

Table of Contents

I. Mount Mary University	1
Mission	2
Vision.....	2
Educational Philosophy.....	2
II. General Information	2
About Mount Mary University	2
Facilities	3
Grace Scholars.....	4
Promise Program.....	4
Academic Programs	5
Accreditations	5
Then and Now	6
III. Admission.....	6
Admission Classifications	7
Admission Requirements	7
First- Year Requirements.....	7
Transfer Requirements.....	8
Transfer Credits	8
Post-Baccalaureate Requirements	8
International Student Requirements	8
Accelerated Program Requirements	9
Non-degree Seeking Requirements: Special Student Status.....	9
Tuition Deposit	10
Placement for New Students.....	10
Deferred Admission.....	10
Graduate Program Admission Requirements.....	11
Campus Visits	11
IV. Financial Aid	11
The Application Process	11

Student Consumer Information	12
Satisfactory Academic Progress Policy.....	12
Scholarships and Grants.....	12
Institutional Scholarships and Awards.....	13
Institutional Grants	14
Federal Work Study	14
Loans	14
V. Tuition and Fees 2013/2014	15
VI. Student Information	15
Student Government	15
Student Rights and Responsibilities.....	15
Campus Life.....	17
Student Services.....	18
Student Activities.....	20
Cultural Activities and Opportunities	21
Organizations and Clubs	22
Intercollegiate Athletics	22
Recreation and Fitness.....	22
VII. Academic Information.....	23
Academic Programs	23
Student Advising.....	23
Core Curriculum	23
Requirements for Undergraduate Degrees.....	25
Major Studies	25
Minor Studies.....	28
Concentration	29
Elective Courses	29
Graduate Courses	29
Pre-baccalaureate Certificate Programs.....	30
College in the High School-ConnectEd Program.....	30
Youth Options	30
Continuing Education.....	30

VIII. Academic Policies.....	30
Academic Credit Policy.....	31
Advanced Placement	32
Nontraditional Means of Obtaining Credit	33
Academic Honesty and Integrity.....	34
Academic Probation and Dismissal from the College	35
Academic Standing.....	36
Attendance.....	36
Classification of Students.....	36
Course Load	37
Course Overload	37
Declaring a Major.....	37
Declaring a Minor.....	37
Final Examinations	37
Grading Policies.....	37
Cumulative Grade Point Average.....	39
Graduation Policies.....	40
Course and Competency Graduation Requirements	40
Core Requirements	42
Major Requirements.....	42
Application for Graduation	42
Graduation with Honors	42
Honors Program	42
Withdrawal From and Re-Entry to the College.....	44
Residency Requirement	45
Study Abroad	45
Transcripts.....	46
VIII. School of Arts and Design	47
Fine Art Major	48
Art Education Major (K-12)	48
Adaptive Education in Art	49
Fine Arts	49

Art Therapy with Emphasis in Community Arts	52
Fashion	54
Graphic Design	60
Interior Design	63
Music.....	66
Physical Education and Dance.....	70
IX. School of Humanities	77
Communication.....	77
Communication Major	78
Public Relations Certificate.....	78
Business/Professional Communication	78
Journalism Major/Minor	78
Theater Arts.....	79
Communication Courses	79
English	82
English Major	83
English Literature.....	85
English Writing Courses.....	88
History.....	90
History and Political Science Majors	90
History Courses.....	92
Political Science Courses	94
Philosophy.....	95
Theology.....	99
World Languages	104
Spanish	104
American Sign Language	109
German.....	109
French.....	109
International Studies.....	111
X. School of Natural and Health Sciences	114

Dietetics	114
Graduate Program in Dietetics	116
Mathematics	117
Occupational Therapy	121
Sciences.....	125
Biology.....	125
Chemistry	129
Interdisciplinary Science Courses	132
Physics	133
Preprofessional Studies.....	133
Nursing Program.....	134
Pre-Radiologic Technology Program	135
Pre-Diagnostic Medical Sonography Program.....	136
XI. School of Social Science, Business and Education	138
Behavioral Science	138
Anthropology/Sociology Minor.....	139
Peacebuilding Certificate	139
Psychology	141
Sociology	144
Master of Science Degree in Counseling	146
Social Work	146
Business Administration	149
Traditional Programs.....	151
Accounting.....	151
Business Administration	151
Merchandise Management	151
Accelerated Programs.....	151
Business Administration	152
Business/Professional Communication	152
Computer Studies	155
Graduate Program in Business Administration.....	156
Education	156

Post-Baccalaureate Certification Program	161
Education Courses	163
316 Reading Teacher License Program	168
Graduate Program in Education	169
Justice.....	169
Pre-Law	169
Justice Courses	171
XII. Interdisciplinary Courses	173
XIII. Board of Trustees	174
President’s Council.....	174
XIX. Administration	175
XX. Faculty.....	180
XXI. Academic Calendars	186

MOUNT MARY UNIVERSITY UNDERGRADUATE BULLETIN 2013-14

About This Book

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

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

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

Mount Mary University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 S. LaSalle St., Suite 7-500, Chicago, IL 60604-1411, Phone: (800) 621-7440 or (312) 263-0456.

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

Mount Mary is a women's college. Both women and men not pursuing a degree at Mount Mary University may take courses within both the undergraduate and graduate programs. Inquiries regarding non-discrimination policies should be directed to: Director of Human Resources, Mount Mary University, 2900 North Menomonee River Parkway, Milwaukee, WI 53222. Phone: (414) 256-1208

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

Mission

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

Mount Mary University commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. 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.

Vision

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

Educational Philosophy

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

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

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

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

General Information

About Mount Mary University

Welcome to Mount Mary University, an urban Catholic institution for women sponsored by the School Sisters of Notre Dame. At Mount Mary we are dedicated to the development of the whole person through a program of studies based on the values of the liberal arts integrated with career preparation. While the undergraduate degree program is limited to women, the eight graduate programs are also open to men.

More than 1600 students from a variety of backgrounds, representing numerous states and countries, attend Mount Mary University. The size of the University and the friendly openness of its concerned faculty and staff assist each student to address individual needs and attain personal, academic and professional goals. Students can choose from 30 undergraduate majors leading to the Bachelor of Arts or Bachelor of Science degree. In addition to time spent in the

classroom, many majors incorporate additional off-campus study arrangements such as clinical experiences, internships, fieldwork and student teaching. Study abroad is available either through programs provided by Mount Mary University or through cooperation with other institutions.

Outside the classroom, academic and social organizations span a wide spectrum of interests. Honor societies and student affiliates of national professional organizations enhance students' academic endeavors. Student music groups perform at campus events and numerous clubs attract students with common interests. Physical fitness is fostered through fitness programs and intercollegiate athletics. Mount Mary University is an official member of the NCAA Division III. Student publications, service organizations and student government offer more ways for students to get involved. Opportunities for student leadership abound, from organizing a campus-wide activity to serving in student government, to initiating a stimulating classroom discussion with peers.

Facilities

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

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

The upper floors of Caroline Hall contain the resident students' rooms and lounges and a number of computer workstations. All residents' rooms are wired for computer use, including Internet access and include standard cable. The first floor of Caroline Hall is home to additional administrative Offices, the Ewens Center meeting room and Helfaer Hall. The campus switchboard, Marian Art Gallery, President's Dining Room, along with a Student Lounge and two additional dining spaces comprise the remaining area of the first floor. The lower level houses the Barnes & Noble College Book Store, the Parkway Café, and laundry facilities.

Connecting directly to Caroline Hall is Bergstrom Hall. The Mailroom and Alumnae Welcome Center can be found on the lower level, while the first floor is home to the Alumnae Dining Room and the North Dining Room.

The Haggerty Library and Learning Commons provides for information gathering, research, curricular support, and lifelong learning needs of the University community. The core collection includes more than 81,000 volumes, and

4,000 periodical titles, many of which are online resources. The library belongs to a consortium (SWITCH) of other academic libraries in the Milwaukee area and they all share resources and a combined online catalog called TOPCAT.

All student support offices are located on the first floor of the Library and are collectively referred to as the Student Success Center. A café occupies a portion of the Library's entrance. The lower level (Fitzpatrick level) is comprised of classrooms, the Computer Center, the Development Offices, the Promise Program, the Teacher Education Center and the Archives and Special Collections.

Grace Scholars Program (formerly known as Midtown Program)

The Grace Scholars Program provides substantial financial and academic support to academically talented young women from Milwaukee's urban community. It is a comprehensive educational initiative that focuses on college retention and completion for young women between the ages of 18 and 21 who meet the following criteria: academic ability (admission to the University is the first requirement); potential for leadership in an urban community; and financial need.

Applications are accepted from September through May of the school year prior to admission to the University. Admission to Grace Scholars is on a first-come, first-served basis for those who meet the above criteria. Enrollment is limited to 30 students each year.

The Grace Scholars Program consists of three components: Summer Bridge, courses in a learning-community format in Year One, and regular classes in students' major fields in Years Two through Four.

Students accepted into Mount Mary University's Grace Scholars Program begin taking classes during the summer prior to the fall semester. The Summer Bridge Program consists of a six-week term during which Grace Scholars students can enroll in 1-2 college courses for a total of 1-5 credits based on academic need. In addition, students engage in group activities designed to: (1) build camaraderie within the cohort so that students support and encourage each other; and (2) enhance their understanding of the university culture.

During the first year, Grace Scholars students enroll in: (1) paired courses as part of the program's learning community; and (2) required major-field courses with other University students. Strong support services include whole-group as well as personalized sessions with Grace Scholars staff.

During years two through four, Grace Scholars continue to meet with program support staff on a regular basis. By year two, students have selected their majors and work with Grace Scholars staff and departmental advisors to develop their academic programs. The Program is designed to provide continued support as needed and as identified by Grace Scholars sophomores, juniors, and seniors through graduation.

Promise Program

The Promise Program is a federally funded Student Support Services TRIO program that serves first-generation and low-income college students in an effort to help them remain in good academic standing, persist in college, and graduate with a baccalaureate degree. Promise Scholars benefit from resources such as tutoring, academic and personal development workshops, FAFSA assistance, financial literacy information and training, personal counseling, academic and career advising, and advanced degree planning. The Promise Program is individually tailored to meet the unique needs of each participant through the creation of a Personalized Success Plan. Promise Scholars meet

regularly with a Promise Program Advisor who offers support and guidance during students' studies at Mount Mary University. Promise Scholars also enjoy the community of fellow students with similar educational goals.

The Promise Program serves students throughout their first undergraduate academic career. Enrollment in the program is limited to approximately 145 students. Students who would like to apply should contact the Promise Program directly. To be considered for participation in the Promise Program, students must:

- be US citizens or nationals or meet residency requirements for federal student financial assistance
- be enrolled or accepted for enrollment in the next academic term at Mount Mary University
- have a demonstrated academic need for Promise Program services
- be first-generation (no parent/legal guardian obtained a bachelor's degree) and/or be low-income (an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount (see <http://www2.ed.gov/about/offices/list/ope/trio/incomelevels.html>)).

Promise Program applications are available on the website (www.mtmary.edu/promise_program.htm) or can be obtained in the Promise Program office located in Haggerty Library 019.

Academic Programs

The Mount Mary curriculum is based on the human search for meaning. Students divide their studies into four areas: graduation requirements, which include writing, communication, mathematics, world language and global courses; core courses, which provide a liberal arts framework for understanding human knowledge in the liberal arts; major courses, which prepare students in an area of academic concentration; and electives. (For detailed information on the curriculum, refer to the Academic Information section of this Bulletin).

Faculty members holding advanced degrees do all teaching; no classes are taught by teaching assistants. Faculty members provide academic advising. The Student Success Center provides assistance for students in the areas of writing, reading, science, mathematics and study skills. An Honors Program is available to provide special challenges to qualified students.

To qualify for graduation, all baccalaureate degree students must complete a minimum of 128 credits with a grade point average (GPA) of 2.0 or better. These credits must include the graduation requirements, a minimum of 48 core credits, a minimum of 24 credits in the major (the number varies among majors) and enough credits in elective courses to complete the 128-credit requirement. Each major also has specific course and GPA requirements. Students ordinarily apply for admission to a major department at the end of their first year. Many majors require additional off-campus study arrangements such as clinical experiences, internships, fieldwork and student teaching.

