

## V. Academic Policies

### Our Beliefs

*In keeping with the spirit of the School Sisters of Notre Dame who founded Mount Mary College and in light of the mission and vision of the College, the curriculum emerges from the following principles articulated in the Constitution of the School Sisters of Notre Dame, You Are Sent.*

#### **The Curriculum Is Founded on Christian Principles**

*“Our ministry [education] demands a Christian vision of what the human person is called to be...”*

Theory: The human person is not simply a collection of biological and behavioral responses, but is a being fundamentally oriented toward the transcendent, that is, toward God. Through the person and mission of Jesus the Christ, we receive insight into who the human person is and who we are destined to become. We are the most free and active agents, under God, promoting the forward movement of history itself.

#### Curricular corollaries flowing from theory:

- Theology, at the center of the curriculum, discloses ultimate meanings—the person’s relationship to God. Endowed with free will, a person must search out her/his own understanding of ultimate meanings.
- Philosophy’s distinctive function is the interpretation of meanings. Philosophy assists individuals to ask critical questions so that they can search meaningfully.
- It is essential that Christian principles, such as the dignity of the human person, rights and responsibilities in relation to the community, economic justice and the care of creation, permeate the entire curriculum.
- Campus ministry, with its emphasis on the development of the whole person, is a vital aspect of the total College mission.

*“...and what the world is destined to become” (You Are Sent, 22).*

Theory: In the process of education throughout life, human persons are drawn to ever-wider interaction with others in their search for meaning. They discover the world in which they live and seek ways to pattern their understandings into a meaningful whole; they come to love and respect others, taking responsibility for lives beyond their own; they expand their love and concern to include all peoples and the gifts of God’s creation.

#### Curricular corollaries flowing from theory:

- Wherever possible, the curriculum includes opportunities for student participation in community activities and service learning.
- Whenever possible, course content includes leadership development in critical areas of social justice within contemporary culture.

## **The Curriculum Promotes Women of Integrity and Leadership**

*Like Mother Theresa Gerhardinger, “we exclude no one from our concern, but are especially sensitive to youth and women and are impelled to prefer the poor” (You Are Sent, 24).*

Theory: It is still necessary in our society to provide distinct opportunities for the education of women in an atmosphere that emphasizes and develops their potential. In order for all voices to be heard in matters that concern the well-being of our society and of the planet, under-represented voices need to be developed and to become a compelling influence in decision-making.

### Curricular corollaries flowing from theory:

- The curriculum places special emphasis upon the needs and interests of women.
- Women are able to begin and complete their higher education in a college which takes into account their diverse ages and personal circumstances.
- The College provides ways to make higher education available to students most in need--that is, to students from under-represented groups.

*“For us, education means enabling persons to reach the fullness of their potential as individuals created in God’s image and assisting them to direct their gifts toward building the earth. Like Mother Theresa, we educate with the conviction that the world can be changed through the transformation of persons” (You Are Sent, 22).*

Theory: Human persons act because they want to be more truly themselves. They realize in some way that they are not yet complete. They are impelled to stretch and meet situation after situation in order to become all they are capable of becoming.

In their stretching beyond present bounds, human beings of every age have struggled to find values and purposes in life, challenging attitudes of futility, frustration and skepticism. Today, values that are undergirded by faith, by hope and by compassion are often threatened by a pervasive depersonalization, the sheer mass of knowledge, and the rapid rate of change. It is essential that educators guide students in the formulation of a strong value system and offer tools for the continual re-evaluation and fine-tuning of values worthy of the transformation of the human person, who, in turn, will help to transform society.

Curricular corollaries flowing from theory: With the Mount Mary Leadership Model as a backdrop, the curriculum seeks to develop self-generating individuals who will continue to foster their gifts, promote mutual respect, and inspire others after graduation.

- Students are encouraged to mature along a self-directed path, so that the integrity they claim is truly their own.
- Each course in the core curriculum provides
  - insight into how this particular realm of knowledge can be a source of meaning in the present or at a future stage in life, providing an avenue toward a more just and truly human world;
  - a methodology for organizing knowledge according to this realm’s inner structure in order to gain new insights and understandings;
  - a body of content that gives a broad foundation upon which to build for the future.

- It is critical that the curriculum be more holistic than fragmenting so that students have time to search out and contemplate their value system.

### **The Curriculum Is Grounded in the Liberal Arts**

*Through the freedom of our educational process,  
“we... [administration, faculty, and students] are mutually enriched.  
We are enabled to grow in communion with God and with one another  
and in acceptance of responsibility for the earth and its people” (You Are Sent, 25).*

**Theory:** A Catholic college provides the community of scholars with an environment where the two dynamisms toward knowing—faith and reason—meet and draw the whole person toward the search for truth and meaning. Reason, the human drive to know, stretches persons toward comprehensive meaning. Faith, grounded in the ultimacy of a liberating God, keeps reason open to possibility and impels persons to deeper understanding.

#### **Curricular corollaries flowing from theory:**

- The curriculum provides for close contact between departments and meaningful relationships between faculty and students.
- Both faculty and students share in the search for truth and meaning, constantly holding faith and reason in a healthy tension.
- The curriculum enables the students to see the interrelationships of knowledge.

*There is an equitable exposure to a course of studies rooted in the liberal arts:  
the humanities, the arts, the social and natural sciences.*

**Theory:** Human persons are beings who 1) search to find ultimate meanings, 2) understand and express themselves through symbols, 3) respond to beauty and truth, and 4) live as social beings 5) in a physical environment.

If the College assumes responsibility for educating the whole person, these five basic aspects of the human person must be encompassed in the curriculum.

#### **Curricular corollaries flowing from theory:**

- Students are required to choose some courses in each of several areas.
- The curriculum enables students to see the interrelationships of knowledge.
- Through broad exposure to the basic aspects of the human person, students are encouraged to develop a moral vision for society as a whole.

*Choices ought to be provided within the liberal arts framework.*

**Theory:** The College is an institution whose purpose is to help each student learn to master the process of her/his own education in the context of society and culture. To fulfill its purpose, the school must construct a curriculum which includes the totality of knowledge, values and skills needed by any person to appropriate those roles necessary for her/his own and society's well-being. The school must also

construct a set of learning experiences which will enable students to appropriate that part of the total course offerings that is pertinent to them.

Curricular corollaries flowing from theory:

- Students are given some opportunity to plan their own program built on their own background, interests, aptitudes, and future goals.
- The curriculum allows for independent study.
- A good advisory system assists students to make wise choices.

*It is possible to integrate professional and pre-professional training with a liberal arts education.*

Theory: Since students must live in a society demanding ever-increasing skills and knowledge, the College assists them in developing these for their own and society's benefit. Through each student's choice of a profession or a major area of specialization, she/he will express her/his meanings to the wider community.

Curricular corollaries flowing from theory:

- The curriculum allows for depth in the major field of study.
- Where necessary, the curriculum allows for the fulfillment of accrediting standards in the professional areas.

**The Curriculum Promotes a Particular Kind of Institutional Atmosphere.**

*As an Institution, Mount Mary provides an environment conducive to the development of the whole person, with emphasis on a distinctive mode of leadership which develops the person in relation to the community:  
"She/he is guided by her/his need for personal development and by the common good...  
The true development of each [person] fosters both diversity and a potential for greater unity....  
We work actively, especially in our local situations, to eliminate the root causes of injustice in order to realize a world of peace, justice, and love. ..." (You Are Sent, 45 & 17).*

Theory: The human person has both a sacred and a social dimension. Persons realize their dignity, their rights, and their responsibilities in relation with others, in community. The development of the whole person can be realized and protected only in the context of right relationships with the broader society.

Curricular corollaries flowing from theory:

- Aspects of the College program beyond course work are vital to the education of the whole person.
- Teachers promoting the institutional environment encourage students to broaden their social, cultural, service and personal experiences.
- The College has a responsibility to provide students with opportunities for the enhancement of their sacred and social dimensions, such as religious activities, guest lecturers, cultural events, and student organizations.

- The implicit curriculum includes the esthetic atmosphere, which the College develops in an intentional manner in order to enhance the kind of teaching/learning environment distinctive of Mount Mary College.

## **Undergraduate Education**

To pursue its mission and beliefs most effectively, Mount Mary College has developed an academic program specifically designed to serve the educational needs of contemporary women. It encourages students to develop their abilities and respond to society's challenges from an educated perspective.

Students divide their studies among four areas: graduation course and competency requirements, which include writing, communication, mathematics and world language courses and global competency; a core curriculum which provides a liberal arts framework for understanding human knowledge; a major which integrates more intensive study in a field of special interest to the students and which often leads to a career; and elective courses.

Students complete 128 credits for graduation: 48 core credits (including the required writing, communication, mathematics and world language courses), an approved major with a minimum of 24 credits, 3-4 credits in a "global designated" course, and elective credits.

Students in continuous enrollment can normally expect to graduate by completing the course, competency, core curriculum and major requirements in effect when they matriculated. Note, however, that some of these requirements are determined by external accreditation agencies or regulatory bodies, and mandated changes may immediately affect current programs, especially within certain majors. Students are subject to such changes in regulations or programs made after their first registration unless, in the judgment of the Vice President for Academic and Student Affairs, undue hardship can be substantiated.

Mount Mary builds its academic program around a core curriculum based on the human search for meaning. Through this search, students explore their own responses to the questions, "What does it mean to be a human?" and "What can a person become?"

### **Core Curriculum**

The core curriculum consists of studies in five realms: Philosophy/Theology, Communication/Math, Fine Arts, Humanistics and Science. Each realm investigates the meaning of life from a different perspective and with different methods. The core courses provide breadth within the liberal arts by allowing students to construct an understanding of the perspectives that each of the disciplines offers in each person's lifelong search for meaning.

The goals of the core curriculum are articulated in seven mission-based general education student learning outcomes. (See the Institutional Effectiveness Plan for information on learning outcomes assessment.) The Mount Mary College graduate will be able to:

1. Question and investigate the human meaning of life through intellectual and/or religious traditions, especially the Christian tradition.

2. Critically analyze and evaluate ideas, develop an informed interpretation and effectively communicate conclusions or a point of view in writing.
3. Develop an analytical frame of mind that can make critical judgment of texts, situations, and/or products (*e.g.* courses in the major).
4. Develop an aesthetic awareness of the environment and/or develop creative self-expression for personal growth and enjoyment which can be shared with others.
5. Respect cultural differences, and recognize the interrelatedness of global domains (*e.g.* economic, technological, political, sociocultural, environmental, and esthetic).
6. Act on issues of social justice within the contexts of personal values and shared leadership.
7. Identify and solve problems (*i.e.* scientific or quantitative reasoning) using relevant information and strategies.

A minimum of 48 credits is required to meet the core requirements. There is no limit on the maximum number of credits that may be earned in each realm; however, there is a minimum requirement. Certain departments designate specific courses to fulfill core requirements.

Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code. For example, SYM 102 (cm) counts in the Communication/Math realm.

### **Philosophy/Theology (phi/thy) Realm**

The Philosophy/Theology (phi/thy) realm presents an overall definition of the meaning of life. Through study of theology and philosophy, students reflect on their own identity, their purpose in life and their relationship with God.

Students are required to earn 10 or more credits in the philosophy/theology realm. These credits must include the introductory course entitled “Search for Meaning,” three or more credits in theology and three or more credits in philosophy.

By means of the core courses in this realm, the student is to

- Engage in a self-developing investigation on the large questions of human life in the framework of Christian truth and heritage
- Become critically aware through this investigation of her own role in society and her responsibility to society
- Acquire, by the very nature of the realm, an appreciation of the meaning of the arts, the humanities and social and natural sciences

### **Communication/Math Realm**

The Communication/Math (cm) realm develops a student’s ability to express herself and translate others’ self-expressions. Through the communication arts of composition, speech, linguistics, world language, mathematics and computers, students learn to communicate the meanings they discover in other realms.

Students are required to earn eight or more credits in the Communication/Math realm. These credits must include an appropriate math course, one semester of a world language, Composition II, and a minimum of two credits in a designated public speaking course.

### **Writing Requirement**

Students are expected to successfully complete SYM 102 Composition II prior to their junior year. Transfer students with more than 60 credits must begin coursework to complete this requirement within their first 16 credits of enrollment and must complete the requirement within their first 24 credits of enrollment.

Students whose assessment test scores indicate that they must take SYM 090, Foundations of College Writing, must receive a grade of “C” in order to enroll in Composition 1 and then to move on to Composition 2.

Individual departments may require earlier completion of the College Composition requirement.

### **Mathematics Requirement**

All Mount Mary College students must successfully complete a math course (min. 3 credits) at the MAT 104 or above level. Students may not enroll in a course within the Algebra/Calculus sequence that falls below their placement unless otherwise approved by the Math Department.

### **World Language Requirement**

All Mount Mary College students must have exposure to a language other than English. This requirement may be satisfied in the following ways

- Successful completion (passing grade) of an appropriate three- or four-credit world language course at Mount Mary College
- Two of study of the same language in high school with average grades of C or higher
- Three or more years of study of the same language in high school with passing grades
- Transfer of an appropriate college-level world language course with a grade of C or higher
- Successful completion of a language proficiency exam. Students wishing to use this option must contact a testing center for a proficiency exam in their language. Some institutions may charge a fee for this exam. Students are responsible for ensuring the results of such an exam are communicated to the Admission Office at Mount Mary College.
- A score on the TOEFL (Test of English as a Foreign Language) exam that qualifies a non-English speaking international student for admission to the College. (Available for international students only.)
- Documentation from the student's guidance counselor or advisor to indicate that the student is a non-native speaker of English

### **Oral Communication Requirement**

All Mount Mary College students must demonstrate proficiency in basic oral communication skills. This requirement may be satisfied in the following ways

- Successful completion (passing grade) of one of the following Mount Mary courses: COM 104 Public Speaking; COM 205 Professional Business Presentations; COM 210 Speech Communication for the Classroom Teacher
- Transfer credit for a skills-based course focused on public presentations

Questions regarding the oral communication graduation requirement should be addressed to the chair of the Communication Department

By means of the core courses in this realm, the student is to

- Develop the ability to understand and use symbols to communicate effectively
- Develop the ability to think critically and logically
- Recognize and value the human person's unique privilege of rational expression and use it for the well being of the individual and society

### **Humanistics (hum/bes/his) Realm**

The Humanistics realm focuses on the relationships among people. Through the study of history, political science, sociology, psychology, anthropology, cultural geography and economics, students explore past and present societies.

Students are required to earn nine or more credits in the Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

By means of the core courses in this realm, the student is to

- Develop a deeper appreciation and understanding of the human person as an individual and as a member of society through a study of her past and her interrelationship with her total environment
- Become a discerning citizen who can utilize principles of social justice to make a contribution to society
- Broaden perspectives concerning other people and ideas
- Acquire skills significant for approaching today's problems: the ability to think critically, analyze objectively, and draw logical conclusions

### **Literature/Fine Arts (lit/fa) Realm**

The Literature/Fine Arts realm emphasizes the human relationship to beauty. Students study literature, music, art, drama and dance to understand and appreciate this relationship.

Students are required to earn nine or more credits in the Literature/Fine Arts realm. These credits must include three or more credits in fine arts and three or more credits in literature.

By means of core courses in this realm, the student is to

- Develop an esthetic awareness of the human person and her environment
- Use her creative expression for her own pleasure or for sharing
- Confront the expression of the human person's creative nature and develop a respect for it
- Improve critical judgment and artistic taste

### **Science (sci) Realm**

The Science realm studies the relationships between people and their physical environment. Students

study earth science, biology, chemistry and/or physics. Students are required to earn three or more credits in the Science realm.

