

Mount Mary College

Graduate Bulletin

2005 - 2007

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

We believe this Bulletin to be accurate at the time of publication. Changes will undoubtedly occur. Various committees, offices and academic departments of the College having responsibility for the areas covered in the Bulletin reserve the right to make changes in the 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 website.

Mount Mary College students, faculty and employees who wish further information about the topics covered in this Bulletin are encouraged to contact the Center for Educational and Professional Advancement. 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 is dedicated to the principle of equal opportunity for students, faculty, employees and applicants for admission and employment. For this reason, Mount Mary College does not discriminate on the basis of race, 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.

The graduate degree programs are open to women and men. At the undergraduate level, Mount Mary is a women's college. Women and men not pursuing a degree at Mount Mary College may take courses for which they are academically qualified within both the undergraduate and graduate programs.

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.

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Mount Mary College

College Mission

Mount Mary College, an urban Catholic college founded 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 a 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 students of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for women and men to enhance their professional excellence.

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

Mount Mary College is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate persons to transform 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 1600 students, including 240 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 five 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.

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. 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, while the lower floor serves as residence for a number of the religious faculty. The Gerhardinger Science and Technology Center houses the Natural Sciences, Nursing and Occupational Therapy programs on the second and third floors. The first floor is a campus community center comprised of quiet and social lounges, a cyber-café, and electronic lecture hall and meeting rooms.

The 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. The lower floors contain sports and recreational facilities, including a gym and swimming pool, along with the Marian Art Gallery, conference rooms and offices. Dining facilities, the bookstore, post office, Career Development office and fitness center 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 online databases and an online catalog accessible across the campus network and from the Internet. The Fitzpatrick Level of Haggerty Library houses classrooms, the Computer Center, the Academic Resources Center, the Fourier Language Laboratory 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.

Accreditations

Mount Mary College is approved by the State of Wisconsin with full power to confer undergraduate and graduate degrees, and is fully accredited by the Higher Learning Commission - North Central Association of Colleges and Schools. It also has approval for particular academic programs from the Wisconsin State Department of Public Instruction for Teachers' Certificates, 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 National Council of Graduate Education, American Council on Education, the National Catholic Education Association, 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 Council for Adult and Experiential Learning, the Wisconsin Association of Independent Colleges and Universities and the Wisconsin Foundation of Independent Colleges.

College History

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. In addition to credit courses, the Center for Educational and Professional Advancement offers noncredit programs designed to give direction in personal effectiveness, spiritual growth, physical wellness, professional development and cultural enrichment.

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 and in 2004, the Master of Science in Community Counseling.

The College has prospered under the administration of its presidents: Edward A. Fitzpatrick, Ph.D., who served from 1929 until 1954; Sister Mary John Francis Schuh, Ph.D., 1954 to 1969; Sister Mary Nora Barber, Ph.D., 1969 to 1979; Sister Ellen Lorenz, Ed.D., 1979 to 1987; Sister Ruth Hollenbach, Ph.D., 1987 to 1995; Sally Mahoney, M.S., 1995 to 1997, interim president; and Patricia Drogos O'Donoghue, Ph.D., current president.

Academic Programs

Mount Mary College offers the following graduate degrees:

- * Art Therapy – Master of Science
- * Community Counseling – Master of Science
- * Dietetics – Master of Science
- * Education – Master of Arts
- * Gerontology – Master of Arts
- * Occupational Therapy – Master of Science

Enrollment

Admission to Graduate Studies

All applicants are expected to:

- * file one copy of an application for admission with the Center for Educational and Professional Advancement or apply online at www.mtmary.edu;
- * provide official transcripts of all undergraduate coursework completed within the baccalaureate degree (all grades must be indicated to enable calculation of a cumulative grade point average);
- * have an acceptable undergraduate grade point average of 2.75 based on a 4-point scale (refer to specific degree programs for exceptions);
- * provide transcripts of post-baccalaureate and graduate work if one or more courses are to be evaluated for application to or inclusion in the program;
- * 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); and
- * submit the current application fee.

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.
- * Prior to acceptance into the College, international students are required to submit a notarized 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 Center for Educational and Professional Advancement.

- * International students are required to submit original or officially certified copies of transcripts of higher educational studies. Photocopies, scanned, or notarized copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by an official (school issued or certified) complete and literal English translation. The translation must include detailed course syllabi or detailed course descriptions. In addition, it may be required that foreign transcripts be evaluated at the applicant's expense by an outside agency prior to admission.
- * International students are required to have their admission process completed a minimum of one month prior to the date of planned enrollment. The application fee for international students is \$75. This fee must accompany the application form and is nonrefundable and nontransferable. Applications without this fee will not be processed.

Special Students

Special students are persons who possess a baccalaureate degree and wish to engage in graduate study, but are not formally accepted to a graduate program. Such a student must provide evidence of a bachelor's degree and the specific prerequisites for the graduate study desired.

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 have 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 Status

An applicant will be granted status to pursue graduate study as follows:

FULL STATUS is granted to applicants that meet the minimum requirements of:

- (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, and
- (3) a complete general and program-specific file.

A full status student is matriculated upon the initiation of her/his study at the College.

PROBATIONARY STATUS is granted to applicants that meet the minimum requirements of:

- (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.
- (3) a complete general and program-specific file.

By exception students with a grade point average of less than 2.5 can be considered for probationary status.

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.

PROVISIONAL STATUS may be granted to an applicant who has the qualifying grade point average but who does not have the full academic background required by the program. The student will be given full status after satisfactory completion of appropriate undergraduate coursework.

CONDITIONAL STATUS is granted to an applicant who has incomplete documentation for admission. Conditional status is removed when all documentation has been received, reviewed and accepted. Course(s) taken while a student has conditional status will count toward the degree; however, conditional status expires at the end of the first academic semester after granted. Students not completing requirements by that time will not be permitted to register until the requirements are completed.

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 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 status student and may be transferred to and applied towards a graduate degree.

INACTIVE STATUS is used to designate a student who is not enrolled in coursework for three consecutive semesters. An inactive student desiring to re-enroll in coursework must apply to the Associate Dean for Graduate and Continuing Education to be reinstated and pay the current fee to reactivate the files. A student who is accepted into a program but who subsequently does not enroll in coursework for three consecutive semesters has inactive status.

Financial Information

Tuition and Fees (effective Fall 2005)

Program application fee (nonrefundable)	\$ 35.00
Reactivation fee	\$ 35.00
New student Tuition Deposit	\$200.00
Late Registration	\$ 25.00

Tuition for undergraduate prerequisite courses (per credit)	\$466.00
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Tuition for courses per graduate credit hour	
Art Therapy	\$485.00
Community Counseling	\$485.00
Dietetics	\$460.00
Education	\$485.00
Gerontology	\$475.00
Occupational Therapy	\$440.00

Continuing registration (per semester)	\$425.00
Dietetic Internship Fee (total)	\$450.00
(assessed in addition to tuition for DTS 771,772,773)	

Liability insurance for art therapy, community counseling, dietetics, occupational therapy (per semester)	\$ 25.00
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General Student Service Fee (nonrefundable) (Includes matriculation, student activities, library, computer use, parking and health services)	
2 credits or fewer	None
3 to 11 credits	\$ 45.00
More than 11 credits	\$ 90.00

Thesis/Project binding fee (4 required copies)	\$ 68.00
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Room and Board	\$5,020.00
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Health Insurance (required for residents)	Variable
Graduation fee	\$ 50.00
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.

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.**

Individuals holding master's degrees from Mount Mary College receive a 50% tuition reduction on graduate courses, with a maximum of four credits each semester on a space available basis.

Individuals auditing a graduate course receive a 50% tuition reduction on a space available basis and on a maximum of four graduate credits each semester.

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

Teachers in Catholic schools receive a 50% reduction in tuition (excluding summer and other reduced courses) for a maximum of 7 credits per semester.

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

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

The College reserves the right to make adjustments in costs without advance notice. Tuition, Room and Board, and other fees reflect charges in effect at the time of publication of this Bulletin. Tuition reduction discounts cannot be combined.

Payment of Tuition and Fees

Tuition Deposit

Students who begin a program in the fall or spring semesters are required to pay a nonrefundable \$200 tuition deposit. This deposit will be applied toward tuition. Financial Aid may not be used as a source to pay the deposit.

If a student decides to delay enrollment in classes, the tuition deposit may be deferred to enrollment for the next two semesters. If a student decides not to attend Mount Mary College, the tuition deposit may be refunded if written notification of withdrawal is given to the Center for Educational and Professional Advancement by May 1 for enrollment in a fall semester and by September 1 for enrollment in a spring semester.

Tuition Fees

Mount Mary College provides two options for payment of tuition.

Payment in full by the first day of class (VISA and MasterCard accepted).

Enrollment in Mount Mary College Payment Plan. An annual sign-up fee is required (\$50 per year or \$25 per semester).

Payment plans must be arranged with the Mount Mary College Business Office (414)256-0165 within three weeks after receiving a tuition bill. Unless payment plan arrangements have been made with the Business Office prior to the first day of classes, full tuition and fees are due on that date.

Each semester's bill 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 bills are paid. A student who is delinquent in tuition/fee payments (including library and parking fines, etc.) is not entitled to grades, credits, transcripts, 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 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 Center for Educational and Professional Advancement 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.

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. The tuition deposit of \$200 for new students is nonrefundable.

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

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 half-time basis (4 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:

Application 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 half-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 4 credits

Graduate Full-time Classification is a minimum of 8 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. 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 Office of Student Financial Aid.

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 Office of Student Financial Aid 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 Stafford 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 Office of Student Financial Aid.

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 Center for Educational and Professional Advancement.

Academic Policies

Classification of Full-time and Part-time Students

Graduate students are considered to be enrolled full-time if they carry at least eight credits per semester, and half-time if they carry at least four credits per semester. Graduate students are designated as full-time during the summer session if they enroll for four or more credits.

Course Load

The maximum course load recommended for those engaged in full-time study is twelve semester hours of graduate work during a regular semester, eight credits during an accelerated term, and six credits during the summer session. An overload must have the approval of the Director of the specific graduate program in which the student is enrolled.

Transfer Credit

A maximum of nine credits or 30% of total program credits, whichever is greater, may be transferred from other 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 available to upper-level, high-achieving undergraduate Mount Mary students is to earn reserved graduate credit in specified courses. The credits earned must be in excess of the 128 required for the undergraduate degree. The Graduate Program Directors have details of the application procedure which must be completed early in the semester of the course(s) in question.

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 and Continuing 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 and Continuing Education to ensure that they understand the academic and financial consequences of their decision.

A student receiving financial aid must check with the Financial Aid Office to understand the impact of dropping a class or classes on her/his financial aid situation before dropping.

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. If the official drop date occurs prior to the drop course deadline, course grades will be recorded as “W.” If the official drop date occurs after the drop course deadline, the course grades will be recorded as “F.”

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, and is no longer considered matriculated. If withdrawing from the College becomes necessary, a student must file the “Withdrawal” form with the Center for Educational and Professional Advancement 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. If the official date of withdrawal occurs prior to the drop course deadline, course grades will be recorded as “W.” If the official date of withdrawal occurs after the drop course deadline, the course grades will be recorded as “F.”

A student receiving financial aid must check with the Financial Aid Office to understand the impact of withdrawal on her/his financial aid situation before withdrawing.

Reinstatement after Withdrawal from the College

A student who decides to return to the College within three semesters from the semester in which withdrawal occurred, may be reinstated without reapplying to the College. The student must file a “Reinstatement” form with the Center for Educational and Professional Advancement Office and pay the current fee for reinstatement. A student who decides to return to the College after more than three semesters must reapply to the College.