In addition to the undergraduate programs, Mount Mary offers graduate programs leading to the Master of Science, the Master of Arts or the Professional Doctorate of Art Therapy. (See the *Graduate Bulletin* for information about the specific degrees offered.)

Accreditations

Mount Mary is approved by the State of Wisconsin to confer degrees and by the Wisconsin State Department of Public Instruction for Teachers' Certificates and School Counseling licensure. Mount Mary is fully accredited by the Higher Learning Commission of the North Central Association. It also has approval or accreditation for particular baccalaureate programs from the Accreditation Council for Occupational Therapy Education, the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the Council on Social Work Education and the Council

for Interior Design Accreditation. The Nursing program offered in affiliation with Columbia College of Nursing is accredited by the Wisconsin State Board of Nursing and the National League for Nursing Accreditation Committee. The Radiologic Technology and Diagnostic Medical Sonography Programs, offered in partnership with local hospitals, are accredited, respectively, by the Joint Review Committee on Education in Radiologic Technology and the Commission on Accreditation of Allied Health Education Programs.

Among the organizations in which Mount Mary holds institutional membership are the National Catholic Education Association, the Council of Independent Colleges, the Women's College Coalition, the Council for the Advancement and Support of Education, the American Association of College Registrars and Admission Officers, the National Association of College and University Business Officers, the National Association of Independent Colleges and Universities, the Wisconsin Association of Independent Colleges and Universities.

Then and Now

Mount Mary's roots are deep in the heritage of Wisconsin. Saint Mary's Institute was founded in 1872 by the School Sisters of Notre Dame in Prairie du Chien, Wisconsin. In 1913, it extended its educational program to the post-secondary level and was chartered as Saint Mary's College, a four-year Catholic liberal arts college for women, the first in the State. Mount Mary's academic standards were accepted by the North Central Association of Colleges in 1926 and have been continually recognized since that time—the most recent reaffirmation of accreditation occurring in 2012. The College moved to its present Milwaukee location in 1929, changing its name to Mount Mary College. In its centennial year (2013), Mount Mary College became Mount Mary University.

Since its founding, a variety of programs and majors have been added to and deleted from the curriculum, reflecting the changing world around us. Some academic areas, such as history, art, philosophy and theology, were among the first majors offered. Others, such as occupational therapy and fashion, were developed to fulfill a particular need, while programs such as graphic design reflect the changing nature of today's workplace. The need for post-baccalaureate education has been met as well. In 1982 the College expanded its offerings to the graduate level with its Master of Science in Dietetics. Subsequent graduate programs have been added since that time, including most recently (2011) the Professional Doctorate of Art Therapy.

Mount Mary's original buildings, Notre Dame Hall and Caroline Hall, remain in use today. Over the years, the facilities have been expanded and enhanced to better support evolving teaching and learning needs. Maintenance of the original designs and the natural surroundings create a beautiful, inviting atmosphere. Since 1929, Mount Mary College has prospered under the administration of eleven presidents. Our administration, as well as our faculty, students, and staff are pleased to welcome you to the Mount Mary community.

Admission

Candidates for undergraduate admission to Mount Mary University are considered on the basis of academic preparation and evidence of the ability to do college work and to benefit from it. Each applicant is given individual consideration. Applicants are considered for admission on a rolling basis starting **September 15th for the following fall term and February 1st for the following spring term. The University does not discriminate against any applicant because of race, color, religion, age, national or ethnic origin, or disability.**

The Admission Office serves the needs of the various undergraduate student populations seeking enrollment at Mount Mary University. The only undergraduate programs that are open to men are post baccalaureate certificates.

Admission Classifications

Candidates for undergraduate admission into Mount Mary University are considered as one of the following classifications:

- **First-Year** – A student who has never attended college.
- **Transfer** – A student who is currently attending, or has attended a two- or four-year college.
- **Post-baccalaureate** – An individual who holds a baccalaureate degree who wishes to pursue a second baccalaureate degree or a post baccalaureate certificate.
- **Pre-baccalaureate Certification Student** – An individual who does not have a bachelor's degree but who is taking courses in a pre-baccalaureate certification program. Certification students follow the same admission process as special students and are not eligible for financial aid.
- **Accelerated** – Applicant who plans to pursue an accelerated degree class format as a first-year student, transfer or post baccalaureate.
- **International** – A student with first-year student, transfer or post baccalaureate status who does not hold U.S. Permanent Residency or U.S. Citizenship.
- **Non-degree Status (Special Student)** – An individual who does not wish to pursue a degree at this time, but wishes to take credits at Mount Mary University as a non-degree seeking student. Special students are not eligible for financial aid. Men are allowed to be admitted to the University as Special Students.

Admission Requirements

The Mount Mary University admission process reflects the personal attention students can expect to receive in their college careers, and applicants are encouraged to provide additional information that they consider helpful.

All applicants are required to complete an application form and submit official transcripts to the Admission Office. Additional requirements are noted under the detailed description of admission classifications. Students are encouraged to submit an essay and activities or work resume' as supplemental information.

Applicants are notified of their admission status approximately two weeks after all required documents have been received and evaluated. Individual departments may require specific courses and/or grade point for admission into their programs.

Note: All transcripts and related records become the property of the University and cannot be returned to the student or sent to another institution.

First-Year Requirements

Admission to Mount Mary University will be determined after the applicant has submitted an official high school transcript and an ACT (writing component not required) or SAT score. Students who graduated from high school more than three years prior to the entry term to which they are being considered do not need to submit ACT or SAT

scores. Students may be asked to complete assessment exams through Mount Mary University if additional information is needed to determine academic ability. Applicants who did not graduate from a high school, but received a General Education Diploma (GED) or HSED must submit their GED certificate or HSED transcript.. Individual consideration will be given to each applicant based on academic credentials and out of classroom activities including work experience.

Transfer Requirements

Applications should be submitted with official high school transcripts and official transcripts from all institutions attended since graduation from high school. Transcripts should come to Mount Mary University directly from the institution(s) attended.

Students who have attended another regionally accredited college or university and have earned a minimum grade point average of 2.0 (C) on a 4.0 scale and are eligible to return to their previous college or university can be considered for admission. Individual departments may require specific courses and/or a specific grade point for admission into their programs. Transfer students should be aware of these requirements prior to applying to the University. Departments have the right to require students to repeat courses taken in the past.

Transfer Credits

Only coursework similar to that offered at Mount Mary University and with a grade of C (2.0) or better from another accredited college or university will transfer. A maximum of 64 credits can be transferred from a junior college or two-year campus.

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

For specific information on the credit policies for Liberal Studies and Nursing, see those sections of this Bulletin.

Post-baccalaureate Requirements

A person who holds a bachelor's degree from a regionally accredited college or university may earn a second major/certificate or a second bachelor's degree from Mount Mary University.

Post-baccalaureates pursuing a second major/certificate must submit all official college transcripts. High school transcripts are not required unless the World Language requirement can be fulfilled by foreign language courses completed in High School. 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.

International Student Requirements

Mount Mary University is authorized under federal law to support visa status for F-1 and enroll international students. Mount Mary University does not provide visa support for J-1.

International students need to apply as a first-year, transfer or post baccalaureate student fulfilling the requirements previously listed. In addition to the specific requirements listed, non-native speakers of English are required to submit

the results of the Test of English as a Foreign Language (TOEFL). TOEFL score minimum requirements: Computer based test (CBT): 173, and Internet based test (IBT): 61.

The application fee for international students is \$100. This fee must accompany the application form and is nonrefundable and nontransferable. Applications without this fee will not be processed. International students are required to have their admission process completed a minimum of one month prior to the date of planned enrollment. Applications should be submitted with the required application fee, original or officially certified copies of grade reports for all secondary and higher educational studies, any other pertinent academic records or major examination scores, an official transcript evaluation from a recognized evaluation service and a TOEFL score. Photocopies, scanned, or notarized copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by an official (school issued or certified) complete and literal English translation. The translation must include detailed course syllabi or detailed course descriptions.

Prior to acceptance into the University, the international student will be asked to provide official verification that she has adequate finances to cover all transportation, education and living costs during both the school year and vacations. Once this official financial verification is received, the University will issue the federal Certificate of Eligibility (Form I-20).

In addition to the above requirements, international students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000) and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary University. Information on this policy and costs can be obtained from the Associate Dean of Student Affairs.

Accelerated Requirements

The accelerated degree and certificate classes are designed for working adults. Unlike the traditional academic program, which offers two 16-week semesters, the accelerated format offers five terms per year, each eight weeks in length. Accelerated courses meet one night during the week or on Saturday for eight or four sessions (depending on the credit value for the course). To be eligible for the accelerated format a student must be accepted to the University as a first-year, transfer or post baccalaureate (as stated above) and meet the following criteria:

- at least five years since her high school class graduated;
- at least two years of full-time work experience or the equivalent, excluding work experience while a full-time student;
- successful completion of the mathematics requirement and placement into English composition.

Accelerated degrees and certificates are available in Business Administration, Liberal Studies, and Business/Professional Communication. To earn a certificate a student must already hold a bachelor's degree in any field from an accredited college or university.

Non-degree Seeking Requirements: Special Student Status

An individual, who holds a high school diploma or its equivalent or an advanced high school student with special permission from the high school and College, may take a limited number of courses at the University without being regularly admitted. This student is assigned special student status. If the special student seeks regular admission to the

University and is formally admitted, special student status will be terminated. Special students are not required to submit transcripts.

Special students are subject to the same prerequisites for courses as any other student at the University. The status of a special student must be reviewed by the Associate Dean for Academic Affairs after 12 credits have been taken. The special student may take up to 16 credits, but must be formally admitted to the University before exceeding that number.

The special student must receive the signature of the Associate Dean for Academic Affairs each semester that a course is taken. In no case may a student graduate from the University without having been formally admitted. Taking courses at the University as a special student does not guarantee that the student will be admitted as a regular student. Special students are not eligible for financial aid.

Special students are required to pay a \$200 tuition deposit before they may register for classes during open registration. In the case of a student cancellation, this tuition deposit is non-refundable. Special students registering for a summer course are not required to pay a deposit and may proceed with course registration. Special students are also required to pay the general fee, based on full or part-time status. Students taking fall or spring classes are eligible to enroll in a payment plan.

Eligible employees who are enrolling as special students are not required to pay a tuition deposit, but their spouses or dependents are. The general fee is waived for eligible employees, but not for their spouses or dependents. These students are eligible to register during open registration.

Tuition Deposit

To ensure enrollment at Mount Mary University, accepted students are required to submit a \$200 tuition deposit and a \$100 residence hall security deposit if housing is desired. Accepted fall term admission candidates who are notified of admission before April 20th are required to submit the enrollment deposit by May 1st (postmarked date). Students accepted for the fall term on or after April 20th are strongly encouraged to submit the enrollment deposit within 10 days of notification of admission. Accepted spring term admission candidates who are notified of admission before December 5th are strongly encouraged to submit the enrollment deposit by December 15th (postmarked date) or within 10 days of notification of admission after December 15th. Students may request extensions if financial aid awards are not yet received. The tuition and residence hall deposits are nonrefundable after May 1st for the fall semester, December 15th for the spring semester or within the 4 weeks prior to an accelerated term start date.

Placements for New Students

To assure that incoming students are placed in courses that challenge their abilities, first-year and transfer students are assessed in mathematics, college-level reading, and English composition. If new students have earned a C or better in an acceptable college mathematics or English course as needed for the core curriculum, their competency requirement for that area is fulfilled. Students who desire to continue study of a language their transcripts will be reviewed by a member of the World Languages Department for assessment of their current level in that language.

Deferred Admission

Students wishing to defer their admission for up to one year from original term of admission must submit a written request for the deferment along with the tuition deposit. If a deferment is denied the deposit will be refunded but under no circumstance will it be refunded if deferment is granted. All deferral requests are reviewed on an individual basis.