By means of the core course in this realm, the student is to

- Grow in appreciation of her physical person, her physical surroundings, and her individual and corporate responsibility to the environment
- Acquire facility in applying the scientific method in her pursuit of knowledge by observing critically
- recording data accurately
- drawing logical conclusions
- keeping an open mind to new development
- Become scientifically literate

### **SYM 110: Leadership for Social Justice**

All traditional age, first year students **with fewer than 15 credits** are required to take **SYM110 Leadership Seminar for Social Justice**. This course may count toward the 48-credit core requirement, but does not satisfy a requirement in any specific realm.

### **Global Competency**

All Mount Mary students are required to take one “global-designated” course (3-4 credits).

## **The Undergraduate Academic Programs**

Students can earn degrees through three different programs at Mount Mary College: the day program, the evening program, and the accelerated program. The list of current majors and minors offered at Mount Mary College in the day and evening programs are found in the current *Undergraduate Bulletin* available on the College website at [www.mtmary.edu](http://www.mtmary.edu). Click on the link for information regarding majors in the [accelerated programs](#).

The following policies apply to students in each of the academic programs. Exceptions are noted in the description.

### **Majors**

A major is generally understood as a well-organized sequence of courses, progressively more challenging, in a single department of study which constitutes the student’s field of concentration. A minimum of 24 semester hours is required in the field of a major sequence. Unless otherwise specified in the *Undergraduate Bulletin*, transfer students are required to complete a minimum of 12 semester hours within the major at Mount Mary College.

It is the general policy of the College that a student must have been accepted by her major department prior to registering for her junior year. Departmental advisors will not approve course selections beyond 60 credits if the student is not a member of that department. (Note department-specific timelines for transfer students.)

## **Department Admission Requirements**

Specific requirements for admission to a professional area or a department are to be found in the “Programs of Study” section of the *Undergraduate Bulletin*.

## **Professions**

A number of the majors are intended to prepare the student for a particular profession. The choice of a profession leads an individual to express most clearly who she is. Her profession allows a woman to convey her unique interpretation of meaning to the wider community. By means of the professional courses, the student is to

- Open an avenue of self expression in the individual’s search for meaning
- Bring to professional practice a sensitivity to human needs based on knowledge of the person and Christian principles
- Recognize and deal with her particular assets and limitations to become a competent professional;
- Develop effective interaction through use of the communication arts
- Develop the ability to incorporate personal esthetic sensitivity to professional service
- Understand the significant contribution her profession can make to improving the quality of life
- Acquire specialized knowledge, skills, and attitudes appropriate to competence in a given profession
- Demonstrate basic complementary knowledge pertinent to her professional preparation
- Integrate theoretical knowledge with practical knowledge through professional learning experiences in the community
- Affirm the ethical values basic to her profession
- Develop an enthusiasm for the pursuit, evaluation, and acceptance of new knowledge for a professional lifetime

## **Professional Fieldwork**

Mount Mary College students involved in any course of study that requires supervised fieldwork prior to or beyond graduation, for which Mount Mary College makes arrangements, may be considered enrolled during such affiliation. Such students must complete the appropriate enrollment forms for the semester through the Registrar’s Office in order to be considered enrolled. State law requires that background checks be conducted prior to beginning fieldwork experience. A fee is charged; see the appropriate academic department listing in the *Undergraduate* or *Graduate Bulletin* for more information.

## **Interdepartmental Majors**

Certain majors such as merchandise management and international studies require course concentrations in several departments. These majors are administered by a coordinator who also serves as a student advisor. A special premedical curriculum also has been developed in the Sciences Division.

## **Student-Designed Majors**

Students may design their own majors by seeking the sponsorship of two faculty members and preparing a rationale and proposal for the major to be approved by the departments involved and the Associate Dean

for Academic Affairs. The Associate Dean for Academic Affairs assists the student in preparing the rationale and proposal and may serve as her academic advisor.

### **Double Majors**

Any female student may complete a double major, provided that she earns a separate set of at least 24 credits for each major. It is important for a student pursuing a double major to consult regularly with both department chairs. Male students are limited to the option of completing a minor, in addition to their major in nursing.

### **Minor Studies**

A minor is generally understood to be a planned sequence of courses requiring a minimum of 18 credits in a field different from a student's major course of study. Departments that offer minors indicate this in the *Undergraduate Bulletin* as a part of their departmental information. For a transfer student, the minimum number of credits taken toward the minor at Mount Mary College is nine (9).

### **Concentration**

A concentration is an area of specialization within a major. Departments specify where a choice of concentration is necessary.

### **Post-Baccalaureate Programs**

A person who holds a bachelor's degree from an accredited college or university may earn a second major (a post-baccalaureate certificate) or a second bachelor's degree from Mount Mary College.

### **Pre-Baccalaureate Certificates**

A credit certificate is awarded at the end of a course of study in a particular specialization to recognize that the student has gained expertise in that area. Typically credit certificates range between 12 and 24 credits. A certificate is outside of a formal degree program such as a B.A. or an M.A. but can be combined with formal degrees to indicate an area of additional specialization. Students enrolling to pursue a credit certificate must meet all the admission requirements of the college.

Pre-Baccalaureate certificates are available in Spanish and Peacebuilding. Requirements are listed, respectively, in the World Languages and Behavioral Sciences departmental sections.

### **College in the High School — ConnectED Program**

ConnectED provides an opportunity for academically motivated students to earn college credits for college-level courses taught in the high school. Courses are taught by qualified high school teachers and approved by Mount Mary College faculty members. Students must fulfill requirements of the program to earn college credit. Tuition is offered at a reduced rate. Through the program, students are issued a college ID which entitles them access to the library and campus events. For more information, please contact the Admission Office.

## **Youth Options**

The Youth Options program is a program sponsored by the Department of Public Instruction (DPI) and provides an opportunity for juniors and seniors, who attend public high schools in Wisconsin, to take college level courses and receive high school and college credit. The course content must reflect something that is not offered at the high school and it must be preapproved through the student's school district. Tuition and fees are covered by the local school district. Students attend classes at the College. Students need to initiate the process through their high school guidance counselor by submitting a Youth Options Program Plan and Report. For more information, please contact the Admission Office.

## **Continuing Education**

Various departments and programs within the College award academic credit, certificates of completion, continuing education units, archdiocesan clock hours, Wisconsin Department of Public Instruction clock hours or other crediting systems appropriate to the course expectations and to the profession. Information regarding continuing education opportunities is available through the Admission Office.

## **Requirements for an Undergraduate Degree**

The College confers upon those who have met its scholastic and other requirements the degrees:

- B.A. Bachelor of Arts, emphasizing the humanities;
- B.S. Bachelor of Science, emphasizing the sciences;
- B.S.N. Bachelor of Science in Nursing (jointly with Columbia College of Nursing).

For graduation a student must

- Complete satisfactorily a minimum of 128 credits
- Fulfill the writing, math, communication, world language course requirement;
- Fulfill the global competency requirement
- Fulfill all core curriculum requirements, including SYM 110
- Maintain a cumulative grade point average of 2.0
- Have been accepted into at least one recognized major area of study, and have fulfilled all requirements of that major
- Participate in required assessments (core and major)
- Complete the required graduation audit of core (in Registrar's Office) and major (by department) credits
- complete, at minimum, the senior year or the last 32 semester credit hours at Mount Mary College or a partnering institution
- Nursing students must complete at least 16 credits of non-nursing coursework at Mount Mary College to fulfill Mount Mary's graduation requirements. *For additional B.S.N requirements see the "Nursing" section of the current Undergraduate Bulletin and the Columbia College of Nursing Bulletin at [www.ccon.edu](http://www.ccon.edu)*

**Post-baccalaureates pursuing a second major/certificate** must submit all official college transcripts. High school transcripts are not required. Persons desiring to obtain a second major/certificate must satisfy

all admission requirements in force for transfer students, have departmental approval and fulfill the requirements of that major.

**Individuals earning a second bachelor's degree** must satisfy all admission requirements for transfer students (high school transcripts are not required); earn at least 32 credits at Mount Mary beyond the completion of studies for the first degree; satisfy all core requirements; maintain a C (2.0) average and fulfill the requirements of the major.

## **Registration**

No one is permitted to attend class who has not registered. The names on the class list indicate to the instructor that these students have completed the registration process. Selection of courses for current students for the following semester begins in the current fall or spring semester. Registration information can be found in the schedule of classes online at My Mount Mary ([my.mtmary.edu](http://my.mtmary.edu)) the College's intranet site.

Students are responsible for observing the regulations regarding requirements for sequence of courses and for the degree. All registrations must be approved by the student's advisor and registration clearance must be granted. Any student making a change from that approved at registration is responsible for confirming the change with her advisor.

There are additional registration procedures for the [accelerated program](#).

### **Classification of Undergraduate Students**

A full-time student must carry at least 12 credit hours a semester. Students who have earned fewer than 30 credits are classified as first-year students. Minimum requirement for sophomore status is 30 hours of credit; for junior status, 60 credits; and for senior status, 90 credits.

### **Undergraduate Course Load and Overload**

Although a typical course load is 16 credit hours each semester, full-time students may vary this by enrolling for 12 to 18 credit hours.

Only students earning an overall grade point average (GPA) of 3.5 or a 3.5 for the preceding semester will be permitted to take more than 18 credits. Permission of the Associate Dean for Academic Affairs is required before enrolling for an overload. An extra tuition fee is charged for each credit over 18.

### **Maximum Undergraduate Credit for Summer Courses**

A normal credit load is approximately one credit per week of formal course work, with a maximum of eight credits within the six-week session. For undergraduate students, permission of the Associate Dean for Academic Affairs is required for overloads; for graduate students, permission of the Associate Dean for Graduate Education is required for overloads.

Please refer to the Accelerated Program Student Handbook for information related to course load for students in the [accelerated program](#).

### **Courses Out of Sequence**

The division of courses into different levels indicated by the 100, 200, 300, 400 numbers of the courses is designed to assure that there not be a great disparity in educational experience among the students in a particular class. First-year students taking courses with almost all seniors would be at a handicap presumably from the standpoint of grading, class participation, etc. On the other hand, lower division courses may, in some instances, not offer sufficient challenge for upperclassmen.

If it is necessary or desirable for a student to take a course out of sequence or to take a course two levels above or below her level, permission from the department chair is needed.

### **Adding/Dropping a Course**

Changes in course registration (adds & drops) must adhere to deadlines published in the academic calendar. Changes that cannot be made online generally require the instructor's and advisor's signature. The last day to drop a course is ordinarily when approximately 60% of the class meetings have been held. The exact date can be found in the official Academic Calendar, published online at My Mount Mary ([my.mtmary.edu](http://my.mtmary.edu)). Ceasing to attend class, notifying the instructor or non-payment 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. Add/Drop forms are available from the Registrar's Office.

Faculty members should notify the Registrar's Office or, after the first week of classes, the Coordinator of Academic Counseling of a student's non-attendance.

Students who receive federal financial aid funding should check with the Office of Financial Aid when any changes are made in course registration for the semester.

A student may not receive credit for any course for which she is not officially registered.

**NOTE:** Because of the nature of accelerated learning, there is a separate [change of course registration policy and course withdrawal deadline for accelerated classes](#). Please refer to the Accelerated Program Student Handbook.

### **Withdrawal**

All withdrawals from the College are processed through the Office of the Associate Dean for Academic Affairs (Notre Dame Hall 151). The last day to withdraw from the College with grades of "W" coincides with the last day to drop a course and is noted on the academic calendar. The academic calendar is published on the Mount Mary Web site ([www.mtmary.edu](http://www.mtmary.edu)) and on [my.mtmary.edu](http://my.mtmary.edu). Medical withdrawals and other exceptional withdrawals (with grades of "W") may occur up to the last day of classes and must receive approval from the Associate Dean for Academic Affairs. In all cases, students are responsible for understanding the implications of a withdrawal on their progress towards graduation and their eligibility for federally funded financial aid.

Any student who fails to register will be considered withdrawn. Students who register, but fail to attend any classes will be administratively withdrawn.

### **Re-entry to the College**

Students who withdraw (or are administratively withdrawn) must apply for reentry through the Admission Office. A student who reenters the College will be subject to the curricular requirements in place at the time of reinstatement. For students reentering Mount Mary from Columbia College of Nursing, please refer to the “Nursing” section of this Bulletin for reentry procedures.

### **Reserved Credit**

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

### **Residency Requirement**

The last 32 semester hours of students’ degree programs must be completed at Mount Mary College. Students who have attained senior standing after completion of three years of residence and who have then been accepted by a school of advanced professional study may secure a Mount Mary College degree as follows: In addition to Mount Mary College graduation requirements, candidates will be required to validate successful completion of the first year’s work in the professional school in which they have enrolled. A Mount Mary College degree will be granted only after submission of a professional school transcript.

### **Attendance Policy**

Students are expected to attend all scheduled classes in the courses for which they are registered. This policy is based on the belief that all members of the class, students as well as faculty, are integral to the learning process and that absence will have a detrimental effect on the student's academic achievement. Individual faculty members announce during the first week of classes each semester the extent to which class attendance and participation are required in the course. These requirements are described in the course syllabus. Students are responsible for meeting the requirements as specified by the course instructor. Student absences from required coursework, quizzes and examinations for sickness or other justifiable cause may occur; however, this is still considered an absence and may have an impact on the final grade for the course. Arrangements for making up work missed are determined by the instructor and the student.

In case of prolonged illness when a student is unable to attend classes, it is strongly recommended that the student contact the instructor, or the Coordinator of Academic Counseling, so that advice can be provided as to the most appropriate course of action.

Note: Because of the nature of [accelerated learning](#), there is a separate attendance policy for accelerated classes. Click on the link for further information.

## **Undergraduate Grading Policies**

### **Grade and Quality Points**

The grades given for academic achievement are interpreted as follows:

| Grade | Quality Points              | Numerical Equivalent |             |
|-------|-----------------------------|----------------------|-------------|
| A     | Superior                    | 4.00                 | 95-100      |
| AB    | Between A and B             | 3.50                 | 91-94       |
| B     | Above Average               | 3.00                 | 87-90       |
| BC    | Between B and C             | 2.50                 | 83-86       |
| C     | Average                     | 2.00                 | 79-82       |
| CD    | Below Average               | 1.50                 | 75-78       |
| D     | Unsatisfactory, but passing | 1.00                 | 70-74       |
| F     | Failing                     | 0                    | 69 or below |
| P     | Pass                        | 70 or above          |             |
| I     | Incomplete                  |                      |             |
| AU    | Audit                       |                      |             |
| W     | Withdrawn                   |                      |             |
| NR    | Not Recorded                |                      |             |

The numerical equivalents listed for grades are to be used as guidelines.

### **Incompletes**

Ordinarily the grade of Incomplete may be given for reasons of health or other serious emergency that occurs at the end of a course. If students have not completed all requirements of a course by the time of the final grading period, do not have a serious reason, and/or have not made arrangements with the instructor to receive an Incomplete, they will be graded on the basis of work completed by the end of the grading period.

When an Incomplete grade is granted, outstanding work for the course in question must be completed no later than the end of the semester following that in which the Incomplete is granted. At that time students will receive the grade that their work merits. If no work is submitted, the Incomplete grade will be changed to an F. A Course Completion Agreement Form, signed by the student and faculty member involved must be filed in the Registrar's Office as a formal record of the details of the incomplete work and the student's awareness of the obligation to complete the remaining coursework successfully.

### **Pass/Fail**

To encourage students to explore areas and to broaden their interests, juniors and seniors are permitted to take elective courses outside their major(s) on a Pass/Fail basis. Core curriculum courses may not be taken P/F. In two years a student may take 16 credits on the Pass/Fail system. A grade of Pass or Fail rather than a letter grade is given for each course. The credits for such courses apply toward graduation, but the Pass/Fail grades are not included in the student's curriculum average.

Students wishing to take a course for Pass/Fail must complete the pass/fail form in the Registrar's Office. This must be done before mid-term.

