, and socioeconomic status included.

ATH 773 Ethical and Professional Issues in Art Therapy**3 credits**

This course studies philosophic, moral, legal and practical questions relevant to the professional practice of art therapy and the larger fields of mental health care and counseling. Attention is given to basic principles of ethical thought and standards that guide counseling and art therapy practices and includes an understanding of professional roles and functions, credentialing and regulation, and organizational history and trends that affect the helping professions.

ATH 780 Art Therapy Research**3 credits**

This course provides analysis of current research in art therapy with an emphasis on methodology and design, surveying basic types of research in counseling and therapeutic settings, research report development and implementation, evaluation and needs assessment, the informed use and value of published research to assess effectiveness, and ethical and legal considerations.

Prerequisites: ATH 737 A & B, and ATH 764.

ATH 782 Assessment**3 credits**

This course presents an integrated view of assessment procedures, art processes, and appraisal methods related to mental health. Students learn how the relationship of assessment, diagnosis, and treatment continuously affect the course of therapy and the helping processes of diverse populations and groups.

ATH 798 Cross-Cultural Practicum or Internship**1-3 credits**

This course provides an opportunity to apply art therapy knowledge and skills within a culturally contextualized, international setting. Students can apply up to 100 practicum or 300 internship hours of their total practice requirement in a pre-approved site under the supervision of a registered art therapist or related professional. Cultural immersion and the opportunity to work in schools, community centers, and nongovernmental agencies or organizations currently are available in Peru, and Nicaragua. Extra program fees apply.

ATH 799 Continuing Registration**0 credits**

If a student is unable to complete the research project within the time frame of the allotted three credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Art Therapy Elective Courses**(3 credits)**

Students take a minimum of 6 elective credits in areas of professional interest. Typically, art therapy electives are taught as 1-credit intensive courses. Faculty and guest faculty who are often nationally known art therapy clinicians, authors, and educators teach the electives. Courses are rotated according to availability and student interest. Students are expected to choose a variety of electives in order to broaden the scope of their learning.

ATH 445/745 Adaptive Arts in Special Education**1 - 3 credits**

This course focuses on the use of modalities of art, music, and movement, to meet the needs of special education students. Adapting to the needs of the individual and the group explored in the context of the educational setting. Art and special education teachers will benefit from the experiential learning provided.

ATH 769 Child Art Therapy**1 - 3 credits**

Principles involved in the clinical and educational use of art therapy applied to dynamic, behavioral, and nondirective approaches in working with children are studied. Normal and dysfunctional development of children is highlighted.

ATH 771 Adolescent Art Therapy**1 - 3 credits**

This course examines theories and methods of adolescent art therapy in mental health settings and other clinical contexts. Attention is given to the developmental tasks of adolescence, theoretical aspects of residential care, theoretical aspects of adolescent outpatient art therapy and the typical phases of treatment in adolescent art therapy.

ATH 774 Adult Art Therapy**1 - 3 credits**

This course examines theories and methods of adult art therapy in mental health settings and other clinical contexts. Instruction in a variety of theoretical approaches, including gestalt, humanistic, holistic and existential concepts of wellness. The role of art therapy and the creative process in the adult's search for well-being are examined.

ATH 776 Special Topics in Art Therapy**1 - 3 credits**

This course examines current topics and trends in the field of art therapy, including special needs of a diverse range of populations as they relate to the practice of art therapy. Issues pertaining to the art therapist in a variety of settings are explored.

ATH 778 Family Art Therapy**1 - 3 credits**

This course presents an overview of the history and development of the use of art psychotherapy with families. The process of art therapy is related to the more general practice of family therapy and the psychodynamics of family systems.

ATH 779 Expressive Modalities in Psychotherapy**1 - 3 credits**

This course provides an introduction to the elements of the expressive arts therapies, such as dance, movement, psychodrama, music and poetry are explored in terms of similarity and difference in treatment. Principles of communication and the integration of various forms of art and their relation to counseling and art therapy practice are examined. Students will explore various media to gain understanding of their uniquely therapeutic dimensions.

ATH 796 Independent Study**1 or 3 credits**

Examine particular aspects of art therapy not covered in other courses within the program.

**Program requirements are subject to change in response to the Education Standards of the American Art Therapy Association.*

Master of Business Administration

Introduction

The Master of Business Administration (MBA) is designed to develop leaders for the global business environment. The MBA is a 36-39 credit degree program emphasizing strong quantitative skills coupled with qualitative proficiency. Students choose one of two tracks: general management (36 credits) or health systems leadership (39 credits). The program provides in-depth skills and knowledge in the functional areas of business. Emphasizing leadership, ethics, and communication skills within a global environment, the MBA program flows from and supports the Mount Mary University Mission and the Graduate Education Mission. Graduates will have a solid basis on which to enhance their professional careers.

The MBA program is also designed to meet the expectations of employers. It will provide employers with professional, competent, and ethical leaders and managers.

Course work is presented in an accelerated format (five eight-week terms in a calendar year) and is offered in the evenings and weekends. The accelerated program format is designed to accommodate students who are currently working and may have other personal responsibilities. The MBA program provides high quality instruction in a convenient time frame for graduate study completion.

Appropriate undergraduate coursework in financial accounting, finance, and statistics, is required of students entering the MBA program. The prerequisite requirement must be fulfilled before enrolling in the corresponding graduate course. (See Prerequisite Coursework Section.)

Mission

The mission of the Master of Business Administration program is to prepare students to become effective and ethical business leaders to make a difference in today's global business environment. Emphasis will be on developing the knowledge and tools necessary for making sound management decisions which address real-world issues and problems while recognizing the diversity of cultures within a complex business setting.

Student Outcomes

Through participation in the Master of Business Administration program, students will acquire:

- Knowledge of the theory and principles of the functional areas of business.
- Critical thinking skills by using quantitative and qualitative information in decision making.
- The ethical practices needed in the global business environment.
- Understanding of diversity issues in the global business environment.
- Understanding of the complexity of the global economy.
- Personal and professional leadership skills appropriate for professional excellence.

Admission Requirements

In addition to submitting the materials described in the General Information Section of the

Graduate Bulletin Admission Section (application form, official transcript, fee, etc.), the applicant must also meet the following admission criteria for the MBA program:

- Submit official transcripts for all undergraduate, post-baccalaureate, and graduate work.
- Have earned a minimum undergraduate grade point average (GPA) of 2.75 on a 4-point scale; students with strong supporting materials may be admitted on a probationary status with a GPA below 2.75; see General Information Section of admission categories and requirements.
- Have completed college algebra (MAT 111) or its equivalent, earning a grade of C or better.
- Provide a personal statement of educational and professional goals for pursuing the MBA (maximum of 250 words).
- Provide two letters of recommendation from professionals and/or professors able to comment on abilities and commitment, preferably one from the current employer.

Submit required materials to:

Office for Graduate Education

Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
gradinfo@mtmary.edu
(414) 256-1252

Prerequisite Coursework

Although an undergraduate major course of study in business administration is not required for admission into the MBA program, appropriate undergraduate coursework in financial accounting, finance, and statistics is required. Prerequisite courses are necessary for adequate preparation for success in the MBA program. Mount Mary University provides these undergraduate courses in an accelerated format.

The prerequisite requirement must be fulfilled before enrolling in the corresponding graduate course. Students must earn a grade of C or higher in the prerequisite courses. A student may repeat any of the prerequisite courses once to raise a grade. Determination of appropriate prerequisite coursework will be made by the Program Director.

A college level algebra course equivalent to MAT 111 College Algebra at Mount Mary University is required before admission. Computer competency is expected in word processing, spreadsheet, presentation, and database applications. Mount Mary University provides MAT 111 in an accelerated format.

Degree Requirements

Thirty-six graduate credits are required for the MBA in general management (GM) and thirty-nine graduate credits are required for the MBA in health systems leadership (HSL). Students with an undergraduate degree in business administration with a major or concentration in a particular business function and/or a professional designation may waive certain courses.

Determination of waiver and substitute course requirements will be made by the Program Director.

Regardless of the student's chosen track, each student takes 6 courses (18 credits) in the core curriculum. Students interested in the GM concentration take 6 additional courses (18 credits) in broad-based managerial topics, and students interested in the HSL concentration take 7 additional courses (21 credits) in health systems leadership. Alternatively, students may choose to complete a 5 course (15 credits) graduate certificate in health systems leadership.

MBA Core Courses (18 credits)

- BUS 610 Managerial Communication
- BUS 620 Leadership
- BUS 625 Marketing Management
- BUS 640 Accounting Analysis and Control
- BUS 650 Social and Ethical Environment
- BUS 680 Quantitative Analysis

General Management Track Courses (18 credits)

- BUS 615 Managing in a Global Environment
- BUS 630 Managerial Economics
- BUS 635 Information Technology
- BUS 660 Competitive Operations Strategy
- BUS 670 Corporate Finance
- BUS 750 Global Business Policy and Strategy

Health Systems Leadership Track Courses (21 credits)

- BUS 601 Health Policy and Law
- BUS 602 Healthcare Service and Clinical Quality
- BUS 631 Health Economics
- BUS 636 Health Informatics
- BUS 661 Health Operations Strategy
- BUS 671 Healthcare Finance
- BUS 751 Strategic Management in Health Systems

Graduate Certificate Requirements

The graduate certificate draws on a minimum of 15 credits with three required courses and two electives. If the student chooses not to take the healthcare finance course, he or she can complete the certificate without taking any prerequisite coursework. Courses could apply towards the MBA or, selectively, into other graduate programs.

3 Required Courses (9 credits)

- BUS 620 Leadership
- BUS 601 Health Policy and Law
- BUS 631 Health Economics

2 of 5 Elective Courses (6 credits)

BUS 602 Healthcare Service and Clinical Quality
BUS 636 Health Informatics
BUS 661 Health Operations Strategy
BUS 671 Healthcare Finance
BUS 751 Strategic Management in Health Systems

Course Descriptions

MBA Core Course Descriptions

BUS 610 Managerial Communication

3 credits

This course is comprised of concepts and principles of communication central to the managerial function, including oral and written skills, interpersonal communication skills, organizational communication, intercultural communication, and gender communication.

BUS 620 Leadership

3 credits

Leadership is an examination of leadership theories, skills, best practices, and application in a global environment. The course challenges participants to reflect upon their current leadership capacity and become intentional in expanding and exercising this capability.

BUS 625 Marketing Management

3 credits

A holistic view of the marketing process is taken in this course. It matches the needs and opportunities of the marketplace with the objectives and resources of the organization. This course utilizes case studies as a framework for discussion as well as a project that involves student working with a local organization.

BUS 640 Accounting Analysis & Control

3 credits

This course offers a review of accounting systems for internal and external reporting, managerial use of accounting for decision making, budgeting principles, cost control, performance evaluation, and ethical use of accounting information. Prerequisite: undergraduate coursework in financial accounting.

BUS 650 Social and Ethical Environment of Business

3 credits

This course studies the ethical and social issues and dilemmas relevant to today's managers. It utilizes case studies and addresses management response to these issues.

BUS 680 Quantitative Analysis

3 credits

Basic concepts and techniques of the quantitative analysis approach to making business decisions are reviewed. The approach consists of defining a problem, developing a model, acquiring input data, developing a solution, testing a solution, analyzing the results, and implementing the results. The course introduces analysis topics which are faced by senior business leaders. The focus is on developing the requisite analytical skills needed by all senior management. Prerequisite: undergraduate coursework in statistics.

BUS 605 Organizational Behavior**2 credits**

Examines the contemporary theory and practice of organizational behavior (OB), while also focusing on organizational culture. The OB process is examined, including intervention strategies, and the role of OB in creating the changes that improve individuals, teams, and organizations.

General Management Track Course Descriptions**BUS 615 Managing in a Global Environment****3 credits**

Examines the dynamic relationship between the management of organizations and other stakeholders: customers, stockholders, employees, government, and society; internal and external environments affecting the organization; legal and ethical issues are emphasized.

BUS 630 Managerial Economics**3 credits**

Consideration of the principles of global economics in making sound managerial decisions. Consumer theory to assist the manager in pricing policies; production and cost theory to explain output decisions; investment theory to assist in making capital budgeting decisions; input markets, especially labor markets, to determine optimal hiring practices, efficient wages, and proper fringe benefits..

BUS 635 Information Technology for a Competitive Environment**3 credits**

Integration of information systems throughout all areas of a business. Students will work on cases that assist them in utilizing computer applications to solve managerial problems.

BUS 660 Competitive Operations Strategy**3 credits**

Principles, concepts and techniques of operations management: location; facilities; scheduling; inventory; quality.

BUS 670 Corporate Finance**3 credits**

Basic concepts and techniques of financial management are reviewed. Financial analysis in effective managerial decision making; financial statement ratio analysis; present and future value; annuities, stock and bond valuation; cost of capital; capital budgeting; capital structure; global investing. Finance Prerequisite Coursework Required.

BUS 750 Global Business Policy and Strategy**3 credits**

Capstone course integrating all functional areas of business; general managers' responsibility for strategic monitoring, planning, implementing, evaluation and control of the total organization. Prerequisite: 24 graduate business credits including Corporate Finance, Marketing Management and Managing in a Global Environment.

Health Systems Leadership Track Course Descriptions**BUS 601 Health Policy and Law****3 credits**

This course offers a broad survey the legal and policy issues relevant to health care lawyers, policy makers and other critical health care stakeholders. It provides an overview of the structure

of the American health care delivery and financing systems and examines the common law, statutes, and regulations that affect hospitals, physicians, and other health care providers. It explores how health care regulation may help or hinder increasing access, reducing cost, and improving quality. The recently enacted health reform – its promise, likely constraints and legal and policy ramifications – will be an important discussion topic throughout the course.

BUS 602 Healthcare Service and Clinical Quality

3 credits

The focus of this course is to seek knowledge about variation and to manage variation. Although many methods of data analysis will be presented in this course, quality control charts are used to understand and manage the variation in a process. In addition, the course addresses the clinical aspects of maintaining a healthy population through issues such as chronic disease management. A research project is an integral component of this course.

BUS 631 Health Economics

3 credits

This is a course in applied microeconomics. It is designed for students who already understand basic consumer and producer theory, and focuses on how health care markets differ from other markets. Because of asymmetric information, uncertainty, government involvement, externalities, models of care and reimbursement, the economics of the health care sector and its players (patients, providers, insurers, employers, and government) requires a special analysis. Information about the proposed legislative models and the integrating and affliction of systems is discussed. The student will learn how to apply microeconomic tools to study the medical care system and analyze the economic aspects of health care policy implications.

BUS 636 Health Informatics

3 credits

The course is about how healthcare organizations (e.g., hospitals, clinics) operate as systems of complex business processes and the relationship to the information systems that underlie effective and efficient operational outcomes. The E-health record systems will be presented as a tool for managing care and quality. The student will learn methods and tools critical to the smooth functioning of complex health care organizations. Students will apply the concepts to real-life case studies from their experience in learning how to analyze operational problems and develop successful optimal solutions. The course emphasizes the development of analytical skills, whereby students learn the value of being able to critically and creatively understand and apply information.

BUS 661 Health Operations Strategy

3 credits

This course explains and discusses the various operational aspects of a complex health system, how they work together to make the system function and the interrelationship to each other that top healthcare leaders need to understand to lead. It studies the principles, concepts and techniques of operations management in health systems, including facilities, scheduling, inventory, quality control, LEAN Six Sigma and process improvement. In addition, the course offers a survey of human resource management, organizational behavior, and negotiation.

BUS 671 Healthcare Finance**3 credits**

The course studies the health systems financing and accounting of the US health care system. Regulations and reimbursements, accounting principles, analysis of financial statements, cost analysis, staffing and budgeting are examined. In addition, various methods of raising capital are considered. Prerequisite: undergraduate coursework in finance.

BUS 751 Strategic Management in Health Systems**3 credits**

This is a capstone course comprised of two components: 1) an executive speaker's seminar, and 2) an applied field project similar to an internship or service learning experience. In the first component, keynote speakers will interact with the students discussing and analyzing contemporary policy, finance, and health care industry-specific issues such as change management and interacting with and leading physicians. Executives will be drawn from regional health systems to share their experiences with students. The second component ties together the prior academic requirements of the degree program. The focus will be on understanding the management of the broad, complex system of organizations that make up the "system" of care financing and delivery. The student will learn how to effectively navigate through the system to achieve strategies and goals that most effectively deliver excellent and affordable care to patient-customers. The project includes a report on how the field project enhanced the student's readiness for health systems leadership.

Other Courses**BUS 733 Special Topics in Business Administration****1-3 credits**

A variable topic, variable credit course considering topics relevant to the theory or practice of business organizations. May be repeated for credit with a different topic.

BUS 786 Independent Study**1-3 credits**

Student initiated in-depth study of selected topics not offered as part of the regular curriculum. Prerequisite: Consent of Program Director

BUS 790 Research**1-3 credits**

Student initiated independent research under the direction of an instructor. Prerequisite: Consent of Program Director.

Master of Science in Counseling

Introduction

The Counseling program is designed to prepare professionals who possess a sense of vision, are committed to social justice, are effective communicators, and are skilled to assist diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Toward that end, the curriculum includes content about the history of clinical mental health, clinical rehabilitation and school counseling, professional roles and responsibilities, structures and operations of professional organizations, social and cultural diversity and advocacy, ethical standards, counseling theories and techniques, human growth and development, career development, clinical assessment and diagnosis, co-occurring disorders, as well as research and evaluation, including methods to design, implement, and evaluate counseling programs and interventions that occur in community agency settings and schools. The Counseling Program has three separate concentrations: Clinical Mental Health Counseling (60 credits), Clinical Rehabilitation Counseling (60 credits) and School Counseling (48 credits). Post-masters certificates are also available in each program area.

Graduates of the program may find employment in mental health centers, private, community and non-profit counseling agencies, addictions treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, vocational rehabilitation settings, academic and career advising or rehabilitation services in higher education, adjunct teaching positions, correction settings, hospitals, K-12 schools (both public and private), and business and industry.

Mission

The mission of the Counseling Program is to develop a holistic learning community that prepares students for professional practice with a collaborative commitment to professional competency, cultural sensitivity, and commitment to the values and ethical principles of Mount Mary University. The program prepares students to use theoretical knowledge and practical skills to effectively counsel individuals, groups, couples and families in clinical mental health, rehabilitation and/or school settings.

Program Objectives

The following objectives are relevant to all students in the program regardless of area of counseling concentration. The objectives are met through students' involvement with course work, related experiences, practicum/ internship.

1. Students will acquire knowledge of the history and philosophy of counseling; professional roles, collaboration, professional organizations, credentialing, ACA ethical standards and wellness. Students will know about public and private policy issues and advocacy processes.
2. Students will acquire knowledge of how culture, ethnicity, nationality, race, age, gender, sexual orientation, and other factors impact an individual, family, or group. Students will gain self-awareness regarding their culture, in addition to developing a personal understanding social justice, advocacy, ethical, and legal issues.

3. Students will acquire knowledge of adaptive and maladaptive individual and family development, developmental crises, disability, psychopathology, and theories of individual and family development. Students will apply theories of learning, personality development, and strategies for helping individuals throughout the lifespan. Ethical and legal issues that arise when counseling children, adolescents, and the elderly are addressed.
4. Students will know and apply career development theories, decision making models, vocational & occupational information, gender issues, assessment, ethical issues, and legal issues. Students will understand basic career development program planning, organization, implementation, administration, and evaluation.
5. Students will demonstrate basic and advanced interviewing and counseling skills, including developing goals, counseling preventions/interventions, and consultation. Students will apply the ethical and legal principals in counseling and will gain awareness of how their own perspectives may affect the counseling relationship.
6. Students will know group theory and gain an experiential understanding of group development, dynamics, and leadership styles. Students will learn about various types of groups, ethical and legal issues in group work, and group counseling methods.
7. Students will develop the ability to conduct individual and group assessment and evaluation, including suicide risk, standardized and non-standardized testing. Students will know statistical concepts, reliability, validity, multicultural issues in assessment, ethical & legal issues, as well as learn bio-psychosocial assessment, case conceptualization, principles of diagnosis, and use of the current DSM.
8. Students will acquire knowledge of research methods, statistical analyses, needs assessment, and counseling program evaluation, including qualitative and quantitative methods, technology uses, and ethical and legal issues; apply evaluation results and research to inform evidence-based counseling practice.
9. Students will have knowledge of systems of care: fiscal and legal issues; collaboration; community needs assessment; preventions/interventions and outreach; individuals and communities served; and, community counseling services.
10. Students will develop and demonstrate clinical skills through internship experiences.