Graduate Program Admission Requirements

Students interested in enrolling in one of the graduate programs must file an application with the Office for Graduate Education. Graduate program admission is open to women and men. Inquiries and requests for application forms are to be addressed to Office of Graduate Education (414-256-1252). Degree requirements for the Professional Doctorate of Art Therapy, Master of Arts in Education: Professional Development, the Master of Arts in English, the Master of Business Administration, the Master of Science in Art Therapy, the Master of Science in Counseling, the Master of Science in Dietetics, and the Master of Science in Occupational Therapy: Professional Development are detailed in a separate graduate bulletin.

Campus Visits

Applicants are encouraged to visit the campus and experience firsthand the opportunities available at Mount Mary University. Individuals wishing to visit should contact the Admission Office at 414-256-1219 or 1-800-321-6265. Tours of the campus are conducted Monday through Friday as well as some Saturdays. Appointments made in advance are encouraged.

Admission Office

Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222
414-256-1219 or 1-800-321-6265
mmc-admiss@mtmary.edu

Financial Aid

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

The Application Process

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

- Acceptance letter to Mount Mary University (all first-year and transfer students)
- Free Application for Federal Student Aid (FAFSA)

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

In order to be considered for financial aid students must be:

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

Student Consumer Information

Financial aid is awarded on a first-come, first-served basis. The University encourages students to apply as soon after January 1st as possible to be considered for all sources of aid for the following academic year. Students must apply annually for financial aid. Financial aid awards are made for the entire academic year (Fall and Spring) unless otherwise noted. All students must actively accept their financial aid awards via My Mount Mary before their financial aid can be disbursed. Financial aid is disbursed to a student's account in the Business Office within the first three weeks of the semester for which it applies.

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

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

Satisfactory Academic Progress Policy

Mount Mary University and federal regulations require that a student be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary University, including all Federal Title IV aid funds (Federal Stafford Loans, Federal Pell Grants, Federal Plus Loans, Federal Supplemental Education Opportunity Grants, Federal Perkins Loans and Federal Work-Study) and State funds (Wisconsin Tuition Grant, Wisconsin Talent Incentive Program Grants, Wisconsin Minority Grants, and the Federal Work-Study Program). The federal regulations published in the October 6, 1983 Federal Register Part 668.16 is the source document governing the institutional policy. A copy of Mount Mary University's Satisfactory Academic Progress Policy is available in the financial aid office.

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

Scholarships and Grants

Scholarships are merit awards renewable providing the student maintains satisfactory academic standing and continues full-time enrollment. Grants are need based aid determined through submission of the FAFSA and eligibility may change from year to year.

Federal/State Grants and Scholarships:

- Bureau of Indian Affairs Grant
- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- Talent Incentive Program (TIP) Grant
- Wisconsin Academic Excellence Scholarship
- Wisconsin Handicapped Student Grant
- Wisconsin Indian Grant
- Wisconsin Minority Retention Grant
- Wisconsin Tuition Grant (WTG)

Army, Air Force, Coast Guard, Marine Corps, And Navy Funds

Students who are veterans of any of the armed forces may receive funding for their college education through that branch of the armed services. Students should contact their educational liaison or local benefits officer for additional information.

Institutional Scholarships and Awards

Mount Mary University believes that outstanding students deserve recognition and should be given the opportunity to develop their individual talents and interests. For this reason, Mount Mary University offers scholarships which are awarded based on academic excellence and outstanding ability. Contact the Admission Office for more details on the scholarship program. Unless otherwise noted all scholarships are awarded at the time of acceptance to Mount Mary and can not be awarded after enrollment.

First-Year Academic Scholarship Program

The Mount Mary Scholarship Program has been developed to carry out the mission of Mount Mary University. It is designed not only to assist deserving students in pursuing their educational goals, but also to honor those whose contributions to Mount Mary University — as founders, as administrators and/or as longtime, outstanding faculty — have enabled us to fulfill the University's mission.

These scholarships are based on standardized test scores and cumulative grade point average (GPA). Scholarships are awarded at the time of acceptance.

Deans Scholarship \$12,000 per year (\$6,000 per semester), \$48,000 four year total

Heritage Scholarship \$10,000 per year (\$5,000 per semester), \$40,000 four year total

Vision Scholarship \$8,500 per year (\$4,250 per semester), \$34,000 four year total

Achievement Award \$2,500 per year (\$1,250 per semester), \$10,000 four year total

Transfer Academic Scholarship

This renewable scholarship ranging from \$4,500-\$8,500 per year is awarded based on academic ability in post-secondary work to eligible first degree transfer students who enroll full time.

Caroline Scholars Program

This program provides scholars with a full-tuition scholarship as well as a room and board stipend for the residence hall. Living in the residence hall is a requirement. The program is open to incoming first-year students with high academic achievement, commitment to social justice and engagement in leadership in the community. Students will be invited to apply for this scholarship program. It requires a separate application and replaces all Mount Mary Scholarships.

The Grace Scholars

This program provides substantial financial and academic support to academically talented young women from Milwaukee's urban community. It is a comprehensive educational initiative that focuses on college retention and completion for young women between the ages of 18 and 21. The program is open to incoming first-year students who meet the following criteria: academic ability (admission to the College is the first requirement); potential for leadership in an urban community; and financial need as identified by the Free Application for Federal Student Aid (FAFSA). It requires a separate application and replaces all Mount Mary Scholarships.

Frederick R. Layton Art Scholarship

This scholarship is awarded to full-time incoming and current students majoring in art, art education, art therapy, graphic design, interior design or fashion. Scholarship application and submission of work is required. Scholarship amounts vary.

Legacy Award

Prospective students who are the child or grandchild of a Mount Mary University alumna will receive the Legacy Award amount of \$1,000 per year (renewable for four years). The Legacy Award applies to students entering full time at the undergraduate level and is awarded at the time of acceptance to the university.

Friends of Mount Mary University Scholarships

Scholarships are awarded to incoming and current undergraduate students. Awards are based on major, interests and other criteria. These scholarships are funded by the generosity of the University's friends and donors. An on-line application is required.

Departmental Awards and Scholarships (currently enrolled students only)

Every year Mount Mary University recognizes outstanding merit and achievement among current students. Numerous departmental scholarships and awards are presented on an annual basis. Students are encouraged to check with their academic department for specific scholarship opportunities and applications.

International Scholarship

The First-Year Academic and Transfer Scholarship Programs are offered to International students based on academic performance.

Institutional Grants

Residential Grant

The Residential Grant is awarded in varying amounts to full time students who reside in Mount Mary University student housing during the academic year and who demonstrate financial need. The Financial Aid Office determines eligibility and amount of the grant based on the results of the Free Application for Federal Student Aid (FAFSA).

Note: Institutional grants and scholarships are not awarded to students who receive discounted tuition (accelerated and other special programs).

Federal Work Study

Opportunities are available for students to work on campus that demonstrate financial need. Work study awards are made as part of the student's financial aid award; however, award amounts are not applied to the student's account. Students must work to receive a paycheck for the amount earned. Students who do not earn their entire work study award do not receive the remaining funds.

Loans

- Federal Parent Loan for Undergraduate Students (PLUS)
- Federal Perkins Loan
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Wisconsin Minority Teacher Loan

Tuition and Fees 2013/2014

Please refer to our website <http://www.mtmary.edu/pdfs/admissions/tuition-ug.pdf> for current tuition and fee information.

Student Information

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

Student Government

All students who are duly registered at Mount Mary University are members of the Student Government and retain membership during their attendance. Student Government meets on a regular basis throughout the year.

The Student Government provides and encourages an open forum for informed student dialogue on College policies and other matters of importance to students and serves as a liaison to Mount Mary University administration, faculty and staff. The Student Government also has the power to disburse allocated monies to student clubs/organizations in accordance with the purpose of the Student Government.

Executive and legislative power of the Student Government is vested in the Student Board, which consists of the Executive Officers (president, vice president, secretary, treasurer and public relations director) and elected and appointed constituency representatives. These include a Residence Hall Students representative and two General Student Body representatives.

Student Rights and Responsibilities

Mount Mary University officially recognizes student rights and responsibilities in the Student Handbook. By virtue of enrollment in the College, the student accepts these statements of principles, rights and obligations. According to policies outlined in the Handbook, College officials may initiate disciplinary action against a student whose conduct or academic performance is judged incompatible with the expectations of the College community. A student who believes that her rights have been violated may use the appropriate grievance procedures outlined below, depending upon whether the situation relates to academic or nonacademic matters.

Grievance Procedures

Procedures for academic grievances are outlined in the Student Handbook. The Associate Dean for Academic Affairs office can provide more detailed information. Such procedures must begin no later than the first two weeks of the following semester.

Procedures for settling nonacademic grievances are outlined in the Student Handbook. The Associate Dean for Student Affairs office can provide more detailed information. Such procedures must begin within ten working days of the incident.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

The Jeanne Clery Student Right-to-Know and Campus Security Act

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

Americans with Disabilities Act

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

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

Student Complaints

To comply with federal regulations, Mount Mary University maintains records of the formal, written student complaints filed with the Offices of the President and the Vice President for Academic and Student Affairs. These records include information about the disposition of the complaints. These records will be made available to Higher Learning Commission comprehensive evaluation teams for review. Additional information is available on the Mount Mary Website http://www.mtmary.edu/pdfs/about/consumer_complaint_process.pdf or through the office of the Vice President for Academic and Student Affairs.

Student Handbook

The Student Handbook is available on the Mount Mary website <http://www.mtmary.edu/handbook.htm> Hard copies are available in the Office of the Associate Dean for Student Affairs. It describes all policies, regulations, services and activities pertinent to student life at Mount Mary University. It supplements the information in this academic bulletin. Each student is responsible for reviewing the Handbook and becoming familiar with its contents. Registration at the College implies a student's consent to provisions in the Handbook.

Accelerated Program Student Handbook

In addition to the general student handbook, there is a handbook for students in the Accelerated Program, which is to be used in conjunction with the general student handbook. The Accelerated Program Student Handbook includes sections on advising, placement testing and registration, orientations, the program attendance policy, obtaining class syllabi for accelerated courses, financial aid and tuition payment plans for accelerated students and the weather cancellation policy.

Campus Life

Registration and Orientation

Orientation for a Mount Mary University student is a multistep process which begins during the application stage and carries through to the end of the student's first academic year. During this process, the College welcomes students and helps them find their places. Through Orientation, each student will build community and individual relationships while engaging in the life of the community. Each new student will be introduced to the mission of Mount Mary University and the implication(s) of that mission on an individual's life. Through Orientation, each new student will start the process of becoming a successful scholar and healthy person. Orientation may take various forms, depending on the nature of the student's program, from an evening program to a one- or two-day-long seminar prior to the start of classes. Registration for classes is always a part of this multi-step process, as is the chance to meet current students, administrators and faculty members.

Residence Life

Living on campus is an important part of the college experience. All full-time, traditional first-year, female students who are not living at home with parents or immediate relatives must reside in College housing. The residence halls are staffed with a live-in professional specifically trained to build community and respond to student needs.

Caroline Hall, the women's residence hall, provides accommodations for private occupancy with or without a private bathroom, double occupancy with or without a private bathroom, and suite singles in which two residents share an adjoining bathroom. Rooms without private bathrooms have a sink in each room and residents share common bathrooms on the floor. Rooms are furnished with a standard single bed, desk, chair and dresser for each resident. Each room is provided with ceiling lights. All residence hall rooms are wired for telephone and Internet connections.

Whether students dine in the "all you care to eat" Alumnae Dining Room, or in another facility on campus, they will find fresh food, a wide array of choices and fast, friendly service. Special dining treats are offered including exciting monthly specials with themes relating to holidays or special events.

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

The Caroline Hall Handbook provides additional information regarding residence living. Additional questions can be directed to the Coordinator of Residence Life and Student Engagement.

Health Insurance

All full-time students will be required to provide proof of health insurance OR they will be automatically enrolled in the College's student health insurance program, which is administered by WPS, a leader in Wisconsin health and accident insurance plans. All information about health insurance requirements, deadlines, waiver forms and fees can be found at [https://my.mtmary.edu/CampusLife/Student Insurance Information](https://my.mtmary.edu/CampusLife/StudentInsuranceInformation).