A Pass grade at the time of grade closing cannot be converted to a letter grade at a later date. Any student who originally registered for Pass/Fail status but who wants instead to obtain a letter grade must make an official change of status in writing in the Registrar's Office and with the course instructor before mid-term.

### **Auditing**

Auditing allows students to attend classes without being required to take examinations or complete projects. With the instructor's permission, students may audit regularly scheduled classes in which space is available; audits are not available for independent study, private lessons, internships and many studio/laboratory and/or computer-based courses.

The minimum requirement to receive an audit (AU) designation is regular attendance, but individual instructors may have higher requirements, including a written contract. There are no restrictions for taking the same course for credit at a later date. However, after auditing a course, students may not receive credit through "credit by examination." Audit courses do not count toward graduation or the completion of a program, nor do they count as part of academic load for purposes of financial aid.

The decision to audit is made at the time of registration, but a change to credit status may be made up to the end of the first week of class. A student may change from credit to audit, but this must be done by the last day for withdrawal from classes, as listed in the academic calendar. See also Tuition and Fees.

### **Cumulative Grade Point Average**

The cumulative grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded credit hours completed at Mount Mary College.

The manner in which the grade point average is computed is illustrated in the following example of a student's first semester grades:

|                      | Course | Grade |                  | Quality Pts.                              |
|----------------------|--------|-------|------------------|---|
| College Composition  | AB     | = 3.5 | x 3 credit hours | = 10.5                                    |
| Drawing              | B      | = 3   | x 4 credit hours | = 12                                      |
| Basic Sociology      | A      | = 4   | x 4 credit hours | = 16                                      |
| Introductory Algebra | C      | = 2   | x 4 credit hours | = 8                                       |
|                      |        |       |                  | 15 credit hours = 46.5 total quality pts. |
|                      |        |       |                  | Grade point average = $46.5/15 = 3.1$     |

### **Grade Point Average for a Returning Mount Mary College Student**

An undergraduate student who withdraws from Mount Mary College for a minimum of ten (10) years and then returns to complete a degree may request that the grade point average (GPA) from the earlier coursework be excluded, so that only the coursework completed after readmission would be counted for the cumulative GPA. To qualify for this request, the GPA computed at graduation must be based on at least sixty (60) credits of course work.

The request must be made in writing to the Associate Dean for Academic Affairs, prior to the start of the semester in which the student will graduate. If the request is granted, a copy of this policy would be included with the official transcript.

### **Transfer Credit**

Mount Mary College will grant credit for courses taken at other institutions in which the student has earned a grade of C or higher. In accepting transfer credit from other institutions, Mount Mary College will record these grades on the Mount Mary College transcript and will not reflect the grades in the College grade point average (GPA). Transfer credit hours accepted will be included in credit hours earned for graduation. Courses taken prior to enrolling at Mount Mary College must be presented for evaluation no later than the end of the first quarter of enrollment. For additional information, please refer to the section on transfer policies in the Admission section of the *Undergraduate Bulletin*.

### **Repeating a Course**

A course repeated in an attempt to improve a grade counts only once for credit. The grade for that course is the last grade earned, even if that grade is lower than that received upon a previous attempt. Both grades will appear on the transcript but only the last grade earned will be used in the calculation of the GPA.

### **Appeal of a Grade**

Students who are dissatisfied with, or have a question about, a grade assigned for a course speak first with the instructor. The instructor's decision may be appealed to the department chair. If students are still dissatisfied with their grade, they may appeal to the division chair and the Associate Dean for Academic Affairs, generally in that order. Students must state disagreement with the action that is of concern within 30 days of its occurrence. An appeal of a final course grade must be initiated within two weeks of the start of the following fall, spring, regular summer or accelerated term. Please refer to the policy section below or to the Student Handbook for details on the Academic Appeal procedures.

### **Final Exams**

Final examinations are scheduled at the end of each semester. Students are expected to take all examinations at the scheduled time. Absence from examinations, except for reasons satisfactory to the instructor, will constitute a failure.

If a student has more than three examinations scheduled on the same day, she may request that one examination be changed to another day. In the event of an emergency that could prevent a student from taking an examination at the posted time, the student must contact the instructor and individual arrangements will be made.

## **Academic Standing**

Academic standing in college and the requirements for graduation are determined by the quality and quantity of work completed. *Quantity of work* is measured by the number of credits in courses successfully completed. *Quality of work* is registered by the number of quality points earned for that work. The relationship between quality and quantity of work yields the cumulative grade point average (GPA).

The cumulative grade point average is based on all the graded credits earned at Mount Mary College. Each student is expected to maintain a minimum 2.0 grade point average. A student whose cumulative average falls below the minimum requirement of 2.0 will be placed on academic probation. Refer to the section “Academic Probation and Dismissal from the College” for further information.

If a student’s grade point average drops below 2.0 in her final semester, she will not be permitted to graduate until she raises her GPA to the required minimum.

Additional information about academic requirements of departments and majors is contained in the Programs of Study section of the *Undergraduate Bulletin* and in the *Graduate Bulletin*.

An undergraduate student who withdraws from Mount Mary College for a minimum of ten (10) years and then returns to complete a degree may request that the GPA from the earlier coursework be excluded, so that only the coursework completed after readmission would be counted for her cumulative GPA. To qualify for this request, the GPA computed at graduation must be based on at least sixty (60) credits of course work completed after readmission.

The request must be made in writing to the Associate Dean for Academic Affairs, prior to the start of the semester in which the student will graduate. If the request is granted, a copy of this policy would be included with the official transcript when it is sent out.

If a student's grade point average drops below 2.00 in her final semester, she will not be permitted to graduate at that time.

### **Academic Probation and Dismissal from the College**

A full-time degree-seeking undergraduate student will be placed on academic probation for failure to maintain a minimum cumulative 2.0 GPA. A student whose cumulative GPA stays the same or decreases in the probationary semester will be subject to dismissal. If the cumulative GPA increases but is still below 2.0, the student may be granted a second probationary semester to achieve the required 2.0 GPA. Although summer coursework counts in the GPA, students receive a full fall or spring probationary semester to raise their GPA.

A part-time degree-seeking undergraduate student placed on probation for failure to maintain a 2.0 cumulative GPA must achieve a 2.0 cumulative GPA within 12 additional attempted credits of work; to extend the probationary period, the student must demonstrate steady progress toward a cumulative GPA of 2.0.

A student who is placed on probation or dismissed from the College may appeal the decision if there are extenuating circumstances. Decisions regarding appeals of academic dismissal and re-entry or probation are determined by the Associate Dean for Academic Affairs whose office can provide more information about the appeal process.

## **Honors and Awards**

### **Dean's List of Undergraduate Honor Students**

After the completion of each semester, the Vice President for Academic and Student Affairs will compile the Dean's List. To be eligible for this distinction, full-time students must have attained a grade point average in that semester of 3.6 or higher while completing at least 12 graded credits, and have no incomplete or failing grades. Part-time students are eligible for the Dean's List when they have earned a 3.6 GPA in that semester while completing at least eight graded credits and have no incomplete or failing grades. The Dean's List is based only on graded credits earned at Mount Mary College.

### **Graduation with Honors**

To graduate with honors students must have earned at least 60 graded credits at Mount Mary College; have a cumulative grade point of 3.60 for cum laude, 3.80 for magna cum laude, 3.90 for summa cum laude; and have fulfilled any special departmental requirements. Second degree recipients are eligible for graduation with honors only if they meet the above criteria and the cumulative grade point of their entire first undergraduate degree credits and the courses taken at Mount Mary College are sufficient to meet the criteria above. Students whose grade point average qualifies them for graduation with honors the semester prior to graduation will be recognized at the commencement ceremony.

The College does not calculate honors for graduate degrees.

To be eligible for election to Kappa Gamma Pi, national Catholic college honor society, or to Delta Epsilon Sigma, national scholastic honor society for colleges and universities with a Catholic tradition, students must qualify for graduation with honors and demonstrate qualities of leadership and service.

### **Honor Societies**

#### **Scholastic**

Delta Epsilon Sigma is a national scholastic honor society for colleges and universities in the Catholic tradition. To be eligible, undergraduates shall have completed at least 50% of their credit requirements at a level equivalent to graduating cum laude (3.6 GPA). For graduate students, eligibility means that they must have completed one-half of their program with above average performance, continuing toward the graduate degree. Kappa Gamma Pi is a national Catholic college honor society. The candidates for membership must have completed four semesters of college or the equivalent and they must have attained a grade point average sufficient for graduation with honors (3.6). Membership becomes effective upon graduation.

#### **Professional**

Students may qualify for election to professional societies. General requirements are high scholarship, demonstrated interest in the field and satisfactory completion of minimal course work, although each society establishes its own criteria. The societies are Alpha Delta Mu (Alpha Tau Chapter), social work; Alpha Kappa Delta (Epsilon Chapter), sociology; Alpha Mu Gamma (Alpha Omega Chapter); world languages; Beta Beta Beta (Theta Alpha Chapter), biological sciences; Kappa Mu Epsilon (Wisconsin Alpha Chapter), mathematics; Lambda Pi Eta (Tau Iota Chapter), communication and public relations; Phi Alpha Theta (Delta Omega Chapter), history; Pi Theta Epsilon (Zeta Chapter), occupational therapy; Psi Chi, psychology; Sigma Tau Delta, English; and, Theta Alpha Kappa, theology.

## **The Undergraduate Honors Program**

The purpose of the Mount Mary College Honors Program is to reward superior scholarly achievement and to provide special challenges to serious students who wish to achieve maximum benefit from their college education. Students completing the program receive the diploma citation, "Graduation in the Honors Program."

The Honors Program is administered by a director who chairs the Honors Program Committee. The Committee is composed of faculty representatives as well as appointed student representatives.

The Honors Program offers seminars, often interdisciplinary, which explore various aspects of a central theme. It also includes a co-curricular component that encourages and recognizes such activities as participating in a local, regional or national convention, organizing an extra-classroom event on campus or successful office-holding.

### **Requirements for Entrance into the Program**

Incoming first-year students fulfilling at least two of the following criteria are invited to join the Honors Program

- High school grade point average of 3.5 or higher
- Rank in the upper 10 percent of their high school class
- Scores of 25 or above in the ACT or 600 in one area of the SAT

First-year students achieving a 3.5 GPA upon completion of the first semester also may apply for admission to the program. Any current Mount Mary student, full or part-time, with at least a 3.5 GPA, is eligible to join the program. Transfer students who come to Mount Mary with a 3.5 grade point average from their previous college may join the program. Returning students need to complete 12 credits with a 3.5 GPA before applying for admission to the program.

### **Program Requirements**

The Honors Program, established in 1987, has two components, a curricular and a co-curricular, which translate to a point system, 10 points being the minimum for graduation. At least 6 of these points must be in Honors course work (i.e., three Honors courses or approved substitutions such as study abroad or thesis projects). The co-curricular component consists of activities of a strong academic nature such as attending a convention, presenting a paper, foreign study/travel, tutoring, etc. Students must have a 3.5 cumulative GPA at the time of graduation.

The two-credit interdisciplinary seminars are specially designed electives for Honors students. Scheduled at times to minimize conflicts with major or required courses, they make it possible for students to explore new and challenging topics. Core curriculum courses that are taught at the honors level will also be available. (e.g. Honors Search for Meaning, Honors Introduction to Anthropology, Honors Logic). Honors students are required to take three honors course, but should be encouraged to take as many as possible.

Upon completion of the requirements, the student receives the citation "Graduation in the Honors Program" on her diploma. This fact and all Honors courses are recorded on her transcript. Honors students may also involve themselves at the regional and national levels. Expenses for travel to conventions are met in part by the Honors Program.

## Student Advising

Academic advising at Mount Mary College is based on a developmental advising model. Incoming students are assigned an advisor in their major department, with double majors assigned advisors in both departments. Students who are exploring and have not yet declared a major, or students in transition between majors, will be provided with an advisor with expertise in advising students in transition.

All students, especially first-year students, are encouraged to meet frequently with their advisors to discuss the progress of their college studies, to seek solutions to problems they may encounter and to formulate goals for themselves that will help direct their experience in college. All students are free to seek academic and career advice from the Director of Advising and Career Development.

Faculty members who serve as advisors ensure that students understand both College and major program requirements and assist in selecting courses; however, students are expected to become progressively more responsible and proactive in both regards. In addition, advisors are expected to take a personal interest in their advisees and to serve as a source of referral to other departments or administrative offices, when necessary.

To change or declare a major, students fill out a new Declaration of Major form. This form is available from the Advising and Career Development office, located in the Student Success Center on the first floor of the Haggerty Library Building, and on [my.mtmary.edu](http://my.mtmary.edu). An advisor in the new major will be assigned.

## Financial Aid

The following policy regarding financial aid applies to students earning a degree in the day and evening programs. Click here for [financial aid policies for students in the accelerated program](#). Students who receive financial aid are expected to make reasonable progress toward a degree. For the full-time student this means the successful completion of at least 12 credit hours during a regular semester. A student who fails to do this jeopardizes her full-time financial aid.

A part-time student receiving financial aid is normally expected to complete the number of hours for which she registers. A student who fails to do this jeopardizes her financial aid.

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 Financial Aid Office and [online](#).

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 to 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.

## **Accelerated Degree and Certificate Programs**

Mount Mary College accelerated degree and certificate programs are designed for working adult women and intended to enable them to complete a college degree or certificate on a part-time basis in less time than would be required in a traditional program. Each course of study prepares the student for professional careers and personal growth by developing her leadership abilities, decision-making skills and competence in personal and professional interaction.

Accelerated program students meet the same entrance requirements as do students in other programs and receive the same personalized service and attention that Mount Mary provides to each student in each program. The courses provided in accelerated programs are the same as those in the traditional programs; only the format has been modified from the traditional format of meeting multiple times per week for 15 weeks to meeting one night each week for eight weeks. A limited number of Saturday courses are also available. Degree requirements are the same as for other programs: 128 total credits comprised of courses in a major, a liberal arts core and electives.

### **Program Options**

The accelerated program offers three majors and certificate programs. The majors are Business Administration, Business/Professional Communications, and Liberal Studies. Certificate programs are open to men as well as women. To earn a certificate, a student must already hold a bachelor's degree from an accredited college or university.

In addition, students who are enrolled in the College may take available courses in the accelerated format if they meet the general eligibility criteria for the accelerated program. Authorization to take accelerated classes must be obtained from the Accelerated Program Coordinator.

### **Eligibility for Accelerated Programs and Courses**

Eligibility to take accelerated courses is a separate consideration from admission to the College. This distinction is based on the different demands placed upon the student who enrolls in accelerated courses and is intended to ensure that each Mount Mary student will have a reasonable opportunity to succeed in her program of study.

### **Purpose of the Criteria**

Accelerated courses require that students are mature and skilled enough to master course material and skills equivalent to those in a non-accelerated course, but with two time limitations. The first limitation is that less time is spent in class. Less class time equates to less teaching time, which means that the students must be able to learn more of the class material outside of class. The role of the teacher shifts toward being a guide and facilitator of that learning, in addition to providing actual instruction. The second limitation is the number of weeks the student has in which to master the course content. Accelerated terms span eight weeks instead of the 15 weeks of a regular semester. Students must be able to learn larger blocks of material each week, again emphasizing the student's ability to learn on her own.

### **Eligibility Criteria**

The eligibility criteria for the accelerated program and courses are based on the concept that a certain academic skill level, while essential, is not a sufficient indicator of a student's capacity to succeed in an accelerated format. Students also need a certain level of maturity and self-sufficiency that ordinarily come with time and adult work responsibilities.

The criteria assume that a student has been formally admitted to the College. Undergraduate students who previously attended Mount Mary apply for reentry through the Admission Office.