Application Requirements

In addition to the materials described in the general information section on admission (application form, official transcripts, application fee) applicants to the program must submit the following items:

1. Baccalaureate degree from a regionally accredited University or university.
2. Academic background in the behavioral sciences. Generally, a minimum of 18 credits in development, education, psychology, and sociology are required. Preferred undergraduate majors include communication, education, nursing, psychology, social work, or sociology.

An undergraduate statistics course will be added to program completion requirements if not previously taken.

3. A 3.0 minimum GPA; or equivalent evidence of successful academic achievement (e.g. GRE/ MAT minimum score of 40%tile, 3.0 GPA in final 60 credits, 3.0 GPA in post-baccalaureate course work).
4. Three letters of recommendation.

5. Autobiographical Statement that includes: professional career/goals statement and relevant volunteer/work experience
6. Personal interview may be required.

Admission to the Program

1. Baccalaureate degree from a regionally accredited college or university.
2. Academic background in behavioral sciences, including an undergraduate statistics course.
3. Demonstration of ability to handle academic work of graduate-level rigor as evidenced by previous academic performance with a 3.0 minimum GPA; or equivalent evidence of successful academic achievement (e.g. GRE, MAT, 3.0 GPA in post-baccalaureate course work).
4. Career goals congruent with earning a master's in counseling.
5. Global disposition—suitability for a career in a helping profession, as evidenced by any of the following: quality of interview, personal data, quality of written statement, and/or letters of recommendation.

Applicants to the post-masters certification program must meet the following admission requirements:

1. Master's degree from a regionally accredited college or university in an appropriate field.
2. Three letters of recommendation (for non-Mount Mary University masters graduates).
3. Autobiographical Statement that includes: professional career/goals statement and relevant volunteer/work experience
4. Personal interview may be required.

Applicants should be aware that admission into any graduate program is granted on a competitive basis. Students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion

Application deadlines -

May 1 (for fall semester entry)

October 1 (for spring semester entry)

April 15 (for summer semester entry)

Submit required materials to:

Office for Graduate Education

Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 256-1252

Degree Requirements

Overview

The core curriculum for the Master of Science in Counseling Program is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, the Master's in Counseling Program includes coursework in each of the eight core curricular areas:

Eight Core Curricular Areas (30 Credits)*

1. Professional Orientation and Ethical Practice
CON 600 Professional Identity & Ethics (3 credits)
CON 601 Orientation to School Counseling/Orientation to Practicum-Internship (0 credits)
2. Social & Cultural Diversity
CON 600 Professional Identity & Ethics (3 credits)
CON 610 Theories of Counseling (3 credits)
CON 700 Multicultural Counseling (3 credits)
3. Human Growth & Development
CON 610 Theories of Counseling (3 credits)
CON 750 Counseling Across the Lifespan (3 credits)
4. Career Development
CON 611 Career Development (3 credits)
5. Helping Relationships
CON 612 Techniques of Counseling (3 credits)
CON 730 Counseling in Schools (3 credits)
CON 741 Family Systems Theory, Research, and Practice (3 credits)
6. Group Work
CON 740 Group Procedures (3 credits)
CON 741 Family Systems Theory, Research, and Practice (3 credits)
7. Assessment
CON 720 Counseling Assessment and Program Evaluation (3 credits)
8. Research & Program Evaluation
CON 630 Behavioral Science Statistics & Research (3 credits)
CON 720 Counseling Assessment and Program Evaluation (3 credits)

***Note: courses may apply to more than one competency.**

Context, Knowledge, and Skills (12-21 credits)

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 640 Medical & Psychosocial Aspects of Disabilities
CON 650 Trauma Counseling I (3 credits)
CON 651 Trauma Counseling II (3 credits)
CON 679 Special Topics in Counseling (1-3 credits)
CON 712 Child and Adolescent Counseling (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 715 Professional Issues in Addictions Counseling (3 credits)

CON 730 Counseling in Schools
CON 760 Psychiatric Rehabilitation & Intervention
CON 770 Psychopathology (3 credits)
EDU 703 Exceptional Learners (3 credits; required for school counseling students who are not certified as Wisconsin teachers)
EDU 742 Instructional Strategies (3 credits; required for school counseling students who are not certified as Wisconsin teachers)
CON 775 Psychopharmacology (3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling (3 credits)

Clinical Instruction (9 Credits)

CON 795 Supervised Practicum (3 credits)
CON 796 Counseling Internship I (3 credits)
CON 797 Counseling Internship II (3 credits)
CON 798 Counseling Internship III (1-3 credits)

Research/Thesis Option (6 credits)

Students who are interested in developing their research skills or are committed to pursuing a Ph.D. in Counseling Psychology, Counselor Education, or equivalent Ph.D., have the option of completing six research/thesis credits to fulfill the Culminating Experience requirement.

Clinical Mental Health Counseling Concentration - 60 credits

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is on the list of approved education programs meeting the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) and initial licensure for Substance Abuse Counselor (SAC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DSPS), as well as many other states requiring 60 credit programs for counselor licensure.

Required Courses

CON 600 Professional Identity & Ethics (3 credits)
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling (3 credits)
CON 611 Career Development (3 credits)
CON 612 Techniques of Counseling (3 credits)
CON 630 Behavioral Science Statistics and Research (3 credits)
CON 650 Trauma Counseling I (3 credits)
CON 700 Multicultural Counseling (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 715 Professional Issues in Addictions Counseling (3 credits)
CON 720 Counseling Assessment and Program Evaluation (3 credits)
CON 740 Group Procedures in Counseling (3 credits)
CON 741 Family Systems Theory, Research and Practice (3 credits)
CON 750 Counseling across the Lifespan (3 credits)

CON 770 Psychopathology (3 credits)
CON 775 Psychopharmacology (3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling (3 credits)
CON 795 Supervised Practicum (Clinical placement) (3 credits)
CON 796 Counseling Internship I (Clinical placement) (3 credits)
CON 797 Counseling Internship II (Clinical placement) (3 credits)

Elective Courses

CON 651 Trauma Counseling II (3 credits)
CON 679 Special Topics in Counseling (1-3 credits)
CON 712 Counseling Children and Adolescents (3 credits)
CON 730 Counseling in the Schools (3 credits)
EDU 703 Exceptional Learner (3 credits)
EDU 742 Instructional Strategies (3 credits)

Clinical Rehabilitation Counseling Concentration – 60/ credits

Students who graduate from clinical rehabilitation counseling concentration are eligible to become a Certified Rehabilitation Counselor (CRC) by passing the National Certified Rehabilitation Counseling Exam and by obtaining twelve months of acceptable employment experience supervised by a CRC. With a qualifying internship and elective, this program meets the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services.

Required Courses

CON 600 Professional Identity & Ethics (3 credits)
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling (3 credits)
CON 611 Career Development (3 credits)
CON 612 Techniques of Counseling (3 credits)
CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management (3 credits)
CON 630 Behavioral Science Statistics and Research (3 credits)
CON 640 Medical & Psychosocial Aspects of Disabilities (3 credits)
CON 650 Trauma Counseling I (3 credits)
CON 700 Multicultural Counseling (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 720 Counseling Assessment and Program Evaluation (3 credits)
CON 740 Group Procedures in Counseling (3 credits)
CON 741 Family Systems Theory, Research and Practice (3 credits)
CON 750 Counseling across the Lifespan (3 credits)
CON 760 Psychiatric Rehabilitation & Intervention (3 credits)
CON 770 Psychopathology (3 credits)
CON 795 Supervised Practicum (Rehabilitation placement) (3 credits)
CON 796 Counseling Internship I (Rehabilitation Community placement) (3 credits)
CON 797 Counseling Internship II (Rehabilitation placement) (3 credits)

Elective Courses

CON 651 Trauma Counseling II (3 credits)
CON 679 Special Topics in Counseling (1-3 credits)
CON 712 Counseling Children and Adolescents (3 credits)
CON 715 Professional Issues in Addictions Counseling (3 credits)
CON 775 Psychopharmacology (3 credits)

School Counseling Concentration - 48 credits

The School Counseling program is approved by the Wisconsin State Department of Public Instruction (WDPI).

Required Courses

CON 600 Professional Identity & Ethics (3 credits)
CON 601 Orientation to School Counseling (0 credits)
CON 610 Theories of Counseling (3 credits)
CON 611 Career Development (3 credits)
CON 612 Techniques of Counseling (3 credits)
CON 630 Behavioral Science Statistics and Research (3 credits)
CON 700 Multicultural Counseling (3 credits)
CON 712 Counseling Children and Adolescents (3 credits)
CON 720 Counseling Assessment and Program Evaluation (3 credits)
CON 730 Counseling in Schools (3 credits)
CON 740 Group Procedures in Counseling (3 credits)
CON 741 Family Systems Theory, Research and Practice (3 credits)
CON 750 Counseling across the Lifespan (3 credits)
CON 796 Internship I (School placement) (3 credits)
CON 797 Internship II (School placement) (3 credits)
EDU 703 Exceptional Learners (Required for students without WI teaching certification) (3 credits)
EDU 742 Instructional Strategies (Required for students without WI teaching certification) (3 credits)

Elective Courses (for students with WI teaching certification)

CON 650 Trauma Counseling I (3 credits)
CON 651 Trauma Counseling II (3 credits)
CON 679 Special Topics in Counseling (1-3 credits)
CON 714 Addictions Counseling (3 credits)
CON 715 Professional Issues in Addictions Counseling (3 credits)
CON 770 Psychopathology (3 credits)
CON 775 Psychopharmacology (3 credits)

Additional Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary University Graduate Student Handbook.
2. Prior to starting Practicum or Internship, students must register for CON 601 "Orientation

to Practicum/Internship” or CON 601 “Orientation to School Counseling”. Orientation is a zero-credit course that is offered in a one-time three hour workshop format.

3. “*Application of Intent to Start Practicum/Internship*” must be completed at least two semesters prior to starting Practicum. Students must confirm that all prerequisites have been completed.
4. After completion of 18 credits in the program, students will conduct a self-assessment. In addition, at the completion of internship, students will be asked to use the same format to assess growth and learning over time.
5. Each fall, all practicum/internship students accompany the Practicum/Internship Program Coordinator to a Ropes and Challenge Course. Those students who have documented medical issues that prohibit active participation can elect to either attend the event and have limited participation OR complete an interview with an experiential therapist and write a paper that details the use of no less than five experiential activities with clients seeking mental health services. A fee for each student may be assessed at the start of the semester and is based on the number of students participating. Only Post-Masters students and students enrolled in CON 798 (Internship III) are exempt from this requirement.
6. Students in the Clinical Mental Health and Clinical Rehabilitation Counseling concentrations must complete 100 clock hours, on-site, of supervised counseling experience (practicum) before enrolling in a Counseling Internship course. Practicum and Internship courses are taken consecutively and the sequence begins each summer.
7. Internship I & II are intended to be 300 hours EACH. The essential criterion is that a student’s hours **must** add up to 700 by the end of the Practicum/Internship sequence. Students in the School Counseling Concentration complete a year-long (August/September to June), 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school).
8. Students in the **Clinical Mental Health and Clinical Rehabilitation Counseling concentrations** are required to:
 - a. Create a Professional Counselor Portfolio.
 - b. Pass the CPCE or complete a thesis
9. Students in the **School Counseling concentration** are required to:
 - a. Create a School Counselor PI 34 Pupil Services Standards Portfolio (licensing requirement)
 - b. Pass the PRAXIS II Professional School Counselor Exam.
10. Comprehensive Examination (CPCE) or Thesis Requirement
 - a. Students who elect to take the Comprehensive Exam will be required to take the exam during the final semester of their graduate studies, or in spring for summer graduates.
 - b. Students who select the thesis option must meet with their advisor a minimum of 12 months prior to their scheduled graduation date and are not required to take the Comprehensive Examination.
11. Application for Graduation must be filed with the Program Director and the Registrar by the date established by the Registrar.

Licensure and Certification

The Clinical Mental Health counseling concentration is on the approved list of institutions meeting the educational requirements necessary to obtain the Licensed Professional Counselor – Initial Training license (LPC-IT) in the state of Wisconsin by the Department of Safety and Professional Services. The Clinical Mental Health Counseling concentration is designated as an approved substance abuse counseling program by the Wisconsin Department of Safety and Professional Services. In addition to the LPC-IT license, students graduating from the Clinical Mental Health Counseling concentration are eligible in Wisconsin for a training license for [Substance Abuse Counselor – Initial Training](#) (SAC-IT).

The Clinical Rehabilitation Counseling concentration prepares student for eligibility to apply for several credentials as a result of successful completion of the training. Graduates are eligible to become a Certified Rehabilitation Counselor (CRC) by passing the National Certified Rehabilitation Counseling Exam and by obtaining twelve months of acceptable employment experience supervised by a CRC. Further national certification may also include Certificated Disability Management Specialist (CDMS), and Certified Case Manager (CCM). The students may be eligible to seek licensure as a Professional Counselor Licensure (LPC) in the State of Wisconsin with qualifying internship experience and elective course.

Additional requirements for LPC include completion of 3,000 hours of post-master's clinical experience and passing the National Counselor Exam (NCE). Mount Mary University's Master of Science in Counseling Program is a participant in the [National Board for Certified Counselors](#) national certification program - Graduate Student Administration - National Counselor Certification Examination (GSA-NCC Exam) for currently enrolled clinical mental health students. The NCC credential is the only master's level, professional counselor certification that students can apply for while enrolled in University.

The **School Counseling concentration** is approved by the Wisconsin State Department of Public Instruction (WDPI). Curriculum is consistent with nationally recognized training standards and qualifies graduates of the program for an Initial Educator license: License Code 54, under PI 34 in the State of Wisconsin. All students will be licensed at the K-12 grade levels. Additional information about requirements for licensing is available from the WDPI website at http://sspw.dpi.wi.gov/sspw_sclicensure. Students in the school concentration will need additional course work, as well as internship experiences, to meet the academic requirements for licensure as an LPC in the State of Wisconsin. Please consult with the program director.

Course Descriptions

CON 600 Professional Identity & Ethics

3 credits

Provides an understanding of professional functioning, including an overview of the history and philosophy of the counseling profession, as well as professional roles, functions, and relationships with human services providers. Other topics include ethical standards of the American Counseling Association (ACA) and related entities, and other contemporary issues. Prerequisite: graduate standing; priority given to students enrolled in Counseling Program.

CON 601 Orientation to School Counseling**0 credits**

This workshop is specifically designed to introduce school counseling students to the Wisconsin Pupil Services Standards and the development of their professional portfolio in which they will show evidence of meeting those standards at a level appropriate for an entry level school counselor. Students will be introduced to the structure of the portfolio and the evaluation process.

CON 601 Orientation to Practicum-Internship**0 credits**

This workshop is specifically designed to inform clinical mental health students of the process of choosing and securing a clinical practicum/internship, as well as the expectation of students during their clinical experience.

CON 610 Theories of Counseling**3 credits**

Addresses evolution in counseling theories and systems. Students are provided with consistent models to select appropriate interventions for differing client presentations. Emphasizes theories that are consistent with current research and practice in order for students to develop their own personal practice of counseling. Prerequisite: graduate standing; priority given to students enrolled in Counseling Program.

CON 611 Career Development**3 credits**

Focuses on career development theories and technological information resources for occupational and educational guidance. Covers career and educational planning, including interrelationships between work, family and other life roles. Addresses diversity and gender in the context of career development. Students become familiar with the career counseling processes, techniques and resources. Prerequisite: graduate standing.

CON 612 Techniques of Counseling**3 credits**

Provides students with essential interviewing techniques that allow students to develop an appropriate therapeutic relationship. Topics include developing counseling goals, designing intervention strategies, establishing personal boundaries, and assessing outcomes. Also focuses on student self-assessment to allow for a beneficial counselor-client relationship. Prerequisite: graduate standing; priority given to students enrolled in Counseling Program.

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management**3 credits**

Provides an overview of the Vocational Rehabilitation Counseling profession including information on case management, budgeting, ethics, professional identity, history of legislation, and available careers. Prerequisite: graduate standing.

CON 630 Behavioral Science Statistics and Research Methods**3 credits**

Provides students with an understanding of behavioral science statistics and both qualitative and quantitative research methods. Technological competence in use of statistical analyses is achieved. Prerequisites: undergraduate statistics course & graduate standing.

CON 640 Medical & Psychosocial Aspects of Disabilities**3 credits**

Provides an overview of medical terminology, and anatomy/physiology of organ system; outlines vocational implications of major diseases and associated etiologies, pathologies and disabilities. Prerequisite: CON 615.

CON 650 Trauma Counseling I**3 credits**

As a foundational course, students will develop an understanding and competency in the physiological, psychological, socio-cultural, and familial aspects of treating trauma. Prerequisites: CON 600, 610 & 612; priority given to students enrolled in Counseling Program.

CON 651 Trauma Counseling II**3 credits**

Advanced treatment techniques with a variety of populations and settings are explored. Program planning, prevention, evaluation strategies, crisis intervention, and psychological first aid are addressed. Prerequisites: CON 650 with grade of B or higher; priority given to students enrolled in Counseling Program.

CON 659 Conflict Mediation for Professionals**4 credits**

Provides the student a solid foundation in the theories and practice of conflict resolution using a mediation process. Students practice applying specific skill sets for conflict transformation, including formal mediation, dialogue circles, and problem-solving meetings. Students will complete required training for mediation certification. Prerequisite: Graduate Standing

CON 679 Special Topics in Counseling**1-3 credits**

Current and emerging issues/trends in counseling. Specific topics and prerequisites announced in schedule of classes. May be retaken with different topics up to a maximum of nine credits. Prerequisite: graduate standing.

CON 700 Multicultural Counseling**3 credits**

Students become familiar with counseling techniques to address the cultural context of relationships between and within groups, as well as issues and trends in a culturally diverse society. A comprehensive treatment of diversity factors including age, ethnicity, nationality, spirituality, gender, sexual orientation, mental and physical characteristics, and socioeconomic status included. The counselor's role in social justice and client advocacy are investigated. Prerequisites: CON 610 or concurrent with 610 and consent of instructor.

CON 712 Counseling Children and Adolescents**3 credits**

Describes various counseling issues and strategies applicable to working with children and adolescents. Topics address the concerns of clients in both school and community settings. Prevention and intervention techniques, the role of developmental factors, and issues of special populations are discussed. Prerequisites: CON 610 & 612.

CON 714 Addictions Counseling**3 credits**

Overview of theories and issues related to substance and other addictions. Developing competencies in assessment, prevention, and treatment are emphasized as well as work with

individuals, couples, and groups coping with addictive disease. Ethical and cultural issues and current research will be explored. Prerequisites: CON 600, 610 & 612.

CON 715 Professional Issues in Addictions Counseling **3 credits**

Focus is placed on assessment, case management, and professional practice within the field of addictions treatment. Treatment planning, legal issues and psycho-educational aspects are addressed. Prerequisite: CON 714.

CON 720 Counseling Assessment and Program Evaluation **3 credits**

Provides students with an understanding of assessment in counseling, as well as program evaluation in the context of the counseling profession. Prerequisites: CON 600 & CON 630.

CON 730 Counseling in Schools **3 credits**

Focus on the history, philosophy, and trends in school counseling. Topics include the ethical and legal issues related to the practice of school counseling, the understanding of roles, functions, settings and professional identity of the school counselor, and the American School Counselor Association National Model for school counseling programs. Prerequisites: CON 600, 610 & CON 612.

CON 740 Group Procedures in Counseling **3 credits**

Emphasizes applied work in group counseling methods. Group dynamics, leadership styles, and purpose are considered. Students learn theories, concepts, and skills related to working with groups. Prerequisites: CON 600, 610 & 612.

CON 741 Family Systems Theory, Research, and Practice **3 credits**

Provides students with an introduction to a Family Systems approach to therapy and counseling emphasizing the importance of interpersonal factors in understanding human behavior. Client behavior is examined in the context of families and/or primary relationships including but not limited to nuclear or biological family units. Prerequisites: CON 600, 610 & 612.

CON 750 Counseling Across the Lifespan **3 credits**

Addresses counseling practice in the context of lifespan development. Developmental theories such as learning and personality are addressed, as well as those that are related to individuals, their family, and the larger environment. Life transitions and events are examined including developmental crises, psychopathology, addiction, and exceptional behavior. Emphasizes counseling techniques that promote optimal life experiences. Prerequisites: CON 610 & 612.

CON 760 Psychiatric Rehabilitation & Intervention **3 credits**

Focuses on evidence-based psychiatric vocational rehabilitation interventions for adults diagnosed with mental health disorders that interfere with functioning in work, education and social roles. Prerequisite: CON 640, concurrent with CON 795.

CON 770 Psychopathology **3 credits**

An overview of the study of psychopathology designed to address the etiology, assessment, diagnosis, and treatment of individuals with maladaptive behaviors, and psychological disorders.

Explores the delivery of services, legal aspects, community assessment, consultation, outreach, and crisis intervention. Evidence-based treatments as well as cultural and ethical issues are addressed. Prerequisites: CON 600, 610 & 612.

CON 775 Psychopharmacology

3 credits

This course examines the major categories of psychiatric/psychotropic medications along with their use, effects, potential for abuse, and applications to mental health issues. Prerequisite: CON 770.

CON 780 Independent Reading

1-3 credits

For graduate students who wish to study in-depth, selected counseling topics. Also available for students who are unable to secure needed content in regular courses. Prerequisites: graduate standing and consent of instructor.

CON 785 Advanced Issues in Clinical Mental Health Counseling

3 credits

Explores professional roles (e.g. prevention, intervention, consultation, education, and advocacy) and the operation of programs and networks that promote mental health in a multicultural society. Prerequisite: CON 795.

CON 790 Research or Thesis

1-3 credits

For graduate students who wish to complete a master's thesis. Prerequisites: graduate standing and consent of instructor.

CON 795 Supervised Practicum

3 credits

Placement in a cooperating agency to explore the field of counseling, or a particular specialty area. Emphasizes development of practice and counseling techniques. 100 clock hours on-site required. Prerequisites: CON 600, 610, 612, 740 (concurrent) & consent of the instructor.

CON 796 Counseling Internship I

3 credits

Placement at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. 300 clock hours on-site required. Prerequisites: (for Community & Clinical Mental Health concentrations) CON 770 (concurrent) & 795; (for School Counseling concentration) CON 730 & Passing score on Praxis II Exam.

CON 797 Counseling Internship II

3 credits

Placement in a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. 300 additional clock hours on-site are required. Prerequisite: CON 796 or consent of instructor.

CON 798 Counseling Internship III

1-3 credits

Designed for students unable to reach 700 hours by the end of Internship II. Students may take Internship III as many times as needed. There is no class room component to this course. Prerequisites: CON 797 and consent of instructor.

Master of Science in Dietetics

Mount Mary University has an 80 year history of quality dietetic education. The Master of Science in Dietetics was the first graduate program at Mount Mary, approved by North Central Association in 1982. The program is designed specifically for working dietetic practitioners, with course offerings in the evening and on weekends. The MS in Dietetics offers dietetic practitioners the opportunity to increase knowledge depth and breadth in the ever-changing profession of dietetics. Application of the principles of research in a focused area of study culminates the degree process.

Because the degree is in dietetics, not nutritional science or food science, the student will have an undergraduate degree in nutrition or dietetics, or the equivalent course work to be eligible to take the registration examination of the Academy of Nutrition and Dietetics (AND). Previous work experience in an area of dietetics is highly recommended. Concurrent work in the field is beneficial during thesis or project completion.

The Master of Science in Dietetics is organized into two tracks.

- Track I: Professional Development is primarily for the Registered Dietitian who is a current practitioner seeking post-professional development to enhance practice or the scope of practice.
- Track II: Dietetic Internship is for the student who needs to complete the 1200 hour supervised practice component necessary to meet the requirements for Registered Dietitian (RD) exam eligibility.

For Both Tracks:

- Students select an emphasis in counseling, management, nutrition and fitness, or professional writing, or design an individualized program of study with the Program Director.
- Track II students may wait until after completing the internship to declare an emphasis.
- Guided research through a project or thesis culminates the degree process.

M.S. in Dietetics – Thesis Option

This option is for the student interested in a professional career involving research, who works in a setting where research is conducted, and/or for the student who plans to pursue a doctoral degree. It emphasizes original hypothesis-driven research of publishable quality, generally conducted in the student's place of employment. The student orally presents and defends the written product to peers, faculty and the thesis committee.

M.S. in Dietetics – Non-thesis Option

This option is for students who seek excellence in practice in their professional career through application of specialized knowledge to the work environment. Students explore, analyze and critique a selected issue by developing a project in a focused area of study related to their selected emphasis area.

This path is often preferred by working professionals seeking advanced training through an

accredited degree, but who do not have the opportunity for a comprehensive research project. The student orally presents the project to peers, faculty and the project committee.

Mission

The mission of the Graduate Program in Dietetics is to strengthen the knowledge base and develop the analytical, creative, and critical thinking skills of dietitians so that they may excel as practitioners in a variety of settings.

Professional Development Track Goals

Through successful completion of the graduate program in dietetics the student will be able to:

- Through speculative exploration, demonstrate an understanding of the social, cultural, and political economic systems in relation to health care and as they impact relevant issues in dietetics.
- Demonstrate synthesis of knowledge and resourcefulness in applying skills in selected areas of nutritional science and professional practice.
- Use guided research and professional writing skills to demonstrate the application of specialized knowledge to dietetic practice while exhibiting the ability to generate ideas and navigate complexity.

Admission Requirements Track I: Professional Development

In addition to the materials described in the general information section on admission (application form, official transcripts, fee) the applicant will submit the following:

1. A two-page letter describing your experience in the field of dietetics, professional goals contributing to the decision to pursue graduate study, and the intended emphasis area you plan to pursue. The letter should demonstrate writing competencies appropriate for graduate level work.
2. A current resume.
3. Three letters of recommendation supporting the ability to succeed in graduate studies. Recommendations should be from those able to comment on your academic work, work experience, character and leadership potential. Letters from past instructors and employers are highly recommended.
4. A copy of your current ADA registration card and/or certified/licensed dietitian card.
5. An interview with the Program Director may be required after the application is complete.

Submitted required materials to:

Office for Graduate Education
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597

Application deadlines:

- Fall: August 1st: recommended

- Spring: December 1st: recommended
- Summer: Not open for admission

Degree Requirements Track I: Professional Development

The professional development track is designed primarily as a part-time evening and weekend program for the RD who is a current practitioner. The applicant should have completed the academic requirements and supervised practice for RD status. Without having met these requirements, the student may be admitted on Provisional Status, or be advised to complete the deficient coursework prior to beginning graduate study. Provisional status does not guarantee admission to the Dietetic Internship. The Professional Development track requires a total of 33 graduate credits including the following required courses:

Component I:

DTS 722 Issues and Problems in Healthcare 3 credits

***Component II:**

Nutritional Sciences Courses 8 or more credits

Courses from Chosen Concentration 9 or more credits

Other Elective Courses 0-6 credits

Component III:

DTS 712 Research Design & Analysis I 2 credits

DTS 714 Research Design & Analysis II 3 credits

DTS 770 Applied Graduate Research (project or thesis) 2-4 credits

Total: 33 credits

**Students select courses of interest that will help them reach their professional goals.*

Program Components

The program consists of three components through which the student meets the aims of the program. Components 1 and 3 are composed of required courses; component 2 includes elective credits in the student's areas of interest.

Component 1 - Graduate General Studies

Deepens the dietitian's understanding of the social, cultural, political and economic systems in relation to health care and their impact on ethical dietetic practice.

Component 2 - Specialized Knowledge in Dietetics

Focuses on specific knowledge and skills in a targeted area of dietetics for professional development. Requires eight or more credits of nutritional sciences and 9 or more professional development credits in an area of interest including: counseling, management, nutrition and fitness, or professional writing.

Component 3 - Application of Specialized Knowledge to Dietetic Practice

Consists of guided research and development of professional writing skills that demonstrate the application of specialized knowledge to dietetic practice. Students should successfully complete 21 credits of course work prior to taking Component 3 courses.

Flexible Degree Design

The MS in Dietetics provides dietitians with knowledge and skills to help them advance and excel in the field of dietetics. The Component 2 courses allow students the flexibility to select from professional development courses of interest that will most enhance their current position or help prepare them for a change or promotion in their work setting. For example:

- A clinical dietitian with a career goal of private practice might elect to take management courses along with nutritional science courses in her area of interest.
- A dietitian who wishes to further develop her/his skills or expand her career to include writing about nutrition topics would benefit from taking courses such as Integrated Human Nutrition, Workshop in Technical Communication and Design, Writing for Publication, and Writing for the Health Professions.
- A dietitian employed or seeking employment in a wellness setting might select the Nutrition and Fitness concentration. The Program Director is available to assist students in selecting courses that best meet their career goals.

Emphasis Areas

The emphasis areas within the MS in Dietetics are designed to help students gain expertise in certain specialty areas of dietetics. Students take a minimum of 9 credits from the selected emphasis area.

Counseling Emphasis

The counseling concentration correlates advanced counseling skills with advanced nutritional knowledge. This emphasis will better enable dietitians to provide nutritional counseling to their clients, in particular to those with psychosocial issues that accompany chronic diseases and eating disorders. The graduate becomes knowledgeable about the roles, functions, and relationship of the nutrition counselor to the client, and more proficient in the counseling role through simulated and experiential learning.

Management Emphasis

The management emphasis provides in-depth skills and knowledge that emphasize leadership and communication skills within a global environment. Courses are relevant to dietitians pursuing or working in clinical or foodservice management or private practice.

Nutrition and Fitness Emphasis

Nutrition and physical activity are intimately related to health and wellness. This emphasis expands the dietitian's knowledge and skills related to energy capacity, exercise performance, body composition, energy balance and weight control, fitness assessment and exercise programs. Dietitians are better prepared to communicate effectively the role of exercise in disease prevention and health promotion to the general public, and to communicate with athletes about the role of nutrition in improving athletic performance.

Professional Writing Emphasis

The professional writing emphasis prepares dietitians to communicate information effectively and to advance within their field. Students may select from among a variety of professional writing courses that will equip them with the advanced skills required to create compelling proposals and grants, informational manuals, brochures, newsletters, dynamic web text, technical documents for health professionals, peer reviewed articles for academic journals as well intriguing articles that translate scientific information for consumer newspapers and magazines.

Track II: Dietetic Internship

Mission of the Dietetic Internship

The Dietetic Internship strengthens the academic background of interns and provides quality experiences in a generalist program with a concentration in disease prevention and health promotion. The combination of graduate course work along with the experiential component enhances application of concepts and presents a model for lifelong learning to promote professional excellence.

Goals of the Dietetic Internship

- To comprehensively train competent, confident, entry-level practitioners who incorporate disease prevention and health promotion in professional practice.
- To stimulate interns to continue their professional growth through graduate education, certification in specialized areas of dietetics and/or professional activities.
- To meet interns' individual learning needs and interests through internship placement sites and graduate course work that promote excellence in practice.

Admission Requirements Track II: Dietetic Internship (DI)

Interns are full-time graduate students, and earn 18 graduate credits toward the 37 credits required to complete the MS in Dietetics during the 9 1/2-month internship. Ten of these credits are earned by taking the DI Dietetics Practice courses (DTS 601, 602, 603, and 604) Monday through Friday, approximately 40 hours per week. The other eight credits are earned from graduate courses taken in the evening and/or on Saturdays with other graduate dietetics students. Part-time employment is possible during the internship, but work hours should be limited and must fit around the internship program schedule.

To be eligible for admission to the Mount Mary Dietetic Internship program, the student must meet the following requirements:

1. Complete a Bachelor of Science or Bachelor of Arts degree prior to the start date of the program.
2. Complete all Didactic Program in Dietetics (DPD) program requirements prior to the start date of the program. Didactic requirements will normally have been completed no more than two years prior to applying.
3. Obtain a signed Intent to Complete form (if you have not yet completed DPD requirements) or a Verification Statement from your program director.

4. Obtain a minimum grade point average (GPA) of 3.0 on a 4.0 scale and a minimum of a “C” grade for any course required for the undergraduate dietetics/nutrition major.
5. Work experience (paid or volunteer) related to health care and/or food service is highly preferred.

Application Process

1. The Mount Mary University Dietetic Internship Program uses the on-line Dietetic Internship Centralized Application System, DICAS, which may be accessed at <https://portal.dicas.org>, or by email DICASinfo@DICAS.org. In addition to the application, resume, personal statement, official transcripts, and three references required by DICAS, an additional Mount Mary University specific personal statement is required. For further information about application deadlines, fees and requirements refer to the Mount Mary University Dietetic internship Program website at www.mtmary.edu.
2. Register online to participate in the computer matching system managed by D&D Digital Systems at <http://www.dnddigital.com/index.html> or contact D&D Digital Systems at 304 Main St., Ames, IA 50010-6148, 515-292-0490.
3. Comply with all computer match procedures and select dietetic internship priority choices by the designated date and time for the spring match, typically 11:59 p.m. Central Time on February 15. The fee is currently \$50.00, regardless of how many programs you apply to. Students are notified at the April match date of the outcome of their application. For the most current information about application deadlines refer to the Mount Mary University Dietetic Internship Program website at www.mtmary.edu.
4. Submit an application fee of \$35 payable to Mount Mary University. On the memo line of the check write “Dietetic Internship”. Mail it to: Office for Graduate Education, Mount Mary University, 2900 N. Menomonee River Pkwy., Milwaukee, WI 53222.

Note: No separate application to the Mount Mary University Graduate Program in Dietetics is required unless the applicant is computer matched with Mount Mary University. The application fee for the graduate program is then waived.

Selection Process

The Dietetic Internship Selection Committee selects participants based on academic performance, work experience, the letter of application, letters of recommendation, and compatibility of the applicant’s goals with the design of the Mount Mary University Dietetic Internship program. Applicants are notified of the computer match results on D&D Digital’s website in April, using a personal login and password. Matched applicants must confirm or decline acceptance to the program by contacting the Mount Mary University Dietetic Internship Director by 5:00 p.m. Central Time on the designated date posted on the D&D Digital website.

Once matched to Mount Mary’s internship, dietetic interns must also successfully complete a background information disclosure that is in compliance with the Wisconsin Caregiver Law. The criminal records check may affect eligibility to participate in the required experiences and thus

affect internship completion.

Additional Internship Information

Mount Mary's DI is unique in that interns' rotations are arranged based on areas of interest and career goals. For detailed information concerning the supervised practice sites and rotations, program costs, physical requirements, transportation requirements and other information about the Dietetic Internship program, visit the University website.

The internship is 9 1/2 months in length beginning in mid- August and continuing through the end of May. Students are expected to work the schedule assigned by the cooperating institutions, which may include early, late, and weekend assignments. The assigned schedule is normally 32-40 hours per week at the practice site, with bi-weekly meetings weekdays on campus. Additional disease prevention/health promotion activities are carried out throughout fall and spring semester, primarily during the day. Assignments and projects will require additional time to complete. Access to a computer and the Internet are required to complete most assignments.

A limited number of Graduate Assistantships are available each year to successful applicants to help cover the cost of tuition. They require working a specified number of hours of work each week in settings on campus or at local affiliations. Applications and job descriptions for the assistantships are available after the computer match.

The program does not provide for extensive review of prerequisite knowledge prior to or during the experiences. Students who require a review of academic content may wish to contact the Director of the Coordinated Program in Dietetics at Mount Mary University for information about an alternate route to becoming a Registered Dietitian.

Upon successful completion of the DI, interns will be issued a Verification Statement and be eligible to apply to take the ADA registration exam. Students are encouraged, but not required, to find work and complete the Master's degree on a part- or full-time basis.

Degree Requirements Track II: Dietetic Internship

The Dietetic Internship (DI) track requires a total of 37 graduate credits including the following required courses:

Component I:

DTS 722 Issues and Problems in Healthcare 3 credits

***Component II:**

**DTS 601 Principles of Dietetic Practice I 2 credits

**DTS 602 Dietetic Practice I: Management & Community 3 credits

**DTS 603 Principles of Dietetic Practice II 2 credits

**DTS 604 Dietetic Practice II: MNT & Elective 3 credits

Nutritional Sciences Courses 8 credits

Courses from Chosen Concentration 9 credits

Component III:

DTS 712 Research Design & Analysis I 2 credits

DTS 714 Research Design & Analysis II 3 credits

DTS 770 Applied Graduate Research (project or thesis) 2-4 credits

37-39 credits

**Students select courses of interest that will help them reach their professional goals. **Courses are related to the DI.*

Nutritional Sciences Courses:

DTS 560 Nutrition Assessment 1 credit

DTS 571 Life Cycle Nutrition: Infancy/Childhood 2 credits

DTS 573 Life Cycle Nutrition: Later Adulthood 2 credits

*DTS 660 Integrated Human Nutrition: Macronutrients 2 credits

*DTS 661 Integrated Human Nutrition: Micronutrients 2 credits

DTS 700 Nutrigenetics 1 credit

**DTS 750 Topics in Dietetics 1-3 credits

DTS 761 EBP Cardiovascular & Respiratory Diseases 1 credit

DTS 762 EBP Diabetes & Renal Diseases 1 credit

DTS 763 EBP GI & Ancillary Systems 1 credit

DTS 764 EBP Nutrition Support 1 credit

DTS 765 EBP Oncology 1 credit

**Designates a required course for the Nutrition & Fitness emphasis.*

***Example topics include Adult Weight Management, Pediatric Weight Management, Nutritional Epidemiology. These courses vary*

Counseling Emphasis:

DTS 575 Advanced Nutrition Counseling 2 credits

*CON 610 Theories of Counseling 3 credits

*CON 612 Techniques of Counseling 3 credits

CON 679 Special Topics in Counseling – Eating Disorders 3 credits

CON 700 Multicultural Counseling 3 credits

CON 712 Counseling Children and Adolescents 3 credits

CON 740 Group Procedures in Counseling 3 credits

CON 750 Counseling Across the Lifespan 3 credits

**Designates a required course for this emphasis, and a prerequisite for other counseling courses. Refer to the Master of Science in Counseling section of the Graduate Bulletin for course descriptions and prerequisites.*

Management Emphasis:

*BUS 610 Managerial Communication 3 credits

BUS 615 Managing in a Global Environment 3 credits

*BUS 620 Leadership 3 credits

BUS 625 Marketing Management (prerequisite: Marketing) 3 credits

BUS 630 Managerial Economics (prerequisite: macro or microecon) 3 credits

BUS 635 Information Technology for a Competitive Environment 3 credits

**Designates a required course for this emphasis, and a prerequisite for other management courses. Refer to the Master of Business Administration section of the Graduate Bulletin for course descriptions.*

Nutrition & Fitness Emphasis:

DTS 530 Applied Exercise Physiology I 3 credits

DTS 532 Exercise Physiology I 2 credits

DTS 535 Fitness Assessment and Exercise Program Design 2 credits

DTS 550 Nutrition for Fitness & Sport (prerequisite: DTS 530, 532 or 535) 2 credits

DTS 575 Advanced Nutrition Counseling 2 credits

DTS 630 Applied Exercise Physiology II (prerequisite DTS 530) 3 credits

DTS 632 Exercise Physiology II (prerequisite DTS 532) 2 credits

**Note: DTS 660 and 661 are required courses for this emphasis.*

Professional Writing Emphasis:

ENG 602 Workshop in Journalism Theory and Practice 3 credits

ENG 618 Workshop and Research in Craft 3 credits

ENG 632 Workshop in Technical Communication and Design 3 credits

ENG 702 Promotional Writing for the Media 3 credits

ENG 706 Writing and Design for the Web 3 credits

ENG 733 Special Topics in Professional Writing – Writing for the Health Professions 3 credits

ENG 734 Writing for Non-Profits 3 credits

**Designates a required course for this emphasis. Refer to the Master of Arts in English section of the Graduate Bulletin for course descriptions and prerequisites.*

Course Descriptions

DTS 530 Applied Exercise Physiology I 3 credits/DTS 532 Exercise Physiology I 2 credits

Exercise physiology courses integrate basic concepts and relevant scientific information for understanding nutrition, energy transfer, and exercise training over two semesters. Classes cover exercise physiology, uniting the topics of physical conditioning, sports nutrition, body composition, weight control, and more. This first class in a series of two includes nutrition as the base for human performance, energy for physical activity, and systems of energy delivery and utilization. This course can be taken for 2 or 3 credits; DTS 530 includes a more extensive laboratory component. Prerequisite: BIO 212 or equivalent; DTS 250 or equivalent.

DTS 535 Fitness Assessment and Exercise Program Design 2 credits

Hands on assessment of cardiorespiratory, muscular and flexibility systems. Assessments will begin from a basic evaluation to more advanced techniques. This data will then be incorporated into designing individualized exercise programs to accomplish specific goals. Prerequisite: Physiology.

DTS 550 Nutrition for Fitness & Sport 2 credits

Addresses sports nutrition, specifically the role of nutrition as it relates to a person's current physical state, and goals for fitness and health and/or exercise performance. Prerequisites: DTS 354 or equivalent, and DTS 530 or equivalent.

DTS 560 Nutrition Assessment 1 credit

Hands on exploration of nutrition assessment with an emphasis of the nutrition focused physical exam for the identification and diagnosis of malnutrition. Prerequisite: Acceptance into the Graduate Program in Dietetics.

DTS 571 Life Cycle Nutrition: Infancy/Childhood 2 credits

Nutrient requirements, dietary patterns and food behaviors of specific life cycle stages are investigated along with medical problems and dietary implications associated with each life stage. Courses need not be taken in sequence. Prerequisite: DTS 354 or consent of instructor.

DTS 573 Life Cycle Nutrition: Later Adulthood 2 credits

Nutrient requirements, dietary patterns and food behaviors of specific life cycle stages are investigated along with medical problems and dietary implications associated with each life stage. Courses need not be taken in sequence. Prerequisite: DTS 354 or consent of instructor.

DTS 575 Advanced Nutrition Counseling 2 credits

This class is designed to help students apply current theories, strategies and philosophies of counseling in ways that enable and assist others to make healthful dietary changes. Emphasis is placed on strategies that are part of ADA's Nutrition Care Process.

DTS 630 Applied Exercise Physiology II 3 credits/DTS 632 Exercise Physiology II 2 credits

This second class in the series of exercise physiology includes enhancement of energy capacity, exercise performance and environmental stress, body composition, energy balance and weight control, and exercise for successful aging and disease prevention. This course can be taken for 2 or 3 credits; DTS 630 includes a more extensive laboratory component. Prerequisite: DTS 530 or 532 or equivalent.

DTS 660 Integrated Human Nutrition: Macronutrients 2 credits DTS 661 Integrated Human Nutrition: Micronutrients 2 credits

Concepts of human nutrition integrated with principles of physiology and metabolism and current research reports with an emphasis on application to practice. Prerequisite: DTS 464 or equivalent.

DTS 700 Nutrigenetics 1 credit

Critical concepts underlying the relationships among genetics, diet, and health are investigated, with an emphasis on current research and potential impact on practice. Prerequisite: DTS 464 or equivalent.

DTS 722 Seminar: Issues and Problems Affecting Health Care 3 credits

Examination of the social, cultural, political, and economic systems influencing health care policies and practices. Health care reform, ethics, controversial issues, and consumer concerns affecting health care delivery and policies. Online course. Prerequisite for Track II: completion of dietetic internship.

DTS 750 Topics in Dietetics 1-3 credits

Focuses on a specific current topic related to dietetic practice. The topic and credits are determined by the Program Director. The course may be repeated with a different topic.

DTS 761 EBP Cardiovascular & Respiratory Diseases 1 credit

DTS 762 EBP Diabetes & Renal Diseases 1 credit

DTS 763 EBP Gastrointestinal & Ancillary Systems 1 credit

DTS 764 EBP Nutrition Support 1 credit

DTS 765 EBP Oncology 1 credit

The Evidence Based Practice (EBP) courses investigate the pathophysiology and treatment of the specified disease states or conditions based on evidence in the scientific literature. Emphasis is placed on the practical application of evidence-based practice to medical nutritional therapy in providing ethical, optimal care. Prerequisite: DTS 464 or equivalent.

DTS 712 Research Design & Analysis I 2 credits

Provides students with the knowledge and tools necessary to conduct research in dietetics. Research methodologies, how to plan and execute a project, ethical responsibilities in designing and conducting research involving human subjects, and statistical methods. Students develop a proposal and methodology for their project or thesis. Prerequisite: an undergraduate statistics course and approval of the Program Director.

DTS 714 Research Design & Analysis II 3 credits

Students continue with guided work on their project or thesis and establish a method for data analysis using SPSS. Research questions are analyzed to promote competence in interpreting data using descriptive and inferential statistics. Prerequisite: DTS 712.

DTS 740 Independent Research in Dietetics**1-2 credits**

Individualized study designed by the student and faculty advisor incorporating advanced learning experiences related to the student's program and not available through formal course offerings.

Prerequisite: Consent of the Program Director.

DTS 770 Applied Graduate Research**2-4 credits**

Specialized application of theoretical knowledge to the solving of a problem in an area that constitutes professional growth. Research methodology is used and students complete a 2 credit project or 4 credit thesis and present it in written and oral format. The total required applied research credits are typically divided among two or more consecutive semesters. Credits may be taken concurrently with DTS 714. Upon successful completion the student is awarded a grade of P. Prerequisite: DTS 714, RD status, and consent of Program Director.

DTS 799 Continuing Registration**0 credits**

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, continuing registration until completion is required. Such continuous registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation. Also refer to additional pages in the Graduate Bulletin.

Dietetic Internship Courses:**DTS 601 Principles of Dietetic Practice I (fall semester) 2 credits/DTS 603 Principles of Dietetic Practice II (spring semester) 2 credits**

Courses include orientation to the dietetic internship and management and community rotations (fall semester) and to the medical nutrition therapy and elective rotation (spring semester).

Exploration of concepts that include but aren't limited to professional and ethical dietetic practice, research and evidence-based practice related to community nutrition, foodservice and medical nutrition therapy. Students conduct and evaluate multiple session community nutrition intervention programs in various settings. Prerequisite: Admission to the DI program.

DTS 602 Dietetic Practice I: Management & Community**3 credits**

This course is designed to help students examine and apply theory related to food and nutritional science to dietetic practice through supervised practice experiences in local foodservice operations and community nutrition agencies. Foodservice management includes such topics as: food safety, and sanitation; food procurement, production, delivery and service systems; facility, financial and human resource management; and development of menus and recipes to meet the needs of diverse audiences. Community nutrition topics include: nutrition screening and assessment of individuals and population groups, nutrition education and counseling; program development, implementation and evaluation; and advocating for nutrition services. Biweekly seminars, readings and assignments reinforce rotation experiences. Participation fee assessed. Prerequisite: Admission to the DI Program.

DTS 604 Dietetic Practice II: MNT & Elective**3 credits**

This course is designed to help students examine and apply theory and knowledge of nutrition

and medical nutrition therapy to practice in local hospitals, outpatient clinics, extended care and homecare agencies, and wellness settings. Students may elect to complete a portion of their rotation in a pediatric setting. Diseases and conditions encountered during clinical rotations include but are not limited to: general medicine, surgery, diabetes, cardiology, oncology, orthopedics, rehabilitation, spinal cord injury, nephrology, psychiatric, intensive/critical care and nutrition support. Students select a specialized elective rotation of interest such as pediatric diabetes, metabolic, or gastrointestinal clinic; pediatric weight loss program, eating disorders, bariatric, adult diabetes, outpatient oncology or wellness settings. Biweekly seminars, readings and assignments reinforce rotation experiences. Participation fee assessed. Prerequisite: Admission to the DI Program.

Master of Arts in Education

Introduction

Mount Mary University's Master of Arts in Education degree program offers teachers the opportunity to strengthen their knowledge base and to broaden their repertoire of instructional skills. The 30-credit program offers professional development for teachers at all grade levels and subject areas. Technical college teachers also may benefit.

The Graduate Program in Education is an extension of an area in which the University has expertise based on a long and impressive history in the School Sisters of Notre Dame tradition of preparing teachers for the public, charter, private and parochial schools. Teaching children and adolescents is a noble, demanding, challenging, and creative undertaking. The role of a teacher of children and young people is essentially a leadership role. Therefore, those engaged in teaching need to have a broad and deep intellectual life, to be increasingly knowledgeable about the content they teach, and to be more cognizant of children as learners and of the craft of teaching -- the reflective bringing together of learners, content they are to understand, and skills they are to develop. Teachers can profit greatly from guidance, direction and support from other professional educators in the continuing development of instructional skills teachers already possess.

Courses within the program are open to women and men holding baccalaureate degrees and having specific course prerequisites. Applicants are expected to have teacher certification in Wisconsin or another state. However, persons who have completed a teacher preparation program, but who do not have certification, also may apply. Courses are offered in the summer session, and during the fall and spring terms beginning in late August and January respectively. Various scheduling patterns are used to accommodate teachers' time commitments and preferences.

Mission

The mission of the Graduate Program in Education is to deepen the teacher's self assurance as a professional, to enhance reflective practice that is rooted in in-depth knowledge, theoretical and

empirical findings, and specialized skills, and to foster teachers' development as visionary decision-makers who view their practice through a variety of critical lenses.

Goals

The Graduate Program in Education is designed to cultivate the teacher's confidence as a practitioner, to develop the teacher's professional competence, to foster qualities of leadership, and to stimulate continued intellectual development. Teachers who participate in the program will be able to:

- Demonstrate intellectual and cultural understanding of the current national and global issues impacting education
- Demonstrate a deeper understanding of the subject/content area currently taught and/or for which certification is held
- Demonstrate an understanding of children and adolescents in a diverse global society, the conditions under which learning takes place, the organization of curricula and the implementation of effective instructional and assessment strategies
- Apply knowledge of subject/content areas, learners and the learning process; understanding of theoretical, empirical, and interpretive research; pedagogical expertise; and craftsmanship to an action research project

Admission Requirements

In addition to the materials described in the general information section on admission (application form, official transcripts, fee) this program requires

1. Submission of an autobiographical statement of purpose, specifying objectives, and experience or skills contributing to the decision to pursue graduate study in education.
2. Two letters of recommendation from within the professional field of education, indicating potential for graduate study. One letter is to be from the applicant's present principal or a person determined by the program Director to be an appropriate reference.
3. A copy of the applicant's teaching license/s. An applicant who does not hold a teaching license should confer with the program Director.
4. An interview with the program Director.

Submit required materials to:

Office for Graduate Education

Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 256-1252

Degree Requirements

The Structure and Curriculum of the Program

The program consists of three components through which the student meets the aims of the program.

Component 1 - Required Education Courses (12 credits)

Focuses on and increases the teacher's understanding of children and adolescents, the conditions under which learning takes place, the organization of curricula, the implementation of effective instructional strategies, and the social, moral, political, familial, economic, historical, global, and cultural issues influencing educational policies and practices.

EDU 700 Diversity Among Learners - 3 credits

EDU 715 Seminar: Issues and Problems Affecting Education - 3 credits

EDU 740 Curriculum and Assessment - 3 credits

EDU 742 Instructional Strategies - 3 credits

Component 2 – Professional Expertise (12 credits)

Strengthens the teacher's understanding of the subject/content area or grade level currently taught or contributes to the teacher's general professional expertise.

Option 1 - Special Emphasis:

Course work (minimum of nine credits; subject areas vary) is taken in a specialized area. The Special Emphasis could be in a subject area, such as art or English, or it could be in an area of interest, such as technology, or Waldorf Education (partnership with Great Lakes Teacher Training Institute). To receive this special recognition, one must relate the instructional project (see below) to a topic within the Special Emphasis. Special emphases in adaptive education and reading also meet requirements for Wisconsin Department of Public Instruction licenses.

Option 2 – Practice-Based Emphasis:

Course work is taken in the teacher's subject area(s) and other areas having direct application to the teacher's practice. Teachers may choose from a wide array of electives.

Component 3 - Inquiry and Instructional Project (6 credits)

This component is the culmination of the master's degree program. In a specific instructional setting, the teacher applies her/his knowledge, pedagogical expertise, and craftsmanship to a classroom-based action research project.

EDU 705 Introduction to Professional Inquiry - 2 credits

EDU 706 Instructional Project - 4 credits

Course Descriptions**Component 1 - Core Education (12 Credits)**

EDU 700 Diversity Among Learners

3 credits

Study of the history, culture and contributions of women and various racial, cultural, language, and economic groups in the United States including a study of tribal sovereignty of American Indian tribes and bands located in Wisconsin; study of the psychological and social implications of discrimination and its impact on teachers, students, curriculum, instruction and assessment in schools. Consideration of instructional and motivational adaptations for diverse learners.

EDU 715 Seminar: Issues and Problems Affecting Education 3 credits

An examination of the social, moral, political, familial, economic, historical, global and cultural issues influencing educational policies and practices. School reform, controversial issues, and community concerns affecting classroom decision-making and school policies.

EDU 740 Curriculum and Assessment 3 credits

Foundations of curriculum development and assessment practice. Examination of a variety of curriculum and assessment models. Use of assessment data to inform curricular and instructional decisions.

EDU 742 Instructional Strategies 3 credits

A study of the increasing research base supporting models of instruction, learning styles, motivational techniques, and effective classroom management techniques. Demonstration and analysis of instructional models. Strategies focusing on cognitive, affective and psychomotor development.

Component 2 – Seminar and Instructional Project (6 Credits)

EDU 705 Introduction to Professional Inquiry 2 credits

A study of the action-based research process. Knowledge of defining a project topic, using library resources and developing a plan of action. A survey of research methodologies pertinent to the proposal development.

EDU 706 Instructional Project 4 credits

Implementation and analysis of an instructional project. Guidelines to be followed in fulfilling project requirements: draft critiques, manuscripts style, formal public presentation and timeline dates. Completion of project in two academic terms normally. Upon successful completion, the student is awarded a grade of P for the four credits.

EDU 799 Continuing Registration 0 credit

If a student is unable to complete the research project, with both written and oral presentations in place, within the four-credit time frame, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Component 3 Courses – Professional Expertise Electives (12 credits) see previous description of Option 1 and Option 2 electives.

Adaptive Education Special Emphasis

The following courses are included for certification in Adaptive Education, 859 License (9 required credits and 3 additional related elective credits). Students in the Master's Program also may choose these courses as electives for Component 2.

EDU 650 Adapting the Curriculum for Special Needs Students **3 credits**

Provides the educator with opportunities to explore the unique needs of and develop strategies for students with disabilities across the curriculum. Strategies include exploring issues of sensitivity, inclusion/self contained settings, disability manifestations, adaptive tools and techniques, collaboration, and classroom management. Class includes lecture, class discussions, group experiences, creative presentations, and a research paper. Required for Adaptive license.

EDU 703 Exceptional Learners **3 credits**

Focus on exceptional needs students in a K-12 environment. Examination of historical events, societal expectations, legal issues, individual isolation and current activism, and inclusion regarding the education of exceptional learners. Presentation of characteristics and learning needs of individuals with disabilities. Strategies for creating the Least Restrictive Environment are an integral part of the course. Required for Adaptive license.

EDU 651 Practicum in Inclusive Strategies **3 credits**

This 15-week practicum takes place in the students' own inclusive or self-contained classrooms, where they work with other school professionals as part of an inclusive team. The practicum includes drafting individualized education plans (IEPs) for students with varying visual, speech, cognitive or other physical needs, carrying out the IEPs, preparing case studies, and journaling objective outcomes and subjective reflections. Required for Adaptive license.

EDU 652 Teaching Students with ADHD **1 credit**

Learn to recognize ADHD behaviors in children and how to apply practical strategies in the classroom to increase successful experiences for students and staff.

EDU 653 Teaching Students with Autism **1 credit**

Gain an understanding of the characteristics of autism and Asperger's syndrome. Become acquainted with ways to implement supports and accommodations for individuals with autism.

EDU 654 Assessment **3 credits**

An in-depth study of the various tools teachers use to assess students. Portfolios, standardized tests, alternative assessment practices, and methods of expanding classroom assessments are discussed. Strategies for effective use of the assessment techniques are incorporated. Beneficial for all teachers who wish to extend their knowledge of student evaluation.

ATH 745 Adaptive Arts in Special Education **3 credits**

Focus on the use of modalities of art, music, and movement, to meet the needs of special education students. Adapting to the needs of the individual and the group will be explored in the context of the educational setting. Art and special education teachers will benefit from the experiential learning provided.

SIG 101 Sign Language **4 credits**

Introduction to the natural acquisition of American Sign Language through practice in signing on everyday communication topics. Aspects of deaf culture incorporated into class activities as appropriate to content.

Reading Special Emphasis

The following courses are required for certification in Reading, 316 License (18 credits). Six undergraduate credits may be substituted for two of these courses. Students in the Master's Program also may choose these courses as electives for Component 2.

EDU 502 Teaching Reading and Language Arts in the Middle/Secondary School 3 credits

Study of the reading process, strategies for increasing basic reading skills, the interrelationship of reading, writing, speaking, and listening across the various content areas. Includes fieldwork.

EDU 522 Celebrate Children's Literature

3 credits

Overview of literature for young people (K-8) addressing historical perspectives, contemporary issues, recent publications, selection helps, resources, and the joy of reading. Hands-on acquaintance with new and recommended children's books provides a foundation for literature-based learning. Projects focus on creative ideas for applying children's literature in educational settings.

EDU 510 Developmental Reading for Middle Childhood: Grade 3 – Grade 5 3 credits

Focus on the specific reading needs and strategic development of the middle childhood reader. Emphasis placed on strategic, developmental reading. Students are introduced to specific comprehension strategy instruction, genre study, vocabulary development and word study related to the middle childhood student. Includes fieldwork.

EDU 511 Developmental Reading for Early Childhood: Pre K – Grade

2-3 credits

Focus on philosophy, research, and methods connected with understanding and implementing a balanced literacy and language arts program for early childhood in pre-kindergarten through grade two. Emphasis on a balanced approach to reading instruction, systematic and integrated phonics and spelling instruction and the integration of reading, writing, and language arts into the curriculum for emergent, beginning, and fluent readers and writers. Introduction to the use of authentic assessment tools and procedures, developmentally appropriate practice in phonics and spelling instruction. Includes fieldwork.

EDU 523 Reading and Learning Disabilities

3 credits

Examine the similarities and differences between the reading disabled and learning disabled reader. Consider past and current models of diagnosis, issues of instruction, and instructional settings.

EDU 559 Assessment and Instruction of Literacy Difficulties

3 credits

Acquaints the classroom teacher and/or reading teacher with techniques for both formal and informal assessment strategies as well as effective instructional practices for addressing literacy difficulties. Includes fieldwork.

NOTE: According to the Wisconsin Department of Public Instruction, PI 34.33 applicants for the 316 Reading Teacher license must have completed an approved program of study and be eligible to hold a Wisconsin license to teach or have completed an approved teacher education program and have two years of successful regular classroom teaching experience.

Waldorf Teacher Certification

Waldorf Teacher Education

Great Lakes Teacher Training and Waldorf Education

The Special Emphasis in Waldorf Education is possible through a partnership with Great Lakes Teacher Training. Designated as a “Developing Institute” by the Association of Waldorf Schools of North America (AWSNA), Great Lakes Teacher Training offers Waldorf teacher certification that may be completed in conjunction with the Mount Mary University Master of Arts in Education degree. The training integrates studies in Waldorf pedagogy and child development with philosophical foundational studies.

The following courses are required by Great Lakes Teacher Training for certification as a Waldorf Teacher. Students in the Master’s Program also may choose these courses as electives for Component 2.

EDU 630 Introduction to Waldorf Education and Child Development I **2 credits**

Content will be presented using the Waldorf approach. Participants will study from “Phases of Childhood,” by Bernard Leivegood and “Teaching as a Lively Art,” by Marjorie Spock. Classes will include a lecture/discussion period, group singing and eurythmy activities and daily journal work.

EDU 631 Essentials of the Waldorf Curriculum **2 credits**

Content will be presented using the Waldorf approach. Classes will consist of group movement activities, oral presentations, group discussions, and journal work. An overview of the Waldorf K-8 curriculum will include the following: language, mathematics, story/history, nature story/science, handwork, art, movement/bothmer gymnastics, and music.

EDU 632 Artistic Work in the Waldorf Schools I **2 credits**

An introduction to a variety of mediums, including: wet-on-wet watercolor painting, crayon and pencil drawing, pastels and blackboard drawing.

EDU 633 The Inner Life of the Waldorf Teacher and Classroom Management **2 credits**

Materials focus on meditative, inner life work, personal biography and its relationship to individual destinies, and practical approaches to classroom management. Course includes lectures and discussions from texts, and visiting teachers sharing insights.

EDU 634 Sing Me the Creation - Language Arts in the Waldorf Schools **2 credits**

Participants will learn the Waldorf approach to language arts (grades k-8), introduction to letters and reading through stories, verses and drawing, approaches to grammar, editing, outlines, story maps, research papers and debate in the middle school, etc. Activities will include hands on work preparing and presenting a group play.

EDU 640 Artistic Work in the Waldorf Schools II **2 credits**

Participants will gain hands-on experience with clay, form and perspective drawing, an introduction to recorder playing, and calligraphy.

EDU 641 Development of the Child II: Phases of Childhood **2 credits**

Classes will be presented using the Waldorf approach, including a lecture/discussion period, group singing and eurythmy activities, and regular journal work, remedial work in the classroom.

EDU 642 Teaching Science in the Waldorf School Curriculum **2 credits**

Content will be presented using the Waldorf approach. Classes will consist of group movement activities, oral presentations, group discussions and journal work. Instructors will present an overview of the Waldorf science curriculum, with emphasis on grades 4-8. Participants will experience hands-on work in geology, light, acoustics, electricity, magnetism, simple machines, gravity and motion.

EDU 643 Artistic Work in the Waldorf School III: Drawing from the Book of Nature **2 credits**

Classes will consist of demonstrations, hands-on artistic work. Students will be introduced to colored pencil drawing and shading techniques through practical work in: Man and Animal, Botany, Anatomy and Physiology, Astronomy, and Human Fertility blocks.

EDU 645 Waldorf Early Childhood Emphasis Part I **2 credits**

This course explores the specific needs of children ages 3 to 7. Topics will include an overview of developing child, the environment as curriculum, and the role of the teacher in this setting. The roles of both play and work will be considered in the classroom environment.

EDU 646 Waldorf Early Childhood Emphasis Part II **2 credits**

Concepts considered in part one are extended and deepened. Material is presented using the Waldorf approach. Content includes child study including First Grade readiness, skills assessment and student evaluation.

EDU 647 Waldorf Early Childhood Emphasis Part III **2 credits**

Course materials focus on sensory integration, classic signs of sensory integration dysfunction and over stimulation of the senses; reflex maturation, assessment and incorporation, motor proficiency and developmental profiles of the young child and useful examples of movements to remediate. Practical and artistic work will include singing, Circle Time's movement to song and verse, painting, and hands on work.

NOTE: Waldorf Teacher Certification is granted through Great Lakes Teacher Training in conjunction with the Association of Waldorf Schools of North America. Waldorf Teacher Certification does NOT lead to licensure by the Wisconsin Department of Public Instruction.

Practice-based Emphasis Electives

EDU 525 Seminar: Topical Themes **1-3 credits**

An in-depth study of topical themes, issues and events that affect curricular development in K-12 schools. Focus placed on literature, contemporary practices in the communicative arts, integrated studies, and high-order thinking in the classroom. Readings are drawn from a single theme. The course may be repeated for credit with a change in the topic. Themes include the Holocaust, civil

rights, censorship, award-winning books, and women's issues. (see current Course Offering Schedule for available courses and credits)

EDU 548 Philosophy of Vocational Education 2 credits

The philosophy, history, organization and administration of vocational/technical and adult education on the national, state and local levels. Past development and present status of vocational, technical and adult education in the nation are studied with special emphasis on the current Wisconsin program and its future.

EDU 550 Organization and Administration of Cooperative Education 2 credits

The structure of cooperative education programs and the roles, responsibilities and duties of participants in cooperative education.

EDU 556 Building Relationships between Teachers and Parents 2 credits

Study research related to the influence of the family unit on the educative process. Examination given to making parents effective resources, involving parents in the school community, understanding diverse family units, and building communication between home and school.

EDU 585 Writing the Professional Development I 1 credit

Course will assist initial educators in using student assessments and supervisor feedback to select two or more Wisconsin Educator Standards on which to base a plan for Professional Development. Participants will explore resources and craft a Professional Development Plan as outlined by PI 34.

EDU 586 Writing the Professional Development II 1 credit

Course will assist initial educators in using student assessments, supervisor feedback, and self-assessment to monitor professional growth related to Professional Development Plan goals and objectives. Participants will gather and review data to inform instructional decisions.

EDU 587 Writing the Professional Development III 1 credit

Course will assist initial educators in using student assessments, supervisor feedback, and self-assessment to monitor professional growth related to PDP goals and objectives. Participants will select evidence to document their professional growth and to link their own growth to that of their students. Participants also will plan for ongoing professional development.

EDU 595 Special Topics 1-3 credits

A variety of elective courses designed to meet the changing needs of teachers. These courses are designated as "Special Topics" and may be offered for one, two, or three credits during any given semester (see Course Offering Schedule for available courses and credits). Some of the Special Topics courses may include:

- Intervention Strategies
- Storytelling: Finding Your Voice
- Teaching Students of Color
- Reading Comprehension Strategies
- Emergent Literacy

- Writing in the Middle and Secondary Schools
- Character Education
- Using Cooperative Learning in the Classroom
- The Juvenile Court System: Youth and the Law
- Developing Effective Counseling and Communication Skills in the Classroom
- Teaching the Underachiever: Issues and Strategies
- Fostering Resiliency: Children and Families in Crisis
- Middle School: The Transitional Student
- Integrating the Curriculum
- A Novel Approach to Writing across the Curriculum
- Brain-Based Learning
- Literature-Based Activities in Kindergarten, First and Second Grade
- Families in Crisis: At-Risk Students
- Gangs: The Subculture within Our Communities and Schools
- Teaching Gifted or Talented Children and Youth
- Classroom Management
- Exploring Information Literacy
- Motivating Your Students and Yourself
- Gender in the Classroom
- Conflict Resolution & Mediation
- Teaching Writing with Technology Tools

EDU 796 Independent Study

1-3 credits

Study of a topic of interest through review of research literature, reading of library source material on a topic or other study. Topic must be approved by the faculty member under whose direction the study is done. Consent of Director also required.

EDU 799 Continuing Registration

0 credits

If a student is unable to complete the written research project within the timeframe of the allotted credits, continuing registration until completion is required. Such continuous registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary services, such as library circulation, interlibrary loan, use of the computer center, etc.

Urban Education Fellows Teacher Certification and Master's Program

The Urban Education Fellows Program (UEFP) is a two-year program (seven terms) of courses leading to a teaching certification (ages 6 – 12 or 13) and a Master of Arts degree in education. The program is jointly administered by Mount Mary and Alverno College and is approved by the Wisconsin Department of Public Instruction. Applicants must have a bachelor's degree from a regionally accredited University or college. The Urban Education Fellows Program is designed to improve the quality of education in independent private, parochial or charter schools in the greater Milwaukee area. The UEFP requires a two-year commitment during which time participants work in a school, learn on the job with a coach, and successfully complete graduate

level course work. Additional information about the program may be obtained from the Urban Education Program Director through the Education Department at Mount Mary University.

UEF 601 Child Development & Exceptionality

3 credits

This course provides an exploration of the nature of middle childhood/early adolescence by drawing from a variety of theoretical models of growth and development. Areas of development that will be considered include physical and motor, cognitive, emotional and social, and language, with an emphasis on diversity (including exceptionality) and the range of developmental levels within one classroom. Fellows will develop an understanding of the relationship among models of classroom management, including approaches to conflict resolution, and the teaching-learning process.

UEF 602 Psychology of Teaching & Learning

3 credits

This course examines the principles and strategies of effective teaching and assessing that are based on Common Core State Standards and the Wisconsin Standards for Teacher Development and Licensure. Drawing from a variety of learning theories such as constructivism, cognitivism, and behaviorism, Fellows will develop and implement content specific and interdisciplinary lessons that include appropriate assessments. Students develop an understanding of the relationship among creativity, self concept, cultural differences, learning styles and the teaching-learning process.

UEF 603 Reading/Language Arts Methods I

3 credits

The course examines the nature and process of reading, including objectives, methods, materials, and techniques for the teaching of reading at the early childhood and middle childhood levels (UEFP Reading Language Arts II will continue with middle childhood and address early adolescence.). Emphasis will be placed on a balanced approach to reading instruction, systematic and integrated phonics, and spelling instruction, and the integration of reading, writing, and language arts into the curriculum for emergent, developmental and fluent readers and writers. Students will be introduced to the use of authentic assessment tools and procedures and developmentally appropriate practice in phonics and spelling instruction.

UEF 608 Reading & Language Arts II

3 credits

Through this course, Fellows will expand their knowledge of the nature and process of reading, including objectives, methods, materials, and techniques for the teaching of reading at the middle childhood and early adolescence. Emphasis will be placed on a balanced approach to reading instruction, spelling instruction, vocabulary, comprehension, and the integration of reading, writing, and language arts into the curriculum for developmental and fluent readers and writers. Fellows will further their knowledge of and experience with authentic assessment tools and procedures, developmentally appropriate practice vocabulary, comprehension and spelling instruction.

UEF 604 Math Methods

3 credits

Fellows will study the strategies for teaching mathematics from a developmental perspective as well as continuing development of mathematics content knowledge; instructional strategies

include assessment, questioning techniques, task selection and integrated approaches to instruction; scope and sequence of middle childhood, and early adolescence mathematics curriculum, and Common Core State Standards are included.

UEF 605 Social Studies Methods

3 credits

This course will integrate the content and methods of social studies. Based on the premise that social studies is the study of people and their environments, this course incorporates instructional methods, scope and sequence, and curricular designs that enhance this content area. This course includes the development of materials and media used in grades 1-9 for social studies.

UEF 606 Science Methods

3 credits

This course is designed to provide Fellows with an opportunity to practice using the science standards related to teaching in grades K-8 and incorporating the vision of science spelled out in *Science for all Americans*. In addition, Fellows will reflect on science teaching strategies for understanding and student involvement using an inquiry approach to foster student curiosity.

UEF 607 Health & Movement

3 credits

This course is designed to provide an opportunity to explore and develop methods of movement instruction and health education. Fellows will develop a framework of resources, health lessons and creative teaching strategies to engage their students. Class work will emphasize motor skill development as it relates to physical activities: dance, games, sports and physical fitness and health lessons that connect to their students' real life. Fellows will develop an understanding of the importance of physical education with relationship to health, learning and classroom behavior.

UEF 610 Adapting Strategies to the Needs of Diverse Learners

4 credits

The purpose of this course is for educators to gain knowledge of factors that impact students' schooling, both at the personal and structural levels. Throughout the course, the following goals for students will be addressed: develop a strong fund of knowledge by identifying factors that impact students' lives, understand sources of, interrelationships among, and consequences of these factors, and become familiar with instructional strategies that take students' backgrounds into account; engage in reflective practice by examining issues regarding the education of young people from diverse backgrounds; become sensitized to equity issues and knowledgeable about education matters related to students' cultural backgrounds, socioeconomic status, gender, and exceptionalities, to name a few.

UEF 612 Instructional Strategies Integrated with the Arts

4 credits

Drawing upon the Fellow's previous experiences in arts' disciplines as well as prior learning in integrative instructional design this course will assist the Fellow to apply content knowledge of the arts in designing effective teaching and assessment strategies. Fellows will deepen their understanding of the relationships among the arts as well as between the arts and other disciplines by developing and implementing integrative learning experiences based on appropriate conceptual frameworks, applying current technology in meaningful ways, considering various populations and cultures and their values, collaborating with arts specialists, articulating connections to daily life, and designing appropriate assessments.

UEF 614 Curriculum & Assessment**3 credits**

Students in this course learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Working with content standards and ability outcomes, they explore the important concepts and skills their students need to develop in a grade level or levels. Employing a process called backward design, they identify performances that capture the big outcomes and design meaningful performance assessments using specific criteria in scoring guides. They explore the concept of assessment-as-learning, which involves a formative approach, positive feedback, and self assessment as means of guiding learning. Finally, they examine a range of political controversies related to varied opinions about the purpose and use of assessment.

UEF 615 Teacher Leadership**3 credits**

The kind and quality of leadership we have will determine, for better or worse, the kinds of schools we have. In this course, Fellows will critique traditional views of leadership and examine why they have or have not worked well in the past. They will develop an understanding of the types of behavior that facilitate and encourage high performance among staff members and students. Fellows will learn how schools improve when they are transformed from organizations to learning communities that are predicated on purpose and commitment. Finally, Fellows will develop an understanding of collegiality as a form of professional virtue that comes from within as teachers feel the necessity of and the responsibility for sharing and working together.

UEF 609 Introduction to Action Research**3 credits**

In this introductory course in action research Fellows will design a research project which relates student literacy to one particular subject that they teach. Work on this project will be both collaborative and individual. Fellows will develop an understanding of action research by exploring research paradigms and critiquing other action research projects. The Fellows own research question will involve their own classroom.

Using models of understanding (e.g. Wiggins and McTighe), Fellows will first analyze their own students' work to gain insights into student learning. Second, they will create a draft action research question which will be used as a guide to complete the review of literature that will provide a theoretical and historical framework for the action research project and informs the instructional methodology.

UEF 611 Action Research II**3 credits**

Fellows will continue to pursue inquiry about student literacy in their classrooms in both collaborative and independent ways and they will develop two critical documents that inform their research – the Research Proposal and the Institutional Review Board (IRB) application. Fellows will build upon their work in the previous semester during which they analyzed samples of student work to gain insights into student learning and then designed their research question around the needs of their classroom, and developed their review of related literature.

Fellows will deepen their understanding of action research by refining their research questions as they operationalize key terms and monitor the design and implementation of their methodology for answering the questions. They will analyze various data collection methods to determine which methods are appropriate for their projects.

UEF 613 Action Research III**3 credits**

Fellows will continue their research project, collecting data that they will analyze looking for patterns and interpreting their meaning for the completion of the project. The theoretical and strategic frameworks developed in the literature review will serve as the basis for the analysis of the data. Fellows will explore ways to arrange and report data and probe it for categories that suggest evidence related to the question. Fellows will form tentative conclusions and explore their significance, while also seeing what new questions they suggest. Finally, Fellows will share their research publicly by committing it to written form.

UEF 616 Capstone Seminar**3 credits**

In this course Fellows will study critical frameworks for reflection and self assessment, using these frameworks in the design and development of their own professional development plans for the next three years of teaching practice. Fellows will be introduced to the process of National Board Certification and its use as a tool for professional growth. In addition, Fellows will work collaboratively as a group to develop an action research conference in which they will share their literacy action research projects with a wider community audience.

Post-Baccalaureate Teacher Certification to Master's Program

A student who holds a bachelor's degree from a regionally accredited University or College is eligible to apply to the Mount Mary University Post-Baccalaureate Program. Mount Mary University offers Wisconsin teacher certification programs in Early Childhood/Middle Childhood (birth – age 11), Middle Childhood/Early Adolescence (age 6 – age 12 or 13), Early Adolescence/Adolescence (age 10 – age 21), and Special Subjects (all ages in K12 systems). Although the student needs to fulfill the same professional requirements for certification as the undergraduate, some of those requirements may be fulfilled through graduate courses, which can be applied toward Mount Mary's Master of Arts in Professional Development (see Degree Completion Requirements). These courses include EDU 715 Issues Affecting Education, which fulfills the Foundations requirement, requirement, and EDU 700 Diversity Among Learners, which fulfills the multicultural education requirement including the study of Native American tribes in Wisconsin. Other graduate level courses may serve as electives within the master's program. Completers in Mount Mary University's certification programs have successfully fulfilled all of the requirements of the Wisconsin Department of Public Instruction. Additional information about this program may be obtained from the Director of Teacher Education.

Master of Arts in English

Introduction

The Master of Arts in English which focuses on two writing concentrations provides a breadth of graduate level professional and creative writing instruction that is unique in Wisconsin. Advanced, specialized writing courses provide the opportunity to develop areas of interest in depth or to cover a breadth of writing skills. In addition, we offer scheduling that accommodates busy lives. Classes meet in the evening (generally one night a week), on weekends, and, in some instances, in a hybrid or blended format (part class time/part online) or a completely online format. Students may choose to focus on creative writing or professional and new media writing, or take courses in both areas. The program also responds to the needs of the community. Research and surveys demonstrate that area businesses who hire writing professionals need writers with a wide array of skills and knowledge. Although excellent internship opportunities are available at area businesses, the internship is optional; we understand that an internship poses a scheduling challenge for many students and does not meet the career goals of others. Students complete the program by writing and presenting a thesis, if their concentration is primarily professional writing, or a major project, if their focus is primarily creative writing. Career opportunities include upper-level writing positions often at the managerial level, work in editing, journalism, media writing, children's writing, public relations, human resources, advertising, grant writing, freelance writing, publishing, technical writing, magazine writing, to name a few. Graduates are well positioned to teach writing courses at the community college level and part time at some colleges and universities or to continue their studies at the master of fine arts and doctoral level. The program equips students to advance within an existing career, to pursue the goal of becoming a published author, or in the case of K-12 teachers, to complete work as part of their Professional Development Plan and to gain knowledge they can pass on to their students.

Mission

The graduate program in English, writing concentration, invites students to an advanced level of professional and creative achievement. The curriculum draws on the philosophical tradition that stresses the importance of thought, expression, and ethical action in society. Skilled professional and creative writers are able to communicate effectively, facilitate the communication of others, promote change, exert leadership, and foster social justice. Students prepare to assume professional writing positions, become published authors, advance within their current professions, or continue their studies at the master of fine arts and doctoral level. As advanced writers, they enjoy the challenges of personal self-expression in poetry and fiction as well as those inherent in professional discourse using the printed word.

Goals

Through participation in the Master of Arts in English (Writing Concentrations) program learners will be able to...

- Demonstrate their knowledge of the theory, principles, and craft that underpin professional and creative writing.

- Demonstrate the ethical practices required in all forms of creative and professional writing.
- Demonstrate, through written analysis, the ways in which literature informs writing and provides metaphors, allusions, and literary frameworks to understand human endeavor and culture.
- Demonstrate their ability to make appropriate judgments about content and audience as evidenced by their selection of rhetorical form, argument, diction, tone, and style.
- Demonstrate their ability to critique and edit their own work as evidenced by the final product and earlier revisions.
- Demonstrate their ability to use the appropriate technology for presentations, web pages, visual media, and print documents.
- Demonstrate their ability to conduct the types of research that inspire, inform, and support writing in every genre.
- Demonstrate their ability to follow professional procedures to prepare and submit manuscripts for publication.
- Demonstrate their ability to use the written word to address needs and problems in the workplace and society.
- Demonstrate sensitivity to issues of inclusiveness, global awareness, and social justice.

Admission Requirements

In addition to submitting the materials described in the general information section on admission (application form, official transcripts, fee, etc.), the applicant must meet the following admissions' criteria for the program:

1. **Minimum 3.0 undergraduate grade point average (GPA)** on a 4-point scale; students with strong materials otherwise may be admitted on a probationary status with a GPA of 2.75. Students who show promise but whose writing demonstrates the need for some undergraduate writing coursework may be admitted on a provisional status until they have completed the required courses.
2. **Writing Sample:**
 - a. For students focusing primarily on *creative writing*, the writing sample should include at least one work of prose in addition to poetry if poetry is part of the submission. To provide an adequate collection, students focusing on creative writing may also include samples of academic and/or professional writing. Students should contact the English Graduate Program Director if they have questions regarding the writing sample.
 - b. Students focusing primarily on *professional and new media writing*, should include academic or professional works (2-3 documents totaling 2500 words or more), such as business reports, memos, feature stories, scientific or medical writing, proposals, brochures, software documentation, legal briefs, or research studies on technical or business topics. The writing sample should contain sufficient narrative so that the writing may be evaluated. Students should contact the English Graduate Program Director if they have questions regarding the writing sample.
3. **Transcript(s)** – please include official transcripts for all undergraduate, post-baccalaureate, and graduate work.
4. **Career Goal Statement** – For our program, this is more of a literacy essay where you tell us about your “writing” life and explain what you hope this program will achieve. Write a 4-5 page statement about the following: 1) a statement of your interests in writing and how you came to

have those interests, 2) what your goals and ambitions in the field of writing are, and 3) how the program to which you are applying can help you to achieve those goals. Please take some time planning and writing this essay; the quality of your writing and thought will be assessed. Use details, examples, and anecdotes to support your writing and make it more engaging.

5. Letters of Recommendation – please provide three letters of recommendation from teachers/professors familiar with your work, employers familiar with your professionalism, writers, etc.

Submit required materials to:

Office for Graduate Education

Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 256-1252

Degree Requirements

1. Core Courses (9 credits) with a possible additional 3 credits for Internship

ENG 618 – Workshop and Research in Craft

ENG 632 – Writing for the Professions 3 (for Professional Writing) or

ENG 620 – Novel Writing 3 (for Creative Writing)

ENG 750/751 – Thesis Seminar 3

Thesis Seminar is the culminating course for this program. It should be taken in the final semester.

ENG 798 – Internship

2. Specialized Writing Courses (15 credits)

Electives selected from Creative Writing/Professional and New Media Writing courses in consultation with advisor.

Creative Writing Concentration – 15 Credits

ENG 620 – Novel Writing 3 credits

ENG 720 – Advanced Novel 3 credits

ENG 619 – Poetry 3 credits

ENG 733 – Special Topics in Creative Writing 3 credits

Additional elective course 3 credits

Professional and New Media Writing Concentration – 15 Credits

ENG 596 – ARCHES 3 credits

ENG 632 – Writing for the Professions 3 credits

ENG 734 – Writing for Non-Profits 3 credits

ENG 706 – Writing and Design for the Web 3 credits

ENG 709 – Writing and Design for Print 3 credits

ENG 732 – Special Topics in Professional Writing 3 credits

Additional elective course 3 credits

3. Cognate Courses in Literature (6 credits)

Literature – 6 credits of the student's choice

Students may select from a range of graduate literature courses. In special circumstances, students may take graduate courses in other areas if the selections serve to advance their career goals. Permission from the Graduate Program Director is required.

ENG 592 – Literary Criticism and Linguistics 3 credits

ENG 685 – Special Topics in English 3 credits

ENG 691 – Studies in Poetry 3 credits

ENG 690 – Studies in Fiction: Rotating Topics 3 credits

ENG 691 – Studies in Poetry: Rotating Topics 3 credits

ENG 692 – Studies in Drama: Rotating Topics 3 credits

ENG 793 – Seminar in the Art of Nonfiction 3 credits

ENG 799 – Independent Study 1-3 credits

Total = **30 credits**

Additional Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary University Graduate Student Handbook.

2. Internship Option: Students must earn **9 graduate credits or complete one year of graduate studies** before applying for an internship. Internship opportunities will be offered on a competitive basis. Interns will be selected based on their scholarship, skills, and professionalism. Students interested in an internship should make an appointment with the Graduate Program Director and fill out an application.

Due Dates:

- Students planning to do an internship in fall must complete their initial application and give it to the Graduate Program Director by **March 1**. The Learning Contract must be completed by **April 1**.
- Students planning to do an internship in summer must complete their initial application and give it to the Graduate Program Director by **February 1**. The Learning Contract must be completed by **March 1**.
- Students planning to do an internship in the spring must complete their initial application and give it to the Graduate Program Director by **October 1**. The Learning Contract must be completed by **November 1**.

Once the initial application is completed, students need to complete the Internship Learning Contract (and these forms are available in the English Graduate Department office - Fidelis 227, ext. 395). Contact the English Graduate Program Director for additional information on the internship option and also consult the Master of Arts in English Student Handbook.

3. Thesis: A thesis focusing on a professional writing (or another relevant topic) or a creative writing project is required. Specific requirements for the thesis or project proposal, format, and defense are outlined in the Master of Arts in English Student Handbook, which may be accessed online at My Mount Mary by joining the English Department group. Students typically complete the thesis during their last semester when they are enrolled in ENG 750: Thesis Seminar.

Students requiring an additional semester to complete their thesis will enroll in ENG 751: Thesis Supervision.

4. Program must be completed within seven (7) years of formal admission to the program.

5. Application for Graduation must be filed with the Program Director and the Registrar by the date established by the Registrar.

Course Descriptions

Core Courses

ENG 618 Workshop & Research in Craft

3 credits

Investigates short story structure and form as well as narrative style and emphasizes the importance of research and workshop strategies for all forms of writing. Students will craft a series of short stories, demonstrating their ability to control plot and thematic structure, scene and setting, sustained voice (using first person, third person personal and omniscient narrative). Students will work on managing story momentum and the distinction between resolution and resonance in story endings. Prerequisite: graduate standing. Note: This workshop is required for all students in the English graduate program.

ENG 619 Poetry

3 credits

Investigates poetic structure and form, including lyric, narrative and fixed form poetic styles, with a particular emphasis on language's role in the contemporary poem. Students will craft a body of interrelated poetic work that demonstrates the ability to control diction, line, rhythm, imagery, figurative language, formal and free verse within the context of modern poetic movements by engaging in the exploration of published poetic works. Prerequisite: graduate standing.

ENG 620 – Novel Writing

3 credits

Investigates novel forms and narrative style. Students will craft a novel (or write a prospectus and create a number of chapters) while developing an understanding of a novel's elements including plot and thematic structure, scene and setting, sustained voice using first person, third person personal and omniscient narrative, the use of multiple voices to manage momentum, the use of mirroring techniques, and weaving parallel subplots within the larger novel framework. Prerequisite: graduate standing.

ENG 720 – Advanced Novel

3 credits

Continues investigating novel forms and narrative style. Students will continue to craft a novel (or write a prospectus and create or revise a number of chapters) while developing an understanding of a novel's elements including plot and thematic structure, scene and setting, sustained voice using first person, third person personal and omniscient narrative, the use of multiple voices to manage momentum, the use of mirroring techniques, and weaving parallel subplots within the larger novel framework. Prerequisite: ENG 620 or ENG 621 and graduate standing.

ENG 632 – Writing for the Professions

3 credits

Students will develop technical documents for the workplace. They will focus on the theories of technical design and content, collaborative writing, composing, revising, and editing. They will apply principles of technical writing and design to proposals, formal reports, press releases,

websites, newsletters, year-end reports, employee documentation, handbooks, and consumer documentation. Prerequisite: graduate standing.

ENG 750 – Thesis and Research Seminar

3 credits

Seminar designed to help students complete their thesis, to complete their creative project, and to prepare for the oral presentation of their thesis. Prerequisite: graduate standing.

ENG 751 – Master’s Thesis Supervision

1-3 credits

Ongoing supervision for students requiring an additional semester to complete their thesis and presentation. Prerequisite: graduate standing.

Specialized Courses in Writing

ENG 596 – Arches

3 credits

Students gain practical experience in writing, editing, layout, photography, blogging, website management and more while working for the student newspaper, *Arches*.

ENG 706 – Writing and Design for the Web

3 credits

Students will learn the basic principles and techniques used to construct well-designed and effective web sites. Students will create basic web sites using a variety of software, develop the knowledge and skill to organize and maintain quality multi-page web sites, troubleshoot and fix problems in design in their own and others’ web sites, and learn how to perform routine web related tasks for organizations and businesses. Prerequisite: graduate standing. Recommended: ENG 625.

ENG 732 – Special Topics in Professional Writing

3 credits

Investigates specific areas of interest in professional writing. May be repeated with a change in topics. Prerequisite: graduate standing. Courses proposed include:

- Drama Writing
- Creating Advertising Copy
- Writing for the Health Professions
- Seminar in University Composition, Rhetoric and Pedagogy

ENG 733 – Special Topics in Creative Writing

3 credits

Investigates specific areas of interest in creative writing. May be repeated with a change in topics. Prerequisite: graduate standing. Courses proposed include:

- Teaching and Writing the Memoir
- Writing Fiction/Nonfiction for Children
- Writing Picture Books
- Seminar in University Composition, Rhetoric and Pedagogy

ENG 734 – Writing for Non-Profits

3 credits

Students will investigate proposal writing theory and practice while developing grant proposals and materials for non-profits. Students will study standard elements of print and web materials typical created for non-profits with a focus on the standard elements found in grants such as problem/opportunity, identification, work plans, completion schedules, budget estimates, and evaluation techniques. They will also develop supplementary materials to identify other funding, future funding, and proposed program budgets. Prerequisite: graduate standing.

ENG 735 – Creative Nonfiction**3 credits**

Students will apply the theories and practices of literary style to nonfiction topics, combining research and story to create analytic and interpretive essays and articles. Prerequisite: graduate standing.

ENG 798 – Internship**3 credits**

Selective and competitive internships are designed to place students in professional writing positions for businesses, non-profit organizations, and book publishing firms in preparation for a career that relies upon specialized writing and/or managerial skills. Prerequisite: graduate standing.

Literature Courses**ENG 592 – Literary Criticism and Linguistics****3 credits**

Major modern theoretical approaches will be examined including approaches such as formalism, psychoanalytic criticism, Marxism, feminism, New Historicism, Post-colonialism, multicultural studies, structuralism, deconstruction. Will include some consideration of foundations of literary criticism. Prerequisite: graduate standing.

ENG 685 – Special Topics in English**3 credits**

Intensive focus on an aspect of English. Course title and focus will vary from semester to semester. Course may be repeated for credit with a change of topic. Prerequisite: graduate standing.

ENG 690 – Studies in Fiction: Rotating Topics**3 credits**

Intensive focus on a particular aspect of fiction. Selections may be based on genre, historical period, country, theme, or a group of authors. Generic conventions of fiction will be examined. Course title and focus will vary from semester to semester. Course may be repeated for credit with change of topic. Prerequisite: graduate standing.

ENG 691 – Studies in Poetry: Rotating Topics**3 credits**

Intensive focus on a particular aspect of poetry. Selections may be based on genre, historical period, country, theme, or a group of authors. Generic conventions of poetry will be examined. Course title and focus will vary from semester to semester. Course may be repeated for credit with change of topic. Prerequisite: graduate standing.

ENG 692 – Studies in Drama: Rotating Topics**3 credits**

Intensive focus on a particular aspect of drama. Selections may be based on genre, historical period, country, theme, or a group of authors. Generic conventions of drama will be examined. Course title and focus will vary from semester to semester. Course may be repeated for credit with change of topic. Prerequisite: graduate standing.

ENG 794 – Major Figures in Literature: Rotating Topics**3 credits**

Intensive focus on one or more major figures in literature. Selections may be based on one major figure—such as Shakespeare or Milton—or a group of related literary figures, such as a group of Victorian poets. Course may be repeated for credit with a change in topic. Prerequisite: graduate standing.

ENG 799 – Independent Study**1-3 credits**

Students interested in travel abroad may register for an independent study literature class provided an undergraduate literature class is offered as a travel abroad option. On rare occasions and under special circumstances, the English department will allow an independent study that does not require travel abroad. Permissions from the English Graduate Program Director is required. Prerequisite: graduate standing.

Master of Science in Occupational Therapy Professional Entry Program

Occupational therapy is a health profession that focuses on redesigning daily occupations to maximize independence in living. Its practitioners provide services to individuals and populations of all ages who have physical, developmental and psychosocial deficits. The program emphasizes the biological, behavioral and social sciences. Occupational therapy students engage in experiential learning in laboratory settings both on campus and in the professional practice environment.

Occupational therapy is a two and a half year MSOT program that serves as preparation for initial certification as an occupational therapist. Students complete 21 months at Mount Mary University focusing on professional skills and then participate in a college arranged fieldwork experience for six months, putting their knowledge into practice. Following fieldwork students complete a one-month culminating project and practice experience. Students who graduate in the MSOT program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The mission of the occupational therapy program of Mount Mary University is to provide a professional education in occupational therapy resulting in skilled hands-on practitioners who are client-centered and occupation-centered in their approach to the profession. The department is committed to educate students who can grow in reflective clinical reasoning, evidence-based practice and lifelong learning. The department strives to offer a foundation in ethical and moral principles that will enable students to be advocates for clients within health and social systems. The department faculty guide students in graduate studies to deepen the use of theoretical and clinical knowledge as the basis for higher levels of inquiry and critical thinking about their practice.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The program has maintained full accreditation since its inception in 1941.

Admission Requirements

Admission to the occupational therapy program is based upon academic preparation and personal skills appropriate to the demands of the occupational therapy profession. The admission policy specifies minimum criteria and procedures used to determine the eligibility of a candidate.

Admission requires completion of a bachelor's degree. Early admission may be granted to students who have earned 100 credits and have completed all prerequisite courses and liberal arts core requirements. The cumulative grade point on the most recent 60 semester credits must be no less than 3.0.

The department does not discriminate against any applicant because of race, religion, age, ethnic origin or disability. Reasonable accommodations will be used for admission of students with health issues that may affect performance of essential job functions in occupational therapy.

Additional admission, retention and graduation criteria are stated in the Occupational Therapy Program Handbook.

Program Requirements

Prerequisite Courses:

BIO 211 Human Anatomy

BIO 212 Human Physiology

PSY 103 Introductory Psychology

PSY 214 Developmental Psychology

OCT 101 OT Orientation

OCT 201 Medical Terminology

SOC 101 Introduction to Sociology or ANT 102 Cultural Anthropology

ENG 120 College Composition II

Total Credits: 20 - 26 credits

Program Courses

OCT 530 Therapeutic Occupations 3 credits

OCT 532 Theoretical Principles 4 credits

OCT 534 Applied Kinesiology 4 credits

OCT 536 Neuroscience for Rehabilitation 2 credits

OCT 538 Psychosocial Conditions 2 credits

OCT 540 Therapeutic Skills 1 credit

OCT 545 Clinical Reasoning Level I Fieldwork 1 credit

OCT 551 Clinical Specialties: Psychosocial Practice 3 credits

OCT 553 Clinical Specialties: Pediatrics 2 credits

OCT 555 Clinical Specialties: Gerontology 2 credits

OCT 577 Health Care Research 2 credits

OCT 579 Health Care Management 2 credits

OCT 650 Rehabilitation Skills 2 credits

OCT 655 Clinical Problem Solving Level I Fieldwork 2 credits

OCT 662 Clinical Specialties: Physical Medicine 4 credits

OCT 663 Clinical Specialties: Orthopedics 4 credits
OCT 664 Clinical Specialties: Neuroconcepts 2 credits
OCT 665 Clinical Specialties: Neurorehabilitation 2 credits
OCT 675 Professional Ethics and Practice 3 credits

One advanced practice elective:

OCT 682: Advanced Treatment: Pediatrics 2 credits
OCT 684: Advanced Treatment: Worker Rehabilitation 2 credits
OCT 686: Advanced Treatment: Hand Rehabilitation 2 credits
OCT 699: Special Topics 1-3 credits

OCT 698A Level II Fieldwork 6 credits
OCT 698B Level II Fieldwork 6 credits
OCT 795 Culminating Project 3 credits
OCT 798 Culminating Practice 2 credits

Total Credits: 66 credits

Degree Completion Requirements

Professional Skills

Courses are offered once a year at Mount Mary University and are grouped into two day long blocks each week. Students are required to attend classes on-site at Mount Mary University in order learn the hands-on skills needed for practice.

Online Learning

During fieldwork, students submit weekly written reflections using the university's online learning management system. Students complete work from any location. Students need to be self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet, will need to plan additional time to acquire these skills.

Course Fees

Course fees include course materials, membership in the American Occupational Therapy Association, and practice liability insurance. Additional information regarding course fees is found in Occupational Therapy Program Handbook.

Credits

66 graduate credits are required.

Culminating Project

The implementation of a culminating project under the guidance of a faculty advisor is required. The culminating project includes evidence-based analysis of practice that shows the impact of occupational therapy on a client's function and participation.

Professional Entry Certification and Licensing Certification Exam

The National Board for Certification in Occupational Therapy (NBCOT), 12 S. Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150, (301) 990-7979, www.nbcot.org, develops the examination to certify the attainment of an entry-level knowledge base for practice. In order to be eligible to take the National Board for Certification in Occupational Therapy exam, the student must graduate with a Master of Science degree in occupational therapy, meet all the requirements of the university curriculum and successfully complete all fieldwork requirements of the university. The student is responsible for pursuing certification through the National Board for Certification in Occupational Therapy. All fieldwork must be completed within two years of completion of the didactic coursework for the program. When a felony or illness is considered a potential danger to the public, an applicant may be questioned by the certification board. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam.

License to Practice

Each state has laws describing the process for obtaining a license to practice as an occupational therapist. A student must have either a permanent or temporary license before beginning a job as a therapist. Students are responsible for acquiring and paying all fees for their own license to practice. In all existing laws the primary criterion for obtaining a license is passing the National Board for Certification of Occupational Therapy (NBCOT) examination, but the NBCOT certification is not sufficient alone to practice in most states. When a felony or illness is considered a potential danger to the public, an applicant may be reviewed by the State Licensing Board to assure that the applicant is qualified to practice. A felony conviction may affect a graduate's ability to obtain a license. Students are responsible for paying all fees to obtain certification to practice.

Course Descriptions

OCT 530 Therapeutic Occupations 3 credits

An approach to treatment through meaningful occupation as the foundation of occupational therapy. Emphasis on activity analysis and adaptation. Exposure to diversified activities of work, play and self-care for intervention. Prerequisite: admission to the occupational therapy department. Prerequisite: Admission to the occupational therapy department.

OCT 532 Theoretical Principles 4 credits

Overview of core theoretical approaches in occupational therapy. Introduction to basic principles of evaluation, intervention planning and documentation with emphasis on normal lifespan development, occupation and client-centered reasoning. Prerequisites:; admission to the occupational therapy department. Course fee required.

OCT 534 Applied Kinesiology 4 credits

Analysis of the structure and function of bones, nerves, muscles, and joints. Introduction to arthrokinematics, biomechanics, and manual palpation skills. Includes common injuries to various anatomical structures. Prerequisites: BIO 211 or equivalent, OCT 532, 536.

OCT 536 Neuroscience for Rehabilitation 2 credits

Exploration of neurological foundations including neuroanatomy and neurophysiology of the human nervous system as related to occupational therapy practice. Focus on problem-based learning methods to understand neurological pathologies encountered in occupational therapy. Prerequisites: admission to the occupational therapy department.

OCT 538 Psychosocial Conditions 2 credits

Examination of the psychosocial conditions prevalent in occupational therapy practice, with an emphasis on the impact of conditions on occupational performance. Prerequisite:, admission to the occupational therapy department. Offered fall semester.

OCT 540 Therapeutic Skills 1 credit

Experiential study of interpersonal and professional interactions, theory and skills. Emphasis on development of therapeutic use of self with individuals and groups as part of the therapy process, multicultural awareness, and professional identity and behaviors. Prerequisite: admission to the occupational therapy department.

OCT 545 Clinical Reasoning Level I Fieldwork 1 credit

Application of evaluation, intervention planning and clinical reasoning skills. Emphasis on therapeutic use of self and meaningful occupation with clients in a psychosocial and cognitive context. Includes 19 hours in a clinic. Prerequisite: OCT 532, 540.