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

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

Parking and Security

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

All vehicles parked on Mount Mary University property require a parking permit. All vehicles driven by students must be registered with the security department. Spaces for handicapped drivers are available in all parking areas. Permits are available in the Student Affairs Office, Caroline Hall 147.

Bookstore

The College Bookstore, located on the ground level of Gertrude Sensenbrenner Bergstrom Hall, is operated for the convenience of students and faculty. The store stocks books and supplies needed for College courses as well as stationery, personal items and gifts. Books may be charged to student accounts for the first two weeks of each semester; Visa and MasterCard are also honored.

Religious Life

A major goal of Mount Mary as a Catholic college is the total human development of the student. A vibrant faith in God, a need for community to help in the growth of this faith, and a desire to give service to all of God's people are necessary for the Christian vision of the mature person. These can be fostered by friendly personal encounters, group and private prayer, social justice projects and the celebration of the liturgy. All students are welcome to participate in the various religious activities and services on campus. Whatever the students' religious tradition, they are encouraged to learn more about their faith, to discover what it means to them and to share it. Such participation provides enrichment for all.

International Student Affairs

The Office of the Associate Dean for Student Affairs offers international students orientation, educational and social experiences that facilitate their adjustment to and integration into a new culture. The Associate Dean serves as a support person to international students, and also seeks to promote the value of their presence on campus to the general college community.

Student Services

Mount Mary University provides a variety of academic, personal, spiritual and other support services, which are available to all students.

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 University 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 teaches 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 University collaborates with other private colleges in Wisconsin to co-sponsor job fairs for seniors and alumnae.

Health Services

Mount Mary University regards a positive approach to wellness as necessary in the development of students. All incoming students are required to complete a Mount Mary Health Record*. In order to be admitted to some academic majors with professional affiliations, a doctor's physical examination is required.

The College relies on the services of off-campus physicians, area hospitals and clinics. All health records are kept on file in the Student Affairs Office.

*Caroline Hall residents must provide the dates of two doses of measles vaccine or provide evidence of measles immunity by a titer (blood test) from a physician. In addition, health insurance company name and policy number must be indicated on the Health Record form.

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 University students.

Child Care Center

Licensed, staffed, and equipped to care for children from one year through kindergarten, the Child Care Center provides short-term care for preschool children of mothers enrolled in Mount Mary University classes. The Center is in operation from August through May when classes are in session. Evening childcare is also available Monday through Thursday evening. It is not open for the summer session. More specific information, including hours and rates, is available from the Director of the Child Care Center. Children are enrolled on a first-come basis until all spots are filled.

Student Activities

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 Phi Alpha (Rho Nu 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.

Campus Ministry

Campus Ministry at Mount Mary University serves the spiritual needs of the campus community. With a Christian vision rooted in the Roman Catholic tradition, campus ministry offers the invitation to rituals of faith and worship, sacred times of retreat and reflection and the awareness of social justice through opportunities of outreach beyond the college community.

All students are welcome to participate in the various religious activities and services on campus. As a Catholic College, we celebrate Mass at various times in the week, holy days and for special celebrations such as graduation. Students of other denominations are encouraged to attend area churches and places of worship of their chosen faith. Whatever students' religious tradition, they are encouraged to learn more about their faith, to discover what it means to them and to share it. Such participation provides enrichment for all.

Campus Ministry works with a student ministry group which offers students an environment to develop leadership, build relationships, and grow in faith through community-building activities and service to others. Annual spring break trips to national locations such as Louisiana and West Virginia offer students an opportunity to learn more about community issues and religious diversity, while also engaging in new relationships.

The Director of Campus Ministry is also available for individual guidance or support and offers spiritual direction.

Social Activities

Mount Mary University sponsors many social and recreational activities, including performances by musicians, comedians, dances, parties, and all-campus picnics. These are coordinated by Student Engagement, Caroline Hall Council, Student Government Association (SGA), and other campus student groups. Other events on campus include films, concerts, and lectures. Students from other colleges are welcome to attend campus events, and Mount Mary students also attend social functions at area colleges and universities. Other annual events planned and enjoyed by students include Christmas on the Mount, the Gospel Extravaganza and the Spring Formal.

The College campus is very close to cinemas, shopping centers, and both indoor and outdoor activity areas. Downtown Milwaukee, less than 15 minutes away by freeway, offers a multitude of varied and diverse entertainment options. A wide variety of professional and college sports competitions, in addition to those participated in by Mount Mary athletes are also nearby including the Milwaukee Bucks, Brewers, Wave, and Admirals. Widely recognized for their excellence are the Milwaukee County Zoo, the Milwaukee Public Museum, and the Milwaukee Art Museum. The Milwaukee County Park System offers a broad spectrum of seasonal outdoor activities and enjoys a national reputation. Menomonee River Parkway, a part of the Park System and on which the College is located, is a popular spot for running, walking, biking, and inline skating. Wisconsin's other well-known recreational attractions include water sports, golf, tennis, soccer, skiing and hiking trails, jogging, biking, skating and horseback riding.

Cultural Activities and Opportunities

On-campus opportunities for cultural enrichment include varied programs in the arts and sciences, as well as lecturers, films, and entertainers. Cross-cultural sharing among students and faculty occurs in class and in co-curricular activities using the strengths of Mount Mary University's multi-ethnic student body. Exhibits of the works of regional artists are continually on display in the Marian Art Gallery in Caroline Hall.

Students may also develop culturally through individual participation in College musical, artistic and literary projects. An annual fashion show, concerts, recitals and student art exhibits give further opportunities to demonstrate student artistic skills.

The Greater Milwaukee area is a rich cultural center. The Milwaukee Symphony and Ballet, the Performing Arts Center, the Bradley Center, US Cellular Arena, and numerous live theater facilities and groups offer a wide variety of entertainment choices, and many nationally recognized entertainers make Milwaukee a stop on their tours. Milwaukee

is also widely renowned as the City of Festivals due to the large number of music and ethnic festivals held each year, examples of which include Summerfest, Asian Moon Festival, Festa Italiana, Indian Summer, Mexican Fiesta, Irish Fest, Cajun Fest, Milwaukee Highland Games, Polish Fest, African World Festival, German Fest, and Bastille Days.

Organizations and Clubs

Students at Mount Mary University have the opportunity to participate in numerous organizations and clubs with different purposes and goals. These include professional and pre-professional groups, as well as those with social and/or volunteer emphases. These clubs and groups include: Student Government Association (SGA), American Society of Interior Designers (ASID), the ARTS Organization, Behavioral Science Club, Caroline Hall Council, (CHC), Columbia/Mount Mary Nursing Students Association, Communication Club, Environmental Collegians of Sustainability (ECOS), Fashion Club, Graphic Design Club, History Club, International Student Club, Mathematics and Computer Club (MACC), Music Club, Philosophy Club, Social Work Club, Student Art Therapy Association, Student Dance Association, Student Education Association, Students Achieving Leadership through Spanish Activities (SALSA)) and Student Occupational Therapy Association. A current listing of all clubs and organizations on campus is maintained by the Student Engagement Office, and students are welcome to organize and incorporate new clubs and organizations addressing their own particular areas of interest if no club or organization in that area currently exists. In addition, *Arches*, the student newspaper, is managed, edited, and written by students.

Intercollegiate Athletics

As members of National Collegiate Athletic Association (NCAA) Division III, Mount Mary University offers participation in six sports: volleyball, soccer, tennis, cross country, basketball and softball. Teams and student-athletes compete against comparable schools across the Midwest. For volleyball and basketball, practices and home contests are conducted in the beautiful, new Bloechl Center on campus. The soccer team practices and competes on the vast, grassy space and the soccer field on campus. Tennis, softball, and cross country teams utilize county parks for competition, while training on campus.

The Mount Mary school colors are royal blue, white, and gray and the team nickname is the Blue Angels. The mission of the Athletic Department parallels the mission of Mount Mary University. Just as the College seeks to provide an environment to develop the whole person, intercollegiate athletics, while focusing on the development of active women, seeks to provide an environment for learning and healthy living through sports. Intercollegiate athletics encourages leadership, risk taking, critical thinking, and teamwork. Athletics provide a unique opportunity to collaborate with teammates while competing against opponents. While participating in intercollegiate athletics, we expect student-athletes to make a commitment to their teammates for the success of the team. Success is not measured by wins and losses, but by growth and maturity through group experiences and competition.

Mount Mary University Athletics are based on the principles of fair play and sportsmanship. Student-athlete welfare plays a primary role in decisions and the direction of intercollegiate athletics. Teaching life skills, good decision making opportunities, recognizing and respecting individual differences and celebrating diversity are key components in the student-athletes' experience.

Recreation and Fitness

Recreational and fitness activities are open to all students and are sponsored and coordinated through the Athletics Department, the Office of Student Engagement, and the Physical Education/Dance Department. Students are encouraged to participate in these activities that provide opportunities to meet new friends and improve healthy lifestyles. The Bloechl Fitness Center is located on the upper level of the Bloechl Center and is open to all students.

The Fitness Center contains treadmills, stationary bikes, rowing machines, weight machines and free weights. Recreational equipment may be checked out for use by students with a valid student ID through Outdoor Connection. Equipment includes inline skates, cross country skis, boots, and poles, tents and sleeping bags, bicycles, and snow shoes. There is ample outdoor space for walking, jogging, and throwing Frisbees. As we embrace the development of the whole person – mind, body, and spirit - students are encouraged to become involved in these student activities.

Academic Information

Academic Programs

The academic program of Mount Mary serves 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 at least 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.

Student Advising

Academic advising at Mount Mary 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. To change or declare a major, students fill out a new Declaration of Major form. This form is available from the Advising office, located in the Student Success Center on the first floor of the Haggerty Library Building. An advisor in the new major will be assigned.

All students, especially first-year students, are encouraged to meet frequently with their advisors to discuss the progress of their studies, to seek solutions to problems they may encounter and to formulate goals for themselves which will help direct their experience at Mount Mary. All students are free to seek academic and career advice from the Advising and Career Development staff (Student Success Center).

Core Curriculum

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?”

The core curriculum consists of studies in five realms: Philosophy/Theology, Communication/Math, Humanistics, Literature/Fine Arts 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. The Mount Mary graduate will be able to:

- Question and investigate the human meaning of life through intellectual and/or religious traditions, especially the Christian tradition.
- Critically analyze and evaluate ideas, develop an informed interpretation and effectively communicate conclusions or a point of view in writing.
- Develop an analytical frame of mind that can make critical judgments of texts, situations, and/or products (e.g. courses in the major).
- Develop an aesthetic awareness of the environment and/or develop creative self-expression for personal growth and enjoyment which can be shared with others.
- Respect cultural differences, and recognize the interrelatedness of global domains (e.g. economic, technological, political, sociocultural, environmental, and esthetic).
- Act on issues of social justice within the contexts of personal values and shared leadership.
- 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, COM 104 (cm) counts in the Communication/Math 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.

The **Communication/Math (cm)** realm develops a student’s ability to express herself and translate others’ self-expression. Through the communication arts of composition, speech, linguistics, foreign 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. (Refer to the Academic Policies section of this Bulletin for details on specific graduation requirements.)

The **Humanistics (hum/bes/his)** 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 Humanistic realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

The **Literature/Fine Arts (lit/fa)** 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.

The **Science (sci)** realm examines the relationship between people and their physical environment. Students study earth science, biology, chemistry or physics. Students are required to earn three or more credits in the Science realm.

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).

Requirements for Undergraduate Degrees

Mount Mary confers upon those who have met its scholastic and other requirements the degrees:

Bachelor of Arts (B.A.), emphasizing the humanities, and

Bachelor of Science (B.S.), emphasizing the sciences.

A Bachelor of Science in Nursing (B.S.N.) degree is offered in affiliation with Columbia College of Nursing.

A dual baccalaureate (B.A. or B.S.) and Master of Public Health degree is offered in collaboration with the Medical College of Wisconsin.

For baccalaureate degrees a student must:

- Complete satisfactorily a minimum of 128 credits;
- Fulfill the writing, math, communication, and 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 the required assessment (core and major);
- Complete the required graduation audit of core (in the Registrar’s Office) and of major (by department) credits;
- Complete, at minimum, the senior year or the last 32 semester credit hours at Mount Mary.