The eligibility criteria for accelerated program are as follows

- At least 24 years of age
- Work or life experience indicating the ability to handle the demands of an accelerated class

### **Students ( 24 years of age or older )Not Enrolled in Accelerated Programs**

Adult students who are not in the accelerated program but wish to take one or more accelerated courses must meet the same eligibility criteria as students who are enrolled in an accelerated degree or certificate program. A student who meets the eligibility requirements and wishes to take one or more accelerated courses should contact the Accelerated Program Coordinator for authorization. The form, Request to take an Accelerated Course (student 24 years of age or older), must be completed and approved by the Accelerated Program Coordinator prior to enrollment in the accelerated course. Students must request an authorization for each subsequent accelerated class.

Students who are not enrolled in the accelerated program will pay the standard tuition rate for any accelerated courses they take.

### **Students (under the age of 24)**

Students who are not eligible to be enrolled in the accelerated program may apply to take an accelerated class if they meet the following criteria

- Have a cumulative GPA of at least 3.0
- Obtained junior status
- Completed a one-page written rationale on the reason(s) they should be allowed to take a course in an accelerated format

A student who meets the above criteria should contact the Accelerated Program Coordinator for a copy of the form Request to take an Accelerated Course (for students under 24 years of age). The form must be completed by the student and signed by their advisor. If the Accelerated Program Director approves the request the student will then be enrolled in the accelerated course. Students must request an authorization for each subsequent accelerated course.

### **Registration**

No one is permitted to attend class who has not registered. The names on the class list indicate to the instructor that these students have completed the registration process. Selection of courses for current students for the following semester begins in the current fall or spring semester. Registration information

can be found in the schedule of classes online at My Mount Mary ([my.mtmary.edu](http://my.mtmary.edu)) the College's intranet site.

Students are responsible for observing the regulations regarding requirements for sequence of courses and for the degree. All registrations must be approved by the student's advisor and registration clearance must be granted. Any student making a change from that approved at registration is responsible for confirming the change with her advisor.

Students may register for classes one term at a time or, except for summer, for both terms within a semester. A student who is registered for the first term in a semester may register for the second term by completing an add/drop form. Financial aid disbursements and payment plan schedules may vary according to whether the student has registered for a single term or for both terms in a semester. Please consult the Financial Aid Office or the cashier in the Business Office.

### **Changes in Registration**

#### **Add/Drop/Course Withdrawal**

Eligible students may register for an eight-week or Saturday accelerated course up to the beginning of the first class session. There is **no** add period once the class begins.

For an eight-week course: a student may drop a course and not have it appear on her record any time up until the second class session. A withdrawal after that time and before the seventh class session for an eight-week course will result in a grade of "W" (withdrawal). After the seventh class session begins, a student may not withdraw. If a student misses the first two classes of an eight-week class the student is administratively withdrawn from the class.

If a student in the accelerated program is enrolled in a regular semester course they follow the add/drop/course withdrawal date established for courses within the regular semester.

Faculty must notify the Accelerated Program Coordinator of a student who needs to be administratively withdrawn due to missing the first two classes of an eight-week class. The Accelerated Program Coordinator will work with the Registrar's office to have the student administratively withdrawn.

Drops and withdrawals may affect a student's eligibility for financial aid. It is the student's responsibility to determine if there is any impact on aid eligibility. Forms for adds, drops and withdrawals may be obtained from the Registrar's Office and must be turned in to the Registrar's Office. Withdrawals are dated according to when they are turned in to the Registrar. The signature of the Associate Dean for Academic Affairs or the student's academic advisor is required.

### **Withdrawal from School**

Students who wish to withdraw from school entirely either between terms or during a term must contact the Associate Dean for Academic Affairs.

### **Financial Aid**

Students in the accelerated program who wish to obtain financial aid must be admitted to degree or certificate status and must register for Terms 1 and 2 (in Fall) or Terms 3 and 4 (in Spring) at the same

time. To be eligible for aid they must be taking at least 6 credits in each pair of combined terms (6 credits in Term 1 and 2 combined; 6 credits in Term 3 and 4 combined). These terms correspond to the fall and spring semesters, respectively.

### **Program Attendance**

Because of the nature of accelerated courses, student attendance at each class session is essential. A student who must miss a class due to unforeseen and uncontrollable circumstances should notify the faculty member as soon as possible. The student is responsible for making up missed work and obtaining class notes. In addition, at the discretion of the instructor the student may be given alternative assignments to make up for the classroom experience.

For an eight-week course, a second absence from the same course will result in a lowering of the student's grade by one full letter grade, e.g. from a "B" to a "BC". A third absence will result in a grade of "F" or, if the withdrawal deadline has not passed, the student may withdraw from the course. If a student misses the first two classes of an eight-week class, the student is administratively withdrawn from the class.

### **Accelerated Course Syllabi**

Because the accelerated format places such a premium on time, faculty expect students to have completed a preliminary assignment prior to the first class. To make this possible, course syllabi will be available to students at least two weeks before the class begins, sooner if possible.

Students will be able to obtain a copy of the syllabus in the College bookstore or by logging in to My Mount Mary and going to E-racer for the particular course.

### **Tuition for Non-Accelerated Courses**

Accelerated program students may register for non-accelerated courses. The tuition rate for any undergraduate course taken by an accelerated program student is always the same--the tuition rate for the accelerated program--regardless of the course or the term. A regular semester course will cost the same as an accelerated course; a summer course in the regular session will cost the same as an accelerated summer course (i.e. there is no discount on any summer session courses for accelerated program students). Accelerated students pay on a per credit basis regardless of the number of credits they take during a semester.

Students who are not enrolled in an accelerated program will pay the same tuition rate for any accelerated courses they take as they pay for non-accelerated courses.

### **Faculty Responsibilities**

#### **Syllabi and Textbooks**

A detailed course syllabus dated for the current semester, that includes course number and title, required texts, class day, all class dates, time, classroom, instructor's name, instructor's contact numbers, College's mission, course objectives, grading policy, academic honesty and integrity policy, assessability statement, and an outline of assignments, (see Chapter VI/Appendix--Outline for Creating A Course Syllabus), is required two weeks before a Term starts (**note: not two weeks before the first class meeting**). A student assignment due at the first class meeting is strongly encouraged because of the compressed nature of

accelerated classes. A copy of the syllabus should be sent electronically to the Accelerated Program Coordinator and posted on E-racer as a pdf document. A limited number of copies of the syllabus will be made available to students in the College bookstore. (A copy is to be given to the department chair and the Office of the Vice President for Academic and Student Affairs at the beginning of each semester.) Students are expected to have purchased and received their textbooks prior to the first night of class.

### **Class Policies**

Class time should be fully utilized. The accelerated program class time is quite limited, and students are aware that they will be in class all eight weeks for the required time. If a class needs to be canceled for any reason the class must be made up before the Term ends. The faculty member needs to determine the make-up night/Saturday with the class during the first class. Once the make-up date has been determined the faculty member should notify the Accelerated Program Coordinator of the date.

## **Graduate Division**

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

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

### **Graduate 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
- Application of theoretical and empirical findings to relevant issues within the discipline

### **Vision**

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

### **Graduate Education**

Graduate education at Mount Mary College provides academic and professional advancement opportunities to women and men that are consistent with the institutional mission of the College. The graduate programs offer Master's 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 a global perspective, and leaders who put knowledge into transforming action.

Graduate education represents mastery of an academic discipline and is different from undergraduate education. It is characterized by specialized training in the discipline's theory, research methodology, and critical analysis. It also offers students the opportunity to develop the skills necessary to generate knowledge and to apply existing knowledge. It also contributes to students acquiring the professional ethics and values of the discipline.

Graduate programs may have a variety of orientations or goals. Some degree programs stress the traditional orientation of emphasizing theory and basic research. Other programs are designed to meet professional goals and emphasize theory, skills, and application.

### **Principles of Graduate Education**

- Mastery of subject matter. Provides a solid foundation of knowledge in the discipline
- Theoretical understanding. Application and performance grounded in theory
- Critical thinking. Engages the student in understanding the assumptions of the discipline and an understanding of viable alternative assumptions
- Skills in research, application, and/or creative activities. Develops competencies to advance the knowledge of the discipline. Included are appropriate writing skills and the ability to present original insights and creative expressions.
- Service orientation. Encourages returning the special benefits of graduate training to the larger community
- Wide range of perspectives. Presents an intellectually and culturally rich set of learning activities that are sensitive to diversity in all its facets
- Integration of ethics with practice

### **Characteristics of Strong Graduate Programs**

Regardless of the purpose and goals of a graduate degree, all graduate programs share common characteristics. Among them are

1. Clear Purpose  
Graduate programs are planned. Departments offer programs that are essential to their specific mission and consistent with the larger mission of the College. Faculty and students have a collective understanding of the program's purposes and goals.
2. Academic Quality  
Graduate programs have well-established admissions standards and practices. The curriculum is strong and course work is challenging. Theses, projects, and/or creative performances are held to high standards. Graduate programs have well-developed procedures for preparing and conducting comprehensive and oral examinations.
3. Supportive Learning Environment  
Cooperation and collaboration between learners and faculty are nurtured to enrich the learning experiences within the program. Quality programs require and receive institutional support.

Institutional support is critical for establishing and supporting high academic standards, including those necessary for accreditation.

4. Mentoring

Mentoring of students contributes to the students acquiring the ethics and conventions of the discipline. It also contributes to the professional identity of the student in the discipline as well as addressing the individual needs of the students in their professional development.

5. Application

Students are provided the opportunity to apply the knowledge/skills they have acquired. Opportunities such as internships, practica, theses, papers, fieldwork, laboratories, and conference participation promote and foster effective student learning experiences.

Integrated Culminating Experience

Students are required to complete a culminating experience which evolves logically from the program's objectives. The final product, in the form of a thesis, project, comprehensive examination or a creative performance, allows students to demonstrate the acquisition of the knowledge and skills they have learned.

6. Faculty

Graduate faculty members possess the appropriate degree and relevant professional experience for their discipline. They are active scholars or artist-scholars who regularly contribute to their profession. They are actively involved in scholarly and creative activities in their discipline and participate in local, regional, and/or national conferences. Faculty members contribute to the intellectual climate of the department and the college through service as committee members, and collaboration with colleagues in scholarly, creative, and/or research activities.

Graduate faculty members exemplify the characteristics of graduate level work in their courses. Courses offered for graduate credit contain material at a more advanced level or require greater intellectual or creative performance, than do undergraduate courses in the same subject area. Graduate course syllabi specify text(s) and supplemental materials, assignments, assessment procedures, and learning activities. All pertinent course expectations are described and explained to students on the first day of class. It is the level of course material and expectations, and not the level of the students, that defines whether a course should carry graduate or undergraduate credit.

Graduate faculty members are active members of appropriate professional organization(s), attend and/or present at conferences, and publish and/or disseminate their work through appropriate professional outlets within their field. Active participation in the profession contributes to faculty members staying current in their profession and contributing to the knowledge base of their discipline.

## **Graduate Programs**

### **Art Therapy**

Doctorate of Art Therapy

Master of Science

### **Business Administration**

Master of Business Administration

### **Counseling**

Master of Science

Clinical Mental Health Counseling Concentration

Community Counseling Concentration

School Counseling Concentration

### **Dietetics**

Master of Science

### **Education**

Master of Arts

### **English**

Master of Arts

Broad-based Writing Concentration

Creative Writing Concentration

Professional Writing Concentration

Writing for Children and Young Adults Concentration

### **Occupational Therapy**

Master of Science

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

Clinical Mental Health Counseling

Community Counseling/Pastoral Counseling

School Counseling

## **Graduate Course Credit at Mount Mary College**

The following principles guide graduate program faculty in establishing course requirements and expectations. They also provide a standard to ensure that courses meet the minimum requirements of graduate level learning experiences.

Graduate courses involve regularly scheduled class meetings consisting predominantly of formal instruction, discussions, and group class activities. Courses offered in a non-traditional format are expected to meet the criteria of content level, faculty/student interaction, and assignments. Students are expected to be involved in scholarly or creative activity outside of the classroom or non-traditional format. Laboratory/studio courses, in which much of the class time may be independent activity on the part of the student, typically involve more hours of class meetings and correspondingly less work outside of class.

Courses offered for graduate credit must contain material at a more advanced level and/or require greater intellectual or creative performance than do undergraduate courses in the same subject area. It is the level of course material and expectations, not the level of the student that defines whether a course should carry

graduate or undergraduate credit. Graduate courses must allow time for intellectual activities such as graduate-level readings and writing, thoughtful contemplation of class material, research, and analysis of information.

Any exception to these policies requires the approval of the Graduate Program Director and the Associate Dean for Graduate, unless the exceptional format has been approved by the Graduate Council through the course approval process. If a course with a non-traditional format is to be offered on an ongoing basis, it should be approved by the Graduate Council.

An instructor of a graduate course shall provide the enrolled students a course syllabus which describes all pertinent course expectations and reflects graduate level content. The syllabus shall be distributed and explained at the first class meeting. In courses other than those involving one-to-one learning (described below), this information should be provided in writing and should include a brief description of those assignments, examinations, and other required academic activities that will contribute to the course grade, and the weight to be given to each activity's contribution to that grade. Where possible, the instructor may also indicate the level of academic performance that will earn specific course grades. In courses where the academic activity is individually arranged between a student and an instructor--such as thesis research, independent study, or individual instruction in performance or studio art--course expectations shall be explained to the student at the first meeting.

### **Admission to Graduate Studies**

Described in detail in the general and degree-specific sections of the *Graduate Bulletin*.

### **Graduation Requirements**

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

- an approved program of the required number of credits distributed according to the requirements of the curriculum
- successful completion of the culminating project
- a minimum overall grade point average of 3.0 for the total program; completion of program within seven years from the date when the first course was completed
- formal application for graduation filed with the Program Director and Registrar by the date established by the Registrar
- all financial obligations with Mount Mary College

### **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 for Graduate Education, 152 NDH.

## **Transfer of Credit**

A maximum of nine credits or 30% of total program credits, whichever is greater, may be transferred from other accredited institutions with the approval of the Program Director. All transfer credits must be at a grade of 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 program director. Official documentation of the grade(s) earned must be provided to the Registrar's office graduation.

## **Course Load**

The maximum course load for graduate students is twelve credits during a regular semester and six credits during the summer session. An overload must be recommended by the Director of the specific graduate program in which the student is enrolled and approved by the Associate Dean for Graduate Education.

## **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 half-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.

## **Grading**

Graduate Courses are graded as follows:

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

### **Probation**

Any graduate student who receives a grade of BC or below shall receive an academic warning. Any student who receives an academic warning and earns an additional grade of BC or below, shall be dismissed from the College. Failure to pass a practicum, fieldwork or internship, or a grade of Unsatisfactory Progress (UP) on a project or thesis is equivalent to a grade of C and shall be grounds for probation or dismissal.

No more than 6 credits of BC/C grades may be applied towards credit required for the degree.  
Completion of Research Component/Continuation Fees

### **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 and the Associate Dean for Graduate Education. 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.

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. The seven year time limit for completion of all degree requirements must still be met. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary College services, such as library use, computer use and statistical consultation.

### **Policies of the Higher Learning Commission – A Commission of the North Central Association of Colleges and Schools**

Mount Mary College is fully accredited by the Higher Learning Commission to offer graduate degrees.

### **Graduate Program Proposal Development Process**

Approval to offer a new master's degree follows the process described in the Program Approval Process section of this handbook.

### **Guidelines for Proposing a New Graduate Course**

Proposals for new graduate courses are initiated by Graduate Program Director, recommended for approval by the Department, and submitted to the Graduate Council. Upon approval by the Graduate Council, the proposal is submitted to and approved by the Vice President for Academic and Student Affairs.

Proposals should cover the following

- rationale for offering the course at the graduate level
- a comprehensive description of the content and methodology
- the qualifications of the faculty who will teach the course
- expectations regarding student performance, and
- a description of the library and other resources available

The Registrar assigns a new course number when the course has been approved.

