

Mount Mary College

Graduate Bulletin

2009 - 2011

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 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 1700 students including over 300 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. 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, an electronic lecture hall and meeting rooms. The Bloechl Recreation Center is the newest building on campus. It contains basketball and volleyball courts as well as the Fitness Center. Kostka Hall houses the 800-seat theater, design studios for the fashion department and faculty offices. Additional faculty offices are found on the upper floors of Fidelis Hall.

The 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, and Career Development office are found in Bergstrom Hall.

The Haggerty Library is dedicated to the information gathering, research, curricular support and lifelong learning needs of the College community. The core collection includes more than 110,000 volumes, 760 periodical titles, daily and weekly newspapers and significant collections of audio-visual and government documents. The library has 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.

Children on Campus

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

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

Accreditations

Mount Mary College is approved by the State of Wisconsin to confer undergraduate and graduate degrees, and is fully accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. Mount Mary College also has approval for particular academic programs from the Wisconsin State Department of Public Instruction for Teachers' Certificates, the American Dietetic Association, the American Art Therapy Association, and the Accreditation Council for Occupational Therapy Education.

Among the organizations in which Mount Mary College holds institutional membership are the American 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 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 Office for Graduate and Continuing Education/CEPA 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 (deactivated in 2006), in 2004, the Master of Science in Community Counseling and the Master of Arts in English in 2006.

The College's original buildings, Notre Dame Hall and Caroline Hall, remain in use today. Over the years, the facilities have been expanded and enhanced, while remaining sensitive to the character of the original designs and respectful of the College's beautiful natural surroundings. Today the College offers an inviting atmosphere that strongly supports teaching and learning. Since 1929, Mount Mary College has prospered under the administration of ten presidents. Our administration, as well as our faculty, students, and staff are pleased to welcome you to the Mount Mary College community.

Academic Programs

Mount Mary College offers the following graduate degrees:

- Art Therapy – Master of Science
- Counseling – Master of Science
 - Community Counseling Concentration
 - ~~Pastoral~~ Counseling Concentration
 - School Counseling Concentration
- Business Administration – Master of Business Administration
- Dietetics – Master of Science
- Education – Master of Arts
- English – Master of Arts

Writing Concentration

- Occupational Therapy – Master of Science

Mount Mary College also offers the following post-masters certificates:

- Community Counseling
- ~~Pastoral~~ Counseling
- School Counseling

Admission

Admission to Graduate Studies

ALL APPLICANTS MUST SUBMIT THE FOLLOWING:

- A completed application form.
- A \$35 non-refundable application fee. Application fee is waived for Mount Mary College alumnae.
- Official transcripts

Official transcripts verifying completion of an undergraduate degree from a regionally accredited college or university are required. Official transcripts from all previous universities or colleges attended are also required if the applicant attended more than one college or university. All transcripts must be sent directly from the issuing institution to the Office for Graduate and Continuing Education/CEPA. Applicants with course work in progress toward the fulfillment of a degree are required to submit an official final transcript verifying receipt of their degree upon completion of degree requirements.

Applicants who previously attended Mount Mary College need not request Mount Mary transcripts but are required to furnish transcripts from other schools they attended, if applicable.

- Have a minimum undergraduate grade point average of 2.75 based on a 4-point scale (refer to types of status for exceptions);
- Submit additional documentation as required by the specific degree program to which admission is sought (see each program section for additional requirements specific to the program of interest);

International Students

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

- Nonnative speakers of English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Students are required to score a minimum of 600 on the paper version of the TOEFL exam or 250 on the computerized version.
- 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. International students are required to have their admission process completed a minimum of one month prior to the date of planned enrollment. Applications should be submitted with the required application fee, original or officially certified copies of grade reports for all higher educational studies, any other pertinent academic records, or major examination scores, an official transcript evaluation from a recognized evaluation service and a TOEFL scores. Photocopies, scanned, or notarized

copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by official (school issued or certified) complete and literal English translation. The translation must include detailed course syllabi or detailed course descriptions.

- Prior to acceptance into the College, international students are required to submit an official verification of ability to cover all transportation, education and living costs for the duration of the graduate program. Once this official financial verification is received, the College will issue the federal Certificate of Eligibility (Form I-20).
- International students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000) and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary College. Information on this policy and costs can be obtained from the Mount Mary College website at <http://www.mtmary.edu/healthservices.htm>.

Graduate Special Students

Graduate 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. Applicants must provide evidence of a bachelor's degree and the specific prerequisites for the graduate course(s) they desire.

Health Requirements for Students in Human Service Related Programs

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

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

Graduate Student Status

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

To be granted FULL STATUS the minimum requirements are

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

To be granted PROBATIONARY STATUS the minimum requirements are

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

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

Applicants with a grade point average of less than 2.5 may be considered for probationary status upon completion of additional requirements to strengthen their academic record.

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

GRADUATE SPECIAL STUDENT STATUS is assigned to persons who possess a baccalaureate degree and wish to engage in graduate study, but are not formally accepted to a graduate program. To have special student status, one must provide evidence of a baccalaureate degree and 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. Special students are encouraged to consult with the Graduate Program Director of their desired area of study.

POST-MASTERS CERTIFICATION STUDENTS must meet the admission criteria specified by the certificate graduate program. Application materials should be submitted the Office for Graduate and Continuing Education.

Tuition and Fees

Tuition and Fees (effective Fall, 2009)

Program application fee (nonrefundable)	\$35.00
Reactivation fee	\$35.00
Late Registration	\$25.00
 Tuition for undergraduate prerequisite courses (per credit)	 \$510.00
 Tuition for courses per graduate credit hour	
Art Therapy	\$575.00
Business Administration	\$499.00
Community Counseling	\$570.00
Dietetics	\$540.00
Education	\$540.00
English	\$570.00
Occupational Therapy	\$570.00
 Continuing registration: (per semester)	 \$575.00
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
 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	\$ 52.50
More than 11 credits	\$105.00
 Thesis/Project binding fee (4 required copies)	 \$ 68.00
 Room and Board	 Variable
 Health Insurance (required for residents)	 Variable
Graduation fee	\$50.00
Additional special purpose fees	Variable
(e.g. laboratory or computer access, specific mandated memberships, liability, etc.)	
 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.

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

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

All School Sisters of Notre Dame receive a 100% reduction in tuition only for a maximum of eight graduate credits per semester (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.

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

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

Definition of student credit load per semester for Accelerated students

Definition of part time or full time student status is based on the semester total, not a single term total. Terms 1 & 2 are a subset of the Fall semester and Terms 3 & 4 are a subset of the Spring semester. For example, Term 1 credits + Term 2 credits = Fall semester credit total. To be considered part-time, graduate accelerated students cannot exceed 5 credits in a semester and undergraduate accelerated students cannot exceed 11 credits in a semester. To be considered full-time, graduate accelerated students need to be registered for 6 or more credits in a semester, but cannot exceed 12 credits and undergraduate accelerated student need to be registered for 12 or more credits in a semester, but cannot exceed 18 credits. If you have any questions, please contact the Associate Dean of Academic Affairs.

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 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 (\$100 per year or \$50 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 and Fees

Dropping Courses

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

Withdrawal from the College

A student who decides to withdraw from the College is in effect dropping all courses for which she or he is enrolled. If withdrawing from the College becomes necessary, a student must file the "Withdrawal" form with the Office for Graduate and Continuing Education/CEPA. Filing the "Withdrawal" form establishes the

official date of withdrawal. Ceasing to attend classes, notifying the instructors or nonpayment of tuition does not constitute authorized withdrawal from the College; such actions will result in academic and/or financial penalties, including course grades of “F” and liability for full tuition payment.

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

During regular 16 week semester courses the refund schedule is:

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

The refund schedule for an 8 week course is:

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

The refund schedule for a 4 week course is:

Prior to start of the course	100%
Prior to 2nd 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 (3 graduate credits). In order to award financial aid in the most equitable manner, Mount Mary College uses the “Federal Methodology” of need analysis. This method of determining a student’s financial need is used in conjunction with the Free Application for Federal Student Aid (FAFSA). The College expects all students receiving financial aid to file a FAFSA form annually.

Application

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

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

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

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

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

Graduate Part-time Classification is a minimum of 3 credits

Graduate Full-time Classification is a minimum of 6 credits

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

Student Consumer Information

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

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

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

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

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

Satisfactory Academic Progress Policy

Mount Mary College and federal regulations require that a student be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary College, including all Federal Title IV aid funds (Federal 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 Financial Aid Office.

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

Scholarships and Grants

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

Assistantships

A limited number of graduate assistantships are also available. Contact the Office for Graduate and Continuing Education/CEPA.

Academic Policies

Classification of Full-time and Part-time Students

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

Definition of Student Credit Load per Semester for Accelerated Students

Definition of part time or full time student status is based on the semester total, not a single term total. Terms 1 & 2 are a subset of the Fall semester and Terms 3 & 4 are a subset of the Spring semester. For example, Term 1 credits + Term 2 credits = Fall semester credit total. To be considered part-time, graduate accelerated students cannot exceed 5 credits in a semester and undergraduate accelerated students cannot exceed 11 credits in a semester. To be considered full-time, graduate accelerated students need to be registered for 6 or more credits in a semester, but cannot exceed 12 credits and undergraduate accelerated student need to be registered for 12 or more credits in a semester, but cannot exceed 18 credits. If you have any questions, please contact the Associate Dean of Academic Affairs.

Course Load

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

Transfer Credit

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

Reserved Credit

An option for upper-level, high-achieving 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. A maximum of 12 reserved graduate credits may be taken. Reserved graduate credits may not be

applied to meet undergraduate requirements. Information and application materials may be obtained from the Office of Graduate and Continuing Education/CEPA Office, 152 NDH.

Study Abroad

Mount Mary College students who study abroad in programs established by Mount Mary College or in programs organized by other accredited educational institutions may receive credit for that study, provided that prior approval has been granted by the Program Director, the Study Abroad Advisor and the Associate Dean for Graduate 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.

If dropping a course becomes necessary, a student must file the “Change of Course” form with the Registrar. Filing the “Change of Course” form with the Registrar establishes the official drop date. Ceasing to attend class, notifying the instructor or nonpayment of tuition does not constitute authorized dropping of a course; such actions will result in academic and/or financial penalty, including a grade of “F” and liability for full tuition payment. A drop course deadline date is published each semester that allows students to drop a course without academic penalty.

Stopping Out

A student who has not enrolled in coursework for three consecutive semesters is considered a stop out. A stop out student desiring to re-enroll in coursework must apply to the Associate Dean for Graduate and Continuing Education to be readmitted 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 stop out status.

Withdrawing from the College

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

Returning after Withdrawing from the College

A student who decides to return to the College within three semesters from the semester in which the withdrawal occurred, may be reinstated without reapplying to the College. The student must file a "Reinstatement" form with the Office for Graduate and Continuing Education/CEPA 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; graduate credit awarded; grounds for probation and/or dismissal
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 Honesty and Integrity

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

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

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

Cheating

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

Plagiarism

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

Interference

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

Misrepresentation

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

Abetting

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

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 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 and Dismissal

Any graduate student who receives a grade of BC or below may be placed on academic probation. Any student currently on probation, who earns an additional grade of BC or below, may 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 Office for Graduate and Continuing Education/CEPA, 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

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 Provost. All research, in which human subjects are used, whether by faculty, staff or students, must be approved in advance through the IRB process. The IRB publishes a set of guidelines in compliance with applicable federal statutes, which must be followed whenever human subjects are involved in research. Copies of the policies, procedures and application may be obtained from the Office for Graduate and Continuing Education/CEPA.

Culminating Experience

A culminating experience is required for each student earning a graduate degree.

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

Continuing Registration Requirement

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

Satisfactory Progress

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

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

Catalog of Graduation

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

Transcripts

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

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

Student Information

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

Student Rights

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

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

Student Rights' Grievance Procedure

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

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 Office for Graduate and Continuing Education/CEPA. The handbook describes all policies, regulations, services and activities pertinent to graduate student life at Mount Mary College. It supplements the information in this academic bulletin.