For detailed information on the above requirements, refer to the Academic Policies section of this Bulletin.

Major Studies

A major is generally understood as a well organized, progressively more challenging, sequence of courses in a single area of study. A minimum of 24 semester hours is required in the field of a major sequence. Unless otherwise

specified, transfer students are required to complete a minimum of 12 semester hours within the major at Mount Mary.

It is the general policy of Mount Mary 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.)

Requirements for each of the major fields of study are provided in the Program of Study section of this Bulletin. Degrees are offered in the following fields:

Bachelor of Arts Degrees

Art
Art Therapy*
Business Administration**
Business/Professional Communication (accelerated only)
Communication
Communication Studies Concentration
Public Relations Concentration *
English*
Literature Concentration
Professional Writing Concentration
Writing for New Media Concentration
Fashion
Fashion Design
Merchandise Management
Graphic Design
History
Interior Design
International Studies
English as a Second Language Concentration
Spanish Concentration
Justice*
Criminal Justice Concentration
Liberal Studies*, **
Mathematics
Philosophy
Psychology *
Social Work*
Sociology/Behavioral Science
Spanish
Professional Concentration
Culture/Literature Concentration
Native or Heritage Speakers of Spanish Concentration
Student-Designed Major
Teacher Education
Early Childhood through Middle Childhood (EC/MC)
Middle Childhood through Early Adolescence (MC/EA)
Early Childhood through Adolescence (EC/A)
•Art Education (EC/A)
•Spanish Education (EC/A)
Early Adolescence through Adolescence (EA/A)

- Broadfield Language Arts Education (EA/A) (with options for Journalism or Speech Communication DPI Certifiable Minors)
- Broadfield Social Studies Education (EA/A)
- English Education (EA/A)
- History Education (EA/A)
- Mathematics Education (EA/A)
- Religious Studies***
- Theology*

Bachelor of Science Degrees

Accounting*

Biology

Chemistry

Diagnostic Medical Sonography (in affiliation with local hospitals)

Dietetics

Occupational Therapy

Radiologic Technology (in affiliation with local hospitals)

Teacher Education

Early Adolescence through Adolescence (EA/A)

- Biology Education (EA/A)
- Broadfield Biology Education (EA/A)
- Chemistry Education (EA/A)
- Broadfield Chemistry Education (EA/A)

* Also available in the evening

** Also available in the Accelerated Program

*** The Wisconsin Department of Public Instruction no longer certifies religious education teachers; however, Mount Mary still provides preparation for teaching religious studies in grades 6-12. This preparation is a cooperative effort of the Theology and Education Departments. See the Theology section of this Bulletin.

Pre-Professional Programs

Pre-Professional Programs are available in the areas listed below. Students major in an appropriate related discipline and complete the requirements for admission to the professional program.

Chiropractic Medicine

Dentistry

Law

Medicine

Pre-Nursing

Optometry

Osteopathic Medicine

Veterinary Medicine

Post-Baccalaureate Certificates

Accounting

Adaptive Art Education

Art

Biology

Business Administration

Business/Professional Communication

Chemistry

Dietetics

English

- Fashion
- Fashion Design
- Fashion Merchandise Management
- Graphic Design
- History
- Public Relations
- Spanish
- Theology
- Teacher Education Certificates
 - Early Childhood/Middle Childhood
 - Middle Childhood/Early Adolescence
 - Early Adolescence/Adolescence
 - Early Childhood/Adolescence

Teacher education certificates can be pursued in any of the majors listed under teacher education in the day degree listing.

Graduate Programs (see Graduate Bulletin)

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 Department.

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

Double Majors

Any female student may complete a double major, provided that she earns a separate set of 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 as a part of their departmental information. For a transfer student, the minimum number of credits taken toward the minor at Mount Mary is nine.

Students may choose a minor in one of the following fields:

- Anthropology/Sociology
- Art
- Art Therapy
- Bilingual Education*
- Biology *
- Business Administration
- Chemistry *
- Communication
- English Literature*
- English Education *

English Professional Writing
English Writing for New Media
Entrepreneurship
Environmental Studies
Graphic Design
History *
Journalism *
Mathematics *
Philosophy
Political Science *
Psychology
Religious Education
Science *
Social Studies *
Spanish *
Theology

*Wisconsin Department of Public Instruction Certifiable Minor available. Refer to specifics described by Education and other academic departments for instructional level of certification.

Concentration

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

Elective Courses

Any course not taken as a core course or included in the selected major or minor but taken to complete the requirement of 128 semester hours of academic credit, is considered an elective.

Professional Fieldwork

Mount Mary students involved in any course of study that requires supervised fieldwork prior to or beyond graduation, for which Mount Mary 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 for more information.

Dual Baccalaureate and Master of Public Health Degrees

Eligible Mount Mary students may enroll in the Medical College of Wisconsin's graduate public health courses prior to graduation from Mount Mary. Up to 15 credits of this graduate work may count towards both the undergraduate and graduate degrees. After graduation from Mount Mary, these students continue as graduate students at the Medical College for approximately one additional year until they complete the Master of Public Health program.

Graduate Courses

Courses numbered 500 or above are graduate courses. Unless a student meets the criteria for Reserved Credit (see Reserved Credit section in this Bulletin), the general prerequisite is that registration is restricted to those students who already hold an earned baccalaureate degree from a recognized institution of higher education.

Mount Mary offers both the Master of Science the Master of Arts degree in selected fields and the Professional Doctorate in Art Therapy. See the Graduate Bulletin for more information.

Graduate courses are also offered in other areas. They are intended as opportunities for professional growth, which do not require a commitment to an entire program of study.

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 Mount Mary undergraduate admission requirements.

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 credits for college-level courses taught in the high school. Courses are taught by qualified high school teachers and approved by Mount Mary faculty members. Students must fulfill requirements of the program to earn undergraduate credit. Tuition is offered at a reduced rate. Through the program, students are issued a Mount Mary 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 Mount Mary. 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.

Academic Policies

Changes in Regulations, Programs or Policies

While the provisions of this bulletin will ordinarily be applied as stated, Mount Mary University reserves the right to change any provisions listed in this bulletin, including but not limited to academic requirements for graduation and schedules for course offerings, without written notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Offices of the Vice President for Academic and Student Affairs, Registrar and Admissions. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

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.

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 University

I. 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.

II. 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).

III. 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.

IV. 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.

V. 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.

VI. 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.

VII. 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 University, and the grade posted to the student's file one month prior to graduation.

VIII. 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 University 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

IX. 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.

X. Retroactive Credit for Foreign Language Proficiency (undergraduate only)

Mount Mary University 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 University with a grade of B or better may receive four retroactive credits for each Mount Mary University world language course that she tests out of, up to a limit of 16 credits.

XI. Transfer Credit

a. Transfer Credits

- **Undergraduate Students:** Only coursework similar to that offered at Mount Mary University 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 University. 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.

b. Articulation Agreements

To ensure ease of transfer credits, Mount Mary University 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 University, the UW Colleges, WCTC, MATC, and GTC. A current list of all agreements is available on the Mount Mary University Web site.

Nontraditional Means of Obtaining Undergraduate Credit

Mount Mary University 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).

XII. Credits by Examination

Mount Mary University 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 University. 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 University 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.

XIII. Credit for Prior Learning (Life Experience)

Mount Mary University evaluates and awards 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 University 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 this Bulletin for description. Contact the Registrar's Office for more information.

Academic Honesty and Integrity Policy

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

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the 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 University Community. Therefore, such acts are treated as a serious breach of trust. Given the nature of these actions it is important to clearly define the terms that constitute academic dishonesty.

Cheating

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

Plagiarism

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

Interference

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

Misrepresentation

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

Abetting

- Students shall not intentionally aid another student in any form of dishonest act.
- Procedures for responding to and documenting violations of academic integrity are found in the Student Handbook and the Faculty Handbook. They are also posted on *my.mtmary.edu*.

Academic Probation and Dismissal from the College

A full-time degree-seeking 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 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.

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 University. 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” (above) 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 this bulletin.

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 the 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 about the most appropriate course of action.

Note: Because of the nature of accelerated learning, there is a separate attendance policy for accelerated classes. Please refer to the Accelerated Program Student Handbook.

Classification of 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.

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 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.

Declaration of a Major

During the first year, Mount Mary students take courses in several disciplines and plan their program of study under the direction of their academic advisors. At the time specified by the department within which they will complete their major, but no later than the end of their sophomore year, the students consult the chair of the department and apply for admission to the department. This includes completing a Declaration of Major/Minor form and filing it in the Office of Advising and Career Development. Students are not officially accepted into the department until the formal process has been completed and they have been accepted by the department. Students transferring to Mount Mary University at sophomore level or above must apply for admission to the department of their choice as well as to the College. Further information regarding the requirements for acceptance into the major can be found in the listings of the various academic departments.

Declaration of a Minor

Students who wish to declare a minor should discuss the proposed minor with the chair of the appropriate academic department. Students must declare a minor prior to their final semester at Mount Mary. A Declaration of Major/Minor form must be completed and filed in the Office of Advising and Career Development.

Final Examinations

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

If students have more than three examinations scheduled on the same day, they 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 or the Associate Dean for Academic Affairs and individual arrangements will be made.

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 University.

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 University Student

An undergraduate student who withdraws from Mount Mary University 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 University 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 University will record these grades on the Mount Mary University 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 University 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 this 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 department 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 Student Handbook for details on the Academic Appeal procedures.

Graduation Policies

Graduation Requirements

To qualify for graduation, all baccalaureate degree students must complete a minimum of 128 credits with a grade point average (GPA) of 2.0 or better. These credits must include the graduation course and competency requirements, a minimum of 48 core credits, a minimum of 24 credits in the major (the number varies among majors) and enough credits in elective courses to complete the 128-credit requirement. Each major also has specific course and GPA requirements. Students ordinarily apply for admission to a major department at the end of their first year. Many majors require additional off-campus study arrangements such as clinical experiences, internships, fieldwork and student teaching.

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.

Credit Requirement

All students are required to complete a minimum of 128 credit hours.

Course and Competency Requirements

Writing Requirement

Students are expected to successfully complete ENG 120 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 University 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 University 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 University.
- Two years 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 University.
- 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 University 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

Global Competency Requirement

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

Core Requirements

All Mount Mary students are required to complete a minimum of 48 credits in the core curriculum. Fulfillment of the writing, math, oral communication and world language course requirements may count towards fulfillment of the 48-credit core requirement. Refer to the section Academic Information in this Bulletin for a detailed description of the core curriculum.

Major Requirements

Students must complete a minimum of 24 credits in a major field of study. Requirements for each of the majors are provided in the Programs of Study section of this Bulletin.

Application for Graduation

Prior to their last semester before graduation, students must consult with the Office of the Registrar for a credit evaluation. The credit evaluation consists of a review of the degree requirements other than those of department major and minor requirements.

At the beginning of their final semester, students are required to file a formal application for a degree in the Office of the Registrar and to ascertain with the Business Office that they have met all their financial obligations to the College. The deadline for submitting the application is the end of the third week of the semester in which they expect to graduate. The specific date is published each semester in the academic calendar. Failure to submit this application by the deadline incurs a late fee and may result in postponement of the conferring of degree until the next graduation period.

Students must have completed all graduation requirements in order to participate in commencement exercises.

Graduation with Honors

To graduate with honors students must have earned at least 60 graded credits at Mount Mary University; 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 University 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.

Honors Program

The purpose of the Mount Mary University 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.

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.

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.

The honors student must achieve a cumulative GPA of 3.5 at the time of graduation to receive the diploma citation "Graduation in the Honors Program."

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 University.

Registration

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) 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.

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). 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.

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.

Leave of Absence

Undergraduate students who anticipate leaving Mount Mary for no more than two consecutive semesters (inclusive of the semester in which a student leaves, but not including summer) may request an official "Leave of Absence."

All leaves of absence from the University are processed through the Office of the Associate Dean for Academic Affairs (Notre Dame Hall 151). For students who are currently enrolled, the last day to request a leave of absence from the University 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) and on my.mtmary.edu. Medical leaves and other exceptional leaves (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 leave of absence on their progress towards graduation and their eligibility for federally funded financial aid.