## **Continuing Education**

Professionals in many fields receive updating in their specialties through Mount Mary College. In addition to its graduate programs, the College offers in-service courses and workshops. Such courses may lead to a post-baccalaureate degree or to certification within the profession, or may be designed to address an individual topic of interest. Recognition of participation varies with the program. Various departments and programs within the College award academic credit, certificates of completion, continuing education units, archdiocesan clock hours, Wisconsin Department of Public Instruction clock hours or other crediting systems appropriate to the course expectations and to the profession. Information regarding continuing education opportunities is available through the Admission Office.

## **Student Success Center**

### **Academic Counseling**

The Academic Counseling Coordinator offers individual academic counseling for students regarding a wide range of issues. Students may self seek services, while others are referred. Students work in partnership with the Coordinator to problem solve, plan and establish realistic academic goals. The Coordinator serves as an advocate for all students and assists in working with the College's academic and administrative departments.

### **Tutoring and Other Learning Services**

Professional and peer tutoring are available 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, tutors work with students to teach strategies for study skills such as time management, test taking and active reading. Tutoring may take place in an individual or group setting, and tutors present academic workshops to various populations. Students can request tutoring at the Student Success Center, located in the Learning Commons, on the first floor of the Haggerty Library Building. Students receiving accessibility accommodations may be eligible for test taking in the Student Success Center.

These services are free of charge and available by appointment; drop-in appointments are dependent upon availability. The Student Success Center is open Monday through Friday during regular business hours. Additional evening and weekend hours are offered each semester. Visit or contact the Student Success Center for details regarding hours and tutor availability.

## **Advising and Career Development**

The Advising and Career Development Center provides assistance to all students in making career-related decisions and in choosing and changing their academic programs. Students receive assistance in all stages of academic and career planning (self-assessment, information gathering, gaining experience, and job search) via individual counseling, workshops, classes and activities available throughout their college years and within a year after graduation.

In their first year, many students find vocational inventories helpful in reflecting information about their personal skills, interests, values and personality preferences. Students receive information about courses required in each of the academic majors and minors and about the academic advising process, as well as information on how to contact their academic advisor. In following years, students use the Career Library to research careers in specific majors, part-time, full-time, and summer jobs and internships available in local, national and international locations. As students approach graduation, they find help in formulating their resume's and may participate in job fairs and on-campus interviews. Workshops on topics such as interviewing, resume' preparation and job search techniques are offered each semester.

Advising and Career Development staff teach classes on career issues and assist students and faculty in developing personalized internships that enhance skills and provide valuable related experience. In their role of liaison between employers and the College, they collect current marketplace information and disseminate it to faculty, staff and students. In addition, Mount Mary College collaborates with other private colleges in Wisconsin to co-sponsor job fairs for seniors and alumnae.

## **Counseling Services**

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

## **College Policies**

### **Academic Honesty and Integrity**

Mount Mary College is an academic community dedicated to the intellectual and 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 prohibited or inappropriate means of assistance, for assignments or examinations (for example: phones, calculators, microcomputers, notes, etc.)
- Students shall not submit the same work for more than one course in the same semester without the permission of both instructors.
- Students may submit work based on a prior assignment ONLY with the permission of the current instructor.

#### 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, or graphic.

#### Interference

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

#### Misrepresentation

Students shall not fabricate or falsify any information in relation to academic coursework or academic responsibilities (e.g. 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.

## **Procedure for Violations of Academic Integrity**

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action.

Faculty and students should be familiar with the policy on Academic Integrity. This policy shall be enforced in each course. If a faculty member has reason to believe that a student has violated the integrity code, he or she will confront the action in a timely manner, following this procedure. If someone other than a faculty member suspects a violation of the Academic Integrity Policy, he or she contacts the Associate Dean for Academic Affairs and completes the Documentation of Concern form. The Associate Dean for Academic Affairs will then involve any faculty member(s) who might be affected. The Documentation of Concern form is posted on the Faculty tab of my.mtmary.edu and also available from the Associate Dean for Academic Affairs' office.

1. The faculty member shall whenever possible meet with the student to present and discuss the allegation.
2. The faculty member shall determine whether the student has violated a principle of academic integrity and, if this is the case, shall impose a disciplinary action.
3. Disciplinary action, depending on the seriousness of the offense, could include one or more of the following
  - Issuing a warning;
  - Requiring the student to re-do the assignment;
  - Lowering the grade for the work turned in;
  - Giving a zero/no credit for the assignment/project;
  - Failing the student for the course.
4. A faculty member who imposes any of the above penalties (or a variation befitting the infringement) shall also submit a "Documentation of Concern" form to the Associate Dean for Academic Affairs.
5. The faculty member shall inform the student that an academic misconduct file will be created in the office of the Associate Dean for Academic Affairs until the student's graduation, at which time the file will be destroyed.
6. If the "Documentation of Concern" form submitted is not the first to be filed, then the Associate Academic Dean, not the faculty member, shall determine the disciplinary action, which may include any of the above, or suspension or dismissal from the College.
7. Any appeal regarding a disciplinary action shall be made in writing to the Vice President for Academic and Student Affairs (VPASA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPASA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall

occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPASA, who shall make a decision and notify the student and all others involved. The decision of the VPASA is final.

## **Grade and Other Academic Appeals**

Any student who receives an unsatisfactory decision in an academic matter (*e.g.*, grades) has the right to appeal the decision. Principles guiding this process are

- Resolution of grading, course-related issues, or classroom practices is expected to occur with direct contact between the instructor and the student
- The student has access to formal appeal procedures

### **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 days of its occurrence. An appeal of a final course grade must be initiated within two weeks of the start of the following fall, spring, regular summer or accelerated term. The student and faculty member negotiate the resolution of the disagreement. If the student is not satisfied with informal negotiation, the student may proceed to Step Two: Informal Appeal. If the student chooses, she/he may proceed directly to Step Three: Formal 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 days of informal negotiation. The faculty member shall provide the student with a written statement of the reason for the adverse action within 15 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 negotiation or the informal appeal decision, the student appeals in writing, with supporting documentation, to the department chair responsible for the course or academic matter. If the action which prompted the appeal involves the department chair, the student presents the appeal to the appropriate division chair. (A student should contact the Office of the Associate Dean for Academic Affairs (undergraduates) or the Associate Dean for Graduate Education (graduate students) for the name of the appropriate division chair.) If the action which prompted the appeal involves the division chair, the student presents the appeal to the Associate Dean for Academic Affairs (undergraduates) or the Associate Dean for Graduate Education (graduate students). Formal appeals must be received by the department or division chair or the Associate Dean within 15 days of the informal appeal or negotiation decision. The faculty member prepares a written response.

The department or division chair or the Associate Dean reviews the matter and may choose to meet with the student and/or faculty member. Within 15 days of receipt of all pertinent materials, the reviewer prepares a written report documenting the decision regarding the appeal. The student, the faculty member and the Associate Dean for Academic Affairs (undergraduates) or the Associate Dean for Graduate Education (graduate students) receive copies of this report.

#### **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 Academic Affairs (undergraduates) or the Associate Dean for Graduate Education (graduate students). In cases where the Associate Dean has heard the formal appeal, the student or faculty member appeals to the Vice President for Academic and Student Affairs. Such an appeal must be received by the Associate Dean or Vice President for Academic and Student Affairs within 15 days from the decision of the formal appeal. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages.

The Associate Dean for Academic Affairs (undergraduates) or the Associate Dean for Graduate Education (graduate students) or Vice President for Academic and Student Affairs appoints a panel consisting of two faculty members from outside the involved program and one faculty member from the involved program. The Associate Dean, or another administrator appointed by the Vice President for Academic and Student Affairs, convenes the panel and facilitates the hearing. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 15 days of receiving the appeal.

The panel submits its written recommendation to the Vice President for Academic and Student Affairs who will make the final decision. The Vice President for Academic and Student Affairs' decision is final and binding in all cases. The decision shall be sent to the student, faculty member, and the appeals panel within 15 days from the decision of the panel appeal.

### **Syllabi**

When a course is taught, a syllabus is to be prepared by the instructor. One copy is to be kept on file in the office of the Vice President and Student Affairs and the other in the office of the chair of the department. These syllabi are to be handed in to the Vice President for Academic and Student Affairs and chair at the beginning of each semester. They are to be practical and usable and are to be kept up to date.

A uniform cover sheet should be used for each syllabus (see Chapter VI/Appendix). The following format should also be used in writing the syllabus.

#### **Basic Information**

Mount Mary College [Mission and Vision statements](#)

Term (fall/spring) and Year

Department, number of course, title of course, number of credits

[Undergraduate or Graduate Bulletin](#) description of course

Core Curriculum Realm or Graduate Program

Names of texts used by Instructor

Date submitted to VPASA Office

[Attendance policy](#)

### **Academic Honesty and Integrity Statement for Course Syllabus**

Mount Mary College is an academic community dedicated to the intellectual and 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.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

*Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Associate Dean for Academic Affairs. The policy and procedures are included in the Mount Mary College Student Handbook, the Undergraduate Bulletin and online at [mtmary.edu/handbook.htm](http://mtmary.edu/handbook.htm) and [my.mtmary.edu](http://my.mtmary.edu)*

### **Accessibility Statement for Course Syllabus**

Mount Mary College complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the college will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see me or Marci Ocker, Coordinator of Accessibility Services so that such accommodations may be arranged.

To contact Marci Ocker: call 414-443-3645, email: [ockerm@mtmary.edu](mailto:ockerm@mtmary.edu), office: Student Success Center located in the 1<sup>st</sup> floor of Haggerty Library (HL), room 124.

**Objectives:** Realm or Graduate Division/department/course

**Outline of the Course.** Includes activities related to outline (lecture discussions, term papers, etc.)

**Materials and Resources.** Bibliography, supplementary materials, visual aids, etc.

**Evaluation Procedures.** Tests or other form of teacher evaluation of students.

## Procedure for Introducing Changes to the Undergraduate Curriculum

1. **Courses within a department** may be changed, courses may be eliminated or new courses may be added without submission to the Curriculum Committee. Notification of any change must be submitted to the Vice President for Academic and Student Affairs for review and approval prior to the change taking effect. If the Vice President for Academic and Student Affairs and the department do not agree, the Curriculum Committee may be asked to review the proposed change and make a recommendation to the Vice President for Academic and Student Affairs.
2. **Any changes in courses (e.g. prerequisites) that affect other departments** should be submitted to the Curriculum Committee. Notification of changes should be sent to the Vice President for Academic and Student Affairs for review and approval.
3. **New majors, minors, credit certificates or programs** or the establishment of a new department must be submitted to the Curriculum Committee for study and evaluation. Such proposals should follow the format specified by the Committee. The Committee will submit proposals for new majors, programs or departments to the Faculty Assembly for vote. The Committee, at its discretion, may choose to submit minors or credit certificates to the Assembly for vote.
4. **The elimination of majors, minors, credit certificates**, departments or programs should not be determined without the involvement of the faculty as represented by the Curriculum Committee. If necessary the Committee will complete a study and evaluation of the proposed change: However, recommendations to eliminate any of the above that result from the work of other groups or committees on which faculty serve, should be submitted to the Curriculum Committee for review and comment only. In all cases, the Committee will report its response to the Faculty Assembly.
5. **Departmental course changes requiring approval**: No department may add or change any course or course transfer policy that would affect the basic core requirements for all students without notifying the affected departments and presenting these changes to the Curriculum Committee. Designation of any course as a core course requires the prior approval of all the department chairs within the appropriate realm(s). If the departments agree, the matter does not need to be submitted to the Committee. All proposed changes should, however, be submitted to the Vice President for Academic and Student Affairs for review and approval.
6. **Changes in the core requirements of the College** must be presented to the Curriculum Committee for review and comment. The Committee will submit the proposed change, along with its recommendation, to the Faculty Assembly for a vote.
7. **Implementation of Changes**: The Chair of the Curriculum Committee is responsible for communicating all approved changes to the following, who are responsible for implementing these changes: Registrar, Chair of the Faculty Assembly, Director of Advising and Career Development, Director of Undergraduate Admissions, and the Associate Dean for Academic Affairs. The VPASA is copied on this communication.

## **Program Proposal Development Process**

The purpose of the Program Proposal Development Committee is to provide departments with an early approval from the College before they have to do a great deal of work developing a full proposal for a new major, minor, or certificate. This process has been created to help faculty develop new programs by making the process and criteria for new program development more explicit, by increasing communication among various groups involved in the process, and by providing support in the areas of budgeting and market analysis. The work of the Program Proposal Development Committee is distinct from that of the Curriculum Committee not only in its role in the beginning of the approval process rather than the end but also in its responsibilities to look at strategic and economic issues rather than curricular ones.

### **Step 1**

The Vice President for Academic and Student Affairs will meet with interested departments to explain the process and the criteria for new program approval. A Program proposal must be consistent with the Mission and Strategic Plan of the College. The department chairperson contacts the Vice President for Academic and Student Affairs to schedule a meeting with the Program Proposal Development Committee.

### **Step 2**

Department representative(s) meet with the committee to discuss the proposed program and answer questions. Together the department representatives(s) and the committee work through the following criteria questions:

#### **Criterion 1: Relationship to mission and strategic plan**

What is your rationale for proposing this new program?

Will your new program create or build on synergy with other programs?

Will your new program provide opportunities for collaboration with external organizations?

#### **Criterion 2: External Marketplace**

What is the program's potential for bringing new students to the College?

Are there programs in the area that are similar to yours? If so, describe.

If your program is similar to others in the area, is it unique in some way, e.g., format, community service requirement, collaboration with other group(s)?

What is the appeal of your program for alumnae and donor support?

Will employers see it as valuable?

#### **Criterion 3: Internal Marketplace**

What is the program's potential for attracting students to the program?

#### **Criterion 4: Economic and resource issues**

What personnel are needed to develop and implement the program?

What facilities are needed to develop and implement the program?

What is the timeline for development and implementation?

Are you aware of any possibilities for planning or implementation grants?

What kind of "payoff" schedule do you anticipate? (When will revenue surpass real and indirect costs)?

### **Step 3**

The department representative(s) prepares a written proposal that addresses each of the four criteria. The proposal is submitted to the Vice President for Academic and Student Affairs.

### **Step 4**

The committee reviews the written proposal in relation to the criteria and identifies strengths and weaknesses.

### **Step 5**

The Vice President for Academic and Student Affairs shares the committee's reaction with the department representative.

### **Step 6**

The Vice President for Academic and Student Affairs subsequently shares the proposal and committee reactions with the President for feedback to the committee. If the President approves proceeding with the proposal, the Chief Financial Officer will assist the department in developing a budget. The Vice President for Academic and Student Affairs will assist the department with a marketplace analysis.

### **Step 7**

After preparing budget information and completing the marketplace analyses, the departmental representative(s) meets again with the committee to discuss the ramifications of the analyses for the proposal. The following questions will guide the discussion:

- What is your analysis of the marketplace and budget information?
- How does the new information strengthen and/or not strengthen your proposal?
- Has your thinking about the proposal changed in any significant ways? If so, how? Do you have any additional information you would like to share with the committee?

After the meeting, the department will expand the proposal to include the budget, marketplace analyses, and the responses to the second set of questions.

### **Step 8**

The committee reviews the revised written proposal in relation to the criteria and identifies additional strengths and weaknesses. The Vice President for Academic and Student Affairs shares the committee's feedback with the department representative. The Vice President for Academic and Student Affairs subsequently shares the proposal and committee's recommendation with the President for approval. The Vice President for Academic and Student Affairs notifies the department of the decision.

### **Step 9**

If the idea is approved by the President, the department develops a proposal for the Curriculum Committee.

## **Weather Emergencies/Cancellations**

In case of extreme snowfall, other hazardous weather or situations, Mount Mary College will contact the local media to indicate that classes have been canceled and the College closed. Decisions about evening classes will ordinarily be determined in the afternoon. Mount Mary administration will post to *My Mount Mary* and notify local radio and television stations as soon as possible when evening classes are not being held.