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

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

Orientation

All graduate students who are new to Mount Mary College are invited to attend an orientation to the College offered by the Office for Graduate and Continuing Education/CEPA. 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

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

Bookstore

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

Parking and Security

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

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

Academic Resource Center

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

Health Services

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

Counseling Services

The Counseling Center offers individual, short-term counseling 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 Coordinator of Residential Programs.

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 with Concentration in Counseling

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 personality 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 35 years while art therapy was establishing itself as a profession. In 1970 the College developed one of the first undergraduate art therapy programs in the United States. Graduate level studies began in 1981, with the creation of the Art Therapy Institute, and led to the first master's degree class in 1990. In 1995, the Master of Science in Art Therapy at Mount Mary College became the first and only graduate art therapy program in Wisconsin to be Approved by the American Art Therapy Association as meeting the educational standards of the art therapy profession.

Mission

The Mount Mary College Graduate Art Therapy Program is committed to a

relational, art-based philosophy and curriculum that educates students to become compassionate artist-therapists through academic, artistic and experiential learning integrated with supervised clinical experience.

The art therapy program is built upon aesthetic, ethical and spiritual values. Respect for the dignity of all people and their creative expression is a hallmark of the program. Students are exposed to a broad range of perspectives, and are challenged to become innovative leaders who are responsive to issues of social justice, and to the needs of people in diverse settings.

Art Therapy at Mount Mary College

The 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 Arts and Design Division and utilizes an art-based and experiential approach to graduate level art therapy education. The faculty and students strive to create a community of learners in which all members share a commitment to meaningful participation in graduate level academic, artistic, clinical, intra- and inter-personal study. Classes are offered at times designed to accommodate students' needs. Students may choose among 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 or three academic years. Students may choose to participate in part-time study. Part-time programs must be completed within seven years from the beginning of coursework that meets a program requirement.

Goals

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

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

Admission Requirements and Procedures

The Master of Science in Art Therapy is open to any student with an undergraduate degree in art therapy, art, art education, psychology, or other related field.

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

- A grade point average of at least 2.75 is required of all applicants for admission, 3.00 preferred.
- Submit 3 letters of recommendation.
- A portfolio (preferably on CD) of 12 – 20 original artworks demonstrating artistic skill and familiarity with a range of media.
- A brief statement of intent.
- A sample of academic writing.

The required materials should be submitted to:

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

Prerequisite Coursework

Applicants must have sufficient undergraduate preparation in art and psychology. 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 not only suited to 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

The Opening Colloquium, is a weekend of immersion in art making and therapeutic process held in a Lodge setting in the hills of Southeastern Wisconsin.

Students begin graduate education with a sequence of courses that provide 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 and elective courses. In the spring semester students participate in 20 hours per week in clinical practicum, and required and elective coursework. In the summer semester students

participate in 20 hours per week of supervised internship, and required and elective coursework.

Second Year: The second year of the program is devoted to required and elective courses, on-going supervised internship 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.

Master of Science in Art Therapy with Concentration in Counseling

The Master of Science degree requires a total of 60 credits. The program consists of 48 credits of art therapy and 12 credits of counseling coursework.

MSAT Course Sequence

First Year - Fall 12 - 14 Credits

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

First Year – Spring 12 - 14 Credits

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

First Year – Summer 9 - 11 Credits

ATH 780 Art Therapy Research	3 cr.
ATH 737 B Supervised Internship	3 cr.
ATH Elective(s)	1-2 cr.
CON 770 Psychopathology	3 cr.

Second Year – Fall 12 - 14 Credits

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

Second Year – Spring 9 -11 Credits

ATH 790 Research Project	3 cr.
Thesis	
Art Exhibition/Contextual Essay	

Performance Artwork/Contextual Essay	
Social Action Project/Contextual Essay	
ATH 773 Ethical and Professional Issues in Art Therapy	3 cr.
ATH 545 Human Growth and Development	3 cr.
or	
CON 710 Counseling Across the Lifespan	3 cr.
ATH elective(s)	1 - 2 cr.
Total	60 credits

Credentialing of Art Therapists

Licensure

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

Certification

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

Registration

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

Course Descriptions

Required 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 media processes and products. Students gain an understanding of the creative process and the application of materials to meet the needs of various client populations.

ATH 540 Theory and History of Art Therapy 3 credits

This course provides an 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.

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.

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 relationship and the dynamics of change. Includes essential communication and counseling skills of helping via the therapeutic use of art media, imagery, and the creative process for facilitating therapy, alleviating psychological symptoms or assisting the process of personal growth. Prerequisites: ATH 540, ATH 532

ATH 772 Multicultural Issues 3 credits

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.

Research Project

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

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 Business Administration

Introduction

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

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

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

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

Mission

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

Student Outcomes

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

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

Admission Requirements

In addition to submitting the materials described in the General Information Section of the Graduate Bulletin Admission Section (application form, official transcript, fee, etc.), the applicant must also meet the following admission criteria for the MBA program:

- Submit official transcripts for all undergraduate, post-baccalaureate, and graduate work.
- Have earned a minimum undergraduate grade point average (GPA) of 2.75 on a 4-point scale; students with strong supporting materials may be admitted on a probationary status with a GPA below 2.75; see General Information Section of admission categories and requirements.
- Submit a score from the Graduate Management Admission Test (GMAT), or a suitable alternative, within the first nine (9) credits of the MBA program.
- Provide a personal statement of educational and professional goals for pursuing the MBA (maximum of 250 words).
- Provide two letters of recommendation from professionals and/or professors able to comment on abilities and commitment, preferably one from the current employer.

All required materials should be submitted to:

Office for Graduate and Continuing Education

Mount Mary College

2900 North Menomonee River Parkway

Milwaukee, WI 53222-4597

(414) 256-1252

Prerequisite Coursework

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

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

A college-level algebra course equivalent to MAT 111 College Algebra at Mount Mary College is required. Computer competency is expected in word processing, spreadsheet, presentation, and database applications. Mount Mary College provides undergraduate courses in algebra and computer software.

Degree Requirements

Thirty-six graduate credits are required in the MBA program. Students with an undergraduate degree in business administration with a major or concentration in a particular business function and/or a professional designation may waive certain courses. Determination of waiver and substitute course requirements will be made by the Program Director.

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

Course Descriptions

BUS 610 Managerial Communication 3 credits

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

BUS 615 Managing in a Global Environment 3 credits

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

BUS 620 Leadership 3 credits

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

BUS 625 Marketing Management 3 credits

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

BUS 630 Managerial Economics 3 credits

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

BUS 635 Information Technology for a Competitive Environment 3 credits

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

- BUS 640 Accounting Analysis & Control** **3 credits**
Accounting systems for internal and external reporting; managerial use of accounting for decision making; budgeting principles; cost control; performance evaluation; ethical use of accounting information. Financial Accounting Prerequisite Coursework Required.
- BUS 650 Social and Ethical Environment of Business** **3 credits**
Ethical and social issues and dilemmas relevant to today's managers. Utilizes case studies and addresses management response to these issues.
- BUS 660 Competitive Operations Strategy** **3 credits**
Principles, concepts and techniques of operations management: location; facilities; scheduling; inventory; quality.
- BUS 670 Corporate Finance** **3 credits**
Basic concepts and techniques of financial management are reviewed. Financial analysis in effective managerial decision making; financial statement ratio analysis; present and future value; annuities, stock and bond valuation; cost of capital; capital budgeting; capital structure; global investing. Finance Prerequisite Coursework Required.
- BUS 680 Quantitative Analysis** **3 credits**
Utilization of quantitative models for managerial decision making. Statistics Prerequisite Coursework Required.
- BUS 733 Special Topics in Business Administration** **1-3 credits**
A variable topic, variable credit course considering topics relevant to the theory or practice of business organizations. May be repeated for credit with a different topic.
- BUS 750 Global Business Policy and Strategy** **3 credits**
Capstone course integrating all functional areas of business; general managers' responsibility for strategic monitoring, planning, implementing, evaluation and control of the total organization. Prerequisite: 24 graduate business credits including Corporate Finance, Marketing Management and Managing in a Global Environment.
- BUS 786 Independent Study** **1-3 credits**
Student initiated in-depth study of selected topics not offered as part of the regular curriculum. Prerequisite: Consent of Program Director
- BUS 790 Research** **1-3 credits**
Student initiated independent research under the direction of an instructor. Prerequisite: Consent of Program Director.

Degree Completion and Graduation Requirements

All students should refer to the general information in the Graduate Bulletin that explains the rules and regulations of Mount Mary College. In particular, students should be familiar with the general admission procedures as well as to understand all academic policies including degree completion and graduation requirements of Mount Mary College that are more fully described in the related sections of the Graduate Bulletin.

Master of Science in Counseling

Introduction

The Counseling program is designed to prepare professionals who possess a sense of vision, are committed to social justice, are effective communicators, and are skilled to assist individuals, families, and/or groups in achieving their potential. The counseling program has three separate concentrations: School, Community, and ~~Pastoral~~ Counseling. Post-masters certificates are also available in each of the three program areas. Each concentration prepares students for counseling positions in various community agencies and schools. Graduates of the program are currently employed in mental health centers, private counseling agencies, addictions treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, ~~pastoral~~ counseling settings, psychiatric hospitals, K-12 schools (both public and private) 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 and in schools. Toward that end, the curriculum includes content about the mental health movement, professional identity issues, structures and operations of professional organizations, diversity issues, ethical issues, counseling theories and techniques, clinical assessment and diagnosis, and ways and means to design, implement, and evaluate interventions that occur in community agency settings and schools.

The Counseling program is accredited by the Higher Learning Commission and the Wisconsin Department of Public Instruction. In addition, the curriculum is consistent with standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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

Graduates with the ~~Pastoral~~ Counseling concentration who are endorsed to ministry by a religious body may meet requirements for certification as a Pastoral Counselor and membership in the American Association of Pastoral Counselors (visit www.aapc.org for additional information). Also, graduates may be eligible for certification by the National Organization of Catholic Chaplains (please see www.nacc.org for additional information).

Graduates of the School Counseling concentration meet Wisconsin Department of Public Instruction requirements for Early Childhood-Adolescence School Counselor Initial Educator License: License Code 54. Additional information about requirements for licensing is available from the WDPI website at <http://dpi.wi.gov/sspw/counsel1.html>.

Mission

The mission of the Counseling program is to prepare students to effectively counsel individuals and families in the community, ~~pastoral~~ and school setting. 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, couples and families, and in K-12 schools.

Goals

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

- Implement and evaluate interventions that occur in community agencies and schools
- 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, groups, and couples
- Provide services within the context of various community agencies such as mental health centers, private counseling agencies, addictions treatment centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, ~~pastoral~~ counseling settings, psychiatric hospitals, K-12 schools, and business and industry

Admission Requirements

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

1. Baccalaureate degree from a regionally accredited college or university.
2. Academic background in the behavioral sciences. Generally, a minimum of 18 credits in development, education, psychology, and sociology are required. Preferred undergraduate majors include communication, education, nursing, psychology, social work, or sociology.
3. A 3.0 minimum GPA; or equivalent evidence of successful academic achievement (e.g. GRE, MAT, 3.0 GPA in final 60 credits, 3.0 GPA in post-baccalaureate course work).
4. Three letters of recommendation.
5. Relevant volunteer/work experience preferred.

6. Professional career/goals statement.
7. Personal interview may be required.

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

1. Masters degree from a regionally accredited college or university in an appropriate field.
2. Three letters of recommendation (for non-Mount Mary College masters graduates).
3. Relevant volunteer/work experience preferred.
4. Professional career/goals statement.
5. Personal interview may be required.

The required materials should be submitted to:

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

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 a variety of settings.