Re-entry to the College after an Official Leave of Absence

Students who are granted an official Leave of Absence must indicate their intent to reenter the University online at least two weeks prior to the semester for which they are returning. A student who reenters the University after a leave of absence will be subject to the curricular requirements in place at the time of her initial entry to the University.

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) and on 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 University. 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 University degree as follows: In addition to Mount Mary University 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 University degree will be granted only after submission of a professional school transcript.

Study Abroad

International Programs

Mount Mary University students who study abroad in Mount Mary University programs or in programs organized by other accredited educational institutions may receive major, core or elective credit for that study, provided that prior approval has been granted by the appropriate academic department, the student’s advisor, and the Director of International Studies. Resources and advising concerning study abroad opportunities and procedures are available from the Director of International Studies in the International Center.

Mount Mary University offers regularly scheduled short-term programs in the following countries:

- Rome, Italy - offered for three weeks in January of even numbered years
- Ireland - offered for three weeks in January of odd numbered years
- Paris, France - offered for three weeks in January of odd numbered years
- Costa Rica - offered in January of even numbered years
- Peru - Spanish program offered annually during summer school
- Spain - offered in summer of even numbered years
- Nicaragua – offered for graduate art therapy students

Faculty offer additional opportunities for short-term study abroad in conjunction with on-campus course work. These opportunities are announced in the course schedule, on the Web, and in campus announcements.

Additionally, Mount Mary University students may chose to participate in programs through Mount Mary University’s partner institutions. Mount Mary University has affiliations with colleges and universities in Ireland, London, Peru, and Japan. Finally, if a student has an interest in a country where Mount Mary University does not have a program or relationship, the Director of International Studies will work with the student to find an accredited program that fits the student’s needs and interests.

Exchange Semester

Students may arrange for an exchange semester at Mount Mary University's sister institution, the Notre Dame of Maryland University in Baltimore. Students can take advantage of the College's proximity to Washington, D.C. and Philadelphia. Interested students should contact the Associate Dean for Academic Affairs.

Transcripts

Mount Mary University has authorized the National Student Clearinghouse to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed. To order an official transcript(s), log-in to the Clearinghouse secure site. The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient. Order updates will be emailed to you. You can also track your order online. If you need help or have questions about the National Student Clearinghouse's transcript ordering service, visit their help center or call 1-703-742-4200.

All indebtedness to the College must be discharged before transcripts will be issued by the Office of the Registrar.

Programs of Study

School of Arts and Design

Arts and Design

Mount Mary University fosters a unique learning environment for artists and designers while educating them for creative lives and professional employment. The Arts and Design Departments offer exciting and creative programs that prepare students for participation in the world of professional artists, designers, educators, musicians, and therapists. Students' lives are shaped by their artistic sensibilities and talents. Graduates are employed in careers ranging from art directors, art teachers, art therapists, fine artists, musicians, and photographers to interior designers, fashion designers, fashion merchandisers, graphic designers, and production specialists to name a few. The department faculty is dedicated to curriculums that cultivate awareness, appreciation, and responsiveness to traditional as well as emerging art forms while developing professionals in their departments. The creation of a unique style of inspired expression reflects the student's individual experience, perceptions, and concepts as well as creative and critical judgment. The ability to use the language of art and design as a means of communication is developed.

The Arts and Design Departments enhance the quality of campus life and is dedicated to the promotion of experiences to meet the needs and interests of each individual today and in the future. The department structure promotes a cooperative organizational relationship among the Fine Arts, Art Education, Art Therapy, Fashion (Fashion Design, Merchandise Management), Graphic Design, Interior Design and Music Departments. Many members of the faculty are practicing artists, designers, educators, and therapists. For the non-major, there are opportunities to cultivate an interest in the study of music or art through courses which meet the liberal arts core. Minors in Art, Art Therapy, and Graphic Design as well as post-graduate certificates in Fine Art, Fashion Design, and Merchandise Management may also be available. See the department chairperson for specific information.

Arts and Design students begin their studies with the liberal arts core and foundation courses in the departments to strengthen their skills, imagination, discipline, and design sense. Foundation courses provide a broad shared base from which to pursue majors in the departments.

Foundation Courses in the Departments. Students enrolled in a department major will take common foundation courses beginning in the first semester of the first year. See individual department chairs for specific requirements since courses vary. Foundation courses introduce the beginning art and design students to the demands, expectations, and formal fundamentals of art making and design, as well as provide an historical basis for understanding art.

Foundation courses are as follows:

- ART 101** Basic Drawing
- ART 105** Two-Dimensional Design
- ART 220** Three-Dimensional Design
- ART 231** Art History I and/or
- ART 232** Art History II and/or
- ART 320** History of Contemporary Art

Check for individual department requirements.

In addition to foundation competencies, students in most Arts and Design majors are required to complete a portfolio assessment based on the specific requirements of their major.

Fine Art Major

The fine art major offers each student opportunities to explore many art forms, from traditional to emerging media in order to develop her own unique aesthetic vision and expression. Professional art knowledge and skills establish a solid foundation for successful careers as art directors, gallery directors, community arts specialists, photographers, designers and production specialists. The fine art program is dedicated to a curriculum that develops awareness, appreciation, and responsiveness to all art forms. Students engage in a variety of visual art activities designed to strengthen art making and communication skills; to encourage creative problem solving; and to develop a personal sense of self discipline. Student centered learning in hands-on studio class settings are taught by faculty members who are practicing professional artists. Students complete their studies with a web portfolio and a selected body of work for the senior art exhibition in the Marian Gallery.

Fine art students are involved in various activities outside of the classroom including visits to area art museums and galleries, studio exercises at local points of interest, community arts involvement and personal exhibitions. Participation in the student art organization affords opportunities to promote art collaboration across disciplines and fosters each student's professional art development.

Formal admission to the fine art major usually takes place at the time of course selection and registration for the sophomore year. Each student makes an appointment to meet with a representative from the fine art department and the art department chairperson to review her current portfolio of work. A 2.5 overall grade point average is required for acceptance into the major. Students may meet with department faculty to present portfolio evidence that may waive the ART 101 class to gain admission into ART 313.

Fine Art Major Requirements: 55 credits (6 cr can count for core), 3.0 GPA in major; and 2.5 GPA overall. Final assessment is through the senior portfolio and culminating exhibition. A minimum of 16 art credits must be taken at Mount Mary University. Students are required to take part in an annual portfolio review, assist with campus art related events, attend local or regional exhibitions, and participate in the student art organization. Internships with local organizations are highly recommended.

Fine Art Major Course Requirements: ART 101, 105, 205, 220, 225, 226, 231, 232, 313, 320, 337, 356, 455, 475 and 12 additional credits in studio art or art history (includes GRD 232).

Fine Art Minor Requirements: 24 credits, 3.0 GPA in art courses and 2.5 in general courses; ART 101, 105, 220, 231 or 232; 12 additional credits in studio art or art history. Students may concentrate in one studio discipline for their 12 credits of electives.

Art Education Major (K-12)

The undergraduate art education program provides a foundation in the historical, critical, aesthetic, and production facets of art as it applies to elementary and secondary classrooms. It examines 21st century methodology, formulates objectives and lessons,, provides hands-on practical art experiences on and off campus, and demonstrates a well-balanced sequential art program grounded in the developmental stages of art expression.

Art Education (K-12) Major Requirements: Final Assessment through student teaching; education portfolio and senior exhibit; and education department standards.

Art Education (K-12) Major Course Requirements: Education sequence plus 48 credits of ART. ART 101, 105, 205, , 220, 225, 226, 231, 232, 313, 320, 337, 356, 359, 455, 475, GRD 232 and ATH 445. Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Adaptive Education in Art

Combines Art Education and Adaptive Education leading to teaching certification for art in grades K-12 and adaptive education in art.

Adaptive Education in Art Major Requirements: Art Education sequence plus the following courses: PSY 325, EDU 405, ATH 445 or 745; certification in art education; and successful completion of a practicum in adaptive education in art.

Supporting Course Requirements for Adaptive Education in Art Major (7-8 credits): PSY 325 and EDU 405.

Adaptive Education in Art Major Course Requirements: ATH 445 or 745. Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Fine Art Courses

ART 101 fa Drawing

3 credits

Introduction to basic skills of drawing through line, value, texture, positive-negative space, perspective, and work with the figure while developing the ability to see and compose. Various media. Foundation course. Fee.

ART 105 fa Two-Dimensional Design

3 credits

Develops working knowledge of the basic elements and principles of two-dimensional design and color theory through exploration of creative problem solving, skill building and critical thinking projects in a variety of media. Foundation course. Fee.

ART 111 fa Experiencing Art

3 credits

For the non-art major. Exploration of the basic principles of design and practical application in a variety of two-dimensional and three-dimensional media. Fee.

ART 205 fa Ceramics

3 credits

Exploration and application of ceramic techniques including hand building techniques, wheel throwing, preparation of clay, use of ceramic equipment, mixing of glazes, and firing of kilns. Fee.

ART 220 fa Three-Dimensional Design

3 credits

Problem based and theoretical approach to three-dimensional design. Exploration of methods and materials in articulation of form and space. Foundation course. Fee.

ART 225 fa Sculpture

3 credits

Introduction to basic sculptural methods and techniques. Theoretical concepts applied to critical analysis of three-dimensional form. Prerequisite: ART 220. Fee.

ART 226 fa Painting

3 credits

Introduction to painting through experimentation in color, form, surface treatments and a variety of techniques such as drybrush, wet-in-wet, glazing, scumbling, and underpainting. Emphasis on development of student's personal style. Prerequisite: ART 101, ART 105. Fee.

ART 231 fa History of Art I

3 credits

Introduction of ancient and medieval architecture, painting, and sculpture. Emphasis on cultural context during development of distinguished art in Egypt, Greece, Rome and the Christian West. Non-Western art perspectives included. Foundation course. Fee.

ART 232 fa History of Art II

3 credits

Explores art masters from Renaissance to 20th Century. Development of European and non-Western painting, architecture and sculpture within context of historical and cultural ideas. Foundation Course. Fee.

ART 235 fa History of Non-Western Art

2 credits

Surveys non-Western art from the Orient, Africa, Asia, and Americas. Emphasis on aesthetic qualities, functions and meanings of the art. Fee.

ART/ATH 275 fa Art for the Helping Professions

3 credits

Investigation of the healing nature of art through art materials and processes. Exposure to community-based artist-activists and therapists. Exploration of art as an instrument of individual and social transformation. Foundation for applied practice in art, art therapy and other helping professions. Open to all arts and design majors, and non-art majors.

ART 310 fa History of Art in America

3 credits

Survey of the sources and traditions of American art from colonial times to present. Fee.

ART 313 fa Figure Drawing

3 credits

Portrays the human form through direct observation. Variety of materials and techniques used. Emphasis on proportion, anatomy, volume, structure and dynamic expression. Prerequisite: ART 101. Fee.

ART 320 fa History of Contemporary Art

3 credits

Analysis of fine arts and architecture from the mid 20th century to present. Major movements and significant European and American developments emphasized. Historical and intellectual foundations of contemporary expression explored. Foundation course. Fee.

ART 323 fa Art for Early Childhood, Elementary and Middle Education

3 credits

Focuses on art as an integral part of general classroom curriculum. Art objectives and processes work with child development in art to result in growth of creative ideas. Hands on experiences with children included on and off campus. Required for Elementary/Middle Education majors. Fee.

ART 328 fa Enameling

3 credits

Presents basic enameling techniques: stencil, sgraffito, champleve, cloisonne, basse taille, etc. Exploration of current techniques including striking, torch-firing, liquid enamel methods, and surface alterations. Prerequisite: ART 105 or 111. Fee.

ART 337 fa Art Metal

3 credits

Introduces basic principles of metalwork and jewelry through fabrication and casting processes. Emphasis on creative design and craftsmanship. Advanced work in centrifugal casting and metal fabrication including forging, raising, stone setting, etc. Prerequisite: ART 105 or 111, and ART 220. Fee.

ART 348 fa Fiber Manipulation

3 credits

Instruction of basic off-loom and on-loom weaving experiments with variety of fibers. Create fabric structures. Prerequisites: ART 105 or 111. Fee.