Up-to-date information will be available on *My Mount Mary* and through the RAVE Emergency Alert System. Recommended radio and television stations to listen to are: WTMJ (620 AM), WISN (1130 AM), WKTJ (94.5FM), WKLH (96.5FM), and WMIL (106 FM). Recommended television channels are 4 ([www.todaystmj4.com](http://www.todaystmj4.com)), 6 ([myfoxmilwaukee.com](http://myfoxmilwaukee.com)); 12 ([www.wisn.com](http://www.wisn.com)) and 58 ([www.cbs58.com](http://www.cbs58.com)).

**PLEASE DO NOT CALL THE COLLEGE FOR INFORMATION ABOUT WEATHER RELATED SCHOOL CLOSINGS.**

If there should be a weather emergency in effect at 7:00 a.m. on an examination day, all daytime (8:00 a.m.--4:30 p.m.) examinations will automatically move to the day following the last day of exams. Separate *My Mount Mary* and media announcements will be made regarding evening classes. Friday and Saturday will be used, if necessary, to complete the exam schedule.

Please keep in mind that the emergency school closing policy pertains to situations that may be unrelated to weather, e.g., broken water pipes or heating system, or flooding.

When classes are canceled, the College will be closed.

## **Academic Credit Policy**

Student coursework is measured by the **credit hour**. In accordance with the long-standing Carnegie definition of a “credit hour” for institutions of higher education, Mount Mary grants credit for various types of instruction as follows:

### **Credits Earned at Mount Mary College**

#### **Lecture, seminar, quiz, discussion, recitation**

A semester credit hour is an academic unit earned for fifteen 50-minute sessions (750 minutes total) of direct instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-credit course meets three 50-minute sessions per week for fifteen to sixteen weeks for a minimum of 45 sessions or 2,250 instructional minutes.  
Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)

**Where little or no outside preparation is expected**, one semester credit hour is awarded for the equivalent of fifteen 150-minute sessions (2,250 minutes total) of such activity. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour.  
Where such activity involves substantial outside preparation by the student, one semester credit hour is awarded for the equivalent of fifteen 100-minute sessions (1,500 minutes total).  
Short Sessions

**Credit hours may be earned in short sessions** (summer sessions [long or short], Accelerated Terms, etc.) proportionately to those earned for the same activity during a regular semester, normally at no more than one credit per week of full-time study.

#### **Internships and Other Experiential Learning**

When life or work experience is a concurrent portion of an academic program, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.  
Full-time Independent Study (e.g., student teaching, practica, etc.)

If a student's academic activity is essentially full-time (as in student teaching), up to one semester credit hour may be awarded for each week of work.

#### **Directed and Independent Study**

Opportunities for student growth in self-motivation and self-education in areas not covered by available courses by means of directed study or independent study are available in most departments. Students should contact the department chair for further information. All independent studies must be approved in advance by the appropriate department chair. Independent studies cannot be offered for core credit, unless by specific exception. A maximum of 24 credits may be earned through a combination of the following: Directed and Independent Study, Credit by Examination, and Credit for Life Experience. (See Sections XII and XIII below for a description of the latter two.)

One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five 50-minute sessions of student academic activity.

One credit for directed study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded for the equivalent of fifteen 50-minute sessions of regularly scheduled instruction.

### **Correspondence Course Credits (undergraduate only)**

Correspondence course credits through an accredited university or college are accepted on the recommendation of the student's academic advisor and with the prior approval of the Associate Dean for Academic Affairs. A maximum of nine credits may be earned by correspondence. All correspondence courses must be completed, the transcripts received at Mount Mary College, and the grade posted to the student's file one month prior to graduation.

### **Study at Other Institutions (undergraduate only)**

Before a course may be taken from another institution of postsecondary education, an Off-Campus Course Approval Form signed by the student's advisor and the Registrar must be filed in the Office of the Registrar. Mount Mary College will grant credit for courses taken at other institutions in which the student has earned a grade of C or above. A student's last 32 credits must be completed at Mount Mary.

## **Credits Earned Prior to Admission to Mount Mary**

### **Advanced Placement (undergraduate only)**

Students who have taken advanced or college-level courses in high school and who score 3, 4, or 5 on the Advanced Placement Tests of the College Entrance Examination Board may receive college credit of up to four credits for each examination. There is no fee for accepting advanced placement credits.

Students who present higher-level (HL) examinations through the International Baccalaureate (IB) may receive subject credit for satisfactory work. If a student scores a five (5) or higher in an English HL course, she will receive equivalent credit. If a student scores a four (4) or higher in an HL course other than English, she will receive equivalent credit. There is no fee for accepting IB credits.

### **Retroactive Credit for Foreign Language Proficiency (undergraduate only)**

Mount Mary College students who have attained certain levels of ability in a language other than English (which can be assessed according to college-level proficiency) may be granted credits for that proficiency.

Any student presenting high school background in a world language who completes a course in that same world language above the 101 level at Mount Mary College with a grade of B or better may receive four retroactive credits for each Mount Mary College world language course that she tests out of, up to a limit of 16 credits.

## **Transfer Credit**

- **Transfer Credits**

**Undergraduate Students:** Only coursework similar to that offered at Mount Mary College and with a grade of C (2.0) or better from another accredited college or university will transfer. There is no charge for transfer credits. A maximum of 64 credits can be transferred from a junior college or two-year campus.

NOTE: The final 32 credits toward the bachelor's degree must be earned at Mount Mary College. Credit is not granted for retroactive credits received at another university or college.

**Graduate Students:** A maximum of nine credits or 30 percent of total program credits, whichever is greater, may be transferred from other accredited institutions with the approval of the Program Director. All transfer credits must be at a grade B or better and must be documented with official transcripts.

- **Articulation Agreements**

To ensure ease of transfer credits, Mount Mary College has numerous articulation agreements with two-year and technical colleges, including degree completion and program-to-program agreements with Waukesha County Technical College, Milwaukee Area Technical College, and Gateway Technical College. In addition, Mount Mary has a comprehensive articulation agreement with the University of Wisconsin System Colleges. Further information about these agreements is available from the respective program directors at Mount Mary College, the UW Colleges, WCTC, MATC, and GTC. A current list of all agreements is available on the Mount Mary College Web site.

## **Nontraditional Means of Obtaining Undergraduate Credit**

Mount Mary College recognizes that learning occurs outside the traditional college classroom and provides means for students to obtain credit for that learning. A maximum of 24 credits may be earned through a combination of the following: Credit by Examination, Credit for Life Experience, and Directed and Independent Study. (See **Section VI** above for a description of Directed and Independent Study credits).

### **Credits by Examination**

Mount Mary College will grant academic credit and/or exemption from some courses to registered students who have passed one or more of the five General Examinations of the **College Level Examination Program (CLEP)** administered by the College Entrance Examination Board with scores specified by Mount Mary College. Students interested in taking any of the Subject Examinations offered by CLEP should contact the Registrar's Office before registering for the examination. CLEP testing is available at the University of Wisconsin Milwaukee testing center (414 -229-4689).

A maximum of four semester hours on each of the General Examinations and three or four semester hours on each of the Subject Examinations may be granted on a Pass/No Credit basis. Students are limited to a maximum of 20 credits by CLEP examination. A list of examinations recognized, as well as scoring requirements (typically the 50th percentile on the national sophomore norms) and other regulations, are available through the Registrar's office.

Also accepted for credit are selected subject exams administered through the **ACT Proficiency Examination Program**. For details contact the Registrar's Office.

Students taking courses at Mount Mary College are eligible to receive credit for any course in the College bulletin by **special examination** if the department involved believes it to be justified and is willing and able to make up the examination. Arrangements to take special examinations must be made by the student prior to enrolling in the course for which the student wishes to earn credit. (No tutoring or instruction on the part of the faculty involved is permitted.) There are special fees for the examinations and recording of credits.

### **Credit for Prior Learning (Life Experience)**

Mount Mary College evaluates and awards undergraduate credit when appropriate for what a person knows and can do as a result of non-college experience. Nontraditional students who have completed 12 credits at the College with a grade of C or above may apply for life experience credit in an area of competence. The following criteria are used: The students must be able to articulate what they have learned, relate it to a program at Mount Mary College and document it in writing. Students interested in applying for credit for life experience initiate the process within the context of the course, SYM 230 Portfolio Preparation Seminar. See the "Interdisciplinary Courses" section of the *Undergraduate Bulletin* for description. Contact the Registrar's Office for more information.

## **Institutional Review Board for the Protection of Human Subjects**

### **Policies and Procedures of the Institutional Review Board for the Protection of Human Subjects**

#### **Contents:**

##### **\*General Information and Guidelines**

- \*I. Federal Regulations**
- \*II The Institutional Review Board for the Protection to Human Subjects (IRB)**
- \*III. Review of Research by the IRB**
- \*VI. Informed Consent**

##### **\*IRB form:**

Application for Review of Research (see Chapter VI/Appendix)

Additional information is available on the Campus Life tab of my.mtmary.edu.

### **General Information**

Use of human subjects for research or instructional purposes is subject to review and approval of the Institutional Review Board (IRB) for the Protection of Human Subjects, a standing committee with members appointed by the President. The IRB publishes a set of guidelines in compliance with applicable federal statutes, which must be followed whenever use of human subjects is involved. Copies of the policies, procedures and application may be obtained from the chair of the IRB.

### **Federal Regulations**

The Public Health Service Act (P.L. 93-348) as implemented by HHS regulation 45 CFR 46 - Protection of Human Subjects, sets forth a common federal policy for the protection of human subjects. The regulations stipulate the composition and duties of an IRB, establish standards for informed consent, provide for sanctions against institutions and individuals who violate the regulations, and require more intensive scrutiny of research involving fetuses, in vitro fertilization, pregnant women, prisoners, and children. These regulations do not supersede other state, and federal laws; they create additional duties for individuals involved in research involving human subjects.

### **Research Involving Human Subjects**

"Research" means a systematic investigation designed to develop or contribute to knowledge in a particular discipline. Activities that meet this definition constitute "research" for purposes of these regulations whether or not they are supported or funded under a program considered research for other purposes. For example, some "demonstration" and "service" programs may include "research activities."

"Human subject" means a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. "Intervention" includes both physical procedures by which data are gathered (for e.g., venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between investigator and subject.

"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place and information that has been

provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (for example, the identity of the subject is or may readily be ascertained by the investigator or associated with the information) in order for obtaining the information to constitute research involving human subjects.

"Minimal risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. (Sec. 46.102)

### **General Exemptions**

Unless otherwise required by department or agency heads, research activities in which the only involvement of human subjects will be in one of more of the following categories are exempt from this policy:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
  - a. Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
  - b. Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk for criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section if:
  - a. The human subjects are elected or appointed public school officials or candidates for public office;
  - b. Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:

- a. public benefit or service programs;
- b. procedures for obtaining benefits or services under those programs;
- c. possible changes in or alternatives to those programs or procedures; or
- d. possible changes in methods or levels of payment for benefits or services under those programs. (Sec. 45 CFR46.101)

### **IRB Membership**

Mount Mary College's IRB shall have at least five members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution. The IRB shall be sufficiently qualified through the experience, expertise, and diversity of its members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects. In addition to possessing the professional competence necessary to review specific research activities, the IRB shall be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. The IRB shall therefore include persons knowledgeable in these areas. If the IRB regularly reviews research that involves a vulnerable category of subjects, such as children, prisoners, pregnant women, or handicapped or mentally disabled persons, consideration shall be given to the inclusion of one or more individuals who are knowledgeable about and experienced in working with these subjects.

1. The IRB may not consist entirely of members of one profession.
2. The IRB shall include at least one member who is not otherwise affiliated with Mount Mary College and who is not part of the immediate family of a person who is affiliated with the institution.
3. The IRB shall include at least one member whose primary concerns are scientific areas and at least one member whose primary concerns are not scientific in nature.
4. No IRB member may participate in the IRB's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.
5. The IRB, may, in its discretion, invite individuals with competence in special areas to assist in the review of issues, which require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB. (Sec. 45 CFR 46.107)

Members shall be approved by the President. Faculty members as well as administrative staff are eligible for appointment to the IRB. The IRB will be responsible to the College President for its activities. The IRB will report its activities annually in a full report and executive summary to the President via the Vice President for Academic and Student Affairs.

Three-year terms shall be staggered so that at least one member is appointed each year. Reappointment to a second term of three years is allowable for the sake of continuity.

Members shall attend at least 50% of the meetings to fulfill attendance requirements.

### **Criteria for IRB Approval of Research**

In order to approve research covered by federal regulations, the IRB shall determine that all of the following requirements are satisfied:

1. Risks to subjects are minimized.
2. Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects and the importance of the knowledge that may reasonably be expected to result.
3. Selection of subjects is equitable.
4. Informed consent will be sought from each prospective subject or the subject's legal representative and will be appropriately documented, in accordance with, and to the extent required by federal regulations.
5. Adequate safeguards are implemented to insure the safety of the subjects during the data collection.
6. Subjects' right to privacy and confidentiality is protected.
7. Where some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons *or* economical or educationally disadvantaged persons, appropriate additional safeguards have been included in the study to protect the rights and welfare of these subjects.
8. Projects that will be conducted in a cooperating institution or organization must include a letter of acceptance from the sponsoring individual or body of that institution or organization.

The IRB shall have the authority to approve, require modification in (to secure approval) or disapprove all research activity covered by this policy. The institution (Mount Mary College) may reverse an approval given by the IRB, but it cannot overrule a negative decision by the IRB.

Independent research projects which individual students design and carry out under faculty supervision must be reviewed and approved by the IRB.

All other research assignments, such as those in research methods courses, etc., will be reviewed by the course instructor, who will be acting as the delegate of the IRB. The instructor will report to the IRB through means of the checklists contained in the Application *for* Review of Research.

A review of research activities will be made by the IRB only for studies sponsored by members of the faculty, staff, or administration of Mount Mary College. In those instances where individuals from an institution other than Mount Mary College wish to conduct research on campus, a faculty member of Mount Mary College must sponsor the application to the IRB.

IRB approval of a project is limited to one calendar year. Any project modifications made at any time which concern a significant change in methodology or mechanisms to protect confidentiality must be approved by the IRB.

A quorum shall be the majority of the members of the IRB. To be approved, a project requires a vote of approval from the majority of those present.

### **Meetings**

The IRB will meet once a month during the academic year. If no proposals have been submitted for review, the meeting will not be held. As needed, the IRB may convene during the semester break or summer sessions or, in exceptional cases, may conduct business via telephone or mail.

### **Submissions of Applications**

All applications to the IRB must be submitted at least 10 calendar days prior to the date of the IRB meeting. Applications received too late to permit proper review will be deferred until the next regularly scheduled meeting. Individuals unable to comply with this deadline should contact the chair of the IRB.

### **Review Process**

#### **Types of Review**

Research proposals may be reviewed using a full formal review or an expedited review. Every application for a formal review to the IRB must be accompanied by the Application for Research Review (see Chapter VI/Appendix), unless the investigator believes the proposed research meets the criteria for exemption from formal review (in which case, the expedited review procedure would be followed). A new application for review is required for each research project that differs significantly in terms of procedures or subject populations from a previously approved application.

Any investigator who judges that research meets the criteria for exemption from formal review (see categories listed above under "General Exemptions") must also file the Application for Research Review with the IRB.

### **Exemption from Formal Review Procedure**

The IRB may review some or all of the research submitted by using the expedited review procedure, if the research involves no more than minimal risk. The IRB may also use the expedited procedure to review minor changes in previously approved research within one year after initial approval has been authorized. Under an expedited review procedure, the review may be carried out by the IRB chair, by one or more experienced IRB reviewers, or by persons with specialized knowledge in a particular discipline who are designated by the chair. In reviewing the research, the reviewers may exercise all of the authorities of the IRB except that the reviewers may not disapprove the research. A research activity may be disapproved only after review in accordance with the full review procedure.