Curriculum and CACREP Competencies – Core and Skill Development

Eight Core Areas (27 Credits)*

1. Human Growth & Development

CON 610	Theories of Counseling	(3 credits)
CON 750	Counseling Across the Lifespan	(3 credits)

2. Social & Cultural Foundations

CON 600	Introduction to Counseling	(3 credits)
CON 601	Orientation to School Counseling	(0 credits)
CON 610	Theories of Counseling	(3 credits)
CON 700	Multicultural Counseling	(3 credits)
CON 705	Multicultural Issues in Pastoral Counseling	(3 credits)

3. Helping Relationships

CON 612	Techniques of Counseling	(3 credits)
CON 730	Counseling in Schools	(3 credits)
4. Group Work

CON 740	Group Procedures	(3 credits)
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5. Career & Lifestyle Development

CON 611	Career Development	(3 credits)
CON 721	Advanced Career Counseling	(3 credits)
6. Appraisal

CON 720	Counseling Assessment and Research	(3 credits)
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7. Research & Program Evaluation

BES 510	Behavioral Science Statistics	(3-4 credits)
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8. Professional Orientation

CON 600	Introduction to Counseling	(3 credits)
CON 601	Orientation to School Counseling	(3 credits)

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

Context, Knowledge, and Skills (12 credits)

- CON 650 Trauma Counseling I (3 credits)
- CON 679 Special Topics in Counseling (3 credits)
- CON 712 Child and Adolescent Counseling (3 credits)
- CON 714 Addictions Counseling (3 credits)
- CON 741 Family Systems Theory, Research, and Practice (3 credits)
- CON 770 Psychopathology (3 credits)
- EDU 703 Exceptional Learners (3 credits, required for school counseling students who are not certified as Wisconsin teachers)
- EDU 742 Instructional Strategies (3 credits, required for school counseling students who are not certified as Wisconsin teachers)

***Clinical Instruction (9 Credits)**

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

Research/Thesis Option (up to 6 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 six 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, Community Counseling concentration - 48 credits

Required Courses

BES 510 Behavioral Science Statistics	3-4 credits
CON 600 Introduction to Counseling	3 credits
CON 610 Theories of Counseling	3 credits
CON 611 Career Development	3 credits
CON 612 Techniques of Counseling	3 credits
CON 700 Multicultural Counseling	3 credits
CON 720 Counseling Assessment and Research	3 credits
CON 740 Group Procedures in Counseling	3 credits
CON 741 Family Systems Theory, Research and Practice	3 credits
CON 750 Counseling across the Lifespan	3 credits
CON 770 Psychopathology	3 credits
CON 795 Supervised Practicum (Community placement)	3 credits
CON 796 Counseling Internship I (Community placement)	3 credits
CON 797 Counseling Internship II (Community placement)	3 credits

Elective Courses

CON 630 Women's Issues in Pastoral Counseling	3 credits
CON 632 Ministry to the Dying	3 credits
CON 634 Contemporary Ethical Issues in Pastoral Care	3 credits
CON 636 Biblical Spirituality in Pastoral Care	3 credits
CON 650 Trauma Counseling I	3 credits
CON 679 Special Topics in Counseling	3 credits
CON 705 Multicultural Issues in Pastoral Counseling	3 credits
CON 712 Counseling Children and Adolescents	3 credits
CON 714 Addictions Counseling	3 credits
CON 730 Counseling in the Schools	3 credits
CON 775 Pastoral Integration Seminar	3 credits
EDU 703 Exceptional Learner	3 credits
EDU 742 Instructional Strategies	3 credits

Specific Degree Requirements, School Counseling concentration - 48/49 credits

Required Courses

BES 510 Behavioral Science Statistics	3-4 credits
CON 600 Introduction to Counseling	3 credits
CON 601 Orientation to School Counseling (register in conjunction with CON 600)	0 credits
CON 610 Theories of Counseling	3 credits
CON 611 Career Development	3 credits
CON 612 Techniques of Counseling	3 credits
CON 700 Multicultural Counseling	3 credits
CON 712 Counseling Children and Adolescents	3 credits
CON 720 Counseling Assessment and Research	3 credits
CON 730 Counseling in Schools	3 credits
CON 740 Group Procedures in Counseling	3 credits
CON 741 Family Systems Theory, Research and Practice	3 credits
CON 750 Counseling across the Lifespan	3 credits
CON 796 Internship I (School placement)	3 credits
CON 797 Internship II (School placement)	3 credits
EDU 703 Exceptional Learners (Required for students who are not certified as Wisconsin teachers)	3 credits
EDU 742 Instructional Strategies (Required for students who are not certified as Wisconsin teachers)	3 credits

Elective Courses

CON 630 Women's Issues in Pastoral Counseling	3 credits
CON 632 Ministry to the Dying	3 credits
CON 634 Contemporary Ethical Issues in Pastoral Care	3 credits
CON 636 Biblical Spirituality in Pastoral Care	3 credits
CON 650 Trauma Counseling I	3 credits
CON 679 Special Topics in Counseling	3 credits
CON 705 Multicultural Issues in Pastoral Counseling	3 credits
CON 714 Addictions Counseling	3 credits
CON 741 Family Systems	3 credits
CON 770 Psychopathology	3 credits
CON 775 Pastoral Integration Seminar	3 credits

Specific Degree Requirements, ~~Pastoral~~ Counseling concentration - 48 credits

Required Courses

BES 510 Behavioral Science Statistics	3-4 credits
CON 600 Introduction to Counseling	3 credits
CON 610 Theories of Counseling	3 credits
CON 611 Career Development	3 credits
CON 612 Techniques of Counseling	3 credits
CON 620 Introduction to Pastoral Counseling	3 credits
CON 705 Multicultural Issues in Pastoral Counseling	3 credits
CON 720 Counseling Assessment and Research	3 credits
CON 740 Group Procedures in Counseling	3 credits
CON 741 Family Systems Theory, Research and Practice	3 credits
CON 750 Counseling Across the Lifespan	3 credits
CON 775 Pastoral Integration Seminar: Counseling as Ministry	3 credits
CON 796 Internship I (Pastoral placement)	3 credits
CON 797 Internship II (Pastoral placement)	3 credits

Elective Courses

CON 630 Women's Issues in Pastoral Counseling	3 credits
CON 632 Ministry to the Dying	3 credits
CON 634 Contemporary Ethical Issues in Pastoral Care	3 credits
CON 636 Biblical Spirituality in Pastoral Care	3 credits
CON 650 Trauma Counseling I	3 credits
CON 679 Special Topics in Counseling	3 credits
CON 712 Counseling Children and Adolescents	3 credits
CON 714 Addictions Counseling	3 credits
CON 730 Counseling in the Schools	3 credits
CON 770 Psychopathology	3 credits
EDU 703 Exceptional Learner	3 credits
EDU 742 Instructional Strategies	3 credits

Additional Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary College Graduate Student Handbook.
2. Application for Internship Placement: Students must confirm that all prerequisites have been completed. All students who wish to be eligible for potential licensure in the State of Wisconsin must complete 100 clock hours, on-site, of supervised counseling experience (practicum) before enrolling in an Internship course.
3. Requirements for Internship I and Internship II include 300 clock hours each semester. 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. School counseling students

must take and pass the Praxis II School Counselor Exam prior to beginning their internship experience.

4. Comprehensive Examination or Thesis Requirement: During the final semester of their graduate studies, students are required to 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, July and November. Students who select the thesis option must meet with the Program Director a minimum of 12 months prior to their scheduled graduation date, and are not required to take the Comprehensive Examination.
5. School counseling students will be required to complete a school counselor portfolio prior to graduation in addition to the successful completion of the comprehensive exam or thesis.
6. Program must be completed within seven (7) years of formal admission to the program.
7. Application for Graduation must be filed with the Program Director and the Registrar by the date established by the Registrar.

Licensure and Certification

Graduates of the Community Counseling concentration meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) in the state of Wisconsin. 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.

Those students in the school and pastoral concentrations will need additional course work, as well as internship experiences, to meet the academic requirements for licensure as an LPC in the State of Wisconsin. Please consult with the program director.

Graduates of the 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

3-4 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.

CON 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.

CON 601 Orientation to School Counseling **0 credits**
(register in conjunction with CON 600)

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

CON 610 Theories of Counseling **3 credits**

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

CON 611 Career Development **3 credits**

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

CON 612 Techniques of Counseling **3 credits**

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

CON 620 Introduction to Pastoral Counseling **3 credits**

Building on the introductory material in CON 600, this course introduces students to pastoral counseling as the integration of the fields of counseling and theology. It also provides a basis in spiritual themes that pertain to pastoral counseling, with particular focus on scripture and theological anthropology.

CON 630 Women's Issues in Pastoral Counseling **3 credits**

This course surveys some of the major issues that pertain to women and pastoral counseling and is designed to assess critically the counseling field from within a feminist theological perspective. Readings will cover, but are not limited to, the psychology of women, therapy with women, women and spirituality, and feminist / womanist theologies.

CON 632 Ministry to the Dying**3 credits**

The issues of death and dying are examined from a theological perspective in order to acquire the necessary skills to pastorally counsel those who face death or the death of a loved one. Students will have the opportunity to examine a variety of faith perspectives on these issues.

CON 634 Contemporary Ethical Issues in Pastoral Care**3 credits**

Examines factors involved in responsible moral decision-making from a faith perspective. Students consider current moral issues – family values, sexism, racism, etc. – as they pertain to pastoral counseling.

CON 636 Biblical Spirituality in Pastoral Care**3 credits**

This course provides a hermeneutical retrieval of salient aspects of biblical theology to current issues within pastoral counseling. Through a close reading of representative texts from both testaments – the relationship between God and human beings and the variety of ways in which God initiates and people respond to God's love is examined in order to develop skills in leading others to pursue scripture for personal prayer and spiritual growth.

CON 650 Trauma Counseling I**3 credits**

Provides understanding of the physiological, psychological, socio-cultural, and familial aspects of trauma assessment and treatment. Treatment strategies, ethical and cultural issues, and current research will be explored. Prerequisite: graduate standing.

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

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

CON 700 Multicultural Counseling**3 credits**

Students become familiar with counseling techniques to address the cultural context of relationships between and within groups, as well as issues and trends in a culturally diverse society. A comprehensive treatment of diversity factors including age, ethnicity, nationality, spirituality, gender, sexual orientation, mental and physical characteristics, and socioeconomic status included. The counselor's role in social justice and client advocacy are investigated. Prerequisites: CCO 610 & 612.

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

This course will survey some of the basic issues involved in pastoral counseling from the perspectives of the Asian American, African American and Latina/o cultures. Students will have the opportunity to develop skills in pastoral counseling that is sensitive to issues of multiculturalism through thoughtful theological reflection on culture.

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

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

CON 714 Addictions Counseling **3 credits**

Overview of theories and issues related to substance and other addictions. Developing competencies in assessment, prevention, and treatment are emphasized as well as work with individuals, couples, and groups coping with addictive disease. Ethical and cultural issues and current research will be explored. Prerequisites: CON 610 & 612.

CON 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: BES 510.

CON 721 Advanced Career Counseling **3 credits**

This course explores the relationship between theory and practice in career counseling for school counselors. A specialized study of educational and psychological assessment techniques, along with such issues as work values, career interests, work skills, work environment, developmental states in career theory, and decision making are examined. Prerequisite: CON 611.

CON 730 Counseling in Schools **3 credits**

Focus on the history, philosophy, and trends in school counseling. Topics include the ethical and legal issues related to the practice of school counseling, the understanding of roles, functions, settings and professional identity of the school counselor, and current models of school counseling programs. Prerequisites: CON 610 and CON 612.

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

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

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

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

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

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

CON 770 Psychopathology **3 credits**

An overview of the study of psychopathology designed to address the etiology, assessment, diagnosis, and treatment of individuals with maladaptive behaviors, and psychological disorders. Explores the delivery of services, legal aspects, community assessment, consultation, outreach, and crisis intervention. Evidence-based treatments as well as cultural and ethical issues are addressed. Prerequisites: CON 610 & 612.

CON 775 Pastoral Integration Seminar: Counseling as Ministry **3 credits**

This capstone seminar-style course is designed for students to integrate psychology and spirituality in their own lives and work in pastoral counseling. Topics include but are not limited to: prayer and prayerfulness; theological reflection and discernment; overcoming resistance to change; and ethics.

CON 780 Independent Reading **1 - 3 credits**

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

CON 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.

CON 795 Supervised Practicum **3 credits**

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

CON 796 Counseling Internship I **3 credits**

Placement at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. 300 clock hours on-site required. Prerequisite: CON 795.

CON 797 Counseling Internship II **3 credits**

Placement in a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field

supervisor at the site, and a faculty supervisor. 300 additional clock hours on-site are required. Prerequisite: CON 796 or consent of instructor.