Incompletes

The grade of Incomplete may be given only at the end of a course for reasons of health and/or other serious emergency. The student must make arrangements with the instructor to receive an Incomplete by filing a Course Completion Agreement Form indicating a plan for completing outstanding work and a timeline for completion. Generally, outstanding work for the course in question must be completed by the end of the semester following that in which the Incomplete is granted or as determined by the faculty member (not including summer). The Course Completion Agreement Form must be signed by the student and the faculty member, and filed in the Registrar's Office. The student will be graded on the basis of work completed at the end of the time period specified in the Course Completion Agreement Form. An incomplete grade must be converted to a permanent grade or the Incomplete grade converts to an "F."

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
C	2.0	79- 82	Not acceptable; graduate credit awarded; grounds for probation and/or dismissal
CD	1.5	75- 78	No credit awarded
D	1.0	70- 74	No credit awarded
F	0.0		No Credit awarded
W			Student Withdrew
I			Incomplete
P			Satisfactory completion of nongraded, credit work, including thesis, project and other culminating experiences
AU			Audit
SP			Satisfactory progress in continuing credit course
UP			Unsatisfactory progress in continuing credit course

Academic Integrity

Mount Mary College is an academic community dedicated to the pursuit of knowledge in an environment sensitive to moral values and Christian principles. Such an environment can function properly only if its members adhere to fundamental principles of academic integrity. While all members of the community are bound by these principles, it is clear that particular responsibility for maintaining integrity lies with the students. Any academic misconduct on the part of a student constitutes a serious offense and compromises the educational process and climate of the institution.

Academic integrity is an essential component of higher education and is necessary for true academic growth. Christian tradition and professional excellence demand that truth be valued in all of our interactions. Justice requires that we possess the skills and learning that we profess to have.

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. All research, in which human subjects are used, must be approved in advance through the IRB process.

Academic Misconduct

The following is a partial list of possible violations of academic integrity:

- Any form of cheating whether in or out of the classroom;
- The presenting of purchased, stolen or given papers, computer programs, reports, etc., as one's original work; and
- Failure to acknowledge the source of quotations, unique ideas, figures, tables, charts and diagrams when these are used in papers, reports or formal presentations.

Sanctions for Academic Misconduct

Any form of cheating or plagiarism (misrepresenting material written or prepared by someone else as one's own work) is clearly understood to be grounds for disciplinary action. Depending on the severity of the offense, sanctions for academic misconduct may include:

- Lower or failing grade on the paper or project in question
- Lower or failing grade in the course;
- Written reprimand to be included in the student's permanent college record;
- Suspension;
- Dismissal.

All faculty members will take reasonable precaution to avoid situations conducive to academic dishonesty. When there is reasonable evidence that a violation has oc-

curred, the faculty member will confer with the student involved to establish the facts of the situation. The Associate Dean for Graduate and Continuing Education will review the evidence presented by the faculty member and interview the student involved. Based on the facts presented, the Associate Dean for Graduate and Continuing Education will make a decision in the case and apply a sanction if appropriate. The usual sanction for a breach of academic integrity is a failing grade for the course in which the violation occurred. The Associate Dean for Graduate and Continuing Education will inform the faculty member and the student of the sanction in a written report. The student has a right to appeal this decision through a disciplinary hearing and appeal process.

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

The Associate Dean for Graduate and Continuing 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 and Continuing 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/Dismissal

Any graduate student who receives a grade of C or below shall be placed on academic probation. Any student currently on probation, who earns an additional grade of C or below, shall be dismissed from the College. Failure to pass a practicum, fieldwork or internship, or a grade of Unsatisfactory Progress (UP) on a project or thesis is equivalent to a grade of C and shall be grounds for probation 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 Center for Educational and Professional Advancement, 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 and Continuing Education. Such an appeal must be received by the Associate Dean for Graduate and Continuing 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 and Continuing Education reviews the matter and may choose to meet with the student and/or program director. The Associate Dean for Graduate and Continuing 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.

Leave of Absence

It may be necessary for a student to interrupt studies due to inability to meet program criteria. Under such circumstances a student may apply for a leave of absence. The student submits a rationale for the leave, goals to be met during the leave, and the length of the leave to the graduate program director. The leave of absence may be granted or denied.

Upon completion of a leave of absence, the student submits written documentation that the conditions of the leave have been met. The graduate program director reviews the written documentation and makes a recommendation to the Associate Dean for Graduate and Continuing Education. The Associate Dean for Graduate and Continuing Education makes a decision for reinstatement or dismissal. The written decision shall be sent to the student with 15 working days after the student submits written documentation.

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. (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 - Institutional Review Board

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 Center for Educational and Professional Advancement.

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 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 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.

Satisfactory progress on the culminating experience is designated by a grade of Satisfactory Progress (SP). Lack of satisfactory progress is designated by a grade of Unsatisfactory Progress (UP). Failure to make satisfactory progress toward completion of the culminating experience for two semesters (two grades of UP) will result in dismissal from the program.

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;
- a minimum grade point average of 3.0 for the total program with no more than 6 credits of C applied to the degree total;
- 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 Center for Educational and Professional Advancement.

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 and Continuing Education. When informed about conduct incompatible with the College community, the Associate Academic Dean for Graduate and Continuing Education will notify the student in writing. The Associate Academic Dean for Graduate and Continuing Education will review the matter and interview the student involved. Based on the facts presented, the Associate Academic Dean for Graduate and Continuing 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 Center for Educational and Professional Advancement. 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 Center for Educational and Professional Advancement. New graduate student orientations are held in August and January.

Registration

Registration may be completed either 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 and Continuing 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

Ordinarily the Program Director serves as advisor to the students although some faculty members also may assume these responsibilities. 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 on their registration form.

Student Services

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 services of a part-time registered nurse are available to students, and are free and confidential. The College relies on the services of off-campus physicians and area hospitals. All health records are kept on file in the Student Health Service Office.

Counseling Services

The Counseling Center offers individual, short-term counseling services (a maximum of six sessions) to students regarding a wide range of personal issues. Counselors provide referrals to community resources for those students requiring specialized and/or long-term treatment. A lending library and informational brochures are available on a variety of mental health issues. 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 that students have health insurance. All students living in the residence hall must present proof of insurance to the Director of Student Development.

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.

Master of Science in Art Therapy

Introduction

Art therapy is a human service profession through which the client is offered an opportunity to explore personal problems and develop emotional, physical, or learning skills through therapeutic art experiences. Central to art therapy is the use of the creative process within any person as a means for reconciling emotional conflicts, and for fostering self-awareness and personal growth. Art processes, forms, content and symbolic associations are recognized as reflections of a person's development, abilities, and concerns.

Art therapists work with individuals and groups of people of all ages 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 art therapy the client and the art therapist work together using art processes and products, verbal and nonverbal communications. Depending upon the needs and goals of the client, the focus of art therapy may be on growth experiences, rehabilitation, psychotherapy, prescriptive treatment, remediation, adaptation or personal-ity enhancement. In order to respond therapeutically to the client, the professional art therapist needs to be able to integrate personal training and experience in art and therapy with broad understanding of counseling theories, human development and behavior, knowledge of symbol production, understanding of normal and abnormal behavior, skill in intervention methods, and with creative expressions in art, metaphor and imagery. The training of art therapists fosters flexible, integrated, creative and broadly conceived approaches to treatment and counseling, emphasizing 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 25 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.

Mission

The philosophy and curriculum of the Mount Mary College Graduate Art Therapy program is structured to professionally educate qualified individuals through academic, experiential, hands-on laboratory and art studio learning that is closely coordinated with ongoing supervised clinical experience in the field. It prepares students to meet the requirements for registration (ATR) with the American Art Therapy Association. As the profession evolves, Mount Mary is committed to providing high quality education and training of professional art therapists and is nationally recognized in this effort.

Value and respect for art is central in the program and in becoming an art therapist. Students are encouraged to be innovative, creative risk-takers who are sensitive and flexible in meeting the diverse needs and goals of people in treatment. Art and the creative process are integrated into all courses in the program and attention is paid to balancing professional practice with creative living, inherent in becoming a “compassionate artist” and art therapist. Faculty members are experienced practitioners, scholars and exhibiting artists.

Art Therapy at Mount Mary College

The program emphasizes:

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

The following major perspectives have influenced the program’s theoretical orientation to art therapy and the curriculum.

- Art therapy as a therapy of creation and imagination, using the knowledge and vision of the artist, integrated with existential, archetypal and counseling theories.
- Art therapy as psychodynamic depth psychotherapy, founded on analytical, developmental, humanistic and object relations schools of psychology and counseling theories.
- Art therapy as a diverse culture-making endeavor, founded on feminist and social constructivist theories-in-action.

The program is grounded in a profound belief in the healing power of the arts and the creative process. Students are offered a process- and depth-oriented program in which they learn to formulate theory and practice from within the context of their lives, thus preparing them to help others find their own paths toward growth and change.

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. In special circumstances, students also have the option of applying art therapy employment to the practicum requirements provided it meets certain criteria.

The Program

The Graduate Art Therapy Program is housed in the Art 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. Classes are offered at times designed to accommodate students' needs. Students may choose daytime classes or weekend and evening classes.

In addition to our nationally known faculty, the program is enriched by guest lecturers – often pioneers and innovators of the profession— who contribute diversity with exciting, current topics in art therapy that broaden and enrich the students' perspectives.

Full- and Part-Time Study

Full time students may complete the art therapy program within two academic years. Students may choose to participate in part-time study. Part-time programs must be completed within seven years from the beginning of course work 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

The Master of Science in Art Therapy is open to any student with an undergraduate degree in art, art education, or other related field. Students with an undergraduate degree in art therapy may be exempted from the six graduate credits in the course sequence, upon review of their transcripts. A grade point average of at least 2.75 is required 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

Special Student Status

The master's degree courses are suited to not only students preparing for the art therapy profession, but also mental health, counseling and education professionals in related fields. Outside registrants typically desire art therapy coursework that they can integrate into counseling and teaching practice.

All 500 level courses and some 700 level courses are open to special students. A maximum of six credits may be taken as a special student, and a maximum of six credits may be counted toward the degree. Auditing is not appropriate for any coursework in graduate art therapy since special student status is available.

Degree Requirements

Program Structure

All students and full-time faculty attend the Opening Colloquium, a weekend of immersion in art making and therapeutic process held in a lodge setting in the hills of Southeastern Wisconsin.

Students begin their training with a sequence of courses that provides an introductory foundation in art therapy theory and practice. During the first year students may complete art studio or psychology prerequisite courses.

First Year: During the fall semester students complete required courses. In the spring semester students participate in 15-20 hours per week in intensive practicum training on-site during the week along with required and elective coursework.

Second Year: The second year of the program is devoted to required and elective courses, on-going practicum experience and individualized research culminating in a thesis, art exhibition, performance artwork, or social action project. Student research projects demonstrate depth, skill, and creativity utilizing a variety of research methods.

Art Therapy with Emphasis in Counseling

Graduate art therapy students may, upon completion of their degree, choose to take an additional 12 credits of counseling coursework. This program option is designed for students who intend to practice art therapy in states that require a 60-credit degree for licensure. Individual states vary regarding particular required content areas and it is the student's responsibility to be aware of these requirements.

Specific Course Requirements

A total of 48 graduate credits must be earned. These include the required core foundational coursework in art therapy, electives, and practicum/group supervision seminars, and research project.

I. Course Sequence

First Year - Fall

12-14 Credits

- ATH 532 Art Materials, Process and Application
- ATH 540 Theory and History of Art Therapy
- ATH 545 Human Growth and Development
- ATH 772 Multicultural Issues in Art Therapy

First Year – Spring

12-14 Credits

- ATH 737A Practicum and Group Supervision
- ATH 762 Group and Institutional Dynamics
- ATH 764 Techniques of Practice in the Helping Relationship
- Art Therapy Elective(s)

First Year – Summer

3-5 Credits

- ATH 737B Supervised Internship
- ATH Elective(s)

Second Year – Fall

9-10 Credits

- ATH 737C Supervised Internship
- ATH 780 Art Therapy Research
- ATH 782 Assessment and Clinical Treatment
- Art Therapy Elective(s)

Second Year – Spring

9 Credits

- ATH 790 Research Project
- Thesis
- Art Exhibition/Contextual Essay
- Performance Artwork/Contextual Essay
- Social Action Project/Contextual Essay
- Comprehensive Examination
- ATH 773 Ethical and Professional Issues in Art Therapy
- ATH 758 Theories of Counseling and Art Psychotherapy

TOTAL

48 credits

Licensure and Certification

Many states have laws describing the process for obtaining a license. Students are responsible for obtaining information regarding licensure requirements in the state(s) where they intend to practice.