ART 356 Basic Photography

3 credits

Introduction of camera usage, traditional darkroom techniques and digital technology. Exploration of fundamental photography concepts as means of artistic expression and practical applications.. (Student must provide own digital camera. 35mm camera suggested but not required) Fee.

ART 359 fa Fiber/Fabric Design

3 credits

Application of design principles and creative concepts to two- and three-dimensional problems using fibers and/or fabrics. Exploration of techniques such as fabric manipulation, stitchery, fabric painting, batik, plangi and dye processes. Prerequisite: ART 105 or 111. Fee.

ART 367 fa Watercolor

3 credits

Introduction to watercolor painting concepts and techniques . Emphasis on manipulation of watercolors as a transparent medium. Emphasis is on the development of the student's personal style. Prerequisite: ART 101, ART 105. Fee.

ART 375 fa Special Topics in Art

1-3 credits

Provides opportunity to study a significant topic from a fine arts perspective. Course title and subject matter vary each semester based on student need and interest. May be repeated for credit with a different topic.

ART 400 fa Update in Art for Teachers of Children

1-3 credits

Course designed to expand art teaching subject matter. Introduces new materials and current concepts in art education. Fee.

ART 404 fa Ceramics II

3 credits

Builds on knowledge gained in ART 205. Emphasis on developing personal statements through problem-solving in ceramic design. Prerequisite: ART 205. Fee.

ART 414 fa Functional Ceramics

3 credits

Explores production of utilitarian objects in clay. Emphasis on principles of design for utility. Discussions and research include appropriate uses of stoneware, porcelain, earthenware, glazes and firing schedules. Prerequisite: ART 220 and ART 205. Fee.

ART 424 fa Ceramic Sculpture**3 credits**

Investigates ceramic materials and techniques related to sculpture production. Emphasis on synthesis of appropriate construction, surface and firing techniques in expressive form. Prerequisite: ART 220 and ART 205. Fee.

ART 455 fa Printmaking**3 credits**

Introduction to basic fine art printmaking media. Relief and monoprint processes included. Prerequisite: ART 101, ART 105. Fee.

ART 457 fa Advanced Photography**3 credits**

Further investigation of black and white photographic techniques experienced in ART 356 and/or personalized concentration on digital imaging in GRD 356. Production of directed portfolio with exhibition ready prints. Intensive and personal. Prerequisite: ART 356 or GRD 356. Fee.

ART 460 fa Advanced Studies in Two-Dimensional Media**3credits**

Offers advanced studio work in previously studied two-dimensional medium. Development of artistic, critical and conceptual skills through studio work in a 2D medium (drawing, painting, printmaking or mixed media), Discussion, peer and instructor critiques, and readings. Each semester course focuses on a specific topic, problem or issue. Provides advanced students with a forum for artistic dialogue. Course may be repeated for credit. Prerequisite: ART 101, 226 or 455. Fee

ART 465 fa Advanced Studies in Three-Dimensional Media**3 credits**

Offers avanced studio work in previously studied three-dimensional medium. Development of advanced artistic, critical and conceptual skills through studio work in a 3D medium (ceramics, sculpture or art metals) .Discussion, peer and instructor critiques and readings. Each semester course focuses on specific topic, problem or issue. Provides advanced students with a forum for artistic dialogue. Course may be repeated for credit. Prerequisite: ART 205 or 220. Fee

ART 475 Senior Seminar**4 credits**

Final comprehensive experience in preparation of an art career. Integrates student art making with analysis of current trends through readings, discussions, critiques, guest presentations, exhibition attendance, and preparation for the senior exhibition. Includes examination of diverse theories of art with variety of artistic criticism methods. Required for all fine art and art education majors in the fall semester prior to graduation. Prerequisite: ART 231, 232 and 320.

ART 496 Independent Study**1-9 credits**

Student-initiated project under instructor direction. Completion of all foundation courses in ART major and written permission of Arts&Design Department chair, ART Department Chair, and instructor required. May be repeated for up to nine credits. optional

ART 498 Internship**1-6 credits**

Supervised, work-oriented experience, individually designed to integrate academic and career goals. The assignment, type of experience, number of credits and evaluation procedure are identified in a contract involving the student, field supervisor and academic advisor. Written approval of the department chair is required.

Art Therapy with Emphasis in Community Arts

Art therapy is a human service profession that uses the therapeutic tools of art, imagination and the healing relationship to help people connect with their inner resources, resolve problems, and revitalize their lives. Through the creative process of art making, art therapists help people learn about themselves, express feelings and communicate with one another. In order to practice professionally, a master's degree in art therapy is required. The undergraduate program is intended to prepare students for graduate studies.

The undergraduate art therapy program places emphasis on the emerging field of community arts and is open to students in art therapy, fine arts, and other helping professions who are interested in art as a healing agent and instrument of individual and social transformation. Our definition of community arts is grounded in relationships developed with art, the self and community. Working together with artists, activists and art therapists, students learn what it means to participate in our multicultural, global world through such opportunities as community-based field experiences, study abroad, and self-directed senior capstone projects.

The art therapy major, with an emphasis in community arts, fulfills all of the prerequisite requirements for graduate study of professional art therapy. In the senior year students may be eligible for early entry into the graduate art therapy program. Mount Mary's Art Therapy Programs are nationally recognized for their quality and leadership in art-based art therapy education.

Art Therapy Major With an Emphasis in Community Arts Requirements: 58 credits 3.0 GPA in the major. 2.5 GPA general courses. Fieldwork in the community and a capstone senior project required. Graduate courses ATH 532 and ATH 540. available after 128 credits (optional):

Art Therapy Major Course Requirements (15 credits) ART /ATH 275, ATH 332, ATH 333, ATH 350, ATH 397, ATH 398, and ATH 498.

Supporting Course Requirements (43 credits): ART 101, ART 105, ART 205, ART 220, ART 231, and ART 232; ART 226; SOC 210 or SOC 220; PSY103, PSY 214 and PSY 325; COM 231 or 235. Some courses satisfy core

Art Therapy Minor Course Requirements (15 credits added to Fine Art Major of 55 credits): Added as a service dimension to the fine arts major; includes all of the above listed ATH courses.

Art Therapy Courses

ART/ATH 275 fa Art for the Helping Professions

3 credits

Investigation of the healing nature of art experienced through art materials and processes. Exposure to community-based artist-activists and therapists. Exploration of art as an instrument of individual and social transformation. Foundation for applied practice in art, art therapy and other helping professions.

ATH 332 Multicultural Arts

3 credits

Introduces various cultural frameworks that effect relationships between individuals and groups explored through arts across cultures including story, song, movement and imagery.

ATH 333 Multicultural Field Experience

1 credit

Structured field experience led by faculty in community setting. Integration of classroom learning with practical experience using various expressive modalities. Prerequisite: ATH 332

ATH 350 Art and Spirituality

3 credits

Connection of art to the creative spirit explored through a cross-cultural survey of spiritual beliefs and practices. Art made in a contemplative manner, the influence of artists creating together in community, and class discussion. Understanding of wisdom and meaning through engagement in the creative process.

ATH 375 Special Topics in Art Therapy

1-3 credits

Examines current topics and trends in the field of art therapy, including special needs of a diverse range of populations. Each course 1 credit each. Maximum of 3 credits allowed.

ATH 397 Creative Community Development

3 credits

Provides a framework for learning about relationship/community building and collaboration through art. Interconnection, purpose and responsibility as community members is explored through individual and collective expression, reflection and introduction to artists, activists and art therapists who work to effect positive social change

ATH 398 Community Arts Field Experience

1 credit

Structured field experience. Work with community-based expressive arts organizations on various projects. Prerequisite: ATH 397 (or concurrent registration with ATH 397).

ATH 445/745 Adaptations and Applications

1-3 credits

Focuses on adaptation of art materials for use of special needs students or clients from early childhood to geriatric. Application of creative alternatives address the needs of individuals and groups. Workshop format. Open to ATH, ART, ARTED majors; 3 credit option is required for certification in adaptive education.

ATH 496 Independent Study

1-2 credits

Student-initiated project with art therapy faculty advisor. Prerequisite: Permission of program advisor.

ATH 498 Senior Capstone Project

1 credit

Cumulative learning project. Expressed in traditional or art-based research; a service project; or an art exhibition. Demonstrates understanding of art's purpose and functions as an instrument of transformation. Prerequisite: Consent of art therapy major advisor.

Fashion

The fashion department offers two distinct majors which integrate professional course work with a strong liberal arts background. The Fashion Design major appeals to students who have a passion for art and/or apparel construction and receive energy from the process of creating. The Merchandise Management major appeals to students whose love for fashion is derived from an instinctive understanding of trends and the ability to put clothes together; they are more analytical and numbers oriented.

To support these majors the fashion department has developed a unique collaborative relationship with regional retailers and apparel product developers, offering students the opportunity to observe, consult and work in the field. These professionals regularly participate in the curriculum through guest lectures, field trips, critiques and cooperative projects. Computer labs offer access to Adobe Illustrator and Photoshop; Lectra Kaledo; and Optitex patternmaking software. The University's historic costume collection includes 7,000 garments and accessories ranging from the eighteenth century to recent designer garments. Internships are required of all majors. Students are very competitive in regional and national competitions. Fashion graduates mentor students through an active alumnae network.

The Fashion Design major is designed to build a student's skills in drawing, computer aided design, patternmaking, apparel construction and fitting leading to a mastery of the design process. It allows for a concentration in either creative design or technical design. Graduates secure positions in textile design, garment design, technical design, patternmaking, quality assurance, or sourcing as well as the skills to work as entrepreneurs.

The Merchandise Management major is designed to build a student's skill in, and understanding of, distribution options, merchandising, buying and assortment planning trend analysis, and data analysis; it includes a business administration minor. Merchandise management prepares graduates for careers in retail management, buying and assortment planning, merchandising, visual merchandising, and events planning.

Fashion department application is based on academic preparation as well as interpersonal and professional skills appropriate to the demands of the profession. Students must maintain a 2.5 cumulative GPA and a 2.5 major GPA to continue in the program. In addition to majors in either Fashion Design or Merchandise Management postgraduate certificates are available in both areas. Contracts are developed with the chair of the department.

Fashion Design Major Requirements: 81-83 credits, 2.5 GPA overall and 2.5 major GPA; internship.

Fashion Design Major Course Requirements (69-71 credits): FSH 107, 109, 110, 150, 210, 212, 215, 217, 220, 223, 235/235B, 312, 321, 322, 342, 344, 352, 363, 398, 436, 462 and 463.

Fashion Design Electives: FSH 297, 325, 350, 355, 372, 375, 397, 421, and 464.

Supporting Course Requirements for Fashion Design Major (12 credits): ART 101, 105; and 231 or 232; and one of the following BUS courses: 250, 301, 302, 309, 331 or 362. Some courses satisfy core.

Merchandise Management Major Requirements: 78-82 credits, 2.5 overall and major GPA; students who earn a Merchandise Management Major also earn a Business Administration Minor.

Merchandise Management Major Requirements (69-71 credits): CSC 211, BUS 211, 301, 309, 331, 340, 360 and 362; FSH107, 109, 235/235B, 321, 322, 331, 346, 365, 367, 370, 375, 398, 418, 419, 425, and 436.

Supporting Course Requirements for Merchandise Management Major (9-11 credits): ART 105; COM 104, 205, 231, 232, 235, 310 or 320; and MAT 111. Some courses satisfy core.

Post-baccalaureate Certificates in Fashion Design. minimum 40-55 credits. Individually designed in consultation with the chair.

Post-baccalaureate Certificate in Merchandise Management. minimum 24 credits. Individually designed in consultation with the chair.

Fashion Courses

FSH 107 Fashion Survey

2 credits

Introduction to the dynamic global fashion industry, essential fashion terminology, trend forecasting and the fashion cycle. Students assess their unique strengths and skills in relation to the diverse career tracks the industry has to offer.
Prerequisite: None

FSH 109 Adobe 101**2 credits**

Introductory Adobe Photoshop and Illustrator software. Students learn all the basic features and how to utilize the options; Students can complete the most basic of tasks and also have opportunity to delve into advanced features. Prerequisite: None. Fee.