Master of Science in Dietetics

Introduction

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

Because the degree is in dietetics, not nutritional science or food science, the student will have an undergraduate degree in nutrition or dietetics, or the equivalent course work to be eligible to take the registration examination of the American Dietetic Association (ADA). Previous work experience in an area of dietetics or active Registered Dietitian (RD) status is highly recommended. Concurrent work in the field is beneficial during thesis or project completion

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

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

For Both Tracks:

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

M.S. in Dietetics – Thesis Option

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

M.S. in Dietetics – Non-thesis Option

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

This path is often preferred by working professionals seeking advanced training through an accredited degree, but who do not have the opportunity to devote a significant amount of time to a comprehensive research project. The student's project committee assesses the quality of the project which includes an oral presentation to peers, faculty and the project committee.

Mission

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

Professional Development Track 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 will submit the following:

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

The required materials should be submitted to:

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

Application Deadlines

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

Degree Requirements Track I: Professional Development

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

The Professional Development track requires a total of 36 graduate credits including the following required courses:

Component I:

DTS 722 Issues and Problems in Healthcare	3
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***Component II:**

Nutritional Sciences Courses	8 or more
Courses from Chosen Concentration	9 or more
Other Elective Courses	0-7

Component III:

DTS 712 Research Design & Analysis I	3
DTS 714 Research Design & Analysis II	3
DTS 770 Applied Graduate Research (project or thesis)	3-5

36 credits

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

Program Components

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

Component 1 - Graduate General Studies

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

Component 2 - Specialized Knowledge in Dietetics

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

Component 3 - Application of Specialized Knowledge to Dietetic Practice

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

Flexible Degree Design

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

- A clinical dietitian with a career goal of private practice might elect to take management courses along with nutritional science courses in her area of interest.
- A dietitian who wishes to further develop her skills or enlarge her career to include writing about nutrition topics would benefit from taking courses such as Integrated Human Nutrition, Workshop in Technical Communication and Design, Writing for Publication, and Writing for the Health Professions.
- A dietitian employed or seeking employment in a wellness setting might select the Nutrition and Fitness concentration.

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

Concentration Areas

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

Counseling Concentration

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

Management Concentration

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

Nutrition and Fitness Concentration

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

Professional Writing Concentration

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

Track II: Dietetic Internship

Mission of the Dietetic Internship

The mission of the Dietetic Internship is to strengthen the academic background of interns and to provide quality experiences in a generalist program with a concentration in disease prevention and health promotion. The combination of graduate course work along with the experiential component sets an example for the process of lifelong learning that is necessary for dietitians to excel as practitioners.

Goals of the Dietetic Internship

- Goals for the dietetic internship were being revised at the time of the printing of the Graduate Bulletin to meet the new Commission on Accreditation for Dietetic Education (CADE) 2008 Eligibility and Accreditation Standards (ERAS) for Dietetic Internship Programs. The goals are available at the College website.

Admission Requirements Track II: Dietetic Internship (DI)

Interns are full-time graduate students, and earn 18 graduate credits toward the 39 credits required to complete the MS in Dietetics during the 9-month internship. Ten of these credits are earned by taking the DI Dietetics Practice courses (DTS 601, 602, 603, and 604) Monday through Friday, approximately 40 hours per week. The other eight credits are earned from graduate courses taken in the eve-

ning and/or on Saturdays with other graduate dietetics students. Part-time employment is possible during the internship, but work hours should be limited and must fit around the internship program schedule.

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

D&D Digital Systems
304 Main St.
Ames, IA 50010-6148
515-292-0490

To be eligible for admission to the 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 through completion of an ADA accredited Didactic Program in Dietetics (DPD). A signed Intent to Complete and subsequent Verification Statement of Completion form from the undergraduate program attended should be included with the application. Didactic requirements will normally have been completed no more than 2 years prior to applying.
3. Comply with all computer match procedures.
4. Submit applications by February 15 of each year (or the date scheduled by ADA if it is later). 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.

The DI Selection Committee selects participants based on academic performance, work experience, the letter of application, and letters of recommendation.

Applicants to the Dietetic Internship (DI) must submit the following:

1. Official transcripts from each institution attended (in sealed envelopes; may be issued to student). Once admitted to the program, final official transcripts are required.
2. A non-refundable application fee of \$35; make check or money order payable to Mount Mary College.
3. An application using the American Dietetic Association (ADA) Dietetic Internship application and waiver form, which may be downloaded from <http://www.depdp.org> or the Dietetic Internship section of the Mount Mary College website. Admission to the DI automatically admits interns to the graduate program; no additional application or fee is necessary.

4. A two- to three-page letter of application describing your interest and experience in the field of dietetics, goals and aspirations, reasons for pursuing graduate study, and other factors that may be helpful with the selection process. The letter should demonstrate writing competencies appropriate for graduate level work.
5. A current resume.
6. Three recommendations from those able to comment on your academic work, work experience, character and leadership potential. At least one should be from an instructor or professor from the applicant's undergraduate program. One from a former or present employer is also highly recommended. The ADA reference forms should be used and may be downloaded from <http://www.depdpg.org> or the Dietetic Internship section of the Mount Mary College website.
7. Telephone interviews may be conducted at the discretion of the Program Director in March following the application deadline.

The required materials should be submitted to:

**Office for Graduate and Continuing Education
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 thus affect internship completion.

Additional Internship Information

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

The internship is 9½ months in length beginning in late August and continuing through the end of May. Students are expected to work the schedule assigned by the cooperating institutions, which may include early, late, and weekend assignments. The assigned schedule is normally 32-40 hours per week at the facility, with bi-weekly meetings weekdays on campus. Required assignments and projects will require additional time to complete. Access to a computer and the internet are required to complete most assignments.

A limited number of Graduate Assistantships are available each year to successful applicants to help cover the cost of tuition. They require working a specified

number of hours of work each week in settings on campus or at local affiliations. Applications and job descriptions for the assistantships are available after the computer match.

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

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

Degree Requirements Track II: Dietetic Internship

The Dietetic Internship (DI) track requires a total of 39 graduate credits including the following required courses:

Component I:

DTS 722 Issues and Problems in Healthcare	3
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*Component II:

**DTS 601 Principles of Dietetic Practice I	2
**DTS 602 Dietetic Practice I: Management & Community	3
**DTS 603 Principles of Dietetic Practice II	2
**DTS 604 Dietetic Practice II: MNT & Elective	3
Nutritional Sciences Courses	8
Courses from Chosen Concentration	9

Component III:

DTS 712 Research Design & Analysis I	3
DTS 714 Research Design & Analysis II	3
DTS 770 Applied Graduate Research (project or thesis)	3-5

39-41 credits

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

***Courses are related to the DI.*

Counseling Concentration:

*CON 610	Theories of Counseling	3 credits
*CON 612	Techniques of Counseling	3 credits
CON 679	Special Topics in Counseling – Eating Disorders	3 credits

CON 700	Multicultural Counseling	3 credits
CON 712	Counseling Children and Adolescents	3 credits
CON 740	Group Procedures in Counseling	3 credits
CON 750	Counseling Across the Lifespan	3 credits

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

Management Concentration:

*BUS 610	Managerial Communication	3 credits
BUS 615	Managing in a Global Environment	3 credits
*BUS 620	Leadership	3 credits
BUS 625	Marketing Management (prerequisite: Marketing)	3 credits
BUS 630	Managerial Economics (prerequisite: macro or microecon)	3 credits
BUS 635	Information Technology for a Competitive Environment	3 credits

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

Nutritional Sciences Courses:

DTS 571	Life Cycle Nutrition: Infancy/Childhood	2 credits
DTS 573	Life Cycle Nutrition: Later Adulthood	2 credits
*DTS 660	Integrated Human Nutrition: Macronutrients	2 credits
*DTS 661	Integrated Human Nutrition: Micronutrients	2 credits
DTS 750	Topics in Dietetics	1-3 credits
DTS 761	EBP Cardiovascular & Respiratory Diseases	1 credit
DTS 762	EBP Diabetes & Renal Diseases	1 credit
DTS 763	EBP GI & Ancillary Systems	1 credit
DTS 764	EBP Nutrition Support	1 credit
DTS 765	EBP Oncology	1 credit

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

Nutrition & Fitness Concentration:

DTS 530	Applied Exercise Physiology I	3 credits
DTS 532	Exercise Physiology I	2 credits
DTS 535	Fitness Assessment and Exercise Program Design	2 credits
DTS 550	Nutrition for Fitness & Sport (prereq: DTS 530, 532 or 535)	2 credits

DTS 575	Advanced Nutrition Counseling	2 credits
DTS 630	Applied Exercise Physiology II (prerequisite DTS 530)	3 credits
DTS 632	Exercise Physiology II (prerequisite DTS 532)	2 credits

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

Professional Writing Concentration:

EPW 602	Workshop in Journalism Theory and Practice	3 credits
EPW 632	Workshop in Technical Communication and Design	3 credits
EPW 634	Principles in Grant Writing	3 credits
EPW 702	Promotional Writing for the Media	3 credits
EPW 706	Desktop Publishing, Design, and Software	3 credits
*EPW 709	Writing for Publication	3 credits
EPW 733	Special Topics – Writing for the Health Professions	3 credits

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

Course Descriptions

DTS 722 Seminar: Issues and Problems Affecting Health Care **3 credits**
Examination of the social, cultural, political, and economic systems influencing health care policies and practices. Health care reform, ethics, controversial issues, and consumer concerns affecting health care delivery and policies. Online course. Prerequisite for Track II: completion of dietetic internship.

Nutritional Science Courses

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

DTS 550 Nutrition for Fitness & Sport **2 credits**
Addresses sports nutrition, specifically the role of nutrition as it relates to a person's current physical state, and goals for fitness and health and/or exercise performance. Prerequisites: DTS 354 or equivalent, and DTS 530 or equivalent.

DTS 571 Life Cycle Nutrition: Infancy/Childhood **2 credits**

DTS 573 Life Cycle Nutrition: Later Adulthood **2 credits**

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

DTS 575 Advanced Nutrition Counseling **2 credits**

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

DTS 660 Integrated Human Nutrition: Macronutrients **2 credits**

DTS 661 Integrated Human Nutrition: Micronutrients **2 credits**

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

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

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

DTS 761 EBP Cardiovascular & Respiratory Diseases **1 credit**

DTS 762 EBP Diabetes & Renal Diseases **1 credit**

DTS 763 EBP Gastrointestinal & Ancillary Systems **1 credit**

DTS 764 EBP Nutrition Support **1 credit**

DTS 765 EBP Oncology **1 credit**

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

Dietetic Internship Courses:

DTS 601 Principles of Dietetic Practice I (fall semester) **2 credits**

DTS 603 Principles of Dietetic Practice II (spring semester) **2 credits**

Courses include orientation to the dietetic internship and management and community rotations (fall semester) and to the medical nutrition therapy and elective rotation (spring semester). Exploration of concepts that include but aren't limited to professional and ethical dietetic practice, research and evidence-based practice related to community nutrition, foodservice and medical nutrition therapy. Students conduct and evaluate multiple session community nutrition intervention programs in various settings. Prerequisite: Admission to the DI program.

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

This course is designed to help students examine and apply theory related to food and nutritional science to dietetic practice through supervised practice experiences in local foodservice operations and community nutrition agencies. Foodservice management includes such topics as: food safety, and sanitation; food procurement, production, delivery and service systems; facility, financial and human resource management; and development of menus and recipes to meet the needs

of diverse audiences. Community nutrition topics include: nutrition screening and assessment of individuals and population groups, nutrition education and counseling; program development, implementation and evaluation; and advocating for nutrition services. Biweekly seminars, readings and assignments reinforce rotation experiences. Participation fee assessed. Prerequisite: Admission to the DI Program.

DTS 604 Dietetic Practice II: MNT & Elective

3 credits

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

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. DTS 530 and 630 include a more extensive laboratory component. Prerequisite: BIO 212 or equivalent; DTS 250 or equivalent.

DTS 530 Applied Exercise Physiology I

3 credits

DTS 532 Exercise Physiology I

2 credits

Includes nutrition as the base for human performance, energy for physical activity, and systems of energy delivery and utilization.

DTS 630 Applied Exercise Physiology II

3 credits

DTS 632 Exercise Physiology II

2 credits

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 532 or equivalent.

DTS 535 Fitness Assessment and Exercise Program Design

2 credits

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

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

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

DTS 712 Research Design & Analysis I**3 credits**

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

DTS 714 Research Design & Analysis II**3 credits**

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

DTS 770 Applied Graduate Research**3-5 credits**

Specialized application of theoretical knowledge to the solving of a problem in an area that constitutes professional growth. Research methodology is used and students complete a 3 credit project or 5 credit thesis and present it in written and oral format. For a thesis the total required credits are typically divided among two or more consecutive semesters. For a project credits may be taken concurrently with DTS 714. Upon successful completion the student is awarded a grade of P. Prerequisite: DTS 714, RD status, and consent of Program Director.

DTS 799 Continuing Registration**0 credits**

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

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

- Demonstrate intellectual and cultural understanding of the current national and global issues impacting education
- Demonstrate a deeper understanding of the subject/content area currently

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

Admission Requirements

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

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

The required materials should be submitted to:

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

Degree Requirements

The Structure and Curriculum of the Program

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

Component 1 - Required Education Courses (12 credits)

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

EDU 700 Diversity Among Learners - 3 credits
EDU 715 Seminar: Issues and Problems Affecting Education - 3 credits
EDU 740 Curriculum 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; subject areas vary) is taken in a specialized area. The Special Emphasis could be in a subject area, such as art or English, or it could be in an area of interest, such as technology, controversial issues in education, urban education (partnership with Milwaukee Teacher Education Center), or Waldorf Education (partnership with Great Lakes Teacher Training Institute). To receive this special recognition, one must relate the instructional project (see below) to a topic within the Special Emphasis. Special emphases in adaptive education and reading also meet requirements for Wisconsin Department of Public Instruction licenses.

Option 2 – Practice-Based Emphasis:

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

Component 3 - Inquiry and Instructional Project (6 credits)

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

EDU 705 Introduction to Professional Inquiry - 2 credits

EDU 706 Instructional Project - 4 credits

Post-Baccalaureate Teacher Certification to Master's Program

A student who holds a bachelor's degree from an accredited college or university is eligible to apply to the Mount Mary College Post-Baccalaureate Program. Mount Mary College offers Wisconsin teacher certification programs in Early Childhood/Middle Childhood (birth – age 11), Middle Childhood/Early Adolescence (age 6 – age 12 or 13), Early Adolescence/Adolescence (age 10 – age 21), and Special Subjects (all ages in K12 systems). Although the student needs to fulfill the same professional requirements for certification as the undergraduate, some of those requirements may be fulfilled through graduate courses, which can be applied toward Mount Mary's Master of Arts in Professional Development (see Degree Completion Requirements). These courses include EDU 715 Issues Affecting Education, which fulfills the Foundations requirement, 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. Additional information about this program may be obtained from the Director of Teacher Education.

Urban Education Fellows Teacher Certification and Master's Program

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

Course Descriptions

Component 1 - Core Education (12 Credits)

EDU 700 Diversity Among Learners 3 credits

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.

Urban Education Special Emphasis

Milwaukee Teacher Education Center (MTEC)

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

Adaptive Education Special Emphasis

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

EDU 650 Adapting the Curriculum for Special Needs Students 3 credits

Provides the educator with opportunities to explore the unique needs of and develop strategies for students with disabilities across the curriculum. Strategies include exploring issues of sensitivity, inclusion/self contained settings, disability manifes-

tations, adaptive tools and techniques, collaboration, and classroom management. Class includes lecture, class discussions, group experiences, creative presentations, and a research paper. Required for Adaptive license.

EDU 703 Exceptional Learners

3 credits

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

EDU 651 Practicum in Inclusive Strategies

3 credits

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

EDU 652 Teaching Students with ADHD

1 credit

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

EDU 653 Teaching Students with Autism

1 credit

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

EDU 654 Assessment

3 credits

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

ATH 745 Adaptive Arts in Special Education

3 credits

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

SIG 101 Sign Language

4 credits

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

Reading Special Emphasis

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

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

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

EDU 522 Celebrate Children's Literature **3 credits**

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

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

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

EDU 511 Developmental Reading for Early Childhood: Pre K – Grade 2 **3 credits**

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

EDU 523 Reading and Learning Disabilities **3 credits**

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

EDU 559 Assessment and Instruction of Literacy Difficulties **3 credits**

Acquaints the classroom teacher and/or reading teacher with techniques for both formal and informal assessment strategies as well as effective instructional prac-

tices for addressing literacy difficulties. Includes fieldwork.

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

Waldorf Teacher Certification

Waldorf Teacher Education

Great Lakes Teacher Training and Waldorf Education

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

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

EDU 630 Introduction to Waldorf Education and Child Development I

2 credits

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

EDU 631 Overview of Waldorf School Curriculum for K-8

2 credits

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

EDU 632 Artistic Work in the Waldorf Schools I

2 credits

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

EDU 633 The Inner Life of the Waldorf Teacher/Classroom Management

2 credits

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

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

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

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

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

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

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

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

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

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

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

EDU 645 Waldorf Early Childhood Part 1**2 credits**

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

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

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

EDU 647 Waldorf Early Childhood Part 3: Deepening Our Work and Preparing Children for First Grade**2 credits**

Course materials focus on sensory integration, classic signs of sensory integration dysfunction and over stimulation of the senses; reflex maturation, assessment and

incorporation, motor proficiency and developmental profiles of the young child and useful examples of movements to remediate. Practical and artistic work will include singing, Circle Time's movement to song and verse, painting, and hands on work.

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

Practice-based Emphasis Electives

EDU 505 Introduction to Exceptional Learners

3 credits

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

EDU 507 Supervision of Student Teachers

1 credit

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

EDU 525 Seminar: Topical Themes

1, 2 or 3 credits

An in-depth study of topical themes, issues and events that affect curricular development in K-12 schools. Focus placed on literature, contemporary practices in the communicative arts, integrated studies, and high-order thinking in the classroom. Readings are drawn from a single theme. The course may be repeated for credit with a change in the topic. Themes include the Holocaust, civil rights, censorship, award-winning books, and women's issues. (see current Course Offering Schedule for available courses and credits)

EDU 548 Philosophy of Vocational Education

2 credits

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

EDU 550 Organization and Administration of Cooperative Education

2 credits

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

EDU 556 Building Relationships between Teachers and Parents 2 credits

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

EDU 585 Writing the Professional Development I 1 credit

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

EDU 586 Writing the Professional Development II 1 credit

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

EDU 587 Writing the Professional Development III 1 credit

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

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

Specifically for business education students and certified secondary teachers of business (7-12) seeking keyboarding certification at the elementary level. Introductory and closing seminars are held at Mount Mary College. Observation and student teaching are required in an elementary/middle school setting under the direction of an experienced teacher. (Location of placement arranged by college instructor.) A college supervisor visits the student.

EDU 595 Special Topics

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

- Intervention Strategies
- Storytelling: Finding Your Voice
- Teaching Students of Color
- Reading Comprehension Strategies
- Emergent Literacy
- Writing in the Middle and Secondary Schools

- Character Education
- Using Cooperative Learning in the Classroom
- The Juvenile Court System: Youth and the Law
- Developing Effective Counseling and Communication Skills in the Classroom
- Teaching the Underachiever: Issues and Strategies
- Fostering Resiliency: Children and Families in Crisis
- Middle School: The Transitional Student
- Introduction to Desktop Publishing, HyperStudio, and PowerPoint
- Integrating the Curriculum
- A Novel Approach to Writing across the Curriculum
- Brain-Based Learning
- Literature-Based Activities in Kindergarten, First and Second Grade
- Families in Crisis: At-Risk Students
- Gangs: The Subculture within Our Communities and Schools
- Teaching Gifted or Talented Children and Youth
- The Zoo: An Educational Resource
- Classroom Management
- Become Art Smart: Strategies for Elementary& Middle School Teachers
- Exploring Information Literacy
- Motivating Your Students and Yourself
- Gender in the Classroom: In the Pink and Feeling Blue
- Conflict Resolution & Mediation
- Teaching Writing with Technology Tools ** Online**
- Computers as Learning Tools: Educational Applications of Hardware and Software **Online**

EDU 796 Independent Study

1-3 credits

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

Master of Arts in English

Writing Concentration

Introduction

The Master of Arts in English – Writing Concentration provides a breadth of graduate level professional and creative writing instruction that is unique in Wisconsin. Advanced, specialized writing courses also provide the opportunity to develop areas of interest in depth. In addition, we offer scheduling that accommodates busy lives. Classes meet in the evening (generally one night a week), on weekends, and, in some instances, in a hybrid format (part class time/part online) or a completely online format. Students may choose to focus on creative writing, professional writing, or take courses in both areas. The program also responds to the needs of the community. Our research and surveys demonstrated that area businesses who hire writing professionals need writers with a wide array of skills and knowledge. Although excellent internship opportunities are available at area businesses, the internship is optional; we understand that an internship poses a scheduling challenge for many students and does not meet the career goals of others. Students complete the program by writing and presenting a thesis, if their focus is primarily professional writing, or a major project, if their focus is primarily creative writing.

Career opportunities include upper-level writing positions often at the managerial level, work in editing, journalism, media writing, children's writing, public relations, human resources, advertising, grant writing, freelance writing, publishing, technical writing, magazine writing, to name a few. Students completing the program are well positioned to teach writing courses at the college level or to continue their studies at the doctoral level. The program equips students to advance within an existing career, to pursue the goal of becoming a published author, or in the case of K-12 teachers, to complete work as part of their Professional Development Plan and to gain knowledge they can pass on to their students.

Mission

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

Goals

Through participation in the Master of Arts in English (Writing Concentration)

program learners will be able to...

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

Admission Requirements

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

1. **Minimum 3.0 undergraduate grade point average (GPA)** on a 4-point scale; students with strong materials otherwise may be admitted on a probationary status with a GPA of 2.75. Students who show promise but whose writing demonstrates the need for some undergraduate writing coursework, may be admitted on a provisional status until they have completed the required courses.
2. **Writing Sample:**
 - a. For students focusing primarily on *creative writing*, the writing sample should include at least one work of fiction or three or more poems. To provide an adequate collection, students focusing on creative writing may also include samples of academic and/or professional writing.
 - b. Students focusing primarily on *professional writing*, should include academic or professional works (2-3 documents totaling 2500 words or more),

such as business reports, memos, feature stories, scientific or medical writing, newsletters, proposals, brochures, software documentation, grant proposals, legal briefs, or research studies on technical or business topics.

3. **Transcript(s)** – please include official transcripts for all undergraduate, post-baccalaureate, and graduate work.
4. **Autobiographical statement** – write a 2-3 page statement about the following: 1) a statement of your interests in writing and how you came to have those interests, 2) what your goals and ambitions in the field of writing are, and 3) how the program to which you are applying can help you to achieve those goals. Please take some time planning and writing this essay; the quality of your writing and thought will be assessed.
5. **References** – please provide three letters of recommendation or three names (with their contact information) of teachers/professors familiar with your work, employers familiar with your professionalism, writers, etc.

The required materials should be submitted to:

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

Degree Requirements

1. Graduate Core Workshop Courses (9 credits)	Credits
EPW 602 – Workshop in Journalism Theory and Practice	3
EPW 619 – Advanced Workshop in Poetry	3
EPW 620 – Advanced Workshop in the Novel	3
EPW 632 – Workshop in Technical Communication and Design	3
EPW 634 – Principles in Grant Writing	3

Required Core Workshop Course:

EPW 618 – Advanced Workshop and Research in Short Fiction	3
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2. Specialized Writing Courses (9 credits)*

**Students completing an internship take a minimum of 6 credits of specialized writing courses.*

EPW 702 – Promotional Writing for the Media	3
EPW 706 – Desktop Publishing, Design, and Software	3
EPW 709 – Writing for Publication	3
EPW 712 – Editing for Publication and Content	3

EPW 735 – Creative Nonfiction	3
EPW 736 – Script Writing	3
EPW 733 – Special Topics – may be repeated with a change in topic.	
• Reviewing Performances	3
• Teaching and Writing the Memoir	3
• Writing Fiction/Nonfiction for Children	3
• Creating Advertising Copy	3
• Writing for the Health Professions	3
• Seminar in College Composition and Rhetoric	3
3. Internship – EPW 798 (optional and competitive)	3
4. Cognate Courses in Literature (9 credits)	
Students may select from a range of graduate literature courses. In special circumstances, students may take graduate courses in other areas if the selections serve to advance their career goals. Permission from the graduate program director is required.	
ENG 687 – Studies in British Literature	3
ENG 688 – Studies in American Literature	3
ENG 689 – Studies in World Literature	3
ENG 690 – Studies in Fiction	3
ENG 691 – Studies in Poetry	3
ENG 692 – Studies in Drama	X
ENG 792 – Literary Criticism	3
ENG 793 – Seminar in the Art of Nonfiction	3
ENG 794 – Major Figures in Literature	3
5. Thesis, Portfolio, and Oral Defense	
EPW 750 – Thesis, Portfolio and Presentation Seminar	3
EPW 751 – Master’s Thesis Supervision (only for students requiring an additional semester to complete the thesis)	3

Total = **30 credits**

Additional Program Requirements

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

Due Dates:

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

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

3. Thesis: A thesis focusing on a professional writing (or another relevant topic) or a creative writing project is required. Specific requirements for the thesis or project proposal, format, and defense are outlined in the Master of Arts in English Student Handbook, which may be accessed online at My Mount Mary by joining the English Department group. Students typically complete the thesis during their last semester when they are enrolled in EPW 750: Thesis, Defense and Portfolio Seminar. Students requiring an additional semester to complete their thesis will enroll in EPW 751: Thesis Supervision.
4. Program must be completed within seven (7) years of formal admission to the program.
5. Application for Graduation must be filed with the Program Director and the Registrar by the date established by the Registrar.

Course Descriptions**EPW 602 Workshop in Journalism Theory and Practice****3 credits**

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

EPW 618 Advanced Workshop & Research in Short Fiction**3 credits**

Investigates short story structure and form as well as narrative style and emphasizes the importance of research for all forms of writing. Students will craft a series of short stories, demonstrating their ability to control plot and thematic structure, scene and setting, sustained voice (using first person, third person personal and

omniscient narrative). Students will work on managing story momentum and the distinction between resolution and resonance in story endings. Prerequisite: graduate standing. Note: This workshop is required for all students in the English graduate program.

EPW 619 Advanced Workshop in Poetry **3 credits**

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

EPW 620 – Advanced Workshop in the Novel **3 credits**

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

EPW 632 Workshop in Technical Communication & Design **3 credits**

Students will develop technical documents for the workplace. They will focus on the theories of technical design and content, collaborative writing, composing, composing, revising, and editing. They will apply principles of technical writing and design to proposals, formal reports, press releases, websites, newsletters, year-end reports, employee documentation, handbooks, and consumer documentation. Prerequisite: graduate standing.

EPW 634 Principles in Grant Writing **3 credits**

Students will investigate proposal writing theory and practice while developing grant proposals. Students will study standard elements of grants such as problem/opportunity, identification, work plans, completion schedules, budget estimates, and evaluation techniques. They will also develop supplementary materials to identify other funding, future funding, and proposed program budgets. Prerequisite: graduate standing.

EPW 702 Promotional Writing for the Media **3 credits**

Focusing on the idea that strong advertising begins with an understanding of people and their needs, students will move through the creative process step by step. Focusing on strategies for reaching audience and problem solving, students will develop extensive samples of fully designed, print-ready layouts and ad copy. Prerequisite: graduate standing.

EPW 706 Desktop Publishing, Design, and Software **3 credits**

Students will develop knowledge and skill using professional software such as InDesign for written publications and web site creation, software programs such as Dreamweaver for web design, and scriptwriting software for screenwriters and documentary writers. Students will develop multiple samples of publications with a professional eye toward design using a variety of software. Prerequisite: graduate standing.

EPW 709 Writing for Publication **3 credits**

Students will apply current approaches and theory to writing in periodicals, trade journals, and academic publishing. Students will study publishing trends and market needs, learn how to do specific research, write query letters and submit manuscripts for editorial consideration. Prerequisite: graduate standing.

EPW 712 Editing for Publication and Content **3 credits**

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

EPW 733 Special Topics in Writing **3 credits**

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

- Reviewing Performances
- Teaching and Writing the Memoir
- Writing Fiction/Nonfiction for Children
- Creating Advertising Copy
- Writing for the Health Professions
- Seminar in College Composition, Rhetoric and Pedagogy

EPW 735 Creative Nonfiction **3 credits**

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

EPW 736 Script Writing **3 credits**

Course builds upon the basic foundations of scriptwriting and takes an in-depth approach to the theory of and research into writing scripts and character development. In addition, students practice analyzing, writing and organizing material in script formats and will write a full length script Prerequisite: graduate standing.

EPW 750 Thesis, Research, and Presentation Seminar **3 credits**

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

EPW 751 Master's Thesis Supervision **3 credits**

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

EPW 798 Internship **3 credits**

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

ENG 687 Studies in British Literature **3 credits**

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

ENG 688 Studies in American Literature **3 credits**

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

ENG 689 Studies in World Literature **3 credits**

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

ENG 690 Studies in Fiction **3 credits**

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

ENG 691 Studies in Poetry **3 credits**

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

ENG 692 Studies in Drama **3 credits**

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

ENG 792 Literary Criticism**3 credits**

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

ENG 793 Seminar in the Art of Nonfiction**3 credits**

Intensive focus on a particular aspect of nonfiction such as memoir, autobiography, literary nonfiction, biography, essays, and so forth. Selections may be based on genre, historical period, country, theme, or a group of authors. Generic conventions of nonfiction will be examined. Course title and focus will vary from semester to semester. Course may be repeated for credit with change of topic. Prerequisite: graduate standing.

ENG 794 Major Figures in Literature**3 credits**

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

Master of Science in Occupational Therapy Professional Entry Program

Occupational therapy is a three-year MSOT program that serves as preparation for initial certification as an occupational therapist. Students complete two years at Mount Mary College focusing on individual treatment and then participate in a college arranged fieldwork experience for six months, putting their knowledge into practice. Concurrent with fieldwork, students complete one additional year of study online that focuses on using 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. After three years, students who graduate in the MSOT program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

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

The occupational therapy curriculum is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), located at the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland 20824-1220, (301) 652-2682 (www.aota.org). The program has maintained full accreditation since its inception in 1941.

Admission Requirements

Admission to the occupational therapy program is based upon academic preparation and personal skills appropriate to the demands of the occupational therapy profession. The admission policy specifies minimum criteria and procedures used to determine the eligibility of a candidate. Admission requires completion of a bachelor's degree. The cumulative grade point on the most recent 60 semester credits must be no less than 3.0.

The department does not discriminate against any applicant because of race, religion, age, ethnic origin or disability. Reasonable accommodations will be used for admission of students with health issues that may affect performance of essential job functions in occupational therapy. Additional admission, retention and graduation criteria are stated in the Occupational Therapy Program Handbook.

Program Requirements

Prerequisite Courses:

BIO 211 Human Anatomy
BIO 212 Human Physiology
PSY 103 Introductory Psychology
PSY 214 Developmental Psychology
OCT 101 OT Orientation
OCT 201 Medical Terminology
SYM 102 Composition 2

Total Credits: 17 - 22 credits

Program Courses

OCT 530 Therapeutic Occupations	4 credits
OCT 532 Theoretical Principles	4 credits
OCT 534 Applied Kinesiology	4 credits
OCT 536 Neuroscience for Rehabilitation	2 credits
OCT 538 Psychosocial Conditions	2 credits
OCT 540 Therapeutic Skills	1 credit
OCT 545 Clinical Reasoning Level I Fieldwork	1 credit
OCT 551 Clinical Specialties: Psychosocial Practice	4 credits
OCT 553 Clinical Specialties: Pediatrics	2 credits
OCT 555 Clinical Specialties: Gerontology	2 credits
OCT 650 Rehabilitation Skills 2 credits	
OCT 655 Clinical Problem Solving Level I Fieldwork	2 credits
OCT 662 Clinical Specialties: Physical Medicine	4 credits
OCT 663 Clinical Specialties: Orthopedics	4 credits
OCT 664 Clinical Specialties: Neuroconcepts	2 credits
OCT 665 Clinical Specialties: Neurorehabilitation	2 credits
OCT 675 Professional Ethics and Practice	2 credits
OCT 676 Community Practice	2 credits
OCT 677 Health Care Management and Research	4 credits
OCT 698 Level II Fieldwork	6 credits
OCT 700 Theoretical Foundations of Occupational Science	3 credits
OCT 710 Research in Occupational Therapy	3 credits
OCT 720 Occupational Therapy Theory and Practice	3 credits
OCT 722 Issues and Problems Affecting Health Care	3 credits
OCT 724 Multicultural Health Care	3 credits
OCT 734 Health Care Leadership	3 credits
OCT 790 Research Seminar	3 credits
OCT 795 Project/Thesis	3 credits

Total Credits: 80 credits

Degree Completion Requirements

Professional Skills

Courses at the 500 and 600 levels are offered once a year at Mount Mary College. Each semester courses that are offered at each level are grouped into two day long blocks that continue for 16 weeks. Students are required to attend classes at Mount Mary College in order learn the hands-on skills needed for practice.

Professional Development via Online Learning

Courses at the 700 level are offered in eight week terms and are completed online. Students attend two weekend residency experiences during their program, including the residency at which they present their project or thesis. Students submit weekly written reflections and discussions on assigned readings. Students complete work at any time or location. Students need to be self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet, will need to plan additional time to acquire these skills. All didactic courses at the 500 and 600 levels must be successfully completed prior to beginning 700 level courses.

Credits

80 graduate credits are required.

Culminating Project or Thesis

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

Professional Entry Certification And Licensing Certification Exam

The National Board for Certification in Occupational Therapy, 12 S. Summit A, Suite 100, 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 National Board for Certification in Occupational Therapy exam, the student must graduate with a master of science degree in occupational therapy, meet all the requirements of the college curriculum and successfully complete all fieldwork requirements of the college. The student is responsible for pursuing certification through the National Board for Certification of Occupational Therapy. All fieldwork must be completed within two years of completion of the didactic coursework for the program. When a felony or illness is considered a potential danger to the public, an applicant may be questioned by the certification board. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam.

License to Practice

Each state has laws describing the process for obtaining a license to practice as

an occupational therapist. A student must have either a permanent or temporary license before beginning a job as a therapist. The students are responsible for acquiring their own license to practice. In all existing laws the primary criterion for obtaining a license is passing the National Board for Certification of Occupational Therapy (NBCOT) examination, but the NBCOT certification is not sufficient alone to practice in most states. 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 the state licensing board to assure that the applicant is qualified to practice. A felony conviction may affect a graduate's ability to obtain a license.

Course Descriptions

OCT 530 Therapeutic Occupations

4 credits

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

OCT 532 Theoretical Principles

4 credits

Overview of core theoretical approaches in occupational therapy. Introduction to basic principles of evaluation, treatment planning and documentation with emphasis on normal lifespan development. Prerequisites: PSY 214 or equivalent; admission to the occupational therapy department. Offered fall semester. Laboratory fee required.

OCT 534 Applied Kinesiology

4 credits

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

OCT 536 Neuroscience for Rehabilitation

2 credits

Exploration of neurological foundations including neuroanatomy and neurophysiology of the human nervous system as related to occupational therapy practice. Focus on problem-based learning methods to understand neurological pathologies encountered in occupational therapy. Prerequisites: BIO 211, BIO 212, or equivalents, admission to the occupational therapy department. Offered fall semester.

OCT 538 Psychosocial Conditions

2 credits

Examination of the psychosocial conditions prevalent in occupational therapy practice, with an emphasis on the impact of conditions on occupational performance. Prerequisite: PSY 103, admission to the occupational therapy department. Offered fall semester.

OCT 540 Therapeutic Skills

1 credit

Experiential study of interpersonal and professional interactions theory and skills. Emphasis on therapeutic use of self with individuals and groups. Prerequisite:

admission to the occupational therapy department. Offered fall semester.

OCT 545 Clinical Reasoning Level I Fieldwork **1 credit**

Application of evaluation, treatment planning and clinical reasoning skills within the model of human occupation. Emphasis on therapeutic use of self with clients in a psychosocial and cognitive context. Includes 16 hours in a clinic. Prerequisite: OCT 532, 540. Offered spring semester.

OCT 551 Clinical Specialties: Psychosocial Practice **4 credits**

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

OCT 553 Clinical Specialties: Pediatrics **2 credits**

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

OCT 555 Clinical Specialties: Gerontology **2 credits**

Application of occupational therapy intervention with geriatric population. Includes treatment within medical and community models, emphasizing consultation with families and caregivers. Prerequisite: OCT 532. Offered spring semester.

OCT 650 Rehabilitation Skills **2 credits**

Focus on functional problem solving skills related to occupational therapy treatment of persons with physical disabilities. Includes techniques in activities of daily living, body mechanics, analysis of assistive equipment, transfers and wheelchair positioning. Includes consideration of psychosocial and socio-cultural issues. Prerequisite: OCT 663. Offered spring semester.

OCT 655 Clinical Problem Solving Level I Fieldwork **2 credits**

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

OCT 662 Clinical Specialties: Physical Medicine **4 credits**

Examination of current theory and practice of occupational therapy in general medicine. Includes medical-based lectures on pathology. Evaluation and treatment skills for various general medicine related diagnoses, including burns, cardiac, cancer, and HIV. Universal precautions and blood-borne pathogens training fulfills clinic requirements. Application of theory reinforced through clinical lectures. Prerequisites: OCT 532, 536. Offered spring semester.

OCT 663 Clinical Specialties: Orthopedics **4 credits**

Examination of current theory and practice of occupational therapy in orthopedic settings. Evaluation and treatment techniques including arthritis, fractures, joint replacement, and nerve injuries. Includes range of motion and manual muscle testing skills. Medical lecture series on orthopedic conditions. Laboratory sessions on hand therapy and splinting skills. Prerequisites: OCT 534. Offered fall semester. Laboratory fee required.

OCT 664 Clinical Specialties: Neuroconcepts **2 credits**

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

OCT 665 Clinical Specialties: Neurorehabilitation **2 credits**

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

OCT 675 Professional Ethics and Practice **2 credits**

Examination of occupational therapy ethical guidelines with application to clinical experiences, ethical dilemmas, professional responsibilities and regulation. Includes emerging trends for community based treatment, service delivery models, advocacy, consultation and collaboration with health care providers. Prerequisites: OCT 545. Offered spring semester.

OCT 676 Community Practice **2 credits**

Examination of occupational therapy community practice. Includes bio-medical and socio-political service delivery models. Focus on needs assessment including health priorities, development of intervention programs, sources of funding and legal and ethical issues. Prerequisites: OCT 545, 551. Offered fall semester.

OCT 677 Health Care Management and Research **4 credits**

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues and program evaluation. Analysis of evidenced based practice including research methodology, evaluation of professional literature and exposure to statistics. Prerequisites: OCT 532, 545. Offered fall semester.

OCT 680 Advanced Treatment: Gerontology **2 credits**

Analysis of occupational therapy theory and treatment techniques related to direct care of and program planning for the elderly. Focus on working effectively in

social and community models emphasizing consultation with families and caregivers. Prerequisites: OCT 555. Offered periodically.

OCT 682 Advanced Treatment: Pediatrics **2 credits**

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

OCT 684 Advanced Treatment: Work Rehabilitation **2 credits**

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

OCT 686 Advanced Treatment: Hand Rehabilitation **2 credits**

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

OCT 696 Independent Study **1-3 credits**

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

Fieldwork

Fieldwork experiences provide an opportunity for the student to apply educational background to clinical practice. The department agrees to recommend for placement in the clinical education program, only those students who have completed all necessary requirements for field experience prior to assignment. Students will be assigned fieldwork with their knowledge and consent.

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

Level I Fieldwork**1-2 credits**

Supervised experiential learning in an approved community or medical facility under professional direction. Designed to provide application of occupational therapy theory and techniques from classroom to clinical setting. Level I fieldwork is completed during OCT 545 (1 credit) and OCT 655 (2 credits).

OCT 698 Level II Fieldwork**6 credits**

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. A student is required to complete a minimum of the equivalent of 24 weeks, full time for Level II fieldwork. Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Level II fieldwork is completed during OCT 698 and students will be charged graduate tuition. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook.

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 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 credit**

Analysis of the cultural and social contexts of health care and the impact on service delivery and program development.

OCT 734 Health Care Leadership**3 credits**

Examination of leadership theories and their application to provision of occupational therapy services. Emphasis on personal responsibility for ongoing professional development and assuming leadership roles within current service delivery systems.

OCT 780 Independent Study**1-3 credits**

Individualized study designed by the student and faculty advisor incorporating learning experiences related to the student's professional development plan, and not available through formal course offerings.

OCT 790 Research Seminar**3 credits**

Seminar for guided inquiry to develop project or research proposal. Emphasis on refining a project or research topic, exploring literature and methodology related to topic and developing a plan for completion of project or thesis. Prerequisite: OCT 710.

OCT 795 Thesis Project**3 credits**

Implementation of a culminating project or thesis under the guidance of a faculty advisor. Includes written report or thesis and presentation of project. Specific guidelines provided in Occupational Therapy Project/Thesis Guidelines.

OCT 799 Continuing Registration**0 credit**

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

Master of Science in Occupational Therapy Professional Development Program

Introduction

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

Mission

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

Goals

The program's student learning outcome goals are to:

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

Admission Requirements

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

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

Degree Requirements

Course Requirements

OCT 700 Theoretical Foundations of Occupational Science	3 credits
OCT 710 Research in Occupational Therapy	3 credits
OCT 720 Occupational Therapy Theory and Practice	3 credits
OCT 722 Issues and Problems Affecting Health Care	3 credits
OCT 724 Multicultural Health Care	3 credits
OCT 734 Health Care Leadership	3 credits
OCT 790 Research Seminar	3 credits
OCT 795 Project/Thesis	3 credits
Electives: 6 credits	
Total Credits: 30 credits	

Professional Development via Online Learning

Courses are offered in eight week terms and are completed online. Students attend two weekend residency experiences during their program, including the residency at which they present their project or thesis. Students submit weekly written reflections and discussions on assigned readings. Students complete work at any time or location. Students need to be self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the internet, will need to plan additional time to acquire these skills.

Credits

Thirty graduate credits are required.

Culminating Project or Thesis

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

Course Descriptions

OCT 700 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 Issues and Problems Affecting Health Care **3 credits**

Examination of the social, cultural, political, and economic systems influencing health care policies and practices. Health care reform, ethics, controversial issues, and consumer concerns affecting health care delivery and policies.

OCT 724 Multicultural Health Care **3 credits**

Analysis of the cultural and social contexts of health care and the impact on service delivery and program development.

OCT 734 Health Care Leadership **3 credits**

Examination of leadership theories and their application to provision of occupational therapy services. Emphasis on personal responsibility for ongoing professional development and assuming leadership roles within current service delivery systems.

OCT 740 Professional Development Practicum **1-3 credits**

Fieldwork or practicum experience with clinical mentor. Focused learning contract related to student's professional development plan, identifies goals, learning activities and outcome measures. Criteria are specified by the department.

OCT 750 Advanced Treatment Techniques **1-3 credits**

Pre-approved continuing education workshop(s) related to student's professional development plan. In addition to workshop, student completes evidence-based analysis of treatment techniques. Criteria for workshop contact hours and academic assignments are determined by the department.

OCT 770 Current Topics: **2 credits**

Focus on program development, treatment theory and techniques relevant to cur-

rent practice in occupational therapy. Emphasis on efficacy and practice-based analysis of emerging aspects of practice. Specific topic for consideration to be announced with each course offering.

OCT 780 Independent Study

1-3 credits

Individualized study designed by the student and faculty advisor incorporating learning experiences related to the student's professional development plan, and not available through formal course offerings.

OCT 790 Research Seminar

3 credits

Seminar for guided inquiry to develop project or research proposal. Emphasis on refining a project or research topic, exploring literature and methodology related to topic and developing a plan for completion of project or thesis. Prerequisite: OCT 710.

OCT 795 Thesis Project

3 credits

Implementation of a culminating project or thesis under the guidance of a faculty advisor. Includes written report or thesis and presentation of project. Specific guidelines provided in Occupational Therapy Project/Thesis Guidelines.

OCT 799 Continuing Registration

0 credit

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

Cross Disciplinary Study

1-3 credits

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

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Laurel End: Acting Associate Dean for Academic Affairs: B.A., University of Wisconsin-Green Bay; M.A., Ph.D., Kent State University.

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

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Ann Osmanski, Assistant Registrar: B.S., University of Wisconsin-Milwaukee; M.B.A., Cardinal Stritch University.

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Janice Weinfurt, Coordinator of Institutional Communication: B.A., Mount Mary College; M.S., University of Wisconsin-Milwaukee.

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Suzanne Wilson-Davis, Director of Development and Alumnae Relations: B.A., Agnes Scott College; M.S., Ph.D., Washington 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.

Kathleen M. Alexander, Director, Non-traditional Programs: B.S., University of Wisconsin-Madison; O.T.R., M.Ed., Carroll College; Ed.D. Cardinal Stritch University.

Ann Angel: B.A., Mount Mary College, M.A., Marquette University, M.F.A., Vermont College; Assistant Professor, English.

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

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

Chris Belkofer: B.A., University of Missouri; M.A., The School of the Art Institute of Chicago.

Robert Crombie: B.Com., McGill University; M.B.A., Concordia University, Montreal; CMA; Assistant Professor, Graduate Program Director, Business Administration.

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

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

Kari Inda: B.S., M.S., Mount Mary College, O.T.R.; Ph.D., Nova Southeastern University; Assistant, Director, Undergraduate Program, Occupational Therapy.

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

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

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

Bruce L. Moon, ATR-BC: B.S., Wright State University, Dayton, OH; M.A. & M.Div., Methodist Theological School in Ohio; Ph.D., The Union Institute; Professor, Art Therapy; Director, Graduate Art Therapy Program; Chair, Art Therapy Department.

Laura Otto: B.A., University of Illinois-Campaign-Urbana; M.F.A., Indiana University-Bloomington; Assistant Professor, English.

Paula Reiter: B.A., University of Iowa, M.A. University of Illinois; Ph.D., Duke University; Assistant Professor, Chair, English Department.

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

Kathleen Scullin: B.A., Silver Lake College; M.A., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee; Professor, English.

Kristi Siegel: B.A., University of Wisconsin-Milwaukee; M.A., University of Wisconsin-Milwaukee, Ph.D., University of Wisconsin-Milwaukee; Professor, Graduate Program Director, English, Chair, Language, Literature and Communication Division.

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.

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

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

Affiliated Graduate Faculty

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

William H. Barrett: B.B.A., M.B.A., Southern Methodist University; Instructor, Business Administration

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

Harry Cherkinian: B.S., University of Wisconsin-Madison; M.S., Northwestern University.

Patricia Clough, ATR-BC: M.S., Mount Mary College; Instructor, Art Therapy

Sister Joan Cook: B.A., Mount Mary College; M.A., Fordham University; Associate Professor, English.

Laurel End: B.A., University of Wisconsin-Green Bay; M.A., Ph.D. Kent State University; Associate Professor, Behavioral Science, Psychology.

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

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

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

Beth M. Harwood: B.S., M.A., University of Wisconsin-Milwaukee; Instructor, Business Administration

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

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

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

Catharine Malloy: B.A., Mount Mary College; M.A., University of Wisconsin-Milwaukee; Ph.D., Marquette University; Professor, English (emeritus).

Susan A. Marshall: B.S., M.B.A., Cardinal Stritch University; Instructor, Business Administration

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

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

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

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

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

Sister Luetta Wolf: B.A., Mount Mary College; M.A., Marquette University; Ph.D., University of Michigan; Professor, English.

Adjunct Graduate Faculty

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

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

Mary Jo Brenner, B.S., Marquette University; M.A., Marquette University; Instructor, Counseling.

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

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

Dianne Frances, B.A., University of Wisconsin-Madison; M.F.A., Washington University; M.S., University of Wisconsin-Milwaukee; LPC; Instructor, Counseling.

Dennis Frank, B.A., Concordia University; M.S., University of Wisconsin-Milwaukee; Psychotherapist, CSAC, ICS; Instructor, Counseling.

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

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

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

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

Heidi Kurth, B.S., University of Wisconsin-Madison, R.D., C.D.; M.S. Mount Mary College, Instructor, Dietetics.

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

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

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

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

Joan Pleuss, B.S. University of Wisconsin-Stout, R.D., C.D., C.D.E.; M.S., University of Wisconsin-Stevens Point; Instructor, Dietetics

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

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

Kristen K. Roche: B.B.A., University of Wisconsin-Whitewater; MS, Marquette
University; Instructor, Business Administration

Kristine Rodriquez, B.S., University of Wisconsin-Madison; R.D., C.D., C.N.S.D.;
M.S. Georgia State University, Instructor, Dietetics.

Robert Thomas. B.A., Marquette University. M.A., University of Wisconsin-La
Crosse.

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

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

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

Mount Mary College 2009-2010 Calendar

2009 Fall Semester

Monday-Saturday, August 24-29	Accelerated Term 1 classes begin
Wednesday, August 26, 2009	All-College Workshop
Thursday/Friday, August 27-28	Orientation (move in August 26 p.m.)
Friday, August 28	Investiture
Saturday, August 29	Non-accelerated Saturday classes begin
Monday, August 31	Regular semester classes start, 1st Quarter begins
Saturday-Monday, September 5-7	Labor Day Break – No classes
Tuesday, September 8	Last day to add semester classes
Monday, September 14	Last day to apply for December 2009 Graduation
Monday, October 5	Last day to withdraw from 1st quarter classes
Monday, October 19	Accelerated Term 1 classes end
Tuesday, October 20	Accelerated Term 2 classes begin
Thursday, October 22	1st Quarter ends
Friday, October 23	Midsemester break
Monday, October 26	2nd Quarter begins
Thursday, November 12	Evening Only Registration (Accelerated and evening only students)
Monday, November 16	Last day to withdraw from full semester classes
Monday-Friday, November 16-20	Priority Registration
Monday, November 23	Open Registration begins
Wednesday, November 25-	
Sunday, November 29	Thanksgiving Break
Monday, November 30	Last day to withdraw from 2nd quarter class
Saturday, December 5	New Student Registration
Friday, December 11	Last day of full semester classes
Saturday, December 12	Non-accelerated Saturday classes end
Thursday, December 17	2nd Quarter ends
Thursday, December 17	Accelerated Term 2 classes end
Monday, December 14-	Exam week
Friday, December 18	(Friday only classes meet December 18th)
Saturday, December 19	Graduation breakfast

2010 Spring Semester

Monday-Saturday, January 11-16

Wednesday, January 13

Monday, January 18

Tuesday, January 19

Wednesday, January 20

Saturday, January 23

Wednesday, January 27

Friday, February 5

Monday, March 1

Monday, March 8

Thursday, March 11

Thursday, March 11

Saturday, March 13- Friday, March 19

Monday, March 22

Monday -Wednesday March 22-24

Thursday, April 1-

Monday, April 5

Monday, April 12

Thursday, April 8

Monday-Friday, April 12-16

Monday, April 19

Monday, April 26

Friday, May 7

Saturday, May 8

Monday, May 10-Thursday, May 13

Thursday, May 13

Thursday, May 13

Saturday, May 15

Accelerated Term 3 classes begin

All-College Workshop

MARTIN LUTHER KING DAY —
COLLEGE CLOSED

Orientation

Regular semester classes begin,
1st Quarter begins

Non-accelerated Saturday classes begin

Last day to add semester classes

Last day to apply for May 2010 Graduation

Last day to withdraw from 1st quarter class

Accelerated Term 3 classes end

Accelerated Term 4 Thursday classes begin
1st Quarter ends

Spring break

2nd Quarter begins

Accelerated Term 4 Monday-Wednesday
classes begin

Easter break

Accelerated and Monday only night
classes must meet

Last day to withdraw from full semester
classes

Evening Only Registration

(Accelerated and evening only students)

Priority Registration

Open Registration

Last day to withdraw from 2nd quarter
classes

Last day of full semester classes

Non-accelerated Saturday classes end

Exam week

2nd Quarter ends

Accelerated Term 4 ends

Graduation

2010 Summer Semester

Early session

Regular summer session

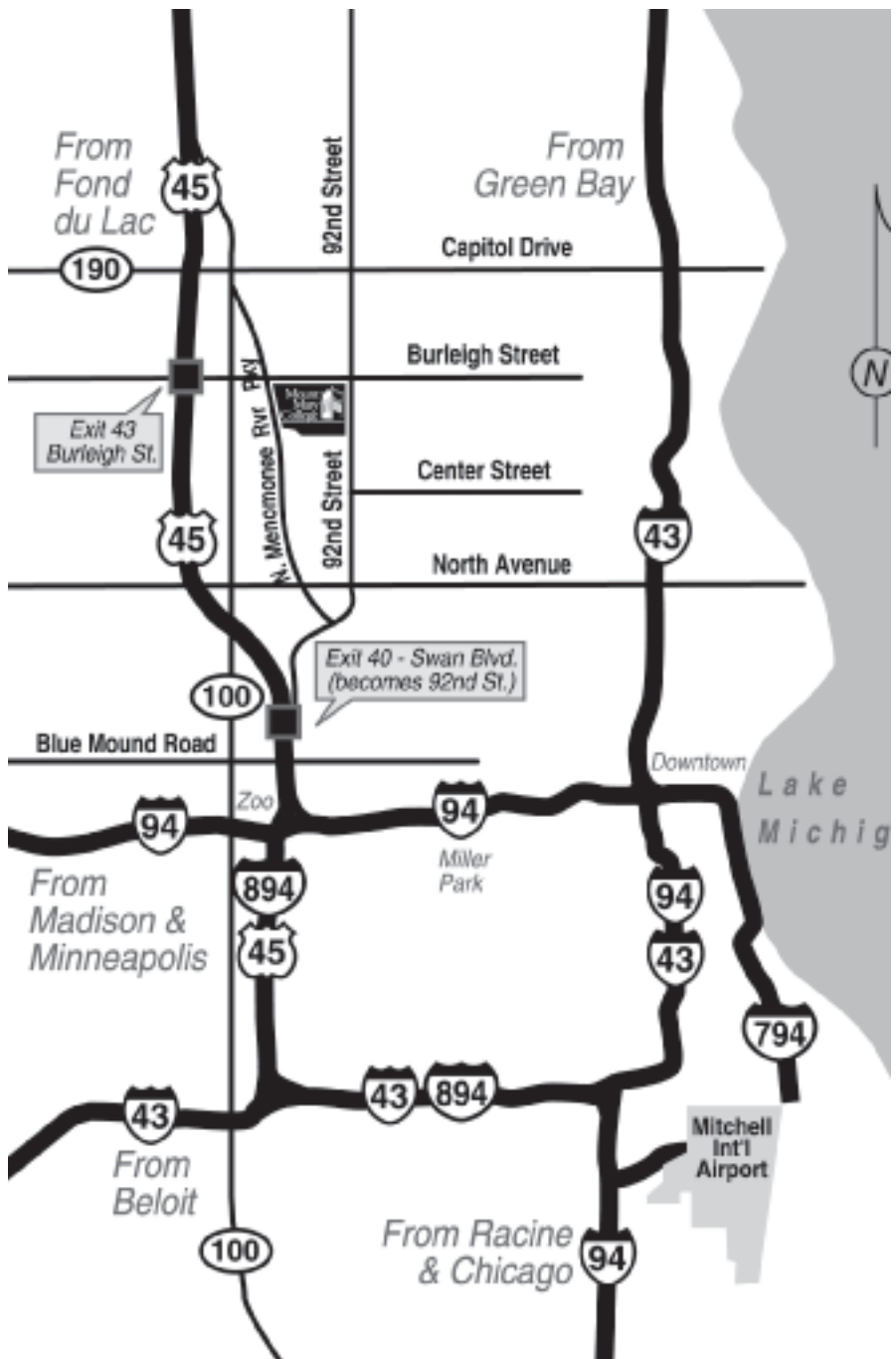
Summer accelerated Term 5

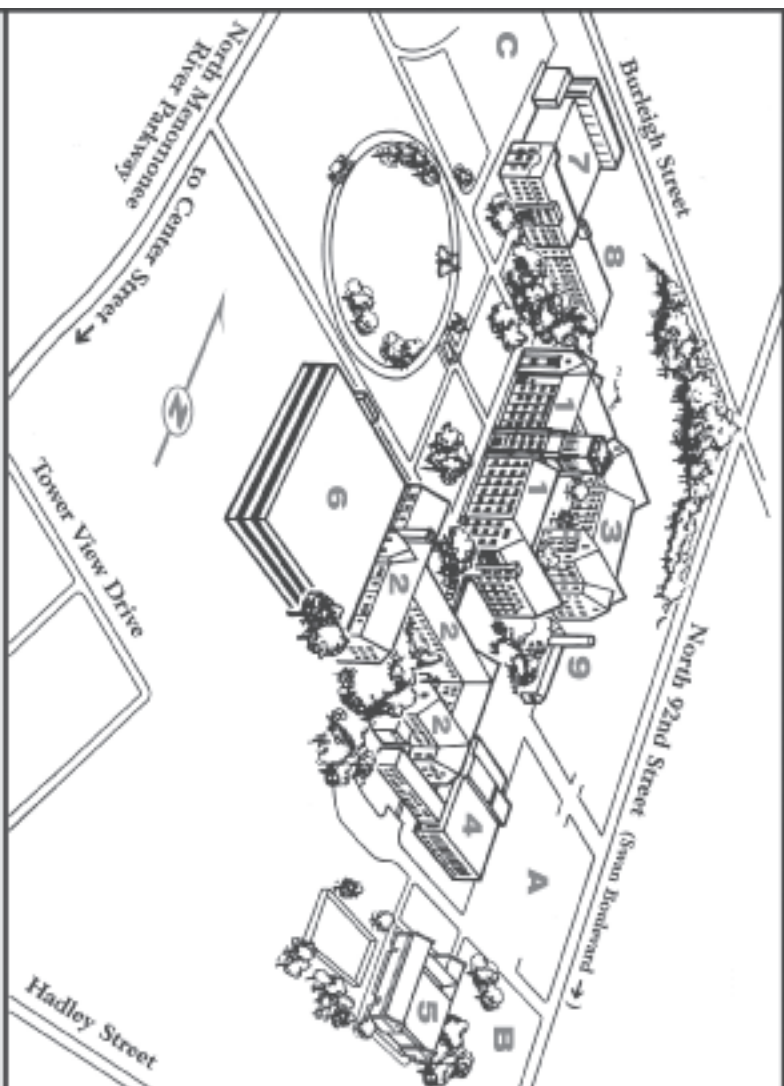
Monday, May 17 through Friday, June 11

Monday, June 21 through Monday, August 2

Monday, June 7 through Monday, August 2

Maps





MAP KEY

- 1 Notre Dame Hall**
Classrooms,
Administrative Offices,
Shenille Hall, Chapel
 - 2 Caroline Hall**
Student Residence,
Heather Hall, Switchboard,
Marian Art Gallery, Pool
 - 3 Gerdlinger Center**
Science Labs, Classrooms,
Cyber Cafe, Women's
Leadership Institute
 - 4 Bergstrom Hall**
College Dining Rooms,
Bookstore, Loading Dock
 - 5 Bloechl Center**
Recreation Center,
Gym, Fitness Center,
Athletics Department
 - 6 Haggerty Library**
Computer Center, Archives,
Teacher Education Center
 - 7 Koska Hall**
Faculty Offices,
Theater, Box Office
 - 8 Fidelis Hall**
Faculty Offices,
Student Residence
 - 9 Dominic Hall**
Alumni Residence,
Campus Facility Use,
Marketing/Public Relations
- Parking Lots**
A B C



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