Course Descriptions

Required Courses (42 credits)

ATH 532 Art Materials, Process and Application

3 credits

This course is an experiential exploration of art materials with a focus on the psychological influence and therapeutic implications of processes and products. Students gain an understanding of the creative process and the application of materials to meet the needs of various client populations. Fee. Prerequisites: ART 101 and ART 105 or equivalent.

ATH 540 Theory and History of Art Therapy

3 credits

Introduction to theories of art therapy as they relate to the creative process, product and person. Provides a foundation for an evolving professional identity, drawing from art therapy theory, history, events, significant influences, practitioners, and the development of distinct therapeutic practices as well as broad bases of art therapy in relevant psychotherapy theories. Fee.

ATH 545 Human Growth and Development

3 credits

Explore 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. Prerequisite: PSY 214 or equivalent.

ATH 758 Theories of Counseling and Art Psychotherapy

3 credits

Examine 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. Prerequisites: ATH 540, ATH 764

ATH 762 Group and Institutional Dynamics

3 credits

Applied methods of art therapy group work are emphasized. Theories of group dynamics, methods and skills applied to groups, families, cultural reference groups, and institutional systems are examined with implications for art therapy practice. Attention is paid to the development of leadership skills and the functions of artistic media and process in the group context. Fee. Prerequisites: ATH 540, ATH 532

ATH 764 Techniques of Practice in the Helping Relationship

3 credits

Course provides a broad understanding of the helping process, the therapeutic rela-

tionship 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

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

ATH 773 Ethical and Professional Issues in Art Therapy

3 credits

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 given to basic principles of ethical thought and standards that guide art therapy practice 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 A & B

ATH 780 Art Therapy Research

3 credits

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 737A Practicum and Group Supervision

3 credits

Students integrate knowledge of art therapy with practical experience with 100 hours of supervised art therapy experience at a preapproved treatment site. In addition to case presentations and clinical issues, group supervision fosters the student's commitment to ethical practice and creative expression as a basis for examining supervision issues that arise in the practicum.

ATH 737 B & C Supervised Internship

3 credits

Through weekly group supervision, students integrate theory with a minimum of 700 hours of supervised art therapy practicum in a preapproved treatment site. Student receives site supervision from a registered art therapist or licensed mental health care professional. 350 hours must include direct client contact. Students practice applying knowledge of art therapy theory and techniques, assessment, treatment planning and therapeutic intervention and ethical standards.

737D

0 credits

This course is a continuation of ATH 737 B, & C for students who need additional hours of practicum experience in order to fulfill the 800 hour minimum.

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

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, Nicaragua, and the U.S. Virgin Islands. Extra program fees apply.

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

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.

Research Project (3 credits)**Exit Options**

Students must select one of the following exit options:

ATH 790 Research Project**3 credits**

- Thesis
- Art Exhibit/Contextual Essay
- Performance Artwork/Contextual Essay
- Social Action Project/Contextual Essay
- Comprehensive Examination

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, with both written and oral presentations in place, 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.

Elective Courses (6 credits)

Students elect courses in areas of professional interest. 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

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

Instruction in the theory 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

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

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

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

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 Science in Community Counseling

Introduction

The Community 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 community counseling program prepares students for counseling positions in various community agencies such as mental health centers, private counseling agencies, drug abuse treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, pastoral counseling settings, and business and industry. The program provides the opportunity to counsel a broad range of clients.

The program is designed to prepare professionals with the theoretical knowledge and practical skills to work effectively in community agency settings 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, counseling theories and techniques and ways and means to design, implement, and evaluate interventions that occur in community agency settings.

Graduates of the Community Counseling program meet the academic requirements for licensure as a Licensed Professional Counselor (LPC). While the Community Counseling program is not accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), at this time, curriculum, training, and degree requirements conform to CACREP standards. Licensing is offered by the Wisconsin Department of Regulation and Licensing. Additional requirements and application materials may be obtained at www.drl.state.wi.us.

Mission

The mission of the Community Counseling program is to prepare students to effectively counsel individuals and families in the community. The program is committed to preparing professionals with the theoretical knowledge and practical skills to work effectively in a variety of community agency settings that provide service and support for individuals and families.

Goals

Through participation in the Master of Science in Community Counseling program learners will be able to:

- Implement and evaluate interventions that occur in community agencies
- Effectively communicate with a variety of individuals and families in diverse cultural and social contexts

- Exhibit professional identity and commitment to professional ethics and ongoing growth
- Use a variety of counseling theories and techniques to design, implement and evaluate interventions for individuals and groups
- Provide services within the context of various community agencies such as mental health centers, private counseling agencies, drug abuse treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, pastoral counseling settings, and business and industry

Admission Requirements

1. Application form and fee.
2. A baccalaureate degree from a regionally accredited college/university as noted in official transcripts.
3. 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.
4. 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).
5. Three letters of recommendation.
6. Relevant volunteer/work experience preferred.
7. Professional career/goals statement.
8. Personal interview may be required.

Degree Requirements

Overview

The 48 credit master's degree curriculum 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 the community.

In addition, students who intend to seek a Ph.D. in Counseling Psychology, Counselor Education, or other related Ph.D. programs have the opportunity to structure their graduate program of studies to include appropriate research and methodology courses. Master's research project/thesis is recommended for those seeking advanced training. However, the option is also available to those students who are interested in developing their research skills.

Curriculum and CACREP Competencies – Core and Skill Development

Eight Core Areas (27 Credits)*

1. Human Growth & Development
 - PSY 610 Theories of Counseling 3 credits
 - PSY 750 Counseling Across the Lifespan 3 credits
2. Social & Cultural Foundations
 - PSY 600 Introduction to Counseling 3 credits
 - PSY 610 Theories of Counseling 3 credits
 - PSY 700 Multicultural Counseling 3 credits
3. Helping Relationships
 - PSY 612 Techniques of Counseling 3 credits
4. Group Work
 - PSY 740 Group Procedures 3 credits
5. Career & Lifestyle Development
 - PSY 611 Career Development 3 credits
6. Appraisal
 - PSY 720 Counseling Assessment and Research 3 credits
7. Research & Program Evaluation
 - PSY 510 Behavioral Science Statistics 3 credits
8. Professional Orientation
 - PSY 600 Introduction to Counseling 3 credits

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

Context, Knowledge, and Skills (12 credits)

- PSY 712 Child and Adolescent Counseling (3 credits)
- PSY 714 Substance Abuse Counseling (3 credits)
- PSY 741 Family Systems Theory, Research, and Practice (3 credits)
- PSY 770 Counseling in Agencies (3 credits)

Clinical Instruction (9 Credits)

- PSY 795 Supervised Practicum (3 credits)
- PSY 796 Counseling Internship I (3 credits)
- PSY 797 Counseling Internship II (3 credits)

Research/Thesis Option (up to 9 credits)

Students who are interested in and committed to pursuing a Ph.D. in Counseling Psychology, Counselor Education, or equivalent Ph.D., have the option of substituting up to six research/thesis credits of the 12 credits of Context, Knowledge, and Skills component. The research/thesis option is available also to other students who are interested in developing their research skills.

Specific Degree Requirements

	<u>Credits</u>
I. Counseling Core Courses (21 Credits)	
PSY 600 Introduction to Counseling	3
PSY 610 Theories of Counseling	3
PSY 611 Career Development	3
PSY 612 Techniques of Counseling	3
PSY 700 Multicultural Counseling	3
PSY 740 Group Procedures (peq: PSY 610 & 612)	3
PSY 750 Counseling Across the Lifespan (peq: PSY 610 & 612)	3
II. Appraisal and Research (6 Credits)	
BES 510 Behavioral Science Statistics	3-4
PSY 720 Counseling Assessment & Research	2-3
III. Context, Knowledge, and Skills (12 credits)*	
PSY 712 Counseling Children and Adolescents (peq: PSY 610 & 612)	3
PSY 714 Substance Abuse Counseling (peq: PSY 610, 612 & 740)	3
PSY 741 Family Systems Theory, Research, and Practice (peq: PSY 610 & 612)	3
PSY 770 Counseling in Agencies (peq: PSY 610 & 612)	3
IV. Clinical Training and Supervision (9 Credits)	
PSY 795 Supervised Practicum (peq: PSY 610, 612 & consent of instructor)	3
PSY 796 Counseling Internship I (peq: PSY 795)	3
PSY 797 Counseling Internship II (peq: PSY 796 or consent of instructor)	3
Total	48 Credits

**Students who are interested in and committed to pursuing a Ph.D. in Counseling Psychology have the option of substituting up to six research/thesis credits of the 12 credits of Context, Knowledge, and Skills component. This opportunity is also available to students who are interested in developing their research skills.*

Additional Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary College Graduate Student Handbook.
2. Application for Practicum Placement: Students must confirm that all prerequisites have been completed. A formal, written application is required and may be obtained from the Program Director. All students must complete 100 clock hours, on-site, of supervised counseling experience.
3. Internship Placement: Note that successful completion of PSY 975 Supervised Practicum is required prior to registering for PSY 796 Counseling Internship II. Requirements include 300 clock hours devoted to the internship for each three credits. Two three-credit internships totaling 600 clock hours are required for graduation. Under special circumstances and with the approval of the Program Director, students may enroll for six internship credits and complete the 600 clock hour requirement in one semester.
4. Comprehensive Examination or Thesis Requirement: During the final semester of their graduate studies, students are required to register and successfully pass the comprehensive examination. Study guide questions for the comprehensive examination will be available on or before January 15 each calendar year. The comprehensive examination is normally scheduled in April and November. In special circumstances, students may request a summer examination date. Students who select the thesis option must meet with the Program Director a minimum of 9-12 months prior to their scheduled graduation date.
5. Program must be completed within seven (7) years of formal admission to the program.
6. 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 program meet the academic requirements for licensure as a Licensed Professional Counselor (LPC). Licensing is offered by the Wisconsin Department of Regulation and Licensing. Additional requirements and application materials may be obtained at www.drl.state.wi.us.

Graduates of the Community Counseling program are also encouraged to seek licensure through the National Board of Certified Counselors (NBCC). Requirements and applications may be found at www.nbcc.org.

Course Descriptions

BES 510 Behavioral Science Statistics

4 credits

Focuses on the use of descriptive and inferential statistics as a tool for conducting research. Research questions from all areas of behavioral science are analyzed to promote competence in interpreting data. Includes t-tests, correlations, chi-squares, and ANOVA. Prerequisite: graduate standing.

PSY 600 Introduction to Counseling

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.

PSY 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.

PSY 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.

PSY 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.

PSY 679 Special Topics in Community 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.

PSY 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 physi-

cal characteristics, and socioeconomic status included. The counselor's role in social justice and client advocacy are investigated. Prerequisites: PSY 610 & 612.

PSY 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: PSY 610 & 612.

PSY 714 Substance Abuse Counseling **3 credits**

Overview of substance abuse related theories and issues. Developing competencies in assessment, prevention, and treatment are emphasized. Prerequisites: PSY 610 & 612.

PSY 720 Counseling Assessment and Research **2-3 credits**

Provides students with an understanding of research, needs assessment, statistics, and program evaluation in the context of the counseling profession. Major research designs are reviewed including both quantitative and qualitative methods. Technological competence in the use of statistical analyses is achieved. Use of research as a tool to be used for program modification and improvement of counseling effectiveness is emphasized. Prerequisite: PSY 510.

PSY 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: PSY 610 & 612

PSY 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: PSY 610 & 612.

PSY 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: PSY 610 & 612.

PSY 770 Counseling in Agencies**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. Prerequisites: PSY 610 & 612.

PSY 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.

PSY 790 Research or Thesis**1-3 credits**

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

PSY 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: PSY 610, 612, & 740 & consent of the instructor.

PSY 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. Prerequisite: PSY 795.

PSY 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: PSY 796 or consent of instructor.

Master of Science in Dietetics

Introduction

Mount Mary College has a 70 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 was designed specifically for the working practitioner, with course offerings in the evening and on weekends. The MS in Dietetics offers dietetics practitioners the opportunity to increase knowledge depth and breadth in the ever-changing profession of dietetics. Application of the principles of research in the work setting culminates the degree process.

Because the degree is in dietetics, not nutritional science or food science, the student will have an undergraduate degree in 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 or active Registered Dietitian (RD) status is highly recommended. Concurrent work in the field is highly desirable during thesis/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. Students may select a generalist track or an *emphasis* in counseling or gerontology.
- **Track II: dietetic internship** is for the student who needs to complete the practice component necessary to meet the requirements for Registered Dietitian (RD) exam eligibility. This generalist internship program provides students with meaningful experiences using entry-level competencies as well as exposure to several specialty areas within dietetic practice, while furthering their education with graduate courses.

Mission

The mission of the Graduate Program in Dietetics is to strengthen the academic background of dietetic practitioners so that these men and women may excel as practitioners.

Track I: Professional Development

Goals

Through successful completion of the graduate program in dietetics the learner 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 must submit the following:

1. A two- to three-page autobiographical letter describing your experience in the field of dietetics and professional goals contributing to the decision to pursue graduate study. The letter should demonstrate writing competencies appropriate for graduate level work.
2. A current resume.
3. A copy of your ADA registration card and/or certification or licensure card.
4. Three letters of recommendation supporting the ability to succeed in graduate studies. Recommendations should be from within the professional field of dietetics. Letters from the applicant’s undergraduate program and former or present supervisors are highly recommended.
5. An interview by the Program Director.

The required materials should be submitted to:

Center for Educational and Professional Advancement
 Mount Mary College
 2900 North Menomonee River Parkway
 Milwaukee, WI 53222-4597
 (414) 256-1252

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 36 graduate credits including courses from:

- | | | | |
|---|--------------------|------------|--|
| • | Component 1 | 2 credits | Graduate General Studies |
| • | Component 2 | 23 credits | Specialized Knowledge Courses (including at least 8 nutritional science credits) |

•	Component 3	11 credits	Application of Knowledge to Practice
Total required for graduation		36 credits	

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

Enlarges and deepens the dietitian's understanding of the social, cultural, political and economic systems in relation to health care and as they impact on dietetic practice.

Component 2 - Specialized Knowledge in Dietetics

Focuses on specific knowledge and skills in a targeted area of dietetics for professional development. Includes a minimum of eight credits of nutritional sciences, and professional development credits in areas of interest including counseling, education, exercise physiology, gerontology, management, and nutritional sciences.

Component 3 - Application of Specialized Knowledge to Dietetic Practice

Consists of guided research and professional writing skills that demonstrate the application of specialized knowledge to dietetic practice. Students should successfully complete 24 credits of course work prior to taking Component 3 courses except for EPW 508 Writing for Publication.

Emphases Descriptions

The MS in Dietetics provides dietitians with a foundation of knowledge and skills to help them advance and excel in the ever-changing 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 dietitian employed in or interested in being promoted to a managerial position may wish to take business courses such as Human Resources Management and Administrative Processes and Human Behavior.
- A clinical dietitian with a career goal of private practice might find Marketing, Small Business Management, and Principles of Counseling useful.
- A dietitian teaching and counseling clients in a variety of settings might benefit from taking courses such as Theories of Counseling, Techniques of Counseling, and Educational Processes and Human Learning.
- A dietitian employed in or seeking employment in a wellness setting might find Exercise Physiology I & II, and Nutrition for Fitness & Sport beneficial.

The Program Director is available to assist students in selecting courses that best meet their career goals.

The *emphases* areas within the MS in Dietetics are designed to help students gain expertise in certain specialty areas of dietetics. Students who wish to receive a MS in Dietetics degree with an emphasis area are required to take a minimum of 12 credits from the selected emphasis area.

Counseling Emphasis

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.

Gerontology Emphasis

Provides dietitians with a multidisciplinary understanding of the growing older adult population. Courses give students a broader perspective of the social, psychological, and physiological changes that accompany aging, and how these changes impact the need for nutritional services. He/she will be in a position to assume a leadership role as a practitioner in a geriatric setting. An introductory gerontology course is a prerequisite to this emphasis. Students who have not yet met the prerequisite have several options for doing so at Mount Mary College. Refer to the Course Descriptions section of the Graduate Bulletin for further information.

Track II: Dietetic Internship

Mission of the Dietetic Internship

The mission of the Dietetic Internship is to strengthen the academic background of interns and to provide quality experiences in a generalist program that enhance professional excellence. The combination of graduate course work along with the experiential component sets an example for the process of lifelong learning that is necessary for dietitians to be at the forefront of dietetic practice.

Goals of the Dietetic Internship

In addition to those listed for the professional development track, after completion of the dietetic internship, the learner will be able to:

- Demonstrate entry level generalist practice skills as evidenced by completion of a dietetics internship and/or credentialing as a registered dietitian.
- Appreciate the value of lifelong learning to enhance professional development and practice.

Admission Requirements - Track II: Dietetic Internship

Interns are *full-time* graduate students, and earn 18 graduate credits toward the 40-42 credits required to complete the M.S. in Dietetics, during the nine-month internship. Nine of these credits are earned by taking the *supervised practice* courses (DTS 771, 772, and 773). In addition, interns take nine credits of graduate coursework, generally scheduled in the evening and/or on Saturdays, to enhance their knowledge base. Part-time employment is possible during the internship, but work hours must fit around the internship schedule.

The Mount Mary College Dietetic Internship participates in the computer-matching program for internship placement through D&D Digital. Materials for computer matching may be requested from D&D Digital Systems, 137 Lyon Avenue, Ames, IA 50014-7126 or from your undergraduate program director. The fee is currently \$50.00, but is subject to change. To apply for the Dietetic Internship, students must comply with the DI Admission Standards and Requirements.

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

1. Document a minimum grade point average of 2.9 on a 4.0 scale for courses required in the major, and a minimum of a "C" grade for any course required for the undergraduate dietetics/nutrition major.
2. Fulfill the current academic (didactic) requirements for RD eligibility. Normally this would be completion of an ADA approved Didactic Program in Dietetics (DPD). A signed Intent to Complete and subsequent Verification Statement of Completion from the undergraduate program attended should be included with the application. Didactic requirements will normally have begun no more than 9 years and been completed no more than 3 years prior to applying.
3. Comply with all computer match procedures.
4. Submit applications no later than **February 15** of each year. Students will be notified at the April match date of the outcome of their application.
5. Work experience related to health care and/or foodservice is highly preferred, but not required.

Applicants to the Dietetic Internship (DI) must submit the following in their application packet:

1. Official transcripts from each institution attended (in sealed envelopes).
2. The American Dietetic Association (ADA) application form supplied by your undergraduate program director, D&D Digital, or available in the Dietetic Internship section on the Mount Mary College website, instead of the Mount Mary graduate program application. (Admission to the DI automatically admits interns to the graduate program; no second application or fee is necessary.)

3. A two- to three-page autobiographical letter describing your experience in the field of dietetics, your reasons for pursuing graduate study, perceived strengths and areas for improvement, five-year professional goals, and expectations from the DI experience. The letter should demonstrate writing competencies appropriate for graduate level work.
4. A current resume.
5. Three recommendations from the applicant's undergraduate program and former or present supervisors are highly recommended. The standard ADA internship application reference forms supplied by your undergraduate program, D&D Digital, or available in the Dietetic Internship section on the Mount Mary website should be used.
6. An interview by the Program Director will be conducted by phone in March following the February 15th application deadline.

The required materials should be submitted to:

Center for Educational and Professional Advancement
Mount Mary College
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 256-1252

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 affect internship completion.

Additional Internship Information

For detailed information concerning the supervised practice sites and rotations, program costs, physical requirements, and other information about the Dietetic Internship program, visit the College website.

The internship begins in late August and continues through late 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 facility, with bi-weekly meetings weekdays on campus. Required assignments and projects will usually require additional time to complete. Access to a computer and the Internet are required to complete some assignments.

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 Dietetic Program 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

Track II incorporates an American Dietetic Association/Commission on Accreditation for Dietetics Education (CADE) accredited Dietetic Internship (DI) with graduate course work, and requires 40 graduate credits for degree completion, 42 if an *emphasis* is selected (refer to the Professional Development section for information about emphasis areas). These courses include:

- **Component 1** 2 credits Graduate General Studies
- **Component 2*** 27-29 credits Specialized Knowledge Courses – including 9 *Supervised Practice* (DI) and at least 8 nutritional science credits
- **Component 3** 11 credits Application of Knowledge to Practice

Total required for graduation 40-42 credits

***Component 2 Dietetic Internship courses include:**

DTS 771 Supervised Practice in Administrative Dietetics	3 credits
DTS 772 Supervised Practice in Medical Nutrition Therapy	3 credits
DTS 773 Supervised Practice in Community/Consumer Dietetics	3 credits

Interns select, with Internship Director approval, an additional nine credits from Component 2 courses to take during the DI. These courses are scheduled in the evening and/or on Saturday.

Refer to the Professional Development Track section for further information about the program components.

Licensure/Certification

Obtaining Certified Dietitian Status in Wisconsin

Most states have licensed or certified dietitian status, and often this status is transferable between states. *This process is entirely separate from the requirements of the ADA, and requirements vary by state.* After passing the registration exam, dietitians who wish to practice dietetics in Wisconsin are encouraged to apply to become a *Certified Dietitian*, as CD status is required by most employers. To access the forms to complete for temporary or full certification in Wisconsin, visit www.drl.state.wi.us or contact the State of Wisconsin Department of Regulation and Licensing.

Interns who will practice dietetics outside of Wisconsin at the end of the internship should investigate the requirements of the state in which they plan to practice.

Course Descriptions

Component 1 – Graduate General Studies

2 credits

DTS 722 Seminar: Issues and Problems Affecting Health Care

2 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.

Component 2 Courses – Specialized Knowledge in Dietetics

23-29 credits

Nutritional Sciences:

A *minimum* of 8 credits are required from courses that stress applied nutrition (Track I and II). Additional nutritional sciences credits are encouraged and may be taken as professional development courses.

DTS 570 Life Cycle Nutrition: Pregnancy/Lactation

2 credits

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. Courses need not be taken in sequence. Prerequisite: DTS 354 or consent of instructor. (*Required for gerontology emphasis.)

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 760 Integrated Human Nutrition

3 credits

Concepts of human nutrition integrated with principles of physiology and metabolism and current research reports. Prerequisites: undergraduate courses in clinical nutrition or medical nutrition therapy.

DTS 761 Evidence Based Practice: Cardiovascular & Respiratory Diseases

1 credit

DTS 762 Evidence Based Practice: Diabetes & Renal Diseases

1 credit

DTS 763 Evidence Based Practice: Gastrointestinal & Ancillary Systems

1 credit

DTS 764 Evidence Based Practice: Nutrition Support

1 credit

Investigates the pathophysiology and treatment of the specified disease states or conditions based on evidence in the scientific literature, and the practical application of evidence-based practice to medical nutritional therapy in providing ethical, optimal care. Prerequisites: DTS 464 or equivalent.

DTS 750 Topics in Dietetics**1-3 credits**

Focuses on a specific topic related to dietetic practice. The topic and credits are determined by the Program Director. Past topics have included: nutrition for special needs children, advanced diabetes management, outcomes management, and marketing nutrition services. Students may take more than one DTS 750 course, and the courses may be applied to nutritional science credits or other Component 2 credits as applicable. Prerequisite: Program admission or permission of the Director.

Professional Development Courses:

Professional development courses may be selected from the following categories: counseling, education, exercise physiology, gerontology, management, and independent study courses. Additional nutritional sciences courses beyond the 8 required credits may be substituted for professional development courses. Track I students take 14-16 credits and Track II students take 9-11 credits of professional development courses. In addition, Track II students take 9 credits of supervised practice courses (DTS 771, 772, and 773).

Dietetic Internship Courses:**DTS 771 Supervised Practice in Administrative Dietetics 3 credits****DTS 772 Supervised Practice in Medical Nutritional Therapy 3 credits****DTS 773 Supervised Practice in Community/Consumer Dietetics 3 credits**

Full time supervised practice experiences are designed to meet The American Dietetic Association Competencies for entry-level practitioners. Assignments include projects, research papers, needs assessments, performance improvement monitoring, and problem solving written and oral reports based on real problems/issues encountered by facilitating sites. Courses need not be taken in sequence, but each must be satisfactorily completed before beginning the next course in this group. Participation fee assessed. Prerequisite: Admission to the DI Program.

Counseling:**PSY 600 Introduction to Counseling 3 credits*****PSY 610 Theories of Counseling 3 credits*****PSY 612 Techniques of Counseling 3 credits****PSY 700 Multicultural Counseling 3 credits****PSY 712 Counseling Children and Adolescents 3 credits****PSY 740 Group Procedures in Counseling 3 credits****PSY 750 Counseling Across the Lifespan 3 credits**

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

Education:**DTS 732 Educational Processes and Human Learning 3 credits**

Study of learning theory, curriculum design and instructional techniques in the context of health care education.

EDU 740	Curriculum Design	3 credits
EDU 742	Instructional Strategies	3 credits

Refer to the Master of Arts in Education section of this Graduate Bulletin for course descriptions and prerequisites.

Exercise Physiology:

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. A laboratory component provides a hands-on practical aspect to the information. **Note:** students who complete: (a) Exercise Physiology I may apply 1 of the credits, and (b) *both* exercise physiology courses may apply 3 of the credits toward the required 8 nutritional sciences credits.

DTS 530 Exercise Physiology I 3 credits

Includes nutrition as the base for human performance, energy for physical activity, and systems of energy delivery and utilization. Prerequisite: BIO 212 or equivalent

DTS 630 Exercise Physiology II 3 credits

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. Prerequisite: DTS 530 or equivalent

Gerontology:

*PSY 503	Psychology of Aging	3 credits
*PSY 592	Sociology of Aging	3 credits
*BIO 510	Biology of Aging	3 credits
GTY 520	Public Policy and Aging	3 credits
GTY 525	Life and Loss	3 credits
GTY 560	Special Topics in Gerontology	1 credit each
ANT 505	Culture and Aging	3 credits

*Designates required courses for this emphasis and prerequisites for other gerontology courses. Refer to the Master of Arts in Gerontology section of this Graduate Bulletin for course descriptions and prerequisites.

Management:

DTS 730 Administrative Processes and Human Behavior 3 credits

Study of various specialized managerial functions in health care in the context of systems applications and process.

BUS 509 Human Resource Management 3 credits

Introduction to fundamentals of human resource management emphasizing organizational and human goals. Basic human resource management functions, how they are performed, and the relationship between human resource managers and operating executives in public, private and nonprofit organizations.

BUS 514 Small Business Management**3 credits**

Examines the process of entrepreneurship, including the development, organization and management of a small business. Student teams develop a complete business plan for a new venture of their choice.

BUS 531 Principles of Marketing**3 credits**

Introduction to the marketing function including target marketing, product development, pricing, promotion, and distribution. Current topics and company case studies are reviewed. A marketing plan is developed.

BUS 562 Principles of Finance**3 credits**

Study of the financial environment, the fundamental trade-off between risk and return, the time value of money, and the principles of security valuation. Analysis of financial statements is presented, using current annual reports. Prerequisite: BUS 211 or equivalent.

BUS 574 Business Ethics**2 credits**

Introduction to ethical concepts that are relevant to moral issues in business, including developing the analytical skills needed to apply these ethical concepts to business situations.

Other:**EPW 532 Grant Writing****2 credits**

Fundamentals of grant writing and grantsmanship including finding funding, approaching funders, developing a project, developing a proposal and budget, essentials of good grant writing and editing. Word processing skills required.

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 holding certification 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 deepen 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 design of effective instructional 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 general admission requirements (i.e. application form, 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.

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 design 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 Design	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) is taken in a specialized area. The Special Emphasis could be in a subject area, such as music, art, or English, or it could be in an area of interest, such as technology or controversial issues in education. 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 - Praxis 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 - Seminar 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 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-Graduate Program. Mount Mary College offers Wisconsin teacher certification programs in Early Childhood/Middle Childhood (Pre K – Grade 6), Middle Childhood/Early Adolescence (Grades 1-9), Middle/Secondary (Grades 6-12), and Special Subjects (Grades K-12). 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. These courses include EDU 715 Issues Affecting Education, which fulfills the Foundations requirement, EDU 701 Child and Adolescent Development in a Diverse Society, and EDU 703 Exceptional Learner. All program completers in Mount Mary College’s certification programs have successfully fulfilled all of the requirements of the Wisconsin Department of Public Instruction. For more information contact the Director of the Post-Baccalaureate Teacher Certification Program.

Urban Education Fellows Teacher Certification and Master's Program

The Urban Education Fellows Program (UEFP) is a two-year program (seven terms) of accelerated courses leading to a teaching certification (grades 1 - 8) and a Master of Arts degree in education. The program is jointly administered by Mount Mary and Alverno Colleges and 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 to work in a school, learning on the job with a coach, and successful completion of college course work. For more information contact 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

Knowledge of the diverse student population of today's schools. Study of the cultural, societal, economic and structural differences among families, and study of the consequences of those differences for learning and schooling of the children and youth of such families. 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 Design

3 credits

Historical, sociological, psychological and philosophical foundations of curriculum models, theory and design. Curriculum implementation, construction and evaluation. Development and writing of a curriculum guide.

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 on page 65.

Adaptive Education Special Emphasis:

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

EDU 603.01 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*

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

EDU 603.02 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*

EDU 603.03 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 603.04 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.

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.

EDU 595 Assessment**2-3 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.

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 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 inter-relationship 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.

Praxis 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 with a senior status who have had course work in child/adolescent development. Education students are encouraged to take the course for 4 credits. 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 2-3 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.

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 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

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 (see Course Offering Schedule for specific courses and credits). Some of the Special Topics courses may include:

Intervention Strategies

Intervention and prevention strategies to meet the challenges of troubled students in today’s society including violence, abuse, suicide, depression, and low self-esteem.

Teaching Spelling, K-5: The Lost Art

Spelling instruction which has its research foundation in the work of Gentry and others.

Storytelling: Finding Your Voice

Introduction to the art of storytelling including development and techniques.

Teaching Students of Color

Examine how cultural backgrounds affect learning styles, teaching strategies, expectations, and the learning outcomes of students.

Teaching Grade 6: Developmental and Instructional Considerations

Preparation for extending grades 7-12 certification to include grade 6.

Reading Comprehension Strategies

Study of the comprehensive school reading program focusing on methods for developing strategies for independent reading and for content area reading.

Emergent Literacy

Philosophy, research, methods connected with understanding and implementing a balanced language reading program aimed at the emergent reader, aged 3-6 years.

Writing in the Middle and Secondary Schools

Examine writing which promotes the acquisition of content and development of comprehension.

Using Interest Centers to Implement an Interdisciplinary Curriculum

Designed to provide preservice and inservice teachers with hands-on experiences for the use of Interest Centers in the classrooms.

Wisconsin Indians: A Course for Teachers

Overview of the six Indian tribes of Wisconsin, including past and present cultural, political, and legal aspects of those tribes.

Using Cooperative Learning in the Classroom

The theoretical and research bases of the cooperative learning model for improvement of children's thinking and social skills.

The Juvenile Court System: Youth and the Law

Examine the Juvenile Justice System with an emphasis on the rights of juveniles.

Developing Effective Counseling and Communication Skills in the Classroom

Develop and use effective counseling skills and human relations skills in the classroom.

Teaching the Underachiever: Issues and Strategies

Examine the underlying factors and causes contributing to student underachievement including constructive strategies and techniques to help these students reach their potential.

Fostering Resiliency: Children and Families in Crisis

Examine the research and techniques to most effectively teach the children who may have social needs which challenge our areas of teaching expertise.

Middle School: The Transitional Student

Overview of educational practices promoting effective learning at the middle school level.

Teaching in a Bilingual-Bicultural Program (Spanish-English)

Examine the history and rationale of bilingual education, linguistic concepts necessary for bilingual teaching, curricular models, and materials and methods for bicultural learning.

Introduction to Desktop Publishing

Introduction to the basics of desktop publishing.

Introduction to HyperStudio

Introduction to the basics of the multimedia program HyperStudio.

Practical PowerPoint

Introduction to the basics of PowerPoint construction, presentation including pedagogical uses.

Integrating the Curriculum

Examine strategies to make thematic connections among content areas in the school curriculum.

Seminar: A Novel Approach to Writing across the Curriculum

Using novels to integrate the curriculum and promote writing in all content areas.

Teaching Children and Youth from the Laotian, Hmong, and Vietnamese Cultures

Introduction to the customs, traditions, family structures, religions, languages, food, clothing, cultural values, and social dynamics of the Laotian, Hmong, and Vietnamese cultures.

Literature-Based Activities in Kindergarten, First and Second Grade

Study of the basic instructional principles of the whole-language philosophy of teaching reading.

Assessment

Study of the various tools teachers use to assess students including portfolios, standardized tests and alternative assessment practices

Families in Crisis: At-Risk Students

Examine issues affecting the family including blended families; single-parent homes impacted by death, divorce, and/or abandonment; chemical dependency and skills to better family life.

Gangs: The Subculture within Our Communities and Schools

Examine factors influencing gang membership and how these factors affect our neighborhoods and schools.

Teaching Gifted or Talented Children and Youth

Examine characteristics of gifted or talented children, and instructional methods and materials conducive to a high level of development of intellectually bright or individually talented children.

The Zoo: An Educational Resource

Broaden knowledge of animals and appreciation of the zoo as educational resource.

Classroom Management

Review seven of the “Tried and True” models of classroom management including theories of motivation for misbehavior in the classroom, and effective discipline strategies.

Become Art Smart: Strategies for Elementary & Middle School Teachers

Experiential learning that helps teachers investigate two and three dimensional techniques that can be used with elementary and middle school students.

Exploring Information Literacy

Examine ways technology can be used as a tool for information problem solving.

Motivating Your Students and Yourself

Examine research-based strategies to renew creativity, replenish energy, and keep motivation alive in students and teachers

Gender in the Classroom: In the Pink and Feeling Blue

Explore contemporary research related to gender and schools. Issues related to gender identity and the impact on the classroom are explored.

Conflict Resolution & Mediation

Effective strategies to deal with conflicts including techniques of peer mediation.

Teaching Writing with Technology Tools **Online course*

Introduction to tools in MS Word, WordPerfect and course management software for feedback and coaching in writing instruction.

Computers as Learning Tools: Educational Applications of Hardware and Software **Online course*

Using technology to learn subject matter and enhance critical thinking

Broader & Deeper: Developing Critical Thinking Skills Through Digital Tools **Online course*

Examine methods to help students engage with subject matter more extensively in order to move them to broaden and deepen their thinking about concepts and issues.

Brain-Based Learning & the Teaching of Science

Examine and apply emergent knowledge of how the brain learns and remembers to optimize student learning.

Character Education

Investigate character education and different components of a core program including responsibility, respect, and cooperation.

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.

Other electives may also include:

EDU 600	Current Topics in Education	1-3 credits
EDU 601	Special Topics in Reading and Language Arts	1-3 credits
EDU 602	Special Topics in Technology	1-3 credits
EDU 603	Special Topics in Diversity	1-3 credits
EDU 604	Special Topics in Math and Science	1-3 credits
EDU 605	Special Topics in Gifted and Talented	1-3 credits

Master of Arts in Gerontology

Introduction

The growth of the older population in the U.S. (from 37 million in 2000 to an expected 80 million in 2050) will have a major effect on all aspects of work and family in the 21st century. To help prepare for these changes Mount Mary College offers the Master of Arts degree in Gerontology. By educating those who currently work on behalf of older adults, and those with little “aging” experience, this program provides students with a strong foundation in gerontology. As an interdisciplinary field, gerontology embraces research, theory, and applied skills from a wide variety of areas, including biology, psychology, public policy, and sociology. Mount Mary College offers the only master’s degree in gerontology in the state of Wisconsin and is in full compliance with the Association for Gerontology in Higher Education’s standards.

Mission

The mission of the gerontology program is to provide an in-depth study of gerontology for potential professionals and current practitioners working in the field. As graduates apply research and theory to services and businesses the quality of life and social integration of older adults will be enhanced.

Goals

Through successful completion of the Gerontology Program the learner will be able to:

- Understand the effect of population aging on U.S. society and the world;
- Integrate biological, psychological, and social characteristics of aging to better understand the complex world of elders;
- Demonstrate skills and new areas of practice in gerontology;
- Understand the policy process and how policy influences the lives of older Americans;
- Exhibit the skills necessary to work effectively with other professionals;
- Explore how to enhance the independence and autonomy of older persons;
- Develop the skills necessary to work effectively within an interdisciplinary setting and with diverse families.

Admission Requirements

In addition to the general admission requirements applicants for this program must have an undergraduate GPA of 2.9 and submit the following information to the Graduate Office:

1. Three letters of recommendation from professionals and/or faculty members able to comment on your abilities and interest in gerontology.
2. A two to five page autobiography that includes your experience in the field of aging and a statement of professional goals.
3. An interview with the Gerontology Program Director, arranged when all other materials have been submitted.

Although classes may be taken while the application is under consideration, formal acceptance to degree study is determined by the Gerontology Program Director and/or Admission Committee. A letter stating the final decision on the application for degree study will be sent by the Graduate Office.

Degree Requirements

The Structure and Curriculum of the Program

The program was developed for part-time students who work during the day. Students typically take between 3 and 8 credits per semester. All core courses are taught in the evening or are online (Internet classes). It generally takes students between 3 and 6 years to graduate.

The curriculum requires completion of 40 credit hours. An introductory gerontology course is a prerequisite to the program. The prerequisite may be taken at Mount Mary College (GTU 501) or at another college. Since titles of introductory courses vary, please check with the Program Director for approval of the prerequisite.

All students must take 22 academic hours of required core courses and choose one of four options (each option requires 18 credit hours). The core courses form the academic base of gerontology and provide professionals with a strong foundation of knowledge about the aging process.

Specific Degree Requirements

Core Courses

BIO 510	Biology of Aging	3 credits
GTU 520	Public Policy and Aging	3 credits
GTU 540	Interdisciplinary Gerontology Seminar	3 credits
GTU 580	Evaluation Research	4 credits
GTU 592	Sociology of Aging	3 credits
GTU 722	Seminar: Issues & Problems Affecting Health Care	3 credits
PSY 503	Psychology of Aging	3 credits

Option 1: Thesis or internship and 12 credits of electives

Students complete either a thesis (six credit hours) or internship (six credit hours)

and choose 12 credit hours of electives. This option allows students to tailor the program to fit their career goals.

Option 2: Thesis and internship, plus 6 hours of electives

Students complete both a thesis (six credit hours) and an internship (six credit hours) and choose six credit hours of electives. This option is for students who need experience in the field and research experience to meet their career goals.

Option 3: Thesis or internship and 12 hours of counseling courses

This option would not qualify students for any type of counseling license, but might be useful in improving the effectiveness of those directly serving elders in need. Students complete either a thesis (six credit hours) or internship (six credit hours) and take the following counseling courses:

PSY 600 Introduction to Counseling	(3 credits)
PSY 610 Theories of Counseling	(3 credits)
PSY 612 Techniques of Counseling	(3 credits)
PSY 740 Group Procedures in Counseling	(3 credits)

Option 4: Thesis or internship and 12 hours of dietetic courses

This option is only open to those who have earned a bachelor’s degree in nutrition or dietetics. It is useful for those nutritionists/dietitians who work with the older population. Students complete either a thesis (six credit hours) or internship (six credit hours) and take the following dietetic courses:

DTS 573 Life Cycle Nutrition: Later Adulthood	2 credit
DTS 761 Evidence Based Practice: Cardiovascular & Respiratory Diseases	1 credit
DTS 762 Evidence Based Practice: Diabetes & Renal Diseases	1 credit
DTS 763 Evidence Based Practice: Gastrointestinal & Ancillary Systems	1 credit
DTS 764 Evidence Based Practice: Nutrition Support	1 credit
DTS 760 Integrated Human Nutrition	3 credits

Plus 3 credits of graduate dietetic courses to be approved by the Dietetic and Gerontology Program Directors

Electives

Electives may take several forms. There are three credit classes, such as Culture and Aging (ANT 505) or Life and Loss (GTY 525) that apply to the field of aging. Students may also choose to take traditional classes, such as Statistical Methods (MAT 706), or Writing for Publication (EPW 508) to learn specific skills. Another option is to take one credit courses on special topics in gerontology, such as home remodification, medications for older adults, ethical issues in aging, case management for the elderly, legal aspects of later life, etc. These one credit courses include a one day workshop on the topic plus two 3-1/2 hour class periods - one prior to the workshop and one after the workshop. The one day workshop is presented by visit-

ing experts and provides students with the most up-to-date information and skills. The last type of elective that students may take is based on local or regional conferences that occur off campus. Students attend the conference and complete course work related to the conference topic for one credit hour. This combination of elective workshops and classes enables graduate students to choose topics that best meet their needs.

Thesis

Those who expect to conduct research as part of their job (program evaluations, for example) or who would like to enter a doctoral program should choose to conduct a thesis. The thesis process begins by choosing a topic to research, conducting a thorough literature review of the topic, and writing a proposal of research that includes a detailed discussion of methodology to be used. After the proposal is accepted, the student then conducts the research, analyzes the data, and draws conclusions from the research. The final thesis is a report of the entire process from beginning to end. A presentation of the thesis is required.

Internship

Students without work experience in the field of aging or who want to obtain a different perspective of the field should choose the internship option. Internships require 270 hours at a field site, plus writing a report applying their experiences to related theories and research. A presentation of the internship report is required.

Course Descriptions

Core Courses:

BIO 510 Biology of Aging

3 credits

Introductory study of the effects of aging upon the systems of the human body.

GTY 501 Introduction to Gerontology

3 credits

Survey study of the process of aging and its impact on society. Emphasis on physiological, psychological, and sociological aspects of aging and their effects on the family, economy, work and retirement. Discussion of issues including racial/ethnic aging, long term care, and health policies.

GTY 520 Public Policy and Aging

3 credits

Beginning with an overview of how “societal problems” become law, this course focuses on the legislation most affecting the elderly: Social Security, Medicare, Medicaid, Older Americans Act, employment, retirement, and housing policies. The role of old age interest groups and other advocates for the elderly is included, in addition to how public policy affects the private, nonprofit, and government sectors.

GTY 540 Interdisciplinary Gerontology Seminar

3 credits

Discover how various disciplines agree or conflict in their views of older persons. Enables students to integrate different viewpoints and achieve a comprehensive understanding of the older person and the societal institutions they encounter.

GTY 550 Internship**5-6 credits**

Placement in an approved organization within the field of aging. A minimum of 270 hours on the job is required (45 hours per credit hour). Goals and objectives, learning activities, and assessment plan will be developed prior to the beginning of the starting date and must be approved by the Program Director.

GTY 555 Final Project**1 credit**

The purpose of the Final Project is to make a contribution to the organization in which the student is doing his/her internship and to provide a formal report of the work. The project must be approved in advance by the Program Director. A formal presentation of the project is required.

GTY 560 Special Topics in Gerontology**1 credit**

Topics chosen from current issues in gerontology and interests of graduate students. For each topic, a one day workshop/conference is provided by experts in the particular subject. Several weeks prior to the workshop a three-hour meeting is held to provide baseline information on the topic, assign readings, and discuss the required paper. After the workshop another class period is held for students to present their paper.

GTY 580 Evaluation Research**4 credits**

Provides students with the knowledge and tools necessary to conduct evaluation research. It covers major research methodologies, different types of evaluations, how to plan and execute a project, computer statistical analysis, ethics and politics of evaluation research, and writing and reporting results.

GTY 592 Sociology of Aging**3 credits**

An in-depth look at U.S. society, how it treats the elderly, and how the elderly help shape the society. The course is based on major theoretical concepts and research data while considering ethical issues. A critical approach to the readings is utilized.

GTY 600 Thesis**6 credits**

Thesis demonstrating the student's capacity to carry out independent research. A formal thesis proposal, including a thorough literature review, is submitted to the Program Director for approval before the study begins. Once the research is complete and the final draft is written, an oral presentation of the thesis is presented to the faculty. Completion in two consecutive semesters is encouraged. Upon successful completion, the student is awarded a grade of P for the six credits.

GTY 601 Continuing Registration**0 credits**

If a student is unable to complete the written and oral presentation of the thesis within the two semesters, 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 and the continuation of Mount Mary College services (library, computer center, statistical consultation).

GTY 722 Seminar: Issues & Problems Affecting Health Care **2-3 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.

PSY 503 Psychology of Aging **3 credits**

Exploration of psychological research and theory regarding the aging process. Topics include cognitive and perceptual psychological impact of social and family relations, sexuality, psychobiological changes, retirement, death and bereavement, and counseling in relation to the issues of aging.

Elective Gerontology Courses:

ANT 505 Culture and Aging **3 credits**

Investigation of the process of aging from a cross-cultural perspective with a focus on non-Western traditional societies and on racial/ethnic groups in the United States. Examination of the effects of family organization, social networks, cultural values, modernization and minority status upon the experience and status of older people.

EPW 508 Writing for Publication **2 credits**

Study of current approaches to writing in periodical and trade journals. Students learn how to do specific research, write query letters and submit manuscript for editorial consideration.

GTY 525 Life and Loss **3 credits**

Offers participants an opportunity to explore a variety of loss issues and strategies that can be used to facilitate the healing process. Examines current literature on the topic of death and dying.

MAT 706 Statistical Methods **3 credits**

Elementary statistical techniques, analysis of literature using statistical concepts and methods, use of computer to aid the reporting and interpreting of data. Prerequisite: MAT 216 or MAT 206.

Counseling Courses:

PSY 600 Introduction to Counseling **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.

PSY 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.

PSY 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.

PSY 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: PSY 610 & 612)

Dietetics Courses:

DTS 573 Life Cycle Nutrition: Later Adulthood

2 credits

Nutrient requirements, dietary patterns and food behaviors of older adults. Prerequisites: DTS 350, CHE 352, BIO 212 or consent of instructor.

DTS 761 Evidence Based Practice: Cardiovascular & Respiratory Diseases

1 credit

DTS 762 Evidence Based Practice: Diabetes & Renal Diseases

1 credit

DTS 763 Evidence Based Practice: Gastrointestinal & Ancillary Systems

1 credit

DTS 764 Evidence Based Practice: Nutrition Support

1 credit

Investigate the pathophysiology and treatment of the specified disease states or conditions based on evidence in the scientific literature, and the practical application of evidence-based practice to medical nutritional therapy in providing ethical, optimal care. Prerequisites: DTS 464 or equivalent.

DTS 760 Integrated Human Nutrition

3 credits

Concepts of human nutrition integrated with principles of physiology and metabolism and current research reports. Prerequisites: DTS 350, CHE 352, BIO 325 or equivalent.

Master of Science in Occupational Therapy

Introduction

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 professional entry track serves as preparation for initial certification as an occupational therapist.

The professional development track 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 graduate 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. Currently, two tracks are available: professional entry and professional development.

Professional Entry Track

Goals

Through successful completion of the occupational therapy graduate program the learner will be able to:

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

Admission Requirements

All applicants must complete requirements for admission to graduate studies.

Complete application information, materials and procedures may be obtained from:

Center for Educational and Professional Advancement

Mount Mary College

2900 North Menomonee River Parkway

Milwaukee, WI 53222

(414) 256-1252

Detailed program inquiries should be directed to:

Professional Entry Program Director

Occupational Therapy Graduate Program

Mount Mary College

2900 North Menomonee River Parkway

Milwaukee, WI 53222

(414) 256-1246

Acceptance into the Program

Following the formal review of the application documents, the Graduate Office will inform the applicant of acceptance or nonacceptance.

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.

Degree Requirements

Occupational therapy preparation is based on combined BS/MS curriculum. The bachelor's component emphasizes development of occupational therapy skills (See undergraduate bulletin for complete description). The graduate component focuses on critical thinking about practice and is completed via online learning. Students generally enter the graduate year of study after completing their bachelor of science in occupational therapy studies at Mount Mary College.

Students who have a baccalaureate degree in a field other than occupational therapy must complete admission and course requirements for the baccalaureate component of the program prior to beginning the graduate component. Students complete a three-year curriculum with the first two years in residence at the College and the final year via online learning.

The occupational therapy professional entry program 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. The program has maintained full accreditation since its inception in 1941.

Baccalaureate Component

Learning outcomes and course descriptions for baccalaureate courses are in the Mount Mary College undergraduate bulletin (www.mtmary.edu/bulletin.htm). Courses include:

BIO 103 **Introductory Biology**
BIO 211 **Human Anatomy**
BIO 212 **Human Physiology**
SOC 101 **Introductory Sociology**
PSY 103 **Introductory Psychology**

PSY 214 **Developmental Psychology**

Total Credits: 18 – 24 credits

SYN 101 **Search for Meaning**
OCT 201 **Occupational Therapy Orientation**
OCT 234 **Therapeutic Activity**
OCT 332 **Theoretical Principles**
OCT 334 **Applied Kinesiology**
OCT 336 **Neuroscience for Rehabilitation**
OCT 338 **Psychosocial Conditions**
OCT 340 **Junior Seminar**
OCT 345 **Clinical Reasoning/Level I Fieldwork**
OCT 351 **Psychosocial Practice**
OCT 353 **Pediatrics**
OCT 355 **Gerontology**
OCT 540 **Senior Seminar**
OCT 545 **Clinical Problem Solving/Level I Fieldwork**
OCT 562 **Physical Medicine**
OCT 563 **Orthopedics**
OCT 564 **Neuroconcepts**
OCT 565 **Neurorehabilitation**
OCT 575 **Foundations of OT Practice**
OCT 576 **Community Practice**
OCT 595 **Health Management/Research**

Total Credits: 58 credits

Graduate Component

To achieve the program outcome goals, four components of the master's program are planned with a total of 30 graduate credits:

Component 1 – Health Systems (6 credits)

Enlarging and deepening understanding of the social, cultural, political and economic systems in relation to health care and as they impact on the client.

OCT 722 Issues and Problems in Health Care 3 credits

OCT 724 Multicultural Health Care 3 credits

Component 2 - Core Theory in Occupational Science (6 credits)

Expanding the theory base and skills of inquiry to deepen the understanding of occupation and the nature of therapy.

OCT 700 Occupational Science 3 credits

OCT 710 Research in Occupational Therapy 3 credits

Component 3 - Specialized Knowledge in Occupational Therapy (12 credits)

Developing specialized occupational therapy knowledge and skills in an individualized professional development area.

OCT 598 Level II Fieldwork 6 credits

OCT 720 Theory and Practice 3 credits

OCT 734 Leadership 3 credits

Component 4 - Application of Specialized Knowledge (6 credits)

Guided research or program development that demonstrates the application of specialized knowledge to occupational therapy practice.

OCT 790 Research Seminar 3 credits

OCT 795 Project Thesis 3 credits

Degree Completion Requirements

Online Learning

Courses are offered in eight week terms and are completed online. 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.

Residency

Residency experiences are used to foster a learning community. Students are required to attend two residency experiences during their program, including the residency at which they present their project. Residencies are offered the first or second weekend in May and December each year.

Professional Development Plan

The Professional Development Plan specifies the student's professional goals and the projected courses to attain those goals. The student develops a Professional Development Plan prior to completing nine credits in the graduate occupational therapy program. The Professional Development Plan must be approved by the Program Director.

Credits

Thirty graduate credits are required.

Time Limit

Program completion must be accomplished within seven years from the beginning of course work which meets a program requirement. Fieldwork must be completed within two years of completion of the master's degree.

Probation/Dismissal

Any student who receives a final grade of C or below in any occupational therapy course shall be placed on academic probation. Any student currently on probation, who earns an additional final grade of C or below may be dismissed from the program. Failure to pass fieldwork shall also be grounds for probation or dismissal.

Any student who is dismissed from the occupational therapy program has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that guarantee due process. Information regarding the appeal process may be obtained from the occupational therapy administrative assistant.

Thesis Project

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

Professional Development Self Assessment

The purpose of the Professional Development Self Assessment is to illustrate the accomplishment of the student's individualized professional goals as stated in the Professional Development Plan. The Professional Development Self Assessment must be completed in order to be eligible for graduation.

Professional Entry Certification and Licensing Certification Exam

The National Board for Certification in Occupational Therapy, 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, (301) 990-7979, develops the examination to certify the attainment of an entry-level knowledge base for practice.

In order to be eligible to take the certification exam the student must graduate with a combined bachelor of science/master of science degree in occupational therapy, meet all the requirements of the college curriculum and successfully complete all fieldwork requirements of the college one month prior to the date of the exam. All fieldwork must be completed within two years of completion of the Master of Science degree. When a felony or illness is considered a potential danger to the public, an applicant may be questioned by the certification board.

License To Practice

Each state has a law describing the process for obtaining a license to practice occupational therapy. In all existing laws the primary criterion for obtaining a license is passing the National Board for Certification of Occupational Therapy Exam. Each state has additional application requirements. The student is responsible for obtaining a license to practice. When a felony or illness is considered a potential danger to the public, an applicant may be questioned by a state licensing board to assure that the applicant is qualified to practice.

Professional Development Track

The professional development track 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.

Goals

Through successful completion of the occupational therapy graduate program the learner will be able to:

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

Admission Requirements

All applicants must complete general requirements for admission to graduate studies.

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

Complete application information, materials and procedures may be obtained from:

Center for Educational and Professional Advancement
Mount Mary College
2900 North Menomonee River Parkway
Milwaukee, WI 53222
(414) 256-1252

Detailed program inquiries should be directed to:

Post-Professional Program Director
Occupational Therapy Graduate Program
Mount Mary College
2900 North Menomonee River Parkway
Milwaukee, WI 53222
(414) 256-1246

Acceptance into the Program

Following the formal review of the application documents, the Graduate Office will inform the applicant of acceptance or nonacceptance.

Degree Requirements

To achieve the program outcome goals, four components of the master's program are planned with a total of 30 graduate credits:

Component 1 – Health Systems (6 credits)

Enlarging and deepening understanding of the social, cultural, political and economic systems in relation to health care and as they impact on the client.

OCT 722 Issues and Problems in Health Care	3 credits
OCT 724 Multicultural Health Care	3 credits

Component 2 - Core Theory in Occupational Science (6 credits)

Expanding the theory base and skills of inquiry to deepen the understanding of occupation and the nature of therapy.

OCT 700 Occupational Science	3 credits
OCT 710 Research in Occupational Therapy	3 credits

Component 3 -

Specialized Knowledge in Occupational Therapy (12 credits)

Developing specialized occupational therapy knowledge and skills in an individualized professional development area.

OCT 720 Theory and Practice	3 credits
OCT 734 Leadership	3 credits
Electives	6 credits
(OCT 726, OCT 732, OCT 740, OCT 750, OCT 780, Cross Disciplinary Study)	

Component 4 - Application of Specialized Knowledge (6 credits)

Guided research or program development that demonstrates the application of specialized knowledge to occupational therapy practice.

OCT 790 Research Seminar

3 credits

OCT 795 Project Thesis

3 credits

Degree Completion Requirements

Online Learning

Courses are offered in eight week terms and are completed online. 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.

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Residency experiences are used to foster a learning community. Students are required to attend two residency experiences during their program, including the residency at which they present their project. Residencies are offered the first or second weekend in May and December each year.

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The Professional Development Plan specifies the student's professional goals and the projected courses to attain those goals. The student develops a Professional Development Plan prior to completing nine credits in the graduate occupational therapy program. The Professional Development Plan must be approved by the Program Director.

Credits

Thirty graduate credits are required.

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Any student who is dismissed from the occupational therapy program has the right to appeal the decision. The appeal process is intended to ensure that students and

faculty have access to procedures that guarantee due process. Information regarding the appeal process may be obtained from the occupational therapy administrative assistant.

Thesis Project

The development of a research project or program proposal under the guidance of a faculty advisor is required.

Professional Development Self Assessment

The purpose of the Professional Development Self Assessment is to illustrate the accomplishment of the student's individualized professional goals as stated in the Professional Development Plan. The Professional Development Self Assessment must be completed in order to be eligible for graduation.

Course Descriptions

OCT 700 Theoretical Foundations of Occupational Science 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 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.

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 726 Emerging Practice 3 credits

Focus on emerging intervention programs including relevant theories of occupation and treatment, and a variety of services delivery models. Includes the creation of a program proposal including financial considerations, outcomes evaluation, legal and ethical issues.

OCT 732 Educational Processes and Human Learning **3 credits**

Study of learning theory, curriculum design and instructional techniques in the context of health care education and staff development.

OCT 734 Community Health 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 **1-3 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 research or project proposal. Emphasis on refining a research or project topic, exploring literature and methodology related to topic and developing a plan for completion of thesis project. Prerequisite: OCT 710 Research in Occupational Therapy

OCT 795 Thesis Project **3 credits**

Development of a written proposal under the guidance of a faculty advisor. Implementation of a research or program project. Completion of written thesis. Public presentation of project. Completion of project in two to four accelerated academic terms. Specific guidelines provided in Thesis Project Handbook.

OCT 799 Continuing Registration**0 credit**

If 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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Christine Wolf, Service Learning Coordinator: B.A., University of Wisconsin-Milwaukee; M.S., Illinois State University.

Toni Wulff, Associate Dean of Academic Affairs: B.A., Mount Holyoke College; M.A., Ph.D., Syracuse University.

Faculty

Core Graduate Faculty

Core faculty have primary responsibilities in their respective graduate programs. These faculty contribute to graduate curriculum, program assessment and project advising.

Jane Baldrige: B.S.Ed., Southern Illinois University; M.S., Ed.D., Northern Illinois University, Primary Montessori Certificate; Associate Professor, Chairperson, Education.

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

Debra Dosemagen: B.A., Alverno College, M.A., Mount Mary College, Ph.D. Marquette University; Assistant Professor, Graduate Program Director, Education.

Miriam Guttman: B.A., College of Staten Island; M.S., Adelphi University; Ed.D., St. John's University; Assistant Professor, Early Childhood/Elementary/Middle School Program Director, Education.

Susan Jans-Thomas: B.A., Marquette University; M.E.-P.D., University of Wisconsin-LaCrosse; Ph.D., Marquette University; Associate Professor, Education.

Lynn J. Kapitan: B.S., University of Wisconsin-Madison; M.P.S., Pratt Institute; A.T.R.; Ph.D., The Union Institute; Associate Professor, Art Therapy; Chairperson, Art and Design Division.

Karen McCormick: B.A., University of Wisconsin-Milwaukee; M.A., Lesley College; A.T.R.; Assistant Professor, Art Therapy.

Douglas Mickelson: B.A., St. Olaf College; Ed.M., Ph.D., State University of New York, Buffalo; Associate Professor, Behavioral Science and Social Work/Psychology; Graduate Program Director, Community Counseling.

Bruce L. Moon: B.S., Wright State University, Dayton, Ohio; M.A., M.Div., Methodist Theological School; Ph.D., The Union Institute; Associate Professor, Graduate Program Director, Art Therapy.

Krista S. Moore: B.S., Ph.D., Oklahoma State University; M.A., Trinity University; Associate Professor, Graduate Program Director, Behavioral Science and Social Work/Gerontology.

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, Graduate Program Director, Chairperson, Occupational Therapy; Director of Assessment.

Lisa Stark: B.S., Iowa State University; R.D., C.D., M.S., Mount Mary College; Associate Professor, Graduate Program Director, Dietetics.

Affiliated Graduate Faculty

Affiliated faculty have primary responsibilities in their respective undergraduate departments. These faculty teach regular and significant components of graduate programs.

Kathleen M. Alexander: B.S., University of Wisconsin-Madison; O.T.R.; M.Ed., Carroll College; Assistant Professor, Occupational Therapy.

Sister Rose Bast: B.S., Notre Dame College in St. Louis; M.S., Ph.D., University of Oklahoma; Professor, Natural Sciences/Biology.

Michele Burnie: M.S., Mount Mary College; Instructor, Art Therapy.

Laurel End: B.A., University of Wisconsin-Green Bay; M.A., Ph.D. Kent State University; Associate Professor, Behavior Science and Social Work/Psychology.

Mary Ellen Fletcher: B.B.A., M.B.A., University of Wisconsin-Milwaukee; CPA; Associate Professor, Business Administration.

Karen Friedlen: B.A., University of Wisconsin-Eau Claire; M.S., Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Chairperson, Behavior Science and Social Work/Psychology.

Julie Helmrich: B.A., M.A., Loras College; Ph.D., Georgia State University, Instructor, Gerontology.

Susan Loesl: B.A., Mount Mary College; M.A., Lesley College; A.T.R.; Instructor: Art Therapy/Education.

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

Cheryl Mantz: B.A., Mount Mary College; M.A., Lesley College; A.T.R., CADCIH; Instructor, Art Therapy.

Sister Joanne Poehlman: B.A., Mount Mary College; M.A., St. Louis University;

Ph.D., University of Minnesota; Associate Professor, Behavioral Science and Social Work/Anthropology.

Sister Patricia Rass: B.A., Mount Mary College; M.S., Mount Mary College; A.T.R.; Instructor, Art Therapy.

Melody Todd: B.A., Elmhurst College; M.S., Northern Illinois University; A.T.R.; Assistant Professor, Undergraduate Program Director, Art Therapy.

Jeanne Zilske: M.S., Mount Mary College, Instructor, Art Therapy.

Adjunct Graduate Faculty

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

Tracy Tasker Chivari: B.S., M.S., University of Illinois, Urbana-Champaign; M.S., Rush University, Chicago; R.D.; Instructor, Dietetics.

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

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

Sherry Power: B.S., Mount Mary College; M.S., Cardinal Stritch College; Instructor, Behavioral Science, Gerontology.

Jacquelyn Rice: B.S., North Carolina State University; A.C.S.W.; M.S.W., University of Wisconsin-Madison; Instructor, Behavioral Science, Social Work.

Linda A. Wright: B.S., University of Massachusetts, Amhurst; M.S., Mount Mary College; R.D., C.D.E.; Instructor, Dietetics.

2005-2006 Academic Calendar (tentative)

First Semester (Fall 2005)

AUGUST

11	Thursday	Orientation, New Accelerated Program Students
13/20	Saturday	Accelerated Term 1 Begins (Saturday classes)
15-18	Mon.-Thurs.	Accelerated Term 1 Begins (Monday-Thursday classes)
24	Wednesday	All-College Workshop
25	Thursday	Orientation, New Nontraditional and Graduate Students
26	Friday	Orientation, New Traditional Students
29	Monday	Regular Semester Classes Begin

SEPTEMBER

2	Friday	Last Day to Drop/Add a Semester Class
5	Monday	LABOR DAY—No Classes
23	Friday	Accelerated Term 1—Last Day to Withdraw from Classes (see Note)

OCTOBER

10	Monday	Accelerated Term 1 Ends
13	Thursday	Orientation, New Accelerated Program Students
14	Friday	FALL BREAK—No Classes
17	Monday	Regular Semester Classes Resume
17-20	Monday	Accelerated Term 2 Begins
21	Friday	Quarter Ends

NOVEMBER

10	Thursday	Evening Only Registration
14-18	Mon.-Fri.	Priority Registration for Continuing Students
21	Monday	Open Registration Begins/Last Day to Withdraw from Semester Classes
23-26	Wed.-Sat.	THANKSGIVING BREAK—No Classes
28	Monday	Classes Resume

DECEMBER

2	Friday	Accelerated Term 2—Last Day to Withdraw from Classes (see Note)
9	Friday	Last Day of Classes/Deadline for Removal of Incompletes from Spring and Summer 2004
12-15	Mon.-Thurs.	Final Exams
15	Thursday	Accelerated Term 2 Ends

Note: Withdrawing from Accelerated Classes

8-week class: A student may withdraw anytime before the 7th class

4-week class: A student may withdraw anytime before the 3rd class

Second Semester (Spring 2006)

JANUARY

5	Thursday	Orientation, New Accelerated Program Students
7/14	Saturday	Accelerated Term 3 Classes Begin (Saturday classes)
9-12	Mon.-Thurs.	Accelerated Term 3 Classes Begin (Mon.-Thurs. classes)
11	Wednesday	All-College Workshop
13	Friday	Orientation, New Students
16	Monday	MARTIN LUTHER KING DAY—College Closed
18	Wednesday	Regular Semester Classes Begin
24	Tuesday	Last Day to Drop/Add Semester Classes

FEBRUARY

10	Friday	Last Day to Apply for May 2005 Graduation
17	Friday	Accelerated Term 3—Last Day to Withdraw from Classes (see Note)

MARCH

6-10	Mon.-Fri.	SPRING BREAK—No Classes
13	Monday	Accelerated Term 3 Ends/Orientation, New Accelerated Program Students
16	Thursday	Accelerated Term 4 Begins
17	Friday	Quarter Ends

APRIL

12	Wednesday	Evening Only Registration
13-17	Thurs.-Mon.	EASTER BREAK—No Classes
17	Monday	Evening Classes Resume
18-21	Tues.-Fri.	Priority Registration for Continuing Students
21	Friday	Last Day to Withdraw from Semester Classes
24	Monday	Open Registration Begins
28	Friday	Accelerated Term 4—Last Day to Withdraw from Classes (see Note)

MAY

5	Friday	Last Day of Classes/Deadline for Removal of Incompletes for Fall 2005
8-11	Mon.-Thurs.	Final Exams
11	Thursday	Accelerated Term 4 Ends
13	Saturday	COMMENCEMENT
15	Monday	Early Summer Session Begins
29	Monday	MEMORIAL DAY—College Closed

Summer Session 2006

JUNE

1	Thursday	Orientation, New Accelerated Program Students
5	Monday	Accelerated Term 5 Begins
19	Monday	Regular Summer Session Begins

JULY

4	Tuesday	INDEPENDENCE DAY BREAK—No Classes
5	Wednesday	Classes Resume
14	Friday	Accelerated Term 5—Last Day to Withdraw from Classes (see Note)

AUGUST

1	Tuesday	Summer Session and Accelerated Term 5 End
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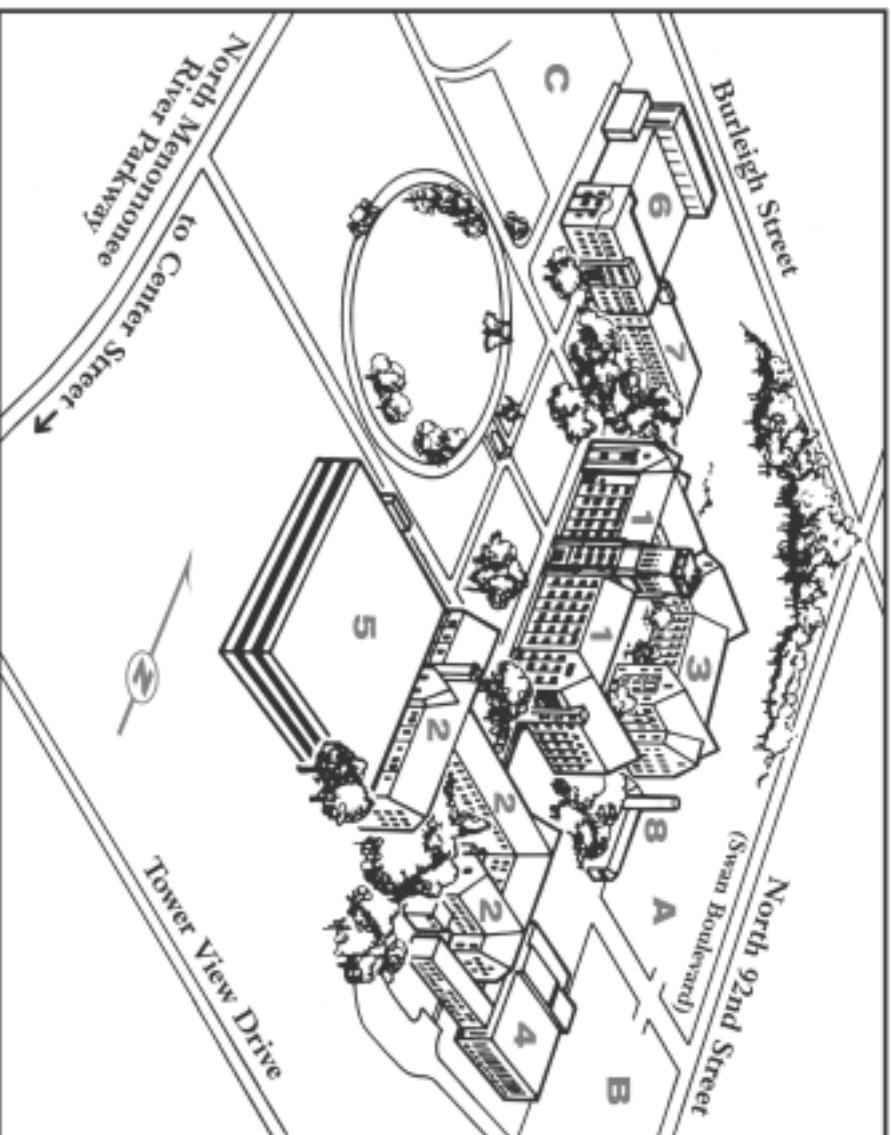
Note: Withdrawing from Accelerated Classes:

8-week class: A student may withdraw anytime before the 7th class

4-week class: A student may withdraw anytime before the 3rd class

Maps





Mount Mary College



- 1 Notre Dame Hall**
Classrooms,
Administrative Offices,
Sherk Hall, Chapels
 - 2 Caroline Hall**
Student Residence,
Heller Hall, Switchboard,
Mullen Art Gallery, Pool, Gym
 - 3 Gerhardinger Center**
Science Labs,
Classrooms, Cyber Café,
Women's Leadership Institute
 - 4 Bergstrom Hall**
College Dining Rooms,
Bookstore, Fitness Center,
Loading Dock
 - 5 Haggerty Library**
Computer Center, Archives,
Teacher Education Center
 - 6 Kostka Hall**
Faculty Offices,
Theater, Box Office
 - 7 Fidelis Hall**
Faculty Offices,
Sellers' Residence
 - 8 Dominic Hall**
Alumnus Relations,
Campus Facility Use,
Marketing/Public Relations
- Parking Lots ABC**

Mount Mary College

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414-258-4810 • 1-800-321-6265

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