FSH 110 Sewing Techniques for Apparel Design**3 credits**

Introduces first-year students to standard professional sewing techniques including cutting, construction and finishing. Provides overview of apparel production.. Prerequisite: None. Fee.

FSH 150 Design Room Techniques I**4 credits**

Skill-building related to the pattern development and construction techniques for skirts and pants. Students make a personal fit pattern for a skirt and pants and learn pattern manipulations for styling variations and construction techniques for assembly. Formerly Pattern Construction I. Prerequisite: FSH 110 Fashion Survey. Fee.

FSH 210 Design Room Techniques II**4 credits**

Skill-building related to the pattern development and construction techniques for bodices and sleeves. Knowledge achieved through problem solving. Students develop individual personal fit patterns for the bodice, sleeve and torso and pattern manipulation of styling and construction techniques for assembly. Prerequisite: FSH 150 Design Room Techniques I

FSH 212 Design Room Techniques III- Draping**4 credits**

The art of draping is introduced as an alternative patternmaking technique to flat pattern development. Emphasis on the dress; Advanced sewing and fitting skills focus on the construction of dresses.. Prerequisite: FSH 110 Sewing Techniques for Apparel Design. Fee.

FSH 215 Fashion CAD I-Adobe**3 credits**

Advanced application of Adobe Photoshop and Adobe Illustrator. Utilizing Adobe software to develop story boards, marketing images, and accurate technical drawings to integrate into professional design presentations. Evaluation is based on CAD proficiency as well as design and layout effectiveness. Prerequisite: FSH 109 Adobe 101. Fee.

FSH 217 Fashion CAD II – Textile Design**3 credits**

Introduction to the functionality of an industry-specific computer aided design, Lectra Kaledo and exposure to design applications used in textile, trim, and garment design within the apparel product development process. Applications include print, woven, and knit design; coloring and re-coloring; silhouette development; and board layout. Prerequisite: FSH 109 Adobe 101. Recommended Prerequisite: FSH 235 Textile Design

FSH 220 Fashion Drawing**3 credits**

Introduces fashion figure proportions and poses through development of a basic fashion body or croquis. Students illustrate garment details, fashion silhouettes, textile rendering, and technical flats with continuous emphasis on fashion terminology. Prerequisite: ART 101 Drawing. Fee.

FSH 223 Design Development and Rendering**3 credits**

Advanced sketching of garment silhouettes and details in mixed media to develop individual interpretation of fashion illustration; Students develop original design collection taking inspiration from current fashion trends. Prerequisite:

FSH 220 Fashion Drawing. Fee.

FSH 235/FSH 235B Textiles

4 credits

Analysis of basic fabric elements to include fibers, yarns, and construction methods, as well as dyes, prints, and finishes. Study of the interrelationships among these components and their impact on performance related to consumer and professional decision making. Class includes 1-credit lab component. Class counts toward environmental studies minor. Prerequisite: None Fee.

FSH 297 Introduction to Machine Knitting

2 credits

Introduces machine knitting. Students gain mastery of single bed knitting including shaping, hem treatments, blocking, and joining through beginning level project knit from stitch and row gauge. Prerequisite: None. Fee.

FSH 305 Advanced Fashion Illustration

2 credits

Refinement of fashion illustration with experimental media and conceptual skills stressed. Individual drawing and rendering assignments based on fashion themes and fabric rendering. Introduction to computer generated illustration. Prerequisite: FSH 220 Fashion Drawing

FSH 312 Tailoring

4 credits

Introduces techniques for pattern development of a tailored jacket. Analysis of the unique problems encountered in the design, fabric selection, fit, and construction of a tailored garment. Study variety of tailoring methods with individual application through construction of a coat or suit. Prerequisite: FSH 210 Design Room Techn II Fee.

FSH 321 (g) History of Costume

3 credits

Study of costume history, the evolution of the apparel and textile industry, and the history of textile technology and apparel distribution as reflected in past cultures and their influence present day fashions. Extensive use of the Mount Mary Historic Costume Collection to explore 19th and 20th century costume. Writing intensive. Prerequisites: FSH 235 Textiles Design, ENG 120 Composition II. Recommended Prereq : ART 231 or 232History of Art I or II. Fee.

FSH 322 Product Analysis

3 credits

Presents principles used to evaluate ready-to-wear based on target market needs and identification of physical and performance features for quality and perceived value attributes. Analysis of ready-to-wear construction techniques and manufacturer's specification packages. Prerequisite: FSH 235 Textiles.

FSH 325 Advanced Pattern Construction

3 credits

Advanced work in patternmaking and construction techniques. Combination of samples and projects appropriate to individual student's skill level. Prerequisite: FSH 212 Design Room Techniques III- Draping Fee.

FSH 331 Trend Analysis

3 credits

Discussion of current political, social and cultural events in relation to fashion trends. Research target market demographics and psycho-graphics as they affect the fashion cycle. Emphasis on professional presentations to include color, fabrication, silhouette direction, and awareness of current designer influences. Prerequisite: None . Fee.

FSH 342 Fashion Design I

3 credits

Design process through creative design problem solutions . Attention to evolving design needs with emphasis on sportswear. Development of skills in trend research and forecasting, color management, comprehensive knowledge in

market, story board, fabrication, customer analysis, design development, and garment specifications. Design presentations critiqued by peers, instructor, and professionals in the field. Prerequisites: FSH 215 , FSH 217 Fashion CAD II- Textile Design, FSH 223 Design Development and Rendering, FSH 235 Textiles. Fee.

FSH 344 Fashion Portfolios and Presentation Techniques

2 credits

Development of professional portfolio for fashion internships and employment. Students revise and develop projects to illustrate mastery of techniques and understanding of specific apparel markets, target customers and current trends. Includes creation of logo, leave behind portfolio, and digital formatting. Prerequisites: FSH 215 Fashion CAD I- Adobe, FSH 217 Fashion CAD II- Textile Design, FSH 223 Design Development and Rendering. FSH 342 Fashion Design I. Fee.

FSH 346 Professional Seminar

2 credits

Emphasis on professional development including creation of resume ,cover letter, and portfolio. Interview workshop to secure fashion internships and employment. Students identify specific career goals and prepare accordingly. Prerequisite: None Fee.

FSH 350 Designing with Leather

2 credits

Study of special considerations involved in sourcing leather and notions, design, pattern development, and construction of leather garments. Prerequisites: FSH 210 Design Room Techniques II

FSH 352 Fashion Collections

4 credits

Analysis and application of techniques used in ready-to-wear manufacturing. Design, pattern development, and construction of coordinated collection. Use of ready-to-wear techniques. Prerequisites: FSH 210 Design Room Techniques II FSH 342. Fashion Design I. Fee.

FSH 355 Fashion CAD III-Pattern Making

3 credits

Application of acquired patternmaking skills using computerized patternmaking system, Optitex. Prerequisite: FSH 210 Design Room Techniques II

FSH 363 Fashion Design II

3 credits

Continuation of Fashion Design I. Exploration of design process and development of advanced fashion design skills in the field of fashion design. . Emphasis on market and trend research, resource procurement, application of CAD, and visual presentations. Field trips, critiques and industry project are integral to the class. Prerequisite: FSH 342 Fashion Design I. Fee.

FSH 365 Multichannel Retail Management

3 credits

Provides insight and tools to implement and manage successful retailing. Comprehensive view of multichannel retailing management including consumer behavior, marketing research, store positioning, retail strategy mix, retail locations, operations management, merchandise assortment and pricing. Integration of bricks and mortar retailing with electronic online stores (e-commerce) and direct marketing..Prerequisite: None.

FSH 367 Merchandising with Plan-O-Grams

4 credits

Provides hands-on experience and knowledge of Plan-O-Grams software to create merchandising plans and space planning for retail environments. Students required to complete plans for hard and soft goods in challenging scenarios for wall and floor sets. Visual presentations, field trip, critiques and industry project are integral to the class.

Prerequisite: None. Fee.

FSH 370 Training, Supervision, and Customer Service for Retailers **2 credits**

Study of human resources management in the retail environment. Focus on recruiting, training, motivation, supervision, evaluation and customer service skills through comparative examination of individual store policies and procedures. Prerequisite: None.

FSH 372 Paris Design Seminar **3 credits**

Development of design journal and portfolio-ready collection inspired by shared experiences in Paris. Experiences vary each trip. May include studio work with couture artisans; presentation by a trend service; study designer garments through exhibitions or in museum archives; trip to Antwerp, structured shopping research; and attendance or dressing for a runway show. Sophomore standing in Fashion Design major.

FSH 375 Fashion Show Coordination **3 credits**

Experience in the process of fashion show production. Class members form the annual student designer fashion show steering committee. Opportunity to work closely with professional resources in show production. Junior or senior status.

FSH 396 Independent Study **1-2 credits**

Study at advanced level in specialized fashion area. Approval of faculty member required. Fashion majors only. Class may be repeated to total 6 credits.

FSH 397 Knitting Machine Techniques **3 credits**

Advanced machine knitting techniques requiring single and double bed sample work. Development of designer original garment that incorporates several techniques covered in class. Prerequisite: FSH 297 Introduction to Machine Knitting. Fee.

FSH 398 Internship: Fashion Careers **2-4 credits**

Industry/retail work experience in approved off campus position. Aids in understanding challenges and responsibilities of various fashion careers. Supervised work experience individually designed to integrate academic and career goals. Interns reflect on their work experience in assignments. Performance evaluations by employer and faculty advisor. Course may be repeated for a total of four credits. Offered either semester or summer. Prerequisites: Junior or senior status and 2.5 GPA overall and 2.5 major GPA in the Fashion Department.

FSH 418 Buying and Assortment Planning **3 credits**

Application of merchandising principles to planning, buying, controlling and selling of retail goods. Mastery of Microsoft Excel, analysis of a six-month merchandise plan, preparation of an open-to-buy, and analysis of stock-to-sales ratios through computer simulations, retail math calculations, and guest speakers. Prerequisites: MAT 111, FSH 365 Multichannel Retail Management, Quarter course taken with FSH 425 Inventory Management.

FSH 419 Visual Presentation **3 credits**

Exploration of fashion promotion through applied marketing activities such as special events, visual merchandising, merchandise presentation, and publicity. Application of principles through supervised experiences with retail stores. Prerequisite: None

FSH 421 Pattern Grading and Marker Making**4 credits**

Introduction to the principles of manual and computer pattern grading and marker-making. Prerequisite: FSH 210 Design Room Techniques II

FSH 425 Inventory Management**2 credits**

Implementation of merchandising principles at store level; use of assortment plan guidelines. Management of physical inventories based on sales goals.

FSH 436 Apparel Industry Seminar**3 credits**

Study of the apparel supply pipeline with emphasis on current issues and trends in production and distribution in a global marketplace. Multi-dimensional approach through lecture, group discussion, current readings, individual research, field trips, and guest speakers. Junior or Senior standing

FSH 462 Senior Collection I**3 credits**

First of a two-course sequence - FSH 462 and FSH 463. Emphasis on final collection concept board and production of garment muslins through advanced draping and pattern-drafting techniques. The design that best expresses the final collection will be completed in fabric. Prerequisite: FSH 352 Fashion Collections I. Fee.

FSH 463 Senior Collections II**3 credits**

The course of the Senior Collection sequence. Builds upon the technical, creative, and industry knowledge acquired in prior semesters. Utilizes market research and forecasting services. Muslin designs developed in FSH 462 will be patterned and constructed, resulting in a professional final collection of garments. Prerequisite: FSH 462 Senior Collections I. Fee.

FSH 464 Special Occasion Apparel**4 credits**

Development of a selected design through the stages of muslin pattern to finished garment using couture workroom techniques. Designer critique. Prerequisites: FSH 212 Design Room Techniques III-Draping, FSH 352 Fashion Collections. Fee.

FSH 497 Advanced Machine Knitting**2-4 credits**

Individualized research and development of original design concept. This class may be repeated for a total of 8 credits. Prerequisite: FSH 397 Knitting Machine Techniques. Fee.

Graphic Design

The Graphic Design major is a diverse and encompassing curriculum that promotes the development of the entire individual. The curriculum develops a strong skