

Mount Mary College Graduate Bulletin 2011-2013

About This Book

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

We believe this Bulletin to be accurate at the time of publication. Changes will undoubtedly occur. Various committees and offices of the College having responsibility for the areas covered in the Bulletin reserve the right to make changes in the College 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 College 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 College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle, St., Suite 2400, Chicago, IL 60602-2504, Phone: (800) 621-7440 or (312) 263-0456.

Mount Mary College does not discriminate against any applicant because of race, color, religion, age, national or ethnic origin, or disability. The College is dedicated to the principle of equal opportunity for students, faculty, employees and applicants for employment. For this reason, Mount Mary College 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 College. 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 College, 2900 North Menomonee River Parkway, Milwaukee, WI 53222. Phone: (414) 256-1208

All information in this bulletin is accurate at the time of publication. Please refer to our website, www.mtmary.edu for latest information and updates.

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MOUNT MARY COLLEGE

College Mission

Mount Mary College, an urban Catholic college for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The College 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 25 years, Mount Mary College 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 College, embraces new and emerging technologies, and promotes excellence in graduate education for students and faculty.

Graduate Education Mission

Graduate Education at Mount Mary College provides academic and professional advancement opportunities to women and men consistent with the institutional mission of the College. 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 College 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 college 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 college 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 College 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 College

Mount Mary College has more than 1900 students including over 500 graduate students, from a variety of backgrounds, representing numerous states and countries. The size of the College 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 College 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 college sports teams. Public transportation is readily available to and from campus.

Mount Mary College students find a stimulating learning environment in the cluster of College 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-cafe', 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 and include standard cable. The lower floors contain sports and recreational facilities, including a gym and swimming pool, along with the Marian Art Gallery, Counseling Center, Ewens Center administrative offices, and Bradley Grill, equipped with vending machines, computers and study and relaxation areas. Additional dining facilities, the bookstore, and post office are found in Bergstrom Hall.

The Haggerty Library is dedicated to the information gathering, research, curricular support, and lifelong learning needs of the College 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.

Children on Campus

Children are defined by Mount Mary College as those persons under the age of 16. The College cannot be responsible for any children who are not in the Child Care Center or in a program sponsored by Mount Mary College. 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 College reserves the right to exclude from campus any child who is not under responsible supervision.

Accreditations

Mount Mary College 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 Colleges and Schools. Mount Mary College also has approval for particular academic programs from the Wisconsin State Department of Public Instruction for Teachers' Certificates and School Counseling licensure, the American Dietetic Association, the American Art Therapy Association, and the Accreditation Council for Occupational Therapy Education.

Among the organizations in which Mount Mary College 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, the Council of Independent Colleges, the Council for the Advancement and Support of Education, the American Association of College Registrars and Admission Officers, the National Association of College and University 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 College, a four-year Catholic liberal arts college for women, the first of its kind in the State. Its academic standards were accepted by the North Central Association of Colleges in 1926 and have been continually recognized since that time. The College moved to its present Milwaukee location in 1929, changing its name to Mount Mary College.

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 the master's program, 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, and the Master of Arts in English in 2006, and the Master of Business Administration (MBA) in 2008. The Doctorate of Art Therapy was approved in 2011.

The College'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 College's beautiful natural surroundings. Today the College offers an inviting atmosphere that strongly supports teaching and learning. Since 1929, Mount Mary College 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 College community.

Office for Graduate Education

The Associate 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 College, embraces new and emerging technologies, and promotes 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
 - * Doctorate
 - * Master of Science
- Counseling – Master of Science
 - * Clinical Mental Health Counseling Concentration
 - * Community Counseling Concentration
 - * School Counseling Concentration
- Business Administration – Master of Business Administration
- Dietetics – Master of Science
- Education – Master of Arts
- English – Master of Arts
 - * Creative Writing
 - * Professional Writing
 - * Writing for Children and Young Adults
 - * Broad-based Writing
- Occupational Therapy – Master of Science

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 College alumnae.
- Official transcripts
Official transcripts verifying completion of an undergraduate degree from a regionally accredited college or university are required. Official transcripts from all previous universities or colleges attended are also required if the applicant attended more than one college 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 College 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 College 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 the results of the Test of English as a Foreign Language (TOEFL). Students are required to score a minimum of 600 on the paper version of the TOEFL exam or 250 on the computerized version. Individual program minimum scores may vary. Scores from the Wisconsin English as a Second Language Institute (WESLI) are accepted as a substitute for TOEFL scores. Level 7 scores are required. Internet based test (IBT) minimum score of 76 required.

* The application fee for international students is \$100. This fee must accompany the application form and is nonrefundable and nontransferable. Applications without this fee will not be processed. 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 required application fee, 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 a TOEFL 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 College, 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 College 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 College. Information on this policy and costs can be obtained from the Mount Mary College 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 College affiliates may require that students be immunized against measles, mumps, varicella, rubella and rubeola (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 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 College 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, one must provide evidence of a baccalaureate degree and meet the specific prerequisites for the graduate study desired. A maximum of nine credits or 30% of a graduate program's 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 certificate graduate program. Submit application materials to the Office for Graduate Education.

DOCTORATE OF ART THERAPY STUDENTS must meet the admission criteria specified by

the Art Therapy doctorate program. Submit application materials to the Office for Graduate Education.

2011 – 2012 Tuition and Fees

Program application fee (nonrefundable)	\$45.00
Reactivation fee	\$75.00
Late Registration	\$50.00
Tuition for undergraduate prerequisite courses (per credit)	\$675.00
Tuition for courses per graduate credit hour	
Art Therapy – Doctorate	\$795.00
Master’s Degree	\$615.00
Business Administration	\$545.00
Community Counseling	\$615.00
Dietetics	\$580.00
Education	\$580.00
Education (Waldorf Education only)	\$450.00
English	\$615.00
Occupational Therapy	\$615.00
Continuing registration: (per semester)	\$615.00
Dietetic Internship Fee (total) (assessed in addition to tuition for DTS 602 and DTS 604)	\$450.00
Liability insurance for art therapy, counseling, dietetics, occupational therapy (per semester)	\$85.00
General Student Service Fee (nonrefundable) (Includes matriculation, student activities, library, computer use, parking and health services)	
0-5 credits	\$100.00
6 or more credits	\$200.00
Thesis/Project binding fee (4 required copies)	\$70.00
Room and Board	Variable
Health Insurance (required for residents)	Variable
Graduation fee	\$100.00

Additional special purpose fees
(e.g. laboratory or computer access,
specific mandated memberships, liability, etc.) Variable

Transportation Variable
Students assume all responsibility for transportation
related to internships and other educational experiences.

Background Check Fee Variable
Certain courses will require a background check based on
state caregiver law for students in practica, internships or
fieldwork placement.

Other specific courses may have lab fees which vary in amount.

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 College has partnered with the Archdiocese of Milwaukee over a number of years to offer a tuition reduction to Catholic School teachers in the Milwaukee Archdiocese. Please check with the Corporate Partner Coordinator or the Education Department Chairperson for the most current tuition reduction information before registering for classes.

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 College 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 College 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 College 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 College 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 will result in academic and/or financial penalty, including a grade of “F” and liability for full tuition payment.

Withdrawal from the College

A student who decides to withdraw from the College is in effect dropping all courses for which she or he is enrolled. If withdrawing from the College 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 College; such actions will 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

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 College. Neither will such students be permitted to participate in graduation exercises.

FINANCIAL AID INFORMATION

Mount Mary College makes every effort to assist students with financial need in identifying sources of aid to help finance their education. The College 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 College 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 College 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 College:

- 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 College;
- 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 College 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 College’s Satisfactory Academic Progress Policy for financial aid recipients is available from the Financial Aid Office.

Students who withdraw from the College or from individual courses during the semester may be required to return a portion of the financial aid funds received according to the College 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 College.

Satisfactory Academic Progress Policy

Mount Mary College 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 College, 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 College'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 also 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 Associate Dean of 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 Associate Dean for Graduate Education.

Transfer Credit

A maximum of nine credits or 30% of total program credits, whichever is greater, may be transferred from other regionally accredited institutions 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 College Registrar prior to graduation.

Reserved Credit

An option for upper-level, high-achieving (generally 3.3 GPA or higher), undergraduate Mount Mary students 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, 152 NDH.

Study Abroad

Mount Mary College students who study abroad in programs established by Mount Mary College 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 Associate 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 Associate 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 will 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 College and must file an application for re-entry with the Office for Graduate Education.

Withdrawing from the College

A student who decides to withdraw from the College is in effect dropping all courses for which she or he is enrolled, and is no longer considered matriculated. If withdrawing from the College 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 College; such actions will result in academic and/or financial penalties, including course grades of “F” and liability for full tuition payment.

Returning after Withdrawing from the College

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 College after more than three semesters must reapply to the College.

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 probation, 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 probation, academic warning, and/or dismissal
NP			No pass; no credit awarded; grounds for dismissal
AU			Audit

Academic Honesty and Integrity

Mount Mary College 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 College. 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 College.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary College 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 Grievance

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 Associate 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 Associate 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 Associate Dean for Graduate Education. Such an appeal must be received by the Associate Dean for Graduate Education within 15 working days from the decision of the formal appeal.

The Associate 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 Associate 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 College. 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 College graduate coursework are completed with a grade of B or better in each course.

Reinstatement after Dismissal

A student may request reinstatement using the dismissal appeal process. Information concerning the appeal process may be obtained from the Office for Graduate Education, Notre Dame Hall Room 152.

Dismissal Appeal

Any graduate student who receives an unsatisfactory decision regarding dismissal 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 appeal occurs at the source of dissatisfaction.
- Formal appeal occurs one level above source of dissatisfaction.
- Panel appeal occurs outside the involved program.

Step One: Informal Appeal

The student appeals in writing, with supporting documentation, to the program director responsible for the dismissal recommendation within 30 working days of the dismissal action. 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 Two: 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 Associate Dean for Graduate Education. Such an appeal

must be received by the Associate Dean for Graduate Education within 15 working days of the decision from the informal appeal. The graduate program director prepares a written response.

The Associate Dean for Graduate Education reviews the matter and may choose to meet with the student and/or program director. The Associate Dean for Graduate Education prepares a written report of the dean'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 program director responsible for the dismissal decision, and to the Vice President for Academic and Student Affairs.

Step Three: Panel Appeal

If either the student or the program director is not satisfied with the result of the formal appeal, the student or program director appeals in writing to the Vice President for Academic and Student Affairs. Such an appeal must be received by the Vice President for Academic and Student Affairs within 15 working days from the decision of the formal appeal.

The Vice President for Academic and Student Affairs 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 program director present information. This hearing shall occur within 15 working days of receiving the appeal.

The panel makes a written recommendation to the Vice President for Academic and Student Affairs who shall make a decision which is final and binding. This written decision shall be sent to the student, program director, panel and President of the College within 15 working days from the decision of the panel appeal.

Cancellation of Classes

The College 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 and www.mtmary.edu. (See college 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 College 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 College.

Catalog of Graduation

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 College 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 will 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 College and will not be returned.

Transcripts of work completed at Mount Mary College 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 College students.

Student Rights

Mount Mary College officially recognizes student rights and responsibilities in the Graduate Student Handbook. By virtue of enrollment in the College, 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 College 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 College;
- 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 College.

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 College web site and from the Office for Graduate Education.

Family Educational Rights and Privacy Act of 1974

Mount Mary College 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 College 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 College complies with all aspects of the Americans with Disabilities Act and state disability laws. The College, 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 College. 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 College is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Mount Mary College 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 College. The services that are available will vary depending on the nature of the disability.

Student Complaints

To comply with federal regulations, Mount Mary College 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 College officially recognizes student responsibilities in the Graduate Student Handbook. By virtue of enrollment in the College, the student accepts these statements of principles and obligations. According to policies outlined in the Handbook, College officials may initiate disciplinary action against a student whose conduct or academic performance is judged incompatible with the expectations of the College 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 college;
- Threatening to inflict or inflicting physical or psychological harm upon any person including self within the college community;
- Possession, distribution or sale of any drugs or agents that are controlled substances having potential for abuse.

Disciplinary Action

Conduct incompatible with the college 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 College 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 college 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 College. It supplements the information in this academic bulletin.

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 College implies a student's consent to provisions in the Handbook.

Orientation

All graduate students who are new to Mount Mary College are invited to attend an orientation to the College offered by the Office for Graduate Education. New graduate student orientations are held in August and January.

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

Parking and Security

Mount Mary College employs security officers to patrol the campus and assist students and staff. These officers have the authority to protect the Mount Mary College 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 College 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.

Academic Resource Center

The Academic Resource Center (ARC) provides professional assistance to all members of the Mount Mary College community who wish to enhance their academic skills. In addition to specializing in content areas such as writing, reading, math and science, ARC tutors work with students to teach strategies for study skills such as time management, test taking and active reading. ARC assistance is free of charge. Check the ARC for details regarding hours and tutor availability.

Health Services

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

Counseling Services

The Counseling Center offers individual short-term counseling for students regarding a wide range of personal problems. Support and information concerning adjustment to college and life skills are offered through workshops and educational programs. Counselors will provide referral to community resources for those students requiring specialized and/or long-term treatment. Counseling services are confidential and free to Mount Mary College students.

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 College 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

The College requires every resident and international student to have health insurance. All students living in the residence hall must present proof of insurance to the Coordinator of Residence Life and Student Engagement.

Note: Health insurance company name and policy number also must be indicated on the Mount Mary College Health Record form distributed by the Student Affairs Office.

Religious Life

A major goal of Mount Mary as a Catholic college 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 Associate 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 College, embraces new and emerging technologies, and promotes 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.

Doctorate of 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 College 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 College 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 College 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 College 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 College

The programs emphasize:

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

Mount Mary College 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.

Doctorate of Art Therapy

Mount Mary College is proud to offer the first degree of its kind in the United States. The 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 Doctor of Art Therapy at Mount Mary College 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 Doctor of Art Therapy 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 College 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 Doctor of Art Therapy 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 Doctor of Art Therapy 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 College
 2900 N. Menomonee River Parkway
 Milwaukee, WI 53222-4597

Degree Requirements

The Doctor of Art Therapy 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 10-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 a self-guided tutorial on basic computer skills, 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 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 proposal, 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 College 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 Introduction to Doctoral Studies 1 cr.

ATH 812 Integration of Art, Science, and Social Action in Art Therapy I 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 Elective, 1 cr.

ATH 821 Principles of Creative Leadership 3 cr.

ATH 815 Art Therapy Elective, 1 cr.

Second Year – Summer Colloquium (6 credits)

ATH 840 Art Therapy Research Methods 3 cr.

ATH 822 Integration of Art, Science, and Social Action in Art Therapy II 3 cr.

Second Year – Fall & Spring (10 credits total)

ATH 823 Conflict Management and Related Skills 3 cr.

ATH 816 Art Therapy Elective 1 cr.

ATH 824 Contemporary Issues and Ethics of Supervision 3 cr.

ATH 817 Art Therapy Elective 1 cr.

ATH 830 Art Therapy Internship 2 cr.

Third Year – Summer Colloquium (6 credits)

ATH 841 Art Therapy Research 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 Introduction to Doctoral Studies

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 Integration of Art, Science and Social Action in Art Therapy I

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 814–817 Art Therapy Electives

1 credit each

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

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 Integration of Art, Science and Social Action II **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 **2 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 Art Therapy 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 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**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 College 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, a component of the Arts and Design Division 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.

For early admission, the deadline is October 31.

For open admission, the deadline is 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 College
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. The program consists of 48 credits of art therapy and 12 credits of counseling coursework.

2-Year Course Sequence

First Year - Fall 12 - 14 Credits

ATH 532 Art Materials, Process and Application 3 cr.
ATH 540 Theory and History of Art Therapy 3 cr.
ATH 758 Theories of Counseling and Art Psychotherapy 3 cr.
CON 611 Career Development 3 cr.
ATH Elective(s) 1-2 cr.