### **Formal Review Procedure**

#### Procedures for Review and Approval

1. Upon receipt of the necessary number of copies of the research protocol, the chair of the IRB checks to ensure that the properly completed accompanying forms are present and that the

necessary description of the research is provided. Copies are then distributed to members of the IRB.

2. Upon request of the IRB, the investigator may be asked to provide additional information or to appear in person before the committee to present a full explanation of risks and protection for the human subjects. Any investigator may ask to appear before the Board to describe the proposed research.
3. In cases where it is deemed necessary by the Board, consultants to the IRB may be asked to comment on a proposed research activity.
4. A necessary quorum for the IRB to consider a proposal is a majority of the total membership. No IRB member may participate in the board's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.
5. The IRB will decide by a majority of the members present:
  - a. to approve the proposal.
  - b. to approve the proposal with restrictions or conditions.
  - c. to defer the proposal, pending changes in the application or receipt of additional information from the investigator or consultants to the IRB.
  - d. to disapprove the proposal.
6. Minutes will be taken at all IRB meetings. Records will be retained by the IRB for a period of three years.
7. The IRB chair will inform the principal investigator in writing of the decision of the Board.
  - a. If the board recommends changes, the IRB chair or designated member will communicate these in writing to the investigator.
  - b. The IRB chair or designee will be responsible for review and approval of the investigator's submitted changes.
  - c. If the investigator deems it necessary to make further changes, these can be submitted to the chair or a designee for review and approval.
  - d. If there are changes in the study which the chair or designee feels may change the level of risk to human subjects, the investigator will be requested in writing to submit the proposal to the full board for further review.
8. Adverse decisions may be appealed by re-review of the proposal. Appeals will be heard only when the proposal has been revised and/or provides additional information.
9. The IRB shall have authority to suspend or terminate approval of research that is not being conducted in accordance with IRB requirements or that has been associated with unexpected harm to subjects. A list of the reasons for any suspension or termination will be provided to the investigator, all appropriate department heads and the director of research.

## **Informed Consent**

Consent to participate in research must be obtained from every potential subject who is a mentally and physically able adult. Consent must be obtained prior to the conduct of any research activities.

**Exceptions and Special Cases** - Although only certain categories of subjects are mentioned specifically in the regulations, the researcher has special responsibilities whenever the potential subjects have circumstances which might affect their ability to give informed and voluntary consent to participate in a research project. Researchers must use extreme care to respect the rights of subjects when they develop consent procedures. When written consent or assent cannot be obtained, a verbal script must be submitted with the protocol.

**Children** - Permission to conduct research with children requires special attention to the child's age, ability to understand what is asked, and relationship to parents or guardians. Parent/Guardian Consent is required in writing for all minors (under the age of 18).

**Adolescent (junior/senior high school)** Assent must be obtained in writing; the investigator should use supplementary verbal explanations when needed.

**Child (elementary)** Assent should be obtained in a form that the child can understand. A signed assent form must be obtained from children old enough to render a signature.

**Very Young Child** - explanations should match the level of understanding.

## **Other Special Types of Subjects**

**Prisoners** - the consent form should make it clear that participation will have no effect upon their parole or treatment.

**Mentally Disabled** - A patient advocate is necessary to guard the patient's interests. Project with Greater than Minimal Risk - Risks must be enumerated to allow the patient to decide whether or not to participate. Also included should be any protections to lower the potential risk and an injury clause.

**Surveys/Anonymous Questionnaires** - Surveys and questionnaires are "anonymous" only when the individual's identity is unknown to the investigator. Requirements of informed consent can be fulfilled by instructions or a cover letter that explains (as applicable) the project, purpose and duration of participation time; how to contact the investigator for more information; a statement that assures anonymity; indication that voluntarily returning the questionnaire constitutes consent to participate.

**Elements of Informed Consent (45 CFR 46 Section 116)** - In clear and non-technical language which is appropriate to the subject, subjects must be informed of:

1. The fact that the study is research.
2. The purposes of the research.
3. The expected duration of the subject's participation.
4. The procedures to be followed.

5. Any reasonably foreseeable risks or discomforts.
6. Any benefits to the subject or to others that may reasonably be expected from the research.
7. Appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.
8. The extent, if any, to which confidentiality of data and privacy of subjects will be maintained
9. For research involving more than minimal risk, whether any compensation and whether any medical treatments are available if injury occurs.
10. Who to contact for answers to pertinent questions about the research, subjects' rights, and research-related injury to the subject.
11. The fact that participation is voluntary and that the subject may withdraw his or her consent at any time without penalty or loss of benefits.

### **Procedures for Obtaining Informed Consent**

**Written Consent** - the subject or a legal representative signs a written consent document, which explains all of the elements of informed consent.

**Oral Consent** - the subject or a legal representative signs a document indicating the subject had all of the elements of informed consent explained orally and that s/he understands this description and s/he agrees to participate in the activity described. In addition, an auditor-witness to the oral presentation must be present and must sign the consent form as "witness." A written script of the oral presentation must be approved by the IRB and will be retained as a part of the IRB records.

**Exceptions** - There may be cases in which the use of either of these procedures for obtaining informed consent may be considered inappropriate by the investigator because they would adversely affect the experimental design or procurement of valid results. Accordingly, modifications to the above informed consent procedures can be recommended to the IRB. However, all modifications must be approved prior to implementation of the proposed research; this approval must be recorded in the board's minutes. No such modification will be approved unless, and until, the IRB or designee determines:

1. That the risk to any human subject is, in fact, minimal, justifying a less full disclosure in the informed consent procedures than would normally be required; or
2. That the use of either consent procedure would, in fact, invalidate objectives of considerable immediate consequence, and that the use of any reasonable alternative means for attaining these objectives would be less advantageous to the subject.

### **Audio or Video Taping**

A research project that proposes use of audio or video taping must include a separate consent form that states what type of medium will be used to record the subject. This form must also state how the audiotape or videotape will be secured after the research project has concluded.

## **Institutional Effectiveness Plan**

### **Mission of the College**

Mount Mary College, an urban Catholic College for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The College encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically. The baccalaureate curriculum integrates the liberal arts with career preparation for students of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

### **Vision**

Mount Mary College is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

### **Guiding Principles of Institutional Effectiveness**

Assessment is a multidimensional process for determining the success of Mount Mary College in carrying out its mission to enhance student learning, measure institutional effectiveness and guide its efforts towards continual educational improvement. Assessment provides opportunities for both internal and external checks, with the concomitant opportunity for redirection activities to enhance institutional quality and effectiveness.

An institutional effectiveness plan demonstrates student learning outcomes that are connected to issues and questions that the Mount Mary College community really cares about and that relevant parties will find credible, suggestive and applicable to decisions that need to be made.

An effectiveness plan involves stakeholders and assures their participation in the assessment process. The College community should participate in the implementation, modification, ongoing assessment of the assessment processes, and the development of needed changes as indicated by the results. All participants of the college community are involved in the various aspects of assessment so that institutional capacity for educating students is improved.

### **Purposes of Assessment**

- To evaluate cumulative student learning outcomes through a multidimensional process that indicates the degree to which the undergraduate and graduate curricula, co-curricular programs, and total experience at MMC fulfill the goals of the College's mission
- To assess the degree to which the curricula, co-curricular programs and total experience at MMC

- meet the needs and goals of current students and contemporary society
- To collaborate with stakeholders to determine the level of performance against which evidence is compared and judgments about outcomes are made
- To provide a feedback mechanism to ensure that assessment data are used to improve the curricula, teaching, learning, student involvement, and other aspects of college life

## **Conceptual Framework for Assessment**

In order to meaningfully assess the effectiveness of Mount Mary College in carrying out its mission, it is necessary to have a conceptual framework that connects the mission statement and the educational values the College stresses to the actual programs, both curricular and co-curricular, that the college offers. Such a framework logically links the kinds of skills, knowledge and values the college expects its students to gain with the curriculum it requires, the modes of teaching and learning it stresses, the co-curricular programs and services it offers, and the educational atmosphere it creates. Mount Mary College clearly articulates this conceptual framework in its Handbooks for Faculty and Administrative Personnel.

### **Intellectual Development**

The mission statement of the college describes the expected intellectual, personal and spiritual development of students which is fostered by both curricular and co-curricular activities. The intellectual focus is on the effective integration of the liberal arts with career preparation at levels of academic challenge that are appropriate to the program and degree being awarded. The undergraduate liberal arts core curriculum centers on understanding human beings as persons who search to find ultimate meaning (Philosophy/Theology), understand and communicate with symbols (Communication/Mathematics), respond to beauty and truth (Literature/Fine Arts), live as social beings (Humanistics) and live in a physical environment (Science). The majors and professional preparation build upon the core and are integrated with the core curriculum. Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars. In the tradition of the School Sisters of Notre Dame, the College education means enabling persons to reach the fullness of their potential as individuals created in God's image and assisting them to direct their gifts toward transforming the world.

### **Personal Development**

The personal development of students is a second focus which is derived from the mission statement. Through an environment which encourages the development of the whole person, the college aims to develop students of integrity who are prepared to assume leadership roles and demonstrate a deep sense of social responsibility. The baccalaureate curriculum, following a holistic education model, supports personal development along a self-directed path and states that students must do their own searching. The baccalaureate curriculum promotes women as individuals and emphasizes the needs and interests of women. The graduate curriculum provides education for men and women that fosters leaders who put knowledge into transforming action.

### **Spiritual Development**

The third focus of the mission statement is on spiritual development. Mount Mary College develops students sensitive to Christian principles and moral values. At the center of the baccalaureate curriculum is search for personal understanding of ultimate meanings. Theology and Philosophy assist the student in

asking questions and searching for ultimate meanings. At the Graduate level Mount Mary provides education that prepares students who are committed to be ethical and just human beings with a global perspective. Christian principles flow from the core and permeate the entire curriculum.

### **Methods of Teaching and Learning**

The methods of teaching and learning are chosen in relationship to the expectations for intellectual, personal and spiritual development. The mission statement highlights the college's commitment to excellence in teaching and learning, with emphases on active and collaborative learning and development of critical thinking. The curriculum framework states that both faculty and students share in the search for truth and meaning within an atmosphere of academic freedom. The methods of teaching provide for close contact among departments and meaningful relationships between faculty and students. At the graduate level, faculty place value on a student's past experiences and integrates experience into the academic and co-curricular activities of the college. This approach 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. (See *Teaching and Learning in the Mount Mary Tradition* (Penzenstadler & Carey, 2006))

### **Educational Enrichment and Campus Environment**

In addition to the curriculum, the educational atmosphere and co-curricular programs and services contribute to the student's intellectual, personal and spiritual development. The atmosphere, as described in the curriculum framework, encourages students to broaden their social, cultural and personal experiences. The college provides athletic competition, religious activities, cultural events and co-curricular opportunities for students. Services in career development, campus ministry, counseling and learning resources address the special needs of Mount Mary students seeking higher education. These aspects of the college are as important as actual course work in facilitating the student's overall development.

## **Institutional Effectiveness Plan**

The institutional assessment plan for determining student learning outcomes and educational effectiveness is a multidimensional process. Assessment of intellectual, personal, and spiritual development is addressed in five major program components

- Core Curriculum student learning outcomes are assessed by the College Portfolio Assessment Program
- Major/Program and graduate program student learning outcomes are assessed by departments
- Holistic learning (level of academic challenge, methods of teaching and learning, educational enrichment, and campus environment) is assessed through the periodic administration of the National Survey of Student Engagement, through the periodic administration of the Mount Mary College Survey of Student Experiences and through annual departmental assessment plans.
- Program Review
- Co-Curricular student learning outcomes are assessed by departments that offer co-curricular activities

## **Core Curriculum Student Learning Outcomes – College Portfolio Assessment Program**

The College Portfolio Assessment Program (CPAP) evaluates student progress relative to the core curriculum student learning outcomes. (See Appendix A) Each semester, 10 percent of all incoming first degree-seeking undergraduate students are selected to participate in the program, and agree to engage in a longitudinal study of their learning outcomes until their graduation. Faculty provide examples of participants' regular coursework that give evidence of the students' learning, which is then assessed by a panel of faculty and administrators trained in portfolio assessment. Portfolios are assessed on six core curriculum student learning outcomes with four levels of attainment for each outcome. The relevant data from the portfolio assessment are disseminated to the President, Vice President of Academic and Student Affairs, and the Educational Outcomes Assessment Committee. The data are used to review the institution's effectiveness in carrying out its mission.

## **Program and Major Student Learning Outcomes – Departmental Assessment**

Departments establish student learning outcomes (goals) for each program or major that is offered. Selected student learning outcomes for each program or major are assessed on an ongoing basis. Based on the student learning outcome, faculty members who teach courses in which that learning outcome is addressed select a course assignment that meets the targeted learning outcome. Faculty members evaluate the selected assignment using a rubric or other assessment process that is determined by the department. Each department holds an annual assessment meeting to review data and make revisions in the curriculum and teaching activities. The department compiles annual summaries. The Educational Outcomes Assessment Committee monitors department assessment activities and facilitates compliance.

## **Holistic Learning**

### **National Survey of Student Engagement and Department Reviews**

First year college students and Seniors participate biannually in the National Survey of Student Engagement. The National Survey of Student Engagement (NSSE) measures students' engagement in activities that research studies show are positively related to learning and personal development. NSSE data focus on how students actually use the resources in five areas: level of academic challenge, active and collaborative learning, students' interactions with faculty members, enriching educational experiences and supportive campus environment. Predicted institutional benchmarks are used to assess the effectiveness of academic and student affairs activities and are the basis for program improvement changes in academic and student affairs. Data reports are submitted to the Vice President for Academic and Student Affairs, the Academic Council, and the Educational Outcomes Assessment Committee.

### **Mount Mary College Survey of Student Experiences**

The Mount Mary College Survey of Student Experiences is administered to a random sample of first year through senior students. The survey is designed to identify the students' use and satisfaction of the College's support services, satisfaction with their campus life and academic experiences, and status of mental health. Results are shared with departments who use the data as part of their on-going assessment and continuous improvement efforts.

## **Program Review**

In December, 2010, the Program Review Committee was significantly changed. In the past, program review combined assessment of administrative effectiveness with student learning outcomes. Beginning

in 2011-12, administrative effectiveness assessment is being separated from student learning outcomes assessment. Administrative effectiveness will be an administrative driven review process. Rubrics to guide the review process are under development. The administrative review process will assess the extent to which the departments are operating appropriately, require assistance, or are non-performing. Results of administrative effectiveness assessment are transmitted to the Vice President for Academic and Student Affairs and will become part of the data used to review departments, but assessment has been decoupled from the program review process.

### **Co-Curricular Student Learning Outcomes – Department Assessment**

There are a number of departments that are integrally involved in activities that contribute to students' co-curricular development. Many, but not all, of these areas are housed within Student Affairs. Traditionally, Student Affairs has included Residence Life and Student Engagement, the Counseling Center, Campus Ministry, Athletics, Child Care, and the Students Building Bridges Program. In 2011, Advising and Career Development, Academic Counseling, Accessibility Services, and the Midtown Program became part of Student Affairs as well. The Academic Resource Center, International Education Program, and the Service Learning Program, while not formally affiliated with Student Affairs, also play an important role in giving students opportunities for co-curricular involvement and learning.

Two documents provide a framework for understanding and assessing the programming and support given to student by these departments. A document entitled "Living the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities" was developed in 2010. This document outlines eight principles of successful programs and practices in student affairs, and the departments within the Student Affairs division use these principles as the foundation for programming and assess their activities for the year within this framework.

The second document is the Council for the Advancement of Standards in Higher Education Self-Assessment Guides. The Self-Assessment Guides provide criteria and principles for evaluating procedures and services and measuring best practices in higher education programming and services. These guidelines provide a rubric for evaluation of the co-curricular initiatives offered by Student Affairs and by the other areas listed above.

### **Institutional Assessment Activities**

The Director of Institutional Research regularly provides administrative and academic departments with necessary data to examine trends and comparative studies to use in planning efforts. Annual graduate employment data, regular alumnae surveys and other national and local assessments are incorporated as needed in the overall assessment program and subsequent planning process of the College. Retention rate, graduation rate and other institutional data are published and submitted to the federal government and presented to faculty and staff annually.

Departments that provide services and resources for students conduct periodic assessments of student satisfaction with services including enrollment, registrar, financial aid, computer services, security, communications, childcare, and bookstore. The Mount Mary College Survey of Student Experiences also provides data for these departments.

## **Assessment Process**

The Institutional Effectiveness Plan of Mount Mary College guides the College's assessment of student learning outcomes and facilitates continuous program quality improvement. The assessment process provides a vehicle for planning, interpreting, disseminating and using the results of assessment to evaluate and improve the curricula, teaching, learning, student involvement and experiences, and other factors that lead to the educational outcomes desired by the College (See Appendix A). The Educational Outcomes Assessment Committee provides leadership and guidance of the assessment process. (See Appendix C- Assessment Committees)

### **Educational Outcomes Assessment Committee**

The Educational Outcomes Assessment Committee receives, reviews, and integrates assessment data gathered from the work of departments, and co-curricular assessment committees for use in academic and strategic planning. This committee develops and monitors an overarching plan for curricular and co-curricular educational outcomes. An annual review of the Institutional Assessment Plan is conducted to assure that it is fulfilling its purposes and is modified as necessary. The committee also provides summary reports to the Vice President for Academic and Student Affairs to make changes to improve educational outcomes.

The Director of Assessment heads the Educational Outcomes Assessment Committee and facilitates the work of educational outcomes assessment. The Vice President for Academic and Student Affairs provides administrative leadership and support for the Committee.

### **Integration of Assessment with Planning Processes of the College**

The President is responsible for ensuring that collaborative assessment occurs regularly and is effectively used to improve Mount Mary College's total educational experience. The President's Council analyzes summaries of assessment reports, identifies areas for institutional improvement, and allocates resources for change. Some areas for educational improvement are brought to the Faculty Assembly and/or Academic Council for consideration. Members of the President's Council are responsible for implementing change and monitoring the effectiveness of change.

## APPENDIX A

### **MISSION-BASED ASSESSMENT**

#### **MISSION**

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

#### **Core Curriculum Student Learning Outcomes**

The Mount Mary College graduate will be able to:

- question and investigate the human meaning of life through study and dialog of intellectual and religious traditions, especially the Christian tradition
- critically analyze and evaluate ideas, texts, evidence and situations or products, develop an informed interpretation and effectively communicate conclusions or a point of view in writing
- respect cultural differences, and recognize the interrelatedness of global domains (e.g. national, economic, technological, political, sociocultural, environmental, esthetic)
- act on issues of social justice within the contexts of personal values and shared leadership
- develop an aesthetic awareness of the environment and/or develop creative self-expression
- identify and solve problems using relevant information and strategies
- use disciplinary theory and constructs to analyze real problems and develop solutions

#### **Graduate Student Learning Outcomes**

The goals of graduate scholarship and research are

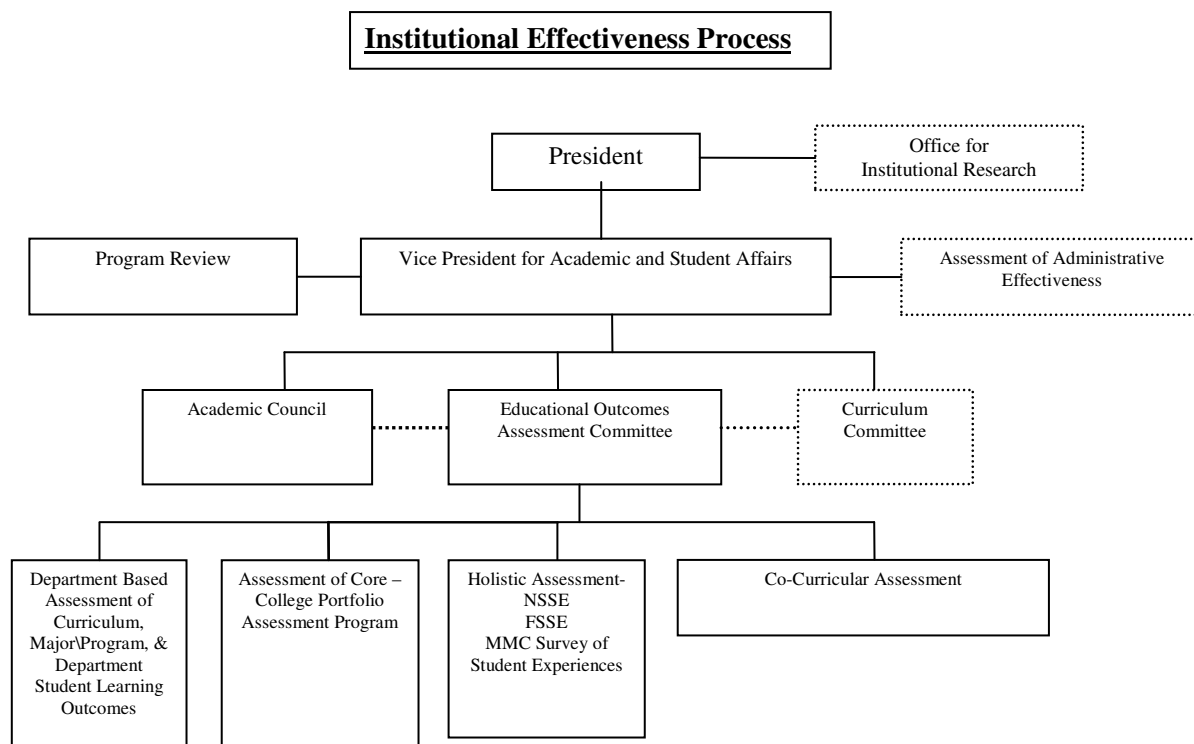
- Reflective thinking
- Development of in-depth knowledge and specialized skills in an area of concentration
- Application of theoretical and empirical findings to relevant issues within the discipline

#### **Co-Curricular Learning Outcomes\***

- Enrich student integration of faith and reason through the provision of co-curricular learning opportunities.
- Create opportunities for students to experience, reflect upon, and act from a commitment to justice, mercy and compassion, and in light of Catholic social teaching to develop respect and responsibility for all, especially those in need.
- Challenge students to high standards of personal behavior and responsibility through the formation of character and virtues.
- Seek dialogue among religious traditions and with contemporary culture to clarify beliefs and to foster mutual understanding in the midst of tensions.
- Assist students in discerning and responding to their vocations, understanding potential professional contributions, and choosing particular career direction.

\*Based on Living the Principles of Good Practice for Student Affairs at Catholic Colleges and Universities"

## APPENDIX B



## **Email Use Policy**

Email is a one of the means with which Mount Mary College communicates with faculty, support staff, administration and students. All students, faculty, administration and support staff are assigned an official Mount Mary College email account on Outlook. This address is [your username]@mtmary.edu.

The College has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended to meet only the academic and administrative needs of the campus community. It is also College policy that only this college email account be used for all college-related communication.

Faculty, administration, support staff and students should check their Mount Mary College email account on a regular basis in order to stay current with College-related communications. The College will not be responsible any communication received on a non-Mount Mary College email account, and for the handling of email by outside vendors.

For any technical assistance with the use of your email account, please contact the Information technology helpdesk at x321 or by e-mail at mmc-helpdesk@mtmary.edu

## **Computer Systems and Data Networks Use Policy**

### **Information Technology Acceptable Use Policy**

In general Mount Mary provides numerous information technology resources for use by the Mount Mary College community to support its educational mission. The use of these resources must be consistent with the goals of the College. As a member of the Mount Mary College community, you are expected to act responsibly and to follow the College's guidelines, policies and procedures in utilizing information technology and electronic networks accessed by such technology. The College's acceptable-use policy includes the following guidelines and the requirement of each Mount Mary College community member, including faculty, students, staff or other users to:

#### **General Usage**

Respect the rights of others to freedom from harassment or intimidation. Sending of abusive or unwanted material causing the work or college experience of others to be disrupted is a violation of College policies. It may also violate the law, and is unacceptable.

Respect copyright and other intellectual-property rights. Copying of files or passwords belonging to others will be considered a violation of College policies, a violation of law and may constitute fraud, plagiarism or theft. Software licensed by the College must only be used in accordance with the applicable license. Modifying or damaging information without authorization (including but not limited to altering data, introducing viruses or simply damaging files) is unethical, a violation of College policies and may be a felony in Wisconsin.

Identify yourself clearly and accurately in electronic communication. Anonymous or pseudo-anonymous communications appear to dissociate you from responsibility for your actions and are inappropriate.

Concealing your identity or misrepresenting your name or affiliation to mask or attempt to distance yourself from irresponsible or offensive behavior is a serious abuse and violation of College policies. Using identifiers of other individuals, including using such identifiers as your own, constitutes a violation of College policies and constitutes fraud.

Abide by security restrictions on all systems and information. Violating security restrictions of the College threatens the work, privacy and well being of many others. Engaging in activities, which are attempts to bypass security restrictions, is a serious violation of College policies, grounds for immediate suspension of your access privileges and other disciplinary action. Such activities may include but are not limited to: distributing or making your password or another person's password or access code available to others; or otherwise attempting to evade, disable or "crack" password or other security provisions or assisting others in doing so.

Use resources efficiently. Accepting limitations or restrictions on computing resources, such as storage space, time limits or amount of resources consumed, when so instructed by the College. Such restrictions are designed to ensure fair access for all users.

Recognize limitations to privacy in electronic communications. You may have an expectation that the contents of what you write, create, store and send be seen only by those to whom you intend or give permission. However, the security of electronic information on shared systems and a network is approximately that of paper documents in an unsealed envelope--generally respected, but breachable by someone determined to do so. Also note that, as part of their responsibilities, technical managers or other persons may need to view the contents to diagnose or correct problems.

Accept responsibility for your own work by learning appropriate uses of software to maintain the integrity of what you create. Keep archives and backup copies of important work. Learn and properly use the features for securing or sharing access to your information on any computers that you use. Change passwords frequently and do not share them.

Resources may be used for lawful and permitted purposes only. Use of resources for unlawful purposes or for uses not specifically permitted by the College, or assisting another in such use, is a serious violation of College policies and grounds for disciplinary action and other sanction.

The College extends College policies and procedures for use and access to information technology and systems outside the College accessed via College facilities. Network or computing providers outside the College may additionally impose their own conditions of appropriate use, for which you are responsible.

In the College's discretion to maintain continued reasonable services to the rest of the community, or in cases of irresponsible use, units providing resources may suspend privileges and may disallow connection of computers (even personal ones) to the campus network or take or recommend other action necessary or appropriate. System maintenance may involve the investigation of technical problems or possible unauthorized or irresponsible. Mount Mary College users are expected to cooperate with investigations by resource managers or other College officials. Failure to cooperate with official investigations may be grounds for suspension or loss of access privileges or other action determined by the College. Cases of apparent abuse or violation of College guidelines, policies or procedures will be referred to the appropriate College body for action.

Issues concerning these guidelines or allegations of harassment or other irresponsible use of the information technology resources should be brought in writing to the attention of the Director of Human Resources or the Director of Computer Services.

### **On-line Network Use**

Use of On-Line Networks. Mount Mary College has computers capable of accessing Internet, World Wide Web and other on-line computer networks (collectively, "on-line networks"). Members of the College community are encouraged to use on-line networks for educational purposes under the appropriate circumstances. However, in order to protect College rights and the rights of others and to lessen exposure to potential liability resulting from the nature and use of information a student or faculty member posts on or transmits through on-line networks, certain rules must be followed. Anyone who violates College policies including those set forth in the Mount Mary College *Student Handbook*, and others adopted by the College from time to time or applicable law, shall be subjected to sanctions determined by the appropriate College personnel and policies.

Passwords. You may be given passwords for accessing on-line networks ("Mount Mary passwords") and be authorized to use one or more Mount Mary password for specific purposes. You are responsible for maintaining all Mount Mary passwords in confidence and not to disclose or make available any to third parties without our prior written consent. You will be held responsible and will be liable for any harm resulting from your disclosing or allowing disclosure or improper use of a Mount Mary password.

On-Line Conduct. On-line networks shall be used only as permitted by the College, only in accordance with applicable College policies and only for lawful purposes. Any conduct that in our sole discretion restricts or inhibits others from using an on-line network or violates College policies or applicable law is not permitted and will be subject to sanction and disciplinary action. Users are prohibited from posting on or transmitting through any on-line network any unlawful, harmful, threatening, abusive, harassing, defamatory, vulgar, obscene, profane, hateful, racially or ethnically demeaning or threatening material of any kind. Users are also prohibited from posting on or transmitting any material, which encourages conduct that would constitute a criminal offense, give rise to civil liability or otherwise violate any applicable law or College policies. The College reserves the right to restrict and/or interrupt communications through or by use of any of its computers or computer services, which is believed to be harmful to the College or to others. More specifically and without limitation, the following conduct violates College policies and is not permitted.

Offensive Communication. Use of vulgar, abusive or hateful language is prohibited.

Harassment. Targeting another person or organization to cause distress, embarrassment, injury, unwanted attention or other substantial discomfort is harassment, which is prohibited. Personal attacks or other action to threaten or intimidate or embarrass an individual, group or organization, or attacks based on a person's race, national origin, ethnicity, handicap, religion, gender, veteran status, sexual orientation or another such characteristic or affiliation are prohibited.

Offensive Graphic Files Transmitting through or posting on any on-line network sexually explicit images or any other content deemed to be offensive is prohibited.

Impersonation. Communication under a false name or designation or a name or designation you are not authorized to use, including instances in conjunction with representing that you are somehow acting on behalf of or under the auspices of Mount Mary College are prohibited.

Chain Letters and Pyramid Schemes. Transmission of chain letters and pyramid schemes of any kind is prohibited. Certain chain letters and pyramid schemes are illegal. Letters or messages that offer a product or service based on utilizing the structure of a chain letter are also of questionable legality.

Improper Advertising, Solicitation. Use of any on-line network to send unsolicited advertising, promotional material or other forms of solicitation to others is prohibited, except as permitted by law and when not prohibited by College policies and in those areas that are designated for such a purpose, for example, a classified ad area.

Improper Use of Copyright and Proprietary Information of Others. You may, subject to College policies and authorization, upload to software files or otherwise distribute on on-line networks only information (1) not subject to any copyright, trademark, trade secrets or other proprietary rights of others, or content in which the author has given express written authorization for on-line distribution. Any copyrighted content submitted or used with the consent of the copyright owner should contain a phrase such as "Copyright owned by (name of owner); used by permission." Unauthorized transmission of copyrighted or other proprietary content is prohibited and constitutes a violation of College policies and could subject you to criminal prosecution as well as personal liability in a civil suit, in addition to other sanctions.

Use of Mount Mary College Name. You may not, under any circumstances, without the College's prior written consent, use the name "Mount Mary College" in any form or use any symbol or logo or graphic used by or associated with Mount Mary College alone or with the name "Mount Mary College" or any name, symbol, logo or graphic confusingly similar to Mount Mary College's name, symbols, logo or graphics as part of an e-mail address, a "home page" or a second or higher level domain name for any on-line network you utilize, originate or register with Internet or similar authority. Unauthorized use of the name "Mount Mary College" or any symbol, logo or graphic used by or associated with the College or any confusingly similar thereto, is a violation of College policies and subject to sanctions.

(1), Information may include software, photographs, videos, graphics, music, sounds and other material collectively referred to as "content"