OCT 551 Psychosocial Practice 3 credits

Examination of current theory and evidence-based practice of psychosocial occupational therapy within a holistic context. Focus on psychosocial evaluation, treatment techniques and approaches across the lifespan. Includes cognitive, affective, anxiety, personality, substance use and thought disorders. Prerequisites: OCT 532, 538.

OCT 553 Pediatrics 2 credits

Application of occupational therapy intervention with a pediatric population. Includes working with families and schools to address engagement and participation in activities of daily living, play and education. Prerequisite: OCT 532.

OCT 555 Gerontology 2 credits

Application of occupational therapy intervention with geriatric population. Includes impact of aging and chronic illness on areas of occupation, emphasizing adaptations to prevent injury, enhance participation and promote quality of life. Prerequisite: OCT 532.

OCT 577 Health Care Research 2 credits

Analysis of evidenced based practice including research methodology, evaluation of professional literature and exposure to statistics. Prerequisite: admission to the occupational therapy department.

OCT 579 Health Care Management 2 credits

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues and program evaluation. Prerequisite: OCT 532.

OCT 650 Rehabilitation Skills 2 credits

Focus on functional problem solving skills related to occupational therapy intervention of persons with physical disabilities. Includes techniques in activities of daily living, body mechanics, analysis of assistive equipment, transfers and wheelchair positioning. Includes consideration of biological, psychosocial and socio-cultural aspects and one's occupational profile. Prerequisite: OCT 664.

OCT 655 Clinical Problem Solving Level I Fieldwork 2 credits

Application of evaluation, treatment planning, and clinical problem solving skills. Emphasis on assisting the client to engage in occupations to support participation in daily life activities within rehabilitative and habilitative contexts. Includes 40 hours in a clinic. Prerequisite: OCT 663, 664.

OCT 662 Physical Medicine 4 credits

Examination of current theory and practice of occupational therapy in general medicine. Includes pathophysiology of the major body systems. Evaluation and intervention skills for various general medicine related diagnoses, including burns, cardiac, cancer, pulmonary disorders and HIV. Universal precautions and blood-borne pathogens training fulfills clinic requirements. Application of theory reinforced through clinical lectures. Prerequisites: OCT 532, 534, 536. Course fee required.

OCT 663 Orthopedics 4 credits

Examination of current theory and evidence-based practice of occupational therapy in orthopedic settings. Evaluation and intervention techniques including arthritis, fractures, joint replacement, and nerve injuries. Includes range of motion and manual muscle testing skills. Laboratory sessions on hand therapy and splinting skills. Prerequisites: OCT 534.

OCT 664 Neuroconcepts 2 credits

Examination of current theory and evidence-based practice of occupational therapy for neurological conditions. Emphasis on neuropathology and its effect on occupational performance. Introduction to occupational therapy evaluation and treatment for conditions including Parkinson's, cerebrovascular accident, multiple sclerosis, and spinal cord injury. Focus on beginning neurorehabilitation techniques. Prerequisite: OCT 534, 536.

OCT 665 Neurorehabilitation 2 credits

Examination of current occupational therapy neurorehabilitation theories and techniques. Emphasis on applying evaluation and intervention skills. Laboratory sessions with hands-on application of advanced treatment techniques including neurodevelopmental treatment, proprioceptive neuromuscular facilitation, neurophysiological and Brunnstrom theories. Prerequisite: OCT 664.

OCT 675 Professional Ethics and Practice 3 credits

Examination of occupational therapy ethical guidelines and aspects of professional practice with application to clinical experiences, ethical dilemmas, professional responsibilities and regulation. Includes development of professional identity, awareness of a world view and its effect on practice, advocacy, consultation and collaboration with health care providers. Prerequisites: OCT 545.

OCT 677 Health Care Management 2 credits

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues and program evaluation. Prerequisites: OCT 532, 545. Course fee required.

OCT 680 Advanced Treatment: Gerontology 2 credits

Analysis of occupational therapy theory and intervention related to services for a geriatric population. Focus on differentiating services by contexts and settings, emphasizing consultation with families and caregivers. Prerequisites: OCT 555.

OCT 682 Advanced Treatment: Pediatrics 2 credits

Analysis of occupational therapy theory and treatment addressing current pediatric problems. Focus on engagement in occupation to support participation in a variety of performance skills and patterns. Includes family, early childhood, hospital, outpatient, early intervention, school intervention and consultation. Prerequisites: OCT 553.

OCT 684 Advanced Treatment: Worker Rehabilitation 2 credits

Analysis of occupational therapy theory and techniques specific to clients in work-injury rehabilitation. Includes work performance and work site assessments, work conditioning, and ergonomics. Prerequisites: OCT 534, 663.

OCT 686 Advanced Treatment: Hand Rehabilitation 2 credits

Analysis of occupational therapy theory and treatment of upper extremity dysfunctions. Focus on nerve, bone, muscle, vascular, and tissue injuries and the occupational therapist's role in evaluation and intervention. Includes fabrication of upper extremity splints and advanced splinting techniques. Prerequisite: OCT 663. Course fee required.

OCT 696 Independent Study 1-3 credits

Opportunity to pursue independent study of special interest to student under direction of a faculty advisor. Prerequisites: OCT 532, 545 and consent of chairperson. May be repeated for credit.

OCT 699 Special Topics 2 credits

Examines current topics and trends in the field of occupational therapy. Prerequisite: consent of chairperson.

Fieldwork

Fieldwork experiences provide an opportunity for the student to apply educational background to clinical practice. The department agrees to recommend for placement in the clinical education

program, only those students who have completed all necessary requirements for field experience prior to assignment. Students will be assigned fieldwork with their knowledge and consent. The department and affiliated centers do not discriminate against any students because of race, religion, age, ethnic origin or disability. Reasonable accommodation will be used for students with health issues that may affect performance of essential job functions in occupational therapy. Fieldwork sites require that students provide evidence of their health status and to meet all health requirements in order to protect the health of clients and employees. The student is responsible for obtaining the required tests and immunizations and for providing evidence of health status as requested. Fieldwork sites require a criminal background check to determine if there is a potential danger to clients. A felony conviction may prohibit a student from completing required Level I or II fieldwork in some settings. Level I fieldwork is completed in OCT 545 and OCT 655. Level II fieldwork is completed in OCT 698A and OCT 698B. Additional fieldwork guidelines are stated in the Occupational Therapy Program Handbook.

OCT 698A Level II Fieldwork 6 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. Practice reflections emphasize applying theories of occupation, analyzing evidence-based health care literature and developing cultural competence. Includes case study client selection for culminating project. A student is required to complete a minimum of the equivalent of 12 weeks full time. Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook.

OCT 698B Level II Fieldwork 6 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. Practice reflections emphasize applying professional reasoning and theory, analyzing social, political and economic systems influencing health care and developing advocacy and leadership roles. Includes case study client selection for culminating project. A student is required to complete a minimum of the equivalent of 12 weeks full time. Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook.

OCT 698C Level II Fieldwork 6 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. This course is used as an optional third placement or for remediation requirements. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook.

OCT 795 Culminating Project 3 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes evidence-based analysis of practice that shows the impact of occupational

therapy on a client's function and participation. Includes written report and presentation of project.

OCT 798 Culminating Practice 2 credits

Comprehensive practice review and preparation for the occupational therapy certification exam. Course fee required.

OCT 799 Continuing Registration 0 credit

In the event that a student is unable to complete the culminating project, with both written and oral presentations in place, within the three-credit time frame, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Post Professional Doctorate in Occupational Therapy (OTD)

The doctoral program is designed for practicing occupational therapists who seek to advance competencies in specialty practice and service delivery. The learning experiences are designed to enhance depth of knowledge and reflective practice in a specialty practice area of Physical Rehabilitation, Pediatrics, Gerontology, Mental Health, Education or Leadership. Program participants will complete a portfolio of accomplishments in specialty practice and service delivery that can be used to apply for AOTA Board Certification (physical rehabilitation, pediatrics, gerontology, mental health) or for career advancement. Graduates in specialty areas of education or leadership are prepared for faculty or leadership roles.

The student learning outcomes of the program are to foster graduates who:

- Demonstrate synthesis of specialized practice knowledge that is grounded in evidence.
- Demonstrate ability to develop programs in response to changing needs in a manner that reflects leadership and advocacy.
- Demonstrate knowledge, skills and professional commitment to transform occupational therapy practice.

The format for the program is part-time, with all courses distance-delivery. By remaining in their work setting while engaging in advanced education, students will discover problems, explore solutions, expand knowledge and develop skills in a manner that has ongoing real-world application. In order to present their portfolio at the end of the program, students come to campus one time.

Each student submits weekly postings critiquing professional literature and relating it to practice. Faculty provide individual feedback on the student's knowledge, critical analysis and integration of knowledge with practice. Both asynchronous (80%) and synchronous (20%) components will direct students to interact with peers and faculty to form a learning community.

Students complete focused activities (residency) in their work setting. Each student is assisted in finding faculty and practice mentors who will collaborate with the student during residency experiences. One residency focuses on specialty practice and one residency focuses on program improvement. Education residencies focus on instruction and course design. Leadership residencies focus on coaching and program development.

Admission Requirements

- Employment as an occupational therapist for a minimum of one year
- Minimum required cumulative GPA of 3.5 on a 4-point scale on a master's degree (3.0 on a bachelor's degree) or demonstrated academic ability
- Interview with applicant about the program's ability to support attainment of the applicant's professional development goals and identification of any additional prerequisites that are needed
- Writing sample to demonstrate applicants writing style and ability
- Verification of identity with copy of driver's license, passport or other government-issued photo identification
- Copy of current state license as an occupational therapist

Mount Mary University does not discriminate on the basis of race, color, religion, national origin, disability or age in its programs and activities. Because this is a distance delivered program, Mount Mary University is not able to admit international students.

Program Requirements

OCT 800 Professional Doctorate Plan
OCT 810 Advancement of Occupational Therapy Practice
OCT 812 Specialty Practice Residency
OCT 814 Specialty Practice Competencies
OCT 816 Specialty Practice Portfolio
OCT 820 Advancement of Occupational Therapy Service Delivery
OCT 822 Service Delivery Residency
OCT 824 Service Delivery Competencies
OCT 826 Service Delivery Portfolio
OCT 830 Professional Doctoral Portfolio

Additional Prerequisites may be required

Applicants with master's degree in occupational therapy from an educational institution other than Mount Mary University or with a master's degree in a related field need to transfer related courses or take the following prerequisite courses. Decisions about prerequisites are made by the Doctoral Program Director.

OCT 710 Research in Occupational Therapy
OCT 720 Theory and Practice
OCT 795 Culminating Project

Applicants with bachelor's degree in occupational therapy need 12 credits of prerequisite courses that are completed in one year. A post-professional Master of Science degree in occupational therapy is awarded upon successful completion of these courses. See the post-professional master's program for additional information.

OCT 700 Perspectives on Occupation

OCT 710 Research in Occupational Therapy

OCT 720 Theory and Practice

OCT 734 Leadership

OCT 795 Culminating Project

Course Descriptions

OCT 800 Professional Doctorate Plan 2 credits

Complete self-assessment and set professional development goals for specialty practice and service delivery. Identify targeted specialty practice areas focused on conditions, evaluation and intervention. Emphasis on evidence-based practice and professional scholarship. Includes identifying a focus area (Physical Rehabilitation, Pediatrics, Gerontology, Mental Health, Education, Leadership) selecting doctoral committee chair and specialty practice mentor.

OCT 810 Advancement of Occupational Therapy Practice 2 credits

Systematic review of professional literature regarding selected conditions, evaluation and interventions in area of specialty practice. Includes occupation-centered practice, professional reasoning and ethics. If specialty practice area is education, readings focus on instruction of individuals in a subject area related to occupational therapy. If specialty practice area is leadership, readings focus on supervision and mentoring in an occupational therapy practice area.

OCT 812 Specialty Practice Residency 4 credits

Eight weeks full-time equivalent practice in specialty area with emphasis on competencies including using relevant evidence for evaluation, prioritizing client needs, designing and implementing intervention, and holistic practice. Includes mentoring from doctoral committee chair and specialty practice mentor. Concurrent with OCT 814.

OCT 814 Specialty Practice Competencies 2 credits

Develop and document evidence of specialty practice competencies highlighting critical reasoning, interpersonal skills, and performance skills through client-based case study and holistic practice case studies. Includes doctoral committee chair and specialty practice mentor review of competencies and response by doctoral candidate. Serves as qualifying experience for advancement in doctoral program.

OCT 816 Specialty Practice Portfolio 2 credits

Create reflections linking professional literature to residency experiences and specialty practice competencies. Reflections include how evidence meets competency criteria, influences practice and affects outcomes.

OCT 820 Advancement of Occupational Therapy Service Delivery 2 credits
Systematic review of professional literature regarding selected program needs and service delivery models in specialty practice area. Includes population services, regulatory issues, occupational justice, interprofessional practice, advocacy and leadership. If the practice area is education, focus is on course and curriculum improvement in a subject area related to occupational therapy. If the specialty practice area is leadership, focus is on program development in an occupational therapy practice area.

OCT 822 Service Delivery Residency 4 credits
Eight weeks full-time equivalent practice in specialty area with emphasis on service delivery competencies including populations, programs, education and leadership. Includes focus on reimbursement, service delivery systems, wellness and prevention, outcomes, ethical practice, advocating for change and accessing networks. Includes mentoring from doctoral committee chair and specialty practice mentor. Concurrent with OCT 824.

OCT 824 Service Delivery Competencies 2 credits
Develop evidence of service delivery competencies highlighting critical reasoning, interpersonal skills, and performance skills through program development, program evaluation, ethics, advocacy and networking case studies. Includes doctoral committee chair and specialty practice mentor review of competencies and response by doctoral candidate.

OCT 826 Service Delivery Portfolio 2 credits
Create reflections linking professional literature to residency experiences and service delivery competencies. Reflections include how evidence meets competency criteria, influences practice and affects outcomes.

OCT 830 Professional Doctorate Portfolio 4 credits
Documents professional scholarship, specialty practice and service delivery accomplishments including reflection on professional goals. Includes self-assessment of specialty practice and service delivery portfolios with emphasis on professional development plan to increase capacity for competency demands of the future. Includes doctoral committee review of portfolio and oral defense by doctoral candidate.

OCT 899 Continuing Registration 0 credits
If a student is unable to complete the professional doctorate portfolio within the time frame of the allotted four credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

Curriculum Sequence

Fall

- OCT 800 Professional Doctorate Plan 2 cr.
OCT 810 Advancement of Occupational Therapy Practice 2 cr.

Spring

- OCT 812 Specialty Practice Residency 4 cr.
OCT 814 Specialty Practice Competencies 2 cr.

Summer

- OCT 816 Specialty Practice Portfolio 2 cr.
OCT 820 Advancement of Occupational Therapy Service Delivery 2 cr.

Fall

- OCT 822 Service Delivery Residency 4 cr.
OCT 824 Service Delivery Competencies 2 cr.

Spring

- OCT 826 Service Delivery Portfolio 2 cr.
OCT 830 Professional Doctorate Portfolio 4 cr.

Doctoral Committee

The doctoral committee consists of three persons, a core occupational therapy faculty member who has knowledge related to the student's doctoral focus, a practice expert who has experience related to the student's doctoral focus and a second occupational therapy faculty member. The committee chair and practice expert are responsible for regular and intense communication with the student throughout the residency and portfolio phases. The committee chair and practice expert are responsible for formal critique on the specialty practice and service development competencies (OCT 814 and OCT 824), for decisions about advancement in the doctoral program (OCT 814 and OCT 824) and for guiding further development of doctoral portfolios. The doctoral committee is responsible for determining successful completion of doctoral competencies (OCT 830).

Degree Completion Requirements

A grade of B or above must be earned in all courses. Additional retention criteria are stated in the Occupational Therapy Post-Professional Program Handbook.

Program completion must be accomplished within seven years from the beginning of coursework in the post-professional occupational therapy doctoral program (see Program Requirements).

Technology Requirements

The educational program is accessed through Mount Mary University E-Learning Management System: <https://my.mtmary.edu>. The learner logs in to Mount Mary to access course materials. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments.

- Access to desktop or laptop computer with camera
- Ability to send and receive emails, upload and download attachments
- Ability to independently use a search engine (such as Google or Bing!) to locate information and websites on the Internet. Ability to click on links to navigate websites.
- Ability to use word processing and presentation software such as Microsoft Word and PowerPoint)

Internet courses have definite advantages and disadvantages that impact a student's approach to learning. The biggest advantage is that students may complete work at any time of day or night. Students may also complete work from any location that has Internet access. From a learning standpoint, a definite advantage is that every student gets an equal opportunity to contribute to discussions.

The biggest disadvantage is that students work alone to complete assignments. Students need to be more self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet, will need to plan additional time to acquire these skills.

Post Professional Master of Science in Occupational Therapy

The post professional Master of Science in occupational therapy program is designed for practicing occupational therapists who seek to transition from a bachelor's to a master's degree. This program also prepares a person who has a bachelor's degree with the prerequisite courses needed for entry to the occupational therapy doctoral program. The learning experiences are designed to enhance reflection about practice based on occupation, theory, leadership and evidence. Graduates will be able to critique practice alternatives and communicate evidence of therapeutic efficacy in a preferred practice area.

The student learning outcomes of the program are to foster graduates who:

- Analyze a targeted area of professional practice using perspectives on occupation, intervention theories, professional reasoning and research evidence.
- Use analysis of professional practice evidence and leadership perspectives to communicate about the selection of intervention strategies and the efficacy of occupational therapy.

The format for the program is part-time, with all courses distance-delivery. By remaining in their work setting while engaging in advanced education, students will develop reflective practice skills in a manner that has ongoing real-world application. In order to present their culminating project at the end of the program, students come to campus one time.

Each student submits weekly postings critiquing professional literature and relating it to practice. Faculty provide individual feedback on the student's reflective analysis and application of knowledge to practice. Asynchronous learning allows students to complete work at any time, with assignments due once per week.

Admission Requirements

- Employment as an occupational therapist for a minimum of one year
- Minimum required Cumulative GPA of 3.0 on a bachelor's degree or demonstrated academic ability
- Interview with applicant about the program's ability to support attainment of the applicant's professional development goals and identification of any additional prerequisites that are needed
- Writing sample to demonstrate applicants writing style and ability
- Verification of identity with copy of driver's license, passport or other government-issued photo identification
- Copy of current state license as an occupational therapist

Mount Mary University does not discriminate on the basis of race, color, religion, national origin, disability or age in its programs and activities. Because this is a distance delivered program, Mount Mary University is not able to admit international students.

Program Requirements

OCT 700 Perspectives on Occupation
OCT 710 Research in Occupational Therapy
OCT 720 Theory and Practice
OCT 734 Leadership
OCT 795 Culminating Project

Course Descriptions

OCT 700 Perspectives on Occupation 2 credits
Examination of perspectives on occupation that underlie occupational therapy practice. Implications of these perspectives for professional practice and service delivery are explored.

OCT 710 Research in Occupational Therapy 3 credits
Analysis and synthesis of professional literature related to selected practice area. Includes methodologies of research, statistics, inquiry and application of evidence to practice.

OCT 720 Theory and Practice 2 credits
Analysis of models, theory, frames of reference and professional reasoning that underlie occupational therapy practice. Includes use of reflective practice to enhance occupational therapy efficacy and outcomes.

OCT 734 Leadership 2 credits

Examination of leadership theories and their application to provision of occupational therapy services. Emphasis on personal responsibility for ongoing professional development and assuming leadership roles within service delivery systems.

OCT 795 Culminating Project 3 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes evidence-based analysis of practice that shows the impact of occupational therapy on a client's function and participation. Includes written report and presentation of project.

Curriculum Sequence

Fall

OCT 700 Perspectives on Occupation 2 credits
(First quarter – 8 weeks)

OCT 710 Research in Occupational Therapy 3 credits
(Full semester)

OCT 720 Theory and Practice 2 credits
(Second quarter – 8 weeks)

Spring

OCT 734 Leadership 2 credits
(First quarter – 8 weeks)

OCT 795 Culminating Project 3 credits
(Full semester)

Degree Completion Requirements

A grade of B or above must be earned in all courses. Additional retention criteria are stated in the Occupational Therapy Post-Professional Program Handbook.

Program completion must be accomplished within seven years from the beginning of coursework in the post-professional occupational therapy master's program (see Program Requirements).

Technology Requirements

The educational program is accessed through Mount Mary University E-Learning Management System: <https://my.mtmary.edu>. The learner logs in to Mount Mary to access course materials. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments.

- Access to desktop or laptop computer with camera
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- Ability to use word processing and presentation software such as Microsoft Word and PowerPoint)

Internet courses have definite advantages and disadvantages that impact a student's approach to learning. The biggest advantage is that students may complete work at any time of day or night. Students may also complete work from any location that has Internet access. From a learning standpoint, a definite advantage is that every student gets an equal opportunity to contribute to discussions.

The biggest disadvantage is that students work alone to complete assignments. Students need to be more self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet, will need to plan additional time to acquire these skills.

Mount Mary University Board of Trustees

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Faculty

Core Graduate Faculty

Core faculty have primary responsibilities in their respective graduate programs. Core graduate faculty contribute to graduate curriculum, program assessment and project advising.

Kathleen M. Alexander: B.S., University of Wisconsin-Madison; O.T.R.; M.Ed., Carroll University; Ed.D., Cardinal Stritch University; Assistant Professor, Occupational Therapy.

Ann Angel: B.A., Mount Mary University, M.A., Marquette University, M.F.A., Vermont University; Associate Professor, English Graduate Program Director.

Stephanie Beisbier: B.S., M.S., Mount Mary College, OTR; OTD, Thomas Jefferson University; Assistant Professor, Professional Entry Program Director, Occupational Therapy.

Chris Belkofer, ATR-BC, LPC, MA, School of the Art Institute of Chicago; Ph.D., Lesley University; Director, Graduate Art Therapy Program; Chair, Art Therapy Department.

Debra Dosemagen: B.A., Alverno University, M.A., Mount Mary University, Ph.D. Marquette University; Associate Professor, Graduate Program Director, Education, Education and Mathematics Division, Chair.

Andrea Hilkovitz: B.A. Rice University;, M.A. University of Texas at Austin; Ph.D., University of Texas at Austin; Assistant Professor, English.

Julie Hunley: B.B.A., University of Wisconsin-Milwaukee; M.S. Rush University, O.T.R.; Ph.D., University of Wisconsin-Madison. Assistant Professor, Occupational Therapy.

Kari Inda: B.S., M.S., Mount Mary University, Ph.D. Nova Southeastern University; Professor, Chair, Occupational Therapy.

Terri Jashinski: B.S., University of Minnesota-Twin Cities, M.S., University of North Carolina at Chapel, Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Counseling.

Lynn J. Kapitan: ATR-BC, B.S., University of Wisconsin-Madison; MPS, Pratt Institute; Ph.D., The Union Institute; Professor, Art Therapy Director of Art Therapy Professional Doctorate Program.

Carrie Smith King: B.S., M.S., Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Chairperson, Counseling; Director, School and Clinical Mental Health Counseling.

Tara L. LaRowe: B.S., Ph.D., University of Wisconsin-Madison; Assistant Professor, Dietetics; Dietetics Graduate Program Director.

Bruce L. Moon, ATR-BC: B.S., Wright State University, Dayton, OH; M.A. & M.Div., Methodist Theological School in Ohio; Ph.D., The Union Institute; Professor, Art Therapy; Director, Graduate Art Therapy Program; Chair, Art Therapy Department.

Emily Nolan, ATR-BC, LPC, B.F.A. University of Illinois-Urbana Champaign; MA, Adler School of Professional Psychology; DAT, Mount Mary University; Assistant Professor, Art Therapy.

Jane Olson: B.A., University of Wisconsin-Madison; B.S., Mount Mary University; O.T.R.; M.S., Cardinal Stritch University; Ph.D., Marquette University; Professor, Post Professional Program Director, Occupational Therapy.

Leeza Ong: LL.B, Kyushu University-Japan; M.S., University of Wisconsin-Stout; Ph.D., University of Wisconsin-Madison; Assistant Professor, Director, Clinical Rehabilitation Counseling.

Laura Otto: B.A., University of Illinois-Campaign-Urbana; M.F.A., Indiana University-Bloomington; Assistant Professor, English.

Paula Reiter: B.A., University of Iowa, M.A. University of Illinois; Ph.D., Duke University; Associate Professor, Division Chair, Language, literature, and Communication

Kristen Roche: B.B.A., University of Wisconsin-Whitewater; M.S.A.E., Marquette University; Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Graduate Program Director, Business Administration.

Tammy Scheidegger: B.S., M.S., Ph.D., Ohio State University; Associate Professor, Counseling.

Victoria Sepulveda: B.S., Central Michigan University; M.A., Central Michigan University; Ph.D., University of Toledo; Assistant Professor, Counseling; Practicum/Internship Coordinator.

Melissa Kraemer Smothers: B.A., DePaul University; M.A., Boston University, Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Behavioral Science, Counseling.

Lisa Stark, B.S., Iowa State University; R.D., C.D.; M.S., Mount Mary University; M.P.H. University of Minnesota; Associate Professor, Dietetics.

Lisa Terasa: B.A., University of Wisconsin – Whitewater; M.A., University of Tulsa; Ph.D., Marquette University; Assistant Professor of English, Director of Composition Sequence.

Wendy Weaver: B.A., Pacific Lutheran University; M.A., University of Alaska – Anchorage; Ph.D., Marquette University; Associate Professor of English, Dean for Academic Affairs.

Wetrich, Susan: B.A., M.A., University of Northern Iowa. Instructor.

John M. Zorbini: B.A., West Liberty University; M.A., Marquette University; Assistant Professor, Business Administration.

Affiliated Graduate Faculty

Affiliated faculty teach regular and significant components of graduate programs.

Megan Baumler, B.S., Ph.D., University of Wisconsin-Madison; Adjunct Professor, Graduate Program, Dietetics.

Harry Cherkinian: B.S., University of Wisconsin-Madison; M.S., Northwestern University.

Laurel End: B.A., University of Wisconsin-Green Bay; M.A., Ph.D. Kent State University; Associate Professor, Behavioral Science, Psychology.

Mary Ellen Fletcher: B.B.A., M.B.A., University of Wisconsin-Milwaukee; CPA; Associate Professor, Chairperson, Business Administration Division.

Karen Friedlen: B.A., University of Wisconsin-Eau Claire; M.S., Ph.D., University of Wisconsin-Milwaukee; Professor, Chair, Social Sciences and Other Related Disciplines Division and Behavioral Science Department. Vice President for Academic and Student Affairs.

Linda Gleason, B.S., M.S., University of Illinois at Chicago; R.D., C.D. Instructor, Dietetics.

Carolyn Lammersfeld, B.S., Bradley University; M.S. Rush University; Instructor, Dietetics.

Susan Loesl: ATR-BC: B.A., Mount Mary University; M.A., Lesley University; Instructor, Art Therapy, Art Education.

Sister Patricia Rass: ATR-BC: B.A., Mount Mary University; M.S., Mount Mary University; Instructor, Art Therapy.

Melody Todd: ATR: B.A., Elmhurst University; M.S., Northern Illinois University; Assistant Professor, Art Therapy.

Adjunct Graduate Faculty

Adjunct faculty has primary responsibilities outside of Mount Mary University. They teach limited but important components in graduate programs.

James Baka, B.S., MBA, DePaul University; Instructor, Business Administration

Jen Beard, B.A., Drake University, M.B.A., DeVry University, Instructor, Business Administration.

Jill Braasch: B.S., Cardinal Stritch University, M.S., University of Wisconsin-Milwaukee; Instructor, Counseling.

Karyn Gust-Brey, B.A., Lakeland University; M.S., Ph.D., Ball State University; Licensed Psychologist; Instructor, Counseling.

Jennifer Collins, B.A., University of Wisconsin-Milwaukee, M.A., University of Wisconsin-Milwaukee, Ph.D., University of Wisconsin-Milwaukee, Instructor, English.

Laura Fuller Cooper, ATR, NCC; MA, School of the Art Institute of Chicago; Instructor, Art Therapy.

S. Michele Cohen, B.A., Southern Illinois University-Carbondale; M.A., John F. Kennedy University; PhD, Capella University; Licensed Professional Counselor-WI; Licensed Clinical Professional Counselor-IL, Instructor, Counseling

Christine Eckblad: M.S., University of Wisconsin-LaCrosse, M.S., Mount Mary University; Licensed Professional Counselor; Instructor, Counseling.

Kari Erickson, B.S., North Central University; M.S., Saint Mary's University; Licensed Professional Counselor; Licensed School Counselor; Instructor, Counseling.

Robert J. Hanisch: B.A., M.A., Columbia University; C.D.E., C.S.C.S.; Instructor, Dietetics.

Lesley Hawley: MA, School of the Art Institute of Chicago, Instructor, Art Therapy

Erin Headley: MS, Mount Mary University, Instructor, Art Therapy

Jennifer Heckman, B.S., University of Wisconsin-Madison, M.S., University of Wisconsin-Whitewater, Pastor; Instructor, Counseling.

Kelly Henckel, ATR, LPC; MS, Mount Mary University; DAT, Mount Mary University; Instructor, Art Therapy Instructor, Art Therapy.

Heather Henry, B.A., Carroll College, M.F.A., University of Alabama, Instructor, English.

Michael Imes. B.A. Iowa Wesleyan University, M.F.A., Southern Illinois University. Instructor, Education.

Anne Marie Jandura-Collins: ATR: BFA, University of Wyoming, MS Mount Mary University; Instructor, Art Therapy

Lydia O. Johnson. ATR, LPC; MA Drexel University, Philadelphia, PA; Instructor, Art Therapy.

Richard Korducki, B.A., Ripon University; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee; Licensed School Psychologist; Instructor, Counseling

Tim Kujawa, B.S., University of Wisconsin-Whitewater, M.S., University of Wisconsin-Whitewater; Licensed School Counselor; Instructor, Counseling.

Susan LaCroix, B.S., M.S., Mount Mary College, O.T.R. Instructor, Occupational Therapy.

Noel, L'Esperance, ATR-BC: BS, Saint Mary's University, MS, Mount Mary University, Instructor, Art Therapy; DAT, Mount Mary University.

Heather Martin: B.A., Marquette University, M.S., Mount Mary College, O.T.R.; Instructor, Occupational Therapy

Shaun McNiff, ATR: B.A., Fordham University; M.A., Goddard University; Ph.D., Union Graduate School; Instructor, Art Therapy.

Christopher Mohar, B.S., University of Wisconsin-Madison, M.F.A., University of Washington, Instructor, English.

Kristin Mungovan, B.S., Mount Mary College; M.S. Cardinal Stritch University, O.T.R. Instructor, Occupational Therapy.

Joan Pleuss, B.S. University of Wisconsin-Stout, R.D., C.D., C.D.E.; M.S., University of Wisconsin-Stevens Point; Instructor, Dietetics.

Khyana Pumphrey, B.S.E. University of Wisconsin Whitewater, M.S., Ph.D. University of Wisconsin Milwaukee. Licensed Professional Counselor; Instructor, Counseling.

Ben Rader, B.S., Capital University; M.S., Ph.D., Adler Professional School of Psychology; Instructor, Counseling.

Katherine Reiser, ATR, LPC; BA University of Wisconsin Milwaukee, M.S. Mount Mary University; Instructor, Art Therapy

Jacquelyn Rice: B.S., North Carolina State University; A.C.S.W.; M.S.W., University of Wisconsin-Madison; Instructor, Behavioral Science, Social Work.

Matthew Russell: B.A. University of Wisconsin-Madison, M.A. University of Wisconsin-Madison, Ph.D. University of Texas at Austin. Instructor, English

Christine VanDerGeest: B.A., University of Wisconsin- Madison, M.A., Lakeland College; Licensed School Counselor; Instructor, Counseling

Jill Wargolet, ATR-BC, MSAT, Mount Mary University

MOUNT MARY UNIVERSITY 2015-2016 Calendar

2015 Fall Semester

Monday-Saturday, August 24-August 29	Accelerated Term 1 Classes Begin
Wednesday, August 26	All University Workshop
Wednesday, August 26	Graduate Orientation
Thursday/Friday, August 27-28 p.m.)	Undergraduate Orientation (Move in August 21
Friday, August 28	Investiture
Saturday, August 29	Regular semester classes start, 1 st Quarter Begins
Saturday-Monday, September 5-September 7	Labor Day Break-No Classes
Tuesday, September 8	Last day to add semester classes
Monday, September 14	Last day to apply for December 2015 Graduation
Monday, October 5	Last day to drop 1 st quarter classes
Monday, October 19	Accelerated Term 1 ends
Tuesday, October 20	Accelerated Term 2 begins
Thursday, October 22	First Quarter ends
Friday, October 23	Mid-semester Break
Monday, October 26	Second Quarter begins
Monday, November 16	Last day to drop full semester class
Monday-Thursday, November 9-13	Priority Registration
Monday, November 16	Open Registration
Monday, November 29	Last day to drop 2 nd quarter class
Wednesday-Sunday Nov 25-Nov 29	Thanksgiving Break
Saturday, December 12	Last day of full semester classes/Deadline for Removal of Incompletes from Spring and Summer 2015
New Student Registration	
Thursday, December 17	Accelerated Term 2 ends
Monday-Friday, December 14-18	Exam Week
Friday, December 18	Second Quarter ends
Saturday, December 19	Graduation

NOTE: WITHDRAWING FROM ACCELERATED CLASSES

8-week class: A student may withdraw anytime before the 7th class

4-week class: A student may withdraw anytime before the 3rd class

2016 Spring Semester

Monday-Thursday, January 11-14	Accelerated Term 3 begins
Wednesday, January 13	All University Workshop
Wednesday, January 13	Graduate Orientation
Friday, January 15	Undergraduate Orientation
Monday, January 18	MARTIN LUTHER KING DAY-COLLEGE
CLOSED	
Tuesday, January 19	Regular semester starts, 1 st quarter begins
Saturday, January 23	Accelerated Saturday begins
Tuesday, January 26	Last day to add semester classes
Friday, January 29	Last day to apply for May 2016 Graduation
Monday, February 22	Last day to drop 1 st quarter class
Monday, March 7	Accelerated Term 3 ends
Tuesday, March 8	Accelerated Term 4 begins
Thursday, March 10	1 st Quarter Ends
Monday, March 14	2 nd Quarter Begins
Wednesday, March 23-Friday, April 1	Easter Break/Spring Break
Monday, April 18-Thursday, April 21	Priority Registration
Monday, April 18	Last day to drop full semester classes
Monday, April 25	Open Registration
Wednesday, April 27	Last day to drop 2 nd quarter classes
Saturday, May 7	Last day of full semester classes/deadline for removal of incompletes from Fall 2015
Monday, May 9-Thursday, May 12	Exam Week
Thursday, May 12	2 nd Quarter ends
Thursday, May 12	Accelerated Term 4 ends
Saturday, May 14	Graduation

2016 Summer Sessions

Early Session	Monday, May 23 through Monday, June 20
Monday, May 30	Memorial Day—College closed
Regular Summer Session	Tuesday, June 21 through Tuesday, August 2
Friday, June 3	Last day to apply for August 2016 Graduation
Monday, July 4	College will be closed July 4 th
Summer Accelerated Term 5	Monday, June 6 through Monday, August 1

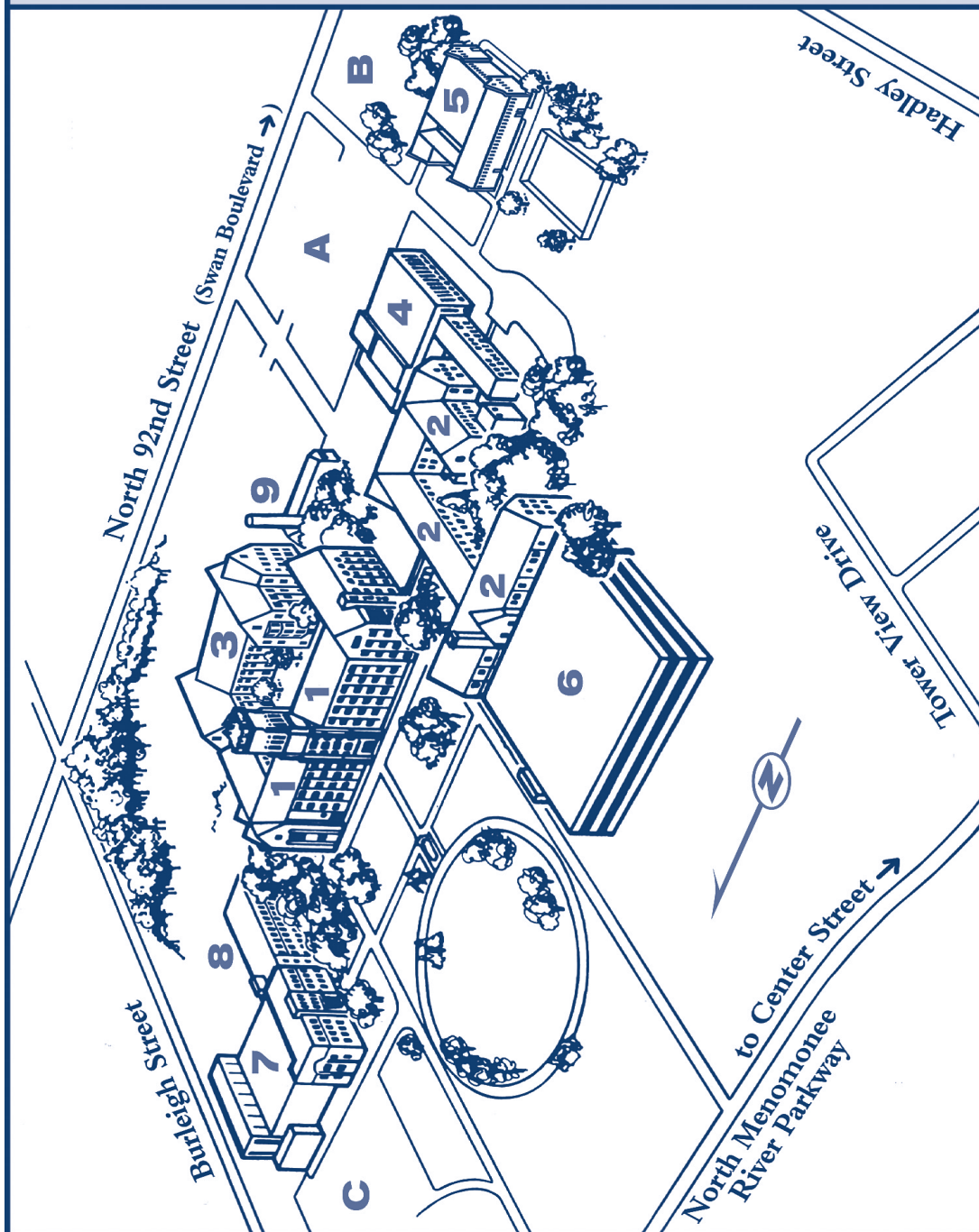
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4-week class: A student may withdraw anytime before the 3rd class

MAP KEY

- 1 Notre Dame Hall**
Classrooms,
Administrative Offices,
Stiemke Hall, Chapels
 - 2 Caroline Hall**
Student Residence,
Helfaer Hall, Switchboard,
Marian Art Gallery, Pool
 - 3 Gerhardinger Center**
Science Labs, Classrooms,
Cyber Café, Women's
Leadership Institute
 - 4 Bergstrom Hall**
College Dining Rooms,
Bookstore, Loading Dock
 - 5 Bloechl Center**
Recreation Center:
Gym, Fitness Center,
Athletics Department
 - 6 Haggerty Library**
Computer Center, Archives,
Teacher Education Center
 - 7 Kostka Hall**
Faculty Offices,
Theater, Box Office
 - 8 Fidelis Hall**
Faculty Offices,
Sisters' Residence
 - 9 Dominic Hall**
Alumnae Relations,
Campus Facility Use,
Marketing/Public Relations
- Parking Lots**
A B C



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