First Year – Spring 12 - 14 Credits

ATH 737 Practicum/Internship and Group Supervision 3 cr.
ATH 762 Group and Institutional Dynamics 3 cr.
ATH 764 Techniques of Practice in the Helping Relationship 3 cr.
CON 714 Addictions Counseling or CON 770 Psychopathology 3 cr.
Art Therapy Elective(s) 1-2 cr.

First Year – Summer 9 - 11 Credits

ATH 780 Art Therapy Research 3 cr.
ATH 737 Practicum/Internship and Group Supervision 3 cr.
ATH Elective(s) 1-2 cr.
CON 770 Psychopathology 3 cr.

Second Year – Fall 12 - 14 Credits

ATH 737 Practicum/Internship and Group Supervision 3 cr.
ATH 782 Assessment and Clinical Treatment 3 cr.
ATH 772 Multicultural Issues in Art Therapy 3 cr.
ATH elective(s) 1-2 cr.
CON 741 Family Systems Theory, Research and Practice 3 cr.

Second Year – Spring 9 -11 Credits

ATH 790 Research Project 3 cr.
Thesis
Art Exhibition/Contextual Essay
Performance Artwork/Contextual Essay
Social Action Project/Contextual Essay
ATH 773 Ethical and Professional Issues in Art Therapy 3 cr.
ATH 545 Human Growth and Development 3 cr.
or
CON 710 Counseling Across the Lifespan 3 cr.
ATH elective(s) 1 - 2 cr.

Total 60 credits

3 - Year Course Sequence

First Year - Fall 9 – 10 Credits

ATH 532 Art Materials, Process and Application 3 cr.
ATH 540 Theory and History of Art Therapy 3 cr.
ATH 758 Theories of Counseling and Art Psychotherapy 3 cr.
ATH Elective

First Year – Spring 9 - 11 Credits

ATH 762 Group and Institutional Dynamics 3 cr.
ATH 545 Human Growth and Development 3 cr.
CON 714 Addictions Counseling or CON 770 Psychopathology 3 cr.
Art Therapy Elective(s) 1-2 cr.

First Year – Summer 5 Credits

ATH Elective 1 cr.
ATH Elective 1 cr.
CON 770 Psychopathology 3 cr.

Second Year – Fall 7 Credits

ATH 772 Multicultural Issues in Art Therapy 3 cr.
ATH Elective 1 cr.
CON 611 Career Development 3 cr.

Second Year – Spring 7 Credits

ATH 737 Practicum/Internship and Group Supervision 3 cr.
ATH 764 Techniques of Practice in the Helping Relationship 3 cr.
ATH Elective 1 cr.

Second Year – Summer 7 Credits

ATH 737 Practicum/Internship and Group Supervision 3 cr.
ATH 780 Art Therapy Research 3 cr.
ATH Elective 1 cr.

Third Year – Fall 9 Credits

ATH 737 Practicum/Internship and Group Supervision 3 cr.
ATH 782 Assessment and Clinical Treatment 3 cr.
CON 741 Family Systems Theory, Research and Practice 3 cr.

Third Year – Spring 7 Credits

ATH 773 Ethical and Professional Issues in Art Therapy
ATH 790 Exit Option
ATH Elective

Total 60 Credits

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 (42 credits)

ATH 532 Art Materials, Process and Application

3 credits

This course is an examination of the physical and psychological properties of art materials, media, and their applications in the context of art therapy. Students gain an understanding of the creative process and the application of materials to meet the needs of various client populations.

ATH 540 Theory and History of Art Therapy

3 credits

This course provides students with a didactic and experiential overview of the art therapy profession. Topics addressed include history, theory, approaches, and practices of art therapy. Lecture, independent readings, discussion, audio-visual presentations, experiential art exercises, and the opening colloquium provide a foundation for an evolving professional identity. Fee.

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. Prerequisites, ATH 532, ATH 540.

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. Prerequisites, ATH 532, ATH 540

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. Prerequisites, ATH 532, ATH 540

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 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. Prerequisites: ATH 540, ATH 532

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: ATH 540, ATH 532

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. Prerequisites: ATH 540, ATH 532

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. Prerequisite: ATH 540, ATH 764, ATH 737

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 540, ATH 737 A & B, and ATH 764.

ATH 782 Assessment and Clinical Treatment **3 credits**

This course provides an integrated view of assessment, art and metaphoric language, and clinical treatment planning to enable the student to develop advanced skills. The art therapist's maturing relationship to theory, appraisal, psychopathology and dysfunction is examined. Students learn how the relationship of assessment, diagnosis and treatment continuously affect the course of therapy. Fee. Prerequisites: ATH 737 A & B and ATH 764.

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.

Research Project

Exit Options

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 college and external readers within this time frame, noncredit continuing registration (ATH 799) will be required until completion.

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 College services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Art Therapy Elective Courses

(6 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 credit degree program emphasizing strong quantitative skills coupled with qualitative proficiency. 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 College 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 management, marketing, financial accounting, finance, statistics, and economics 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.
- Submit a score from the Graduate Management Admission Test (GMAT), or a suitable alternative, within the first nine (9) credits of the MBA program.
- 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 College
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 management, marketing, financial accounting, finance, statistics, and economics is required. Prerequisite courses are necessary for adequate preparation for success in the MBA program. Mount Mary College 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 College is required. Computer competency is expected in word processing, spreadsheet, presentation, and database applications. Mount Mary College provides undergraduate courses in algebra and computer software.

Degree Requirements

Thirty-six graduate credits are required in the MBA program. 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.

Required courses for the MBA program include: BUS 610, 615, 620, 625, 630, 635, 640, 650, 660, 670, 680, and 750.

Course Descriptions

BUS 610 Managerial Communication

3 credits

Concepts and principles of communication central to the managerial function. Oral and written skills; interpersonal communication skills; organizational communication; intercultural communication; gender communication.

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, society; internal and external environments affecting the organization; legal and ethical issues are emphasized.

BUS 620 Leadership

3 credits

Discover, invent or reinvent self as a leader. Leadership theories; leadership process; external and internal practices of effective leaders; improvement of one's own ability to lead.

BUS 625 Marketing Management

3 credits

A holistic view of the marketing process: matching the needs and opportunities of the marketplace with the objectives and resources of the organization. Utilizes case studies as a framework for discussion. Course project involves student working with a local organization.

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 640 Accounting Analysis & Control

3 credits

Accounting systems for internal and external reporting; managerial use of accounting for decision making; budgeting principles; cost control; performance evaluation; ethical use of accounting information. Financial Accounting Prerequisite Coursework Required.

BUS 650 Social and Ethical Environment of Business 3 credits

Ethical and social issues and dilemmas relevant to today's managers. Utilizes case studies and addresses management response to these issues.

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 680 Quantitative Analysis 3 credits

Utilization of quantitative models for managerial decision making. Statistics Prerequisite Coursework Required.

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 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.

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 individuals, families, and/or groups in achieving their potential. The counseling program has three separate concentrations: Community Counseling (48 credits), Clinical Mental Health Counseling (60 credits), and School Counseling (48 credits). Post-masters certificates are also available in each of the three program areas. Each concentration prepares students with the theoretical knowledge and practical skills to work effectively in community and clinical mental health agency settings and in schools that provide service and support for individuals and families. Toward that end, the curriculum includes content about the mental health movement, professional identity issues, structures and operations of professional organizations, diversity issues, ethical issues, counseling theories and techniques, clinical assessment and diagnosis, co-occurring disorders and ways and means to design, implement, and evaluate interventions that occur in community agency settings and schools.

Graduates of the program may find employment in mental health centers, private 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 in higher education, adjunct teaching positions, pastoral counseling settings, psychiatric hospitals, K-12 schools (both public and private), and business and industry.

The Master of Science in Counseling Program is fully accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The program is on the pre-approved list of institutions meeting the educational requirements necessary for pre-licensure in the State of WI by the Department of Regulation and Licensing (DRL). The School Counseling program is approved by the Wisconsin State Department of Public Instruction (WDPI). In addition, the curriculum is consistent with standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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 College.

This program prepares students to use theoretical knowledge and practical skills to effectively counsel individuals, groups, couples and families in community, clinical mental health, 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, and the internship.

The objectives of the program are:

1. Students will acquire knowledge of the history and philosophy of counseling; professional roles, collaboration, professional organizations, credentialing, and ACA ethical standards. Students will gain an understanding of 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 understand 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 develop an understanding of 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 develop basic and advanced interviewing and counseling skills, including developing goals, counseling interventions, and consultation. Students will understand the ethical and legal issues in counseling and will gain awareness of how their own perspectives may affect the counseling relationship.
6. Students will develop an understanding of 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, standardized and non-standardized testing. Students will develop an understanding of 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 DSM-IV-TR.
8. Students will acquire knowledge of research methods, statistical analyses, needs assessment, and program evaluation, including qualitative and quantitative methods, technology uses, and ethical and legal issues.
9. Students will develop an understanding about organizations, fiscal and legal issues, collaboration with other professionals, strategies for community needs assessment, principles of community interventions and outreach, typical characteristics of individuals and communities served by institutions, and agencies that offer community counseling services.
10. Students will develop clinical skills through internship experiences.

Admission Requirements

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

1. Baccalaureate degree from a regionally accredited college 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, 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.

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

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

Submit required materials to:

Office for Graduate Education
 Mount Mary College
 2900 North Menomonee River Parkway
 Milwaukee, WI 53222-4597
 (414) 256-1252

Degree Requirements

Overview

The program's core curriculum, across all counseling concentrations, is organized according to the standards recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council of Postsecondary Accreditation (COPA). The program is designed to prepare students to counsel individuals and families in a variety of settings.

Curriculum and CACREP 2009 Standards –

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 601 Orientation to School Counseling/Orientation to Practicum-Internship (0 credits)
 - CON 610 Theories of Counseling (3 credits)
 - CON 700 Multicultural Counseling (3 credits)
 - CON 705 Multicultural Issues in Pastoral 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)
 - CON 730 Counseling in Schools (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 credits)

- CON 650 Trauma Counseling I (3 credits)
- CON 651 Trauma Counseling II (3 credits)
- CON 679 Special Topics in Counseling (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 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 on the pre-approved list of institutions meeting the educational requirements necessary for pre-licensure as a Licensed Professional Counselor in the State of Wisconsin by the Department of Regulation and Licensing (DRL), as well as outside of Wisconsin in 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 (Community placement) (3 credits)

CON 796 Counseling Internship I (Community placement) (3 credits)

CON 797 Counseling Internship II (Community 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)

Community Counseling Concentration - 48 credits

This program is on the pre-approved list of institutions meeting the educational requirements necessary for pre-licensure as a Licensed Professional Counselor in the State of WI by the Department of Regulation and Licensing (DRL).

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 700 Multicultural Counseling (3 credits)
 OR CON 705 Multicultural Issues in Pastoral 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 785 Advanced Issues in Clinical Mental Health Counseling (3 credits)
CON 795 Supervised Practicum (Community placement) (3 credits)
CON 796 Counseling Internship I (Community placement) (3 credits)
CON 797 Counseling Internship II (Community placement) (3 credits)

Elective Courses

CON 650 Trauma Counseling I (3 credits)
CON 679 Special Topics in Counseling (1-3 credits)
CON 712 Counseling Children and Adolescents (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 730 Counseling in the Schools (3 credits)
EDU 703 Exceptional Learner (3 credits)
EDU 742 Instructional Strategies (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 College 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 or Internship. 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, typically the third Friday of the semester, all practicum/internship students accompany the Practicum/Internship Program Coordinator to Roger’s Ropes and Challenge Course. A fee for each student will be assessed at the start of the semester and is based on number of students participating. Only Post-Masters Students and students enrolled in CON 798: Internship III are exempt from this requirement.

6. For students in the Community and Clinical Mental Health Counseling concentrations, all students working toward licensure for LPC 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 your hours **must** add up to 700 by the end of Internship II. 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. Comprehensive Examination or Thesis Requirement
 - a. Students who elect to take the Comprehensive Exam will be required to take and successfully pass the exam during the final semester of their graduate studies. Students must be registered for a minimum of one credit during the semester the Comprehensive Exam is completed.
 - 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. Students who choose to write a thesis will earn six thesis credits and must continuously register for 2-3 thesis credits once planning the project begins and until the thesis is defended.
9. Students in the **Community and Clinical Mental Health Counseling concentrations** are required to create a Professional Counselor Portfolio.
10. Students in the **School Counseling concentration** are required to:
 - a. Create a School Counselor PI 34 Pupil Services Standards Portfolio
 - b. Pass the PRAXIS II School Counseling and Guidance Exam prior to the start of internship.
11. Application for Graduation must be filed with the Program Director and the Registrar by the date established by the Registrar.

Licensure and Certification

Graduates of the Community Counseling concentration meet the initial academic criteria for licensure as a Licensed Professional Counselor (LPC) in the state of Wisconsin. There are additional requirements for full licensure including obtaining a training license, completing 3000 hours of post-master's supervised clinical experience and successfully passing the National Counselor Exam (NCE). Complete information regarding application and requirements for licensing are available from the Wisconsin Department of Regulation and Licensing's website at www.drl.state.wi.us.

The 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 students. As such, students who progress through one of the curricula that meet eligibility for Licensed Professional Counselor status may take the National Counselor Exam, on-site at Mount Mary College, prior to graduating from the program. This exam is required for licensure as a professional counselor in Wisconsin and most other states. Students who meet the eligibility

requirements must submit the NCC application and application fee (i.e. this fee is assessed by the NBCC and is not associated with MMC in any manner) by the appropriate deadline. Testing occurs in October and April of each year. Please be aware that participation in this testing is completely voluntary and is not used as an exit requirement for the program. Students who are currently enrolled and those who graduated no more than six months prior to the exam are eligible to participate in this program. The NCC credential is the only master's level, professional counselor certification that students can apply for while enrolled in college. Additional information regarding the NCE exam can be found at the National Board for Certified Counselors website, www.nbcc.org.

The **School Counseling Concentration** within the Graduate Program in Counseling 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://dpi.wi.gov/sspw/counsel1.html>. 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.

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 as well as to the evaluation process.

CON 601 Orientation to Practicum-Internship

0 credits

This workshop is specifically designed to inform community and pastoral counseling 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.

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.

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 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. Prerequisite: graduate standing.

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 600, 610, 612 & 650.

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.

CON 705 Multicultural Issues in Pastoral Counseling**3 credits**

This course will cover same content as CON 700. Differentiated assignments provide students with opportunity to develop knowledge and skills in pastoral counseling that is sensitive to issues

of multiculturalism through thoughtful theological reflection on culture. Prerequisites: CON 610.

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 psychoeducational 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 & BES 510 or 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 current models of 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 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 community counseling 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 College 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 American Dietetic Association (ADA). 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 academic background and critical thinking skills of dietitians so that these men and women 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:

- Understand the social, cultural, political and economic systems in relation to health care and as they impact on relevant issues in dietetics.
- Demonstrate specialized knowledge and 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.

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 College
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597

Application deadlines:

- Fall: August 1st recommended
- Spring: December 1st
- 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 3 credits

DTS 714 Research Design & Analysis II 2 credits

DTS 770 Applied Graduate Research (project or thesis) 2-4 credits 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 College 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 College specific personal statement is required. For further information about application deadlines, fees and requirements refer to the Mount Mary College 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 College Dietetic Internship Program website at www.mtmary.edu.
4. Submit an application fee of \$30 payable to Mount Mary College. On the memo line of the check write "Dietetic Internship". Mail it to: Office for Graduate Education, Mount Mary College, 2900 N. Menomonee River Pkwy., Milwaukee, WI 53222.

Note: No separate application to the Mount Mary College Graduate Program in Dietetics is required unless the applicant is computer matched with Mount Mary College. 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 College 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 College 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 College 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 College 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 39 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 3 credits

DTS 714 Research Design & Analysis II 2 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 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.*

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:

EPW 602 Workshop in Journalism Theory and Practice 3 credits

EPW 618 Research and Workshop in Craft 3 credits

EPW 625 Multimedia Writing and Editing 3 credits

EPW 632 Workshop in Technical Communication and Design 3 credits

EPW 702 Promotional Writing for the Media 3 credits

EPW 706 Desktop Publishing, Design, and Software 3 credits

EPW 733 Special Topics – Writing for the Health Professions 3 credits

EPW 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 571 Life Cycle Nutrition: Infancy/Childhood 2 credits/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/DTS 762 EBP Diabetes & Renal Diseases/DTS 763 EBP Gastrointestinal & Ancillary Systems DTS 764 EBP Nutrition Support/DTS 765 EBP Oncology 1 credit 1 credit 1 credit 1 credit 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 3 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 2 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 3-5 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. For a thesis the total required credits are typically divided among two or more consecutive semesters. For a project 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 College 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 College'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 early childhood teachers, elementary teachers, middle school teachers, and high school teachers. Technical college teachers also may benefit.

The Graduate Program in Education is an extension of an area in which the College has expertise based on a long and impressive history in the School Sisters of Notre Dame tradition of preparing teachers for the public, 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 College
 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, urban education (partnership with Milwaukee Teacher Education Center), 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

Post-Baccalaureate Teacher Certification to Master's Program

A student who holds a bachelor's degree from an accredited college or university is eligible to apply to the Mount Mary College Post-Baccalaureate Program. Mount Mary College 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 College'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.

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 Colleges and is approved by the Wisconsin Department of Public Instruction. Applicants must have a bachelor's degree from an accredited college or university. 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 College.

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 3 – 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 College services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

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

Urban Education Special Emphasis**Milwaukee Teacher Education Center (MTEC)**

The Milwaukee Teacher Education Center is an innovative, not-for-profit, professional development center for teachers. MTEC is a collaborative effort founded in 1996 by Milwaukee community leaders, teachers, school administrators, parents and higher education professionals. In partnership with MTEC, the Special Emphasis in Urban Education is a program designed for licensed teachers serving diverse children in an urban setting. Using issues of equity and justice, the academic curriculum is tailored to improve the quality of instruction and student learning by connecting instruction with teachers' classrooms.

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 College 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/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 Essentials of a Waldorf Kindergarten 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 Essentials of a Waldorf Kindergarten 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 : Essentials of a Waldorf Kindergarten 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 505 Introduction to Exceptional Learners 3 credits

Historical perspectives of exceptionality, legal ramifications, state and federal laws pertaining to exceptionality; consideration of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities, and instructional procedures and educational programming for exceptional learners. Open to all students who have had course work in child/adolescent development. Offered spring semester.

EDU 507 Supervision of Student Teachers 1 credit

Study of the classroom cooperating teacher's role in the training of student teachers. Development of specific competencies in supervision. Deals with topics such as planning, observation, analyzing data, conducting conferences, evaluation, and establishing a working relationship with the student teacher. Class is conducted in a seminar style with dialogue and discussion. Individual projects are assigned. This course is a basis for eligibility to be a cooperating teacher.

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 590 Keyboarding: Instructional Methodology K-6 For Business Teachers 2-3 credits

Specifically for business education students and certified secondary teachers of business (7-12) seeking keyboarding certification at the elementary level. Introductory and closing seminars are held at Mount Mary College. Observation and student teaching are required in an

elementary/middle school setting under the direction of an experienced teacher. (Location of placement arranged by college instructor.) A college supervisor visits the student.

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
- Introduction to Desktop Publishing, HyperStudio, and PowerPoint
- 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
- The Zoo: An Educational Resource
- Classroom Management
- Become Art Smart: Strategies for Elementary & Middle School Teachers
- Exploring Information Literacy
- Motivating Your Students and Yourself
- Gender in the Classroom: In the Pink and Feeling Blue
- Conflict Resolution & Mediation
- Teaching Writing with Technology Tools ** Online**
- Computers as Learning Tools: Educational Applications of Hardware and Software **Online**

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.

Master of Arts in English

Introduction

The Master of Arts in English which focuses on four 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 format (part class time/part online) or a completely online format. Students may choose to focus on creative writing, professional 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 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 College

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

EPW 618 – Workshop and Research in Craft

EPW 632 – Writing for the Professions 3 or

EPW 620 – Novel Writing 3 (for Creative Writing) or

EPW 621 – Novel Writing for Middle Grade and YA 3 (for Children’s Writing)

EPW 750/751 – Thesis Seminar 3

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

EPW 798 – Internship

2. Specialized Writing Courses (15 credits)

Broad-based Writing Concentration (15 credits)

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

Creative Writing Concentration – 15 Credits

EPW 620 – Novel Writing 3 credits

EPW 720 – Advanced Novel (YA and Adult) 3 credits

EPW 619 – Poetry 3 credits

EPW 733 – Special Topics in Creative Writing 3 credits

Additional elective course – 3 credits

Professional Writing Concentration – 15 Credits

EPW 734 – Writing for Non-Profits 3 credits
EPW 706 – Writing and Design for the Web 3 credits
EPW 709 – Writing and Design for Print 3 credits
EPW 732 – Special Topics in Professional Writing 3 credits
Additional elective course

Writing for Children/YA Concentration (15 credits)

ENG 618 – Children’s Literature* -- Required for this concentration 3 credits
EPW 621 -- Novel Writing for Children and Young Adults 3 credits
EPW 720 -- Advanced Novel (YA and Adult) 3 credits
EPW 619 – Poetry 3 credits
EPW 733 -- Special Topics in Creative Writing 3 credits

4. Cognate Courses in Literature (6 to 9)

Literature – 6 to 9 credits of the student’s choice (see *note about ENG 618, Writing for Children and Young Adults)

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 522 – Linguistics 3 credits
ENG 546 – Studies in the American Novel 3 credits
ENG 547 – Studies in the British Novel 3 credits
ENG 592 – Literary Criticism 3 credits
ENG 618 – Children’s Literature 3 credits
*required for the Writing for Children and Young Adults concentration
ENG 685 – Special Topics in English 3 credits
ENG 687 – Studies in British Literature: Rotating Topics 3 credits
ENG 688 – Studies in American Literature: Rotating Topics 3
ENG 691 -- Studies in Poetry 3 credits
ENG 689 – Studies in World Literature: Rotating Topics 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 792 – Studies in Literary Criticism: Rotating Topics 3 credits
ENG 793 – Seminar in the Art of Nonfiction 3 credits
ENG 794 – Major Figures in Literature: Rotating Topic 3 credits

Total = 30 to 33 credits

Additional Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary College 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 EPW 750: Thesis Seminar. Students requiring an additional semester to complete their thesis will enroll in EPW 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

EPW 602 Workshop in Journalism Theory and Practice 3 credits

Investigates the question of how writers take calculated risks while investigating and writing a story. Students will analyze and review many standard issues of traditional journalism, such as objectivity, balance, bias, first-person vs. third-person accounts, source reliability, clarity and accuracy, and the writer's decision-making process. Students will apply theory to their writing from the perspective of the challenges contemporary writers face. Prerequisite: graduate standing.

EPW 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.

EPW 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.

EPW 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.

EPW 621 – Novel Writing for Middle Grade and Young Adults 3 credits

Investigates novel forms and narrative style unique to writing for children and young adults. Students will craft a novel (or write a prospectus and write 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

EPW 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: EPW 620 or EPW 621 and graduate standing

EPW 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.

Specialized Courses in Writing

EPW 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*.

EPW 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: EPW 625.

EPW 709 Writing and Design for Print 3 credits

Students will apply their knowledge of publication content and editorial decision-making to a variety of publications in workshop and lab settings. They may be responsible for end product development. Prerequisite: graduate standing.

EPW 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 College Composition, Rhetoric and Pedagogy

EPW 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 College Composition, Rhetoric and Pedagogy

EPW 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.

EPW 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.

EPW 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.

EPW 751 Master's Thesis Supervision 3 credits

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

EPW 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.

ENG 522 Linguistics 3 credits

Intensive focus on the history and development of the English language and dialects. Prerequisite: graduate standing.

ENG 546 American Novel 3 credits

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

ENG 547 British Novel 3 credits

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

ENG 592 Literary Criticism 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 616 Research and Methods in English

Investigates research and methods of critical analysis in the study of literature and various genres. Prerequisite: graduate standing.

ENG 618 Children's Literature

Intensive focus on contemporary children's literature. Selections may be based on a genre, historical period, theme, or a group of authors. 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 687 Studies in British Literature: Rotating Topics 3 credits

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

ENG 688 Studies in American Literature: Rotating Topics 3 credits

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

ENG 689 Studies in World Literature: Rotating Topics 3 credits

Intensive focus on an aspect of World Literature. Selections may be based on a genre, historical period, theme, or a group of authors. Course title and focus will vary from semester to semester. Course may be repeated for credit with 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 792 Studies in Literary Criticism: Rotating Topics 3 credits

Intensive focus on a person or specific approach to criticism such as formalism, psychoanalytic criticism, Marxism, feminism, New Historicism, Post-colonialism, multicultural studies, structuralism, deconstruction. Prerequisite: graduate standing.

ENG 793 Seminar in the Art of Nonfiction: Rotating Topics 3 credits

Intensive focus on a particular aspect of nonfiction such as memoir, autobiography, literary nonfiction, biography, essays, and so forth. Selections may be based on genre, historical period, country, theme, or a group of authors. Generic conventions of nonfiction 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.

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-year MSOT program that serves as preparation for initial certification as an occupational therapist. Students complete 17 months at Mount Mary College 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 College 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 occupational therapy curriculum is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), located at the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland 20824-1220, (301) 652-2682 (www.aota.org). 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. 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
SYM 102 Composition 2

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 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
OCT 677 Health Care Management 2 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 College and are grouped into two day long blocks each week. Students are required to attend classes on-site at Mount Mary College in order learn the hands-on skills needed for practice.

Online Learning

During fieldwork, students submit weekly written reflections using the college'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

66graduate credits are required.

Culminating Project

The development of a culminating project under the guidance of a faculty advisor is required. The culminating project is an evidence-based case study that shows the impact of occupational therapy on the 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 college curriculum and successfully complete all fieldwork requirements of the college. 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 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.

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 Clinical Specialties: 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 Clinical Specialties: 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 Clinical Specialties: 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 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 Clinical Specialties: 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 Clinical Specialties: 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 Clinical Specialties: 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 Clinical Specialties: 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: Work 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.

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 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 795 Culminating Project 3 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project is an evidence-based case study that shows the impact of occupational therapy on the 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 College services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Master of Science in Occupational Therapy Post Professional Development Program

ADMISSIONS SUSPENDED 2012 - 2013

Introduction

The professional development program is designed for practicing therapists who want to enhance their expertise in a preferred practice area in order to expand the boundaries of occupational therapy. The professional development program serves as post-professional development for practicing therapists. Students may enter this program only if they are certified, licensed occupational therapists.

Mission

The mission of the professional development program in occupational therapy is for the therapist to use theoretical and clinical knowledge as the basis for higher levels of inquiry and critical thinking about occupational therapy, health care systems, and the development of new roles and practice for occupational therapy.

Goals

The program's student learning outcome goals are to:

- Demonstrate specialized knowledge in selected area of professional practice.
- Relate core theories of occupation to complex systems of health care in order to create new roles and practice for occupational therapy.
- Initiate and direct one's own professional growth to further the development of occupational therapy.
- Apply scientific inquiry, methodology and scholarly writing to the development of occupational therapy theory and practice.

Admission Requirements

All applicants must submit materials described in the general information section on admission (e.g. application, transcripts, fee).

Applicants pursuing the professional development track must be certified occupational therapists. Applicants must submit a copy of their NBCOT certification or occupational therapy license.

Submitted required materials to:

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

Degree Requirements

Course Requirements

OCT 700 Perspectives on Occupation 3 credits

OCT 710 Research in Occupational Therapy 3 credits

OCT 720 Occupational Therapy Theory and Practice 3 credits

OCT 722 Issues and Problems Affecting Health Care 3 credits

OCT 724 Multicultural Health Care 3 credits

OCT 734 Health Care Leadership 3 credits

OCT 790 Research Seminar 3 credits

OCT 795 Project/Thesis 3 credits

Electives: 6 credits

Total Credits: 30 credits

Professional Development via Online Learning

Courses are offered in eight week terms and are completed online. Students attend two weekend residency experiences during their program, including the residency at which they present their project or thesis. Students submit weekly written reflections and discussions on assigned readings. Students complete work at any time or 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.

Credits

Thirty graduate credits are required.

Culminating Project or Thesis

The development of a culminating project or thesis under the guidance of a faculty advisor is required. The purpose of the project or thesis is application of specialized knowledge to occupational therapy practice.

Course Descriptions

OCT 700 Perspectives on Occupation

3 credits

Examination of occupational science and the theories that underlie the occupational therapy profession. Implications of these theories for health care policy and clinical practice are explored.

OCT 710 Research in Occupational Therapy

3 credits

Methodologies of research, statistics and inquiry used in development of occupational therapy theory, practice and program development. Analysis and synthesis of health care literature related to selected practice area. Builds upon undergraduate preparation in research.

OCT 720 Occupational Therapy Theory and Practice

3 credits

Analysis of occupational therapy practice using procedural and narrative aspects of clinical reasoning. Analysis of efficacy and outcomes of occupational therapy practice.

- OCT 722 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.
- OCT 724 Multicultural Health Care** **3 credits**
 Analysis of the cultural and social contexts of health care and the impact on service delivery and program development.
- OCT 734 Health Care Leadership** **3 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 current service delivery systems.
- OCT 740 Professional Development Practicum** **1-3 credits**
 Fieldwork or practicum experience with clinical mentor. Focused learning contract related to student's professional development plan, identifies goals, learning activities and outcome measures. Criteria are specified by the department.
- OCT 750 Advanced Treatment Techniques** **1-3 credits**
 Pre-approved continuing education workshop(s) related to student's professional development plan. In addition to workshop, student completes evidence-based analysis of treatment techniques. Criteria for workshop contact hours and academic assignments are determined by the department.
- OCT 770 Current Topics** **2 credits**
 Focus on program development, treatment theory and techniques relevant to current practice in occupational therapy. Emphasis on efficacy and practice-based analysis of emerging aspects of practice. Specific topic for consideration to be announced with each course offering.
- OCT 780 Independent Study** **1-3 credits**
 Individualized study designed by the student and faculty advisor incorporating learning experiences related to the student's professional development plan, and not available through formal course offerings.
- OCT 790 Research Seminar** **3 credits**
 Seminar for guided inquiry to develop project or research proposal. Emphasis on refining a project or research topic, exploring literature and methodology related to topic and developing a plan for completion of project or thesis. Prerequisite: OCT 710.
- OCT 795 Project / Thesis** **3 credits**
 Implementation of a culminating project or thesis under the guidance of a faculty advisor. Includes written report or thesis and presentation of project. Specific guidelines provided in Occupational Therapy Project/Thesis Guidelines.

OCT 799 Continuing Registration**0 credit**

In the event that a student is unable to complete the thesis 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 College services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

Cross Disciplinary Study**1-3 credits**

Advanced theory or practice courses in discipline related to occupational therapy. Selected courses must be relevant to student's professional development plan, and be approved by the program director.

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January 2011

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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 College; Ed.D., Cardinal Stritch University; Assistant Professor, Occupational Therapy.

Ann Angel: B.A., Mount Mary College, M.A., Marquette University, M.F.A., Vermont College; Associate Professor, English Graduate Program Director.

Megan Baumler, B.S., Ph.D., University of Wisconsin-Madison; Assistant Professor, Graduate Program Director, Dietetics.

Diana Bartels: B.S., Milwaukee Downer College; O.T.R.; M.S., Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Occupational Therapy

Chris Belkofer, ATR-BC, MAAT, School of the Art Institute of Chicago, Practicum Coordinator, Art Therapy

Robert Crombie: B.Com., McGill University; M.B.A., Concordia University, Montreal; CMA; Assistant Professor,

Debra Dosemagen: B.A., Alverno College, M.A., Mount Mary College, Ph.D. Marquette University; Associate Professor, Graduate Program Director, Education, Education and Mathematics Division, Chair.

Miriam Guttman: B.A., College of Staten Island; M.S., Adelphi University; Ed.D., St. John's University; Assistant Professor, Education.

Andrea Hilkovitz: B.A. Rice University; M.A. The University of Texas at Austin; Ph.D. University of Texas at Austin; Assistant Professor, English.

Kari Inda: B.S., M.S., Mount Mary College, O.T.R.; Ph.D., Nova Southeastern University; Associate Professor, Professional Entry Program Director, Chairperson, Occupational Therapy.

Terri Jashinskyri: B.S., University of Minnesota-Twin Cities, M.S., University of North Carolina at Chapel, Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Behavioral Science, Counseling.

Lynn J. Kapitan: ATR-BC, B.S., University of Wisconsin-Madison; MPS, Pratt Institute; Ph.D., The Union Institute; Professor, Art Therapy; Chair, Art and Design Division.

Carrie Smith King: B.S., M.S., Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Behavioral Science; Graduate Counseling Program Director.

Douglas Mickelson: B.A., St. Olaf College; Ed.M., Ph.D., State University of New York at Buffalo; Associate Professor, Behavioral Science, Counseling; Associate Dean for Graduate and Continuing Education.

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.

Jane Olson: B.A., University of Wisconsin-Madison; B.S., Mount Mary College; O.T.R.; M.S., Cardinal Stritch College; Ph.D., Marquette University; Professor, Post Professional Program Director, Occupational Therapy.

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 K. Roche: B.B.A., University of Wisconsin-Whitewater; M.S. Marquette University; (ABD), University of Wisconsin-Milwaukee; Assistant Professor, Graduate Program Director, Business Administration.

Tammy Scheidegger: B.S., M.S., Ph.D., Ohio State University; Assistant Professor, Behavioral Science, Counseling.

Kristi Siegel: B.A., University of Wisconsin-Milwaukee; M.A., University of Wisconsin-Milwaukee, Ph.D., University of Wisconsin-Milwaukee; Professor, English.

Melissa Kraemer Smothers: B.A., DePaul University; M.A., Boston College, 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 College; M.P.H. University of Minnesota; Associate Professor, Dietetics.

Wendy Weaver: B.A., Pacific Lutheran University; M.A.. University of Alaska – Anchorage; Ph.D.; Marquette University; Associate Professor, Chair, English Department.

Affiliated Graduate Faculty

Affiliated faculty teach regular and significant components of graduate programs.

Stephanie Beisbier: B.S., M.S., Mount Mary College, O.T.R.; Instructor, Occupational Therapy.

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.

Donna Foran: B.A. Marquette University, M.A. Marquette University. Ph.D. Marquette University; Instructor, English

Karen Friedlen: B.A., University of Wisconsin-Eau Claire; M.S., Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Chair, Social Sciences and Other Related Disciplines Division and Behavioral Science Department.

Linda Gleason, B.S. and M.S., University of Illinois at Chicago; R.D., C.D. Instructor, Dietetics.

Kari Inda: B.S., M.S., Mount Mary College, Ph.D. Nova Southeastern University; Assistant

Professor, Professional Entry Program Director, Occupational Therapy.

Carolyn Lammersfeld, B.S., Bradley University; M.S. Rush University; Instructor, Dietetics.

Susan Loesl: ATR-BC: B.A., Mount Mary College; M.A., Lesley College; Instructor, Art Therapy, Art Education.

Sister Ellen Lorenz: B.A., Mount Mary College; M.A., Loyola University, Chicago; Ed.D., Northern Illinois University; Professor, Education.

JoAnn Macken: B. A., University of Wisconsin-Milwaukee, M.F.A., Vermont College of Fine Arts; Instructor, English.

Beth Masch: B.A., Alverno College; M.S., Cardinal Strich University; Ph.D., Nova Southeastern University; Associate Professor, Computer Science.

Sister Patricia Rass: ATR-BC: B.A., Mount Mary College; M.S., Mount Mary College; Instructor, Art Therapy.

Mary C. Raven: B.B.A., St. Norbert College; M.B.A., Marquette University; Associate Professor, Business Administration

Melody Todd: ATR: B.A., Elmhurst College; M.S., Northern Illinois University; Assistant Professor, Art Therapy.

Beth Vogel: B.S., University of Wisconsin-Whitewater; M.S. University of Wisconsin-Milwaukee; CPA; Assistant Professor, Business Administration.

Adjunct Graduate Faculty

Adjunct faculty have primary responsibilities outside of Mount Mary College. They teach limited but important components in graduate programs.

Mark Amundsen, B.A. Puget Sound Christian College, M.Div. Lincoln Christian Seminary, Ph.D. Garrett Evangelical Theological Seminary; Instructor, Counseling.

Rhulene Artis, B.A., University of Wisconsin, M.Ed., National Louis University, Instructor, Education.

Kathleen Banaszak, B.A. University of Wisconsin-Whitewater, M.S. Wright State University; Licensed Professional Counselor; Instructor, Counseling.

William H. Barrett: BBA, MBA, Southern Methodist University; Instructor, Business Administration

James Baka, B.S., MBA, DePaul University; Instructor, Business Administration

Karyn Gust-Brey, B.A., Lakeland University; M.S., Ph.D., Ball State University; Licensed Psychologist; Instructor, Counseling.

Richard Brosio. B.A., M.A., Ph.D., University of Michigan, Instructor, Education.

Linda Hagen, ATR-BC, MSAT, Mount Mary College. Instructor, Art Therapy

Don Hands, B.A. Fordham University, M.A. Columbia University, Ph.D. State University of NY at Buffalo; Licensed Psychologist; Licensed Marriage & Family Therapist; Instructor, Counseling.

Robert J. Hanisch: B.A., M.A., Columbia University; C.D.E., C.S.C.S.; Instructor, Dietetics.

Beth M. Harwood: BS, MA, University of Wisconsin-Milwaukee; Instructor, Business Administration

Jennifer Heckman, B.S., University of Wisconsin-Madison, M.S., University of Wisconsin-Whitewater, Pastor; Instructor, Counseling.

April Holland, B.A., M.A Eastern Illinois University, Ph.D. ABD University of Wisconsin-Milwaukee: Instructor, Counseling.

Kathleen Horn, B.S., Northern Illinois University. M.A., Cardinal Stritch College. M.S., Cardinal Stritch University. Instructor. Education.

Dan Huber, B.S. University of Wisconsin-Whitewater, M.S. University of Wisconsin-Milwaukee, Ph.D. University of Wisconsin-Madison; Licensed Clinical Social Worker; Licensed Professional Counselor; Instructor, Counseling.

Michael Imes. B.A. Iowa Wesleyan College, M.F.A., Southern Illinois University. Instructor, Education.

Mark Kipmueller, B.A. Central Michigan University, M.A. University of Detroit, Ph.D. Michigan State University. Instructor, Counseling.

Sandy Kletti: B.S., Mount Mary College, M.S., University of Wisconsin – Oshkosh, O.T.R.; Instructor, Occupational Therapy.

Richard Korducki, B.A., Ripon College; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee; Licensed School Psychologist; Instructor, Counseling

Jeffrey Lauzon, B.S., Western Michigan University, M.S., West Virginia University, Ph.D., Illinois Institute of Technology, NBCC, Psychologist; Instructor, Counseling

David Lynch, B.S. University of Minnesota-Twin Cities, M.S. University of Wisconsin-Madison; Licensed School Counselor; Instructor, Counseling.

Lori Mackey, ATR-BC, MAAT, Marywood University. Instructor, Art Therapy

Heather Martin: B.S., M.S., Mount Mary College, O.T.R.; Instructor, Occupational Therapy

Susan A. Marshall: BS, MBA, Cardinal Stritch University; Instructor, Business Administration

Patric Mattek, B.S., M.S., Marquette University; Ph.D., Northern Illinois University; Licensed Psychologist; Instructor, Counseling.

Joan Millane-Herrera: B.S., M.S., Mount Mary College, O.T.R.; Instructor, Occupational Therapy.

Shaun McNiff, ATR: B.A., Fordham University; M.A., Goddard College; Ph.D., Union Graduate School; Instructor, Art Therapy.

Emily Nolan, ATR-BC, MAT Adler School of Professional Psychology. Instructor, Art Therapy.

Ben Rader, B.S., Capital University; M.S., Ph.D., Adler Professional School of Psychology; Instructor, Counseling.

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.

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

Ashley Vaughan, B.S. Butler University, M.S. Mount Mary College; Licensed Professional Counselor- In Training; Instructor, Counseling.

David Wandschneider, B.S., M.S., Ph.D. University of Wisconsin-Milwaukee; Licensed Psychologist; Instructor, Counseling.

Jill Wargolet, ATR-BC, MSAT, Mount Mary College

Victoria Wiese, B.S., University of Wisconsin-Milwaukee; M.A, Northern Illinois University; Ph.D. University of Wisconsin-Milwaukee; Licensed Psychologist; Instructor, Counseling.

Agnes Williams. B.A., Lane College, M.S., University of Wisconsin-Milwaukee. Instructor. Education.

Katie Williams. B.S., University of Illinois, M.S., Ph.D., University of Michigan. Instructor. Education.

MOUNT MARY COLLEGE
2011-2012 Calendar

2011 Fall Semester

Monday-Saturday, August 22-27	Accelerated Term 1 classes begin
Wednesday,	August 24 All-College Workshop
Thursday, August 25	Graduate Orientation
Thursday/Friday, August 25-26	Undergraduate Orientation (move in August 24 p.m.)
Friday, August 26	Investiture
Saturday, August 27	Regular semester classes start, 1 st Quarter begins
Saturday-Monday, September 3-5	Labor Day Break – No classes
Tuesday, September 6	Last day to add semester classes
Monday, September 12	Last day to apply for December 2011 Graduation
Monday, October 3	Last day to drop 1 st quarter classes
Monday, October 17	Accelerated Term 1 classes end
Tuesday, October 18	Accelerated Term 2 classes begin
Thursday, October 20	1 st Quarter ends
Friday, October 21	Midsemester break
Monday, October 24 nd	Quarter begins
Monday, November 14	Last day to drop full semester classes
Monday-Friday, November 14-18	Priority Registration, Graduate Programs Online Registration begins
Monday, November 21	Open Registration begins
Wednesday-Sunday, November 23 - 27	Thanksgiving Break
Monday, November 28	Last day to drop 2 nd quarter class
Saturday, December 10	Last day of full semester classes/Deadline for Removal of Incompletes from Spring and Summer 2011
Thursday, December 15	Accelerated Term 2 ends
Monday, December 12	Graduation rehearsal
Friday, December 16	Exam week
Saturday, December 17	Friday only classes meet December 16 th Graduation

2012 Spring Semester

Thursday, January 12	New Student Registration
Monday, January 16	MARTIN LUTHER KING DAY—
COLLEGE CLOSED	
Tuesday-Monday, January 17-23	Accelerated Term 3 begins
Wednesday, January 18	All College Workshop
Thursday, January 19	Graduate Student Orientation
Friday, January 20	Orientation
Monday, January 23	Regular semester classes begin, 1 st Quarter begins
	Last day to add semester classes
Monday, January 30	Last day to apply for May 2012 Graduation
Friday, February 3	Last day to drop 1 st quarter class
Monday, February 27	Spring break
Saturday, March 10-March 18	Accelerated Term 3 ends
Monday, March 19	Accelerated Term 4 begins
Tuesday-Monday, March 20-26	1 st Quarter ends
Thursday, March 22	2 nd Quarter begins
Monday, March 26	Easter break
Thursday-Monday April 5-9*	
	*Monday, April 9 Accelerated classes must meet
Monday, April 16	Last day to drop full semester classes
Monday-Friday, April 16-20	Priority Registration, Graduate Programs Online Registration begins
	Open Registration
Monday, April 23	New Student Registration
Saturday, April 28	Last day to drop 2 nd quarter classes
Monday, April 30	Last day of full semester classes/Deadline for Removal of
Saturday, May 12	Incompletes from Fall 2011
	Exam week
Monday-Thursday, May 14-17	2 nd Quarter ends Accelerated Term 4 ends
Thursday, May 17	Graduation Rehearsal
Saturday, May 19 Graduation	

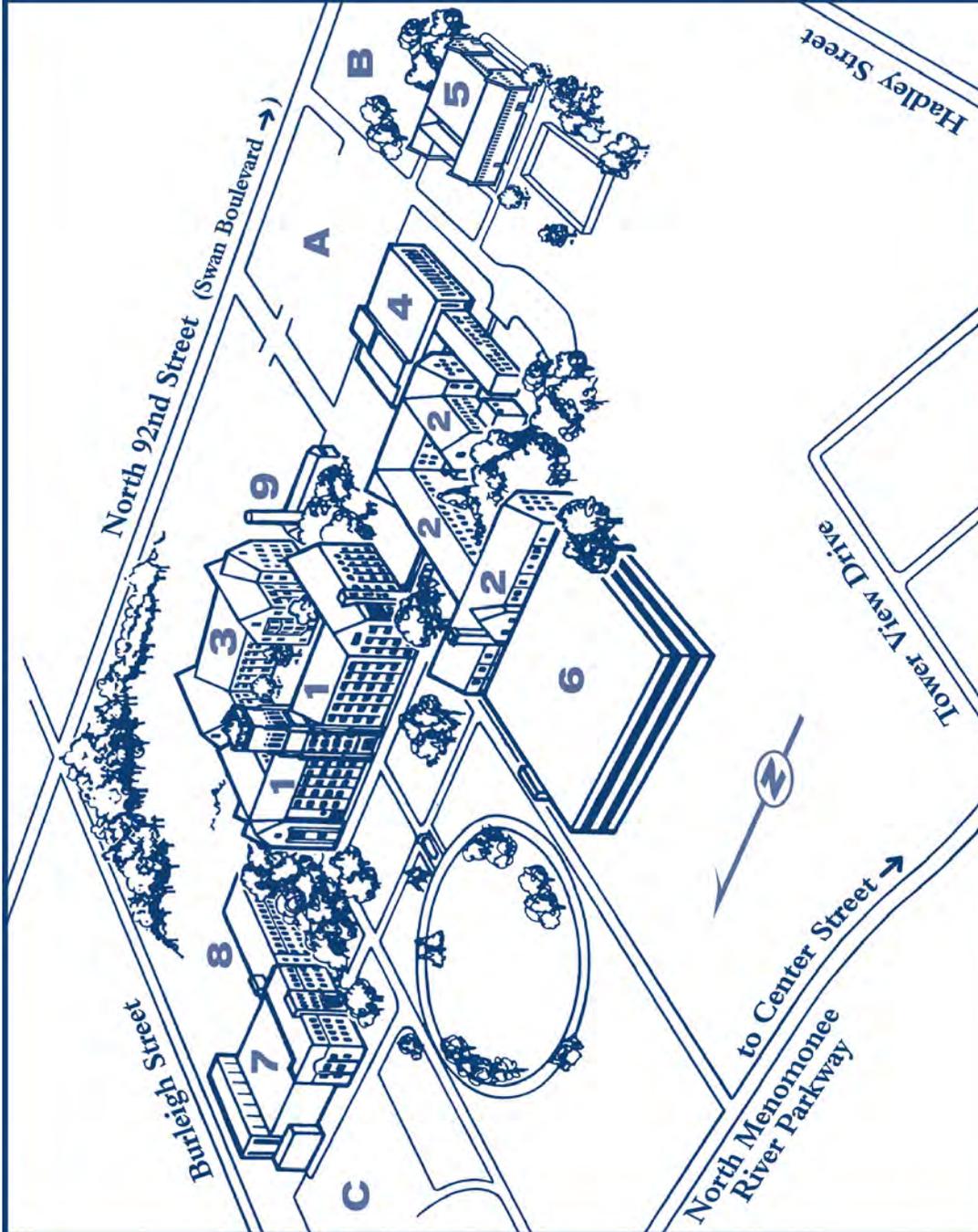
2012 Summer Sessions

Early session	Monday, May 21 through Friday, June 15
Regular summer session	Monday, June 18 through Wednesday, August 1
Summer accelerated Term 5	Monday, June 4 through Wednesday, August 1
No classes Tuesday evening July 3	
College closed Wednesday, July 4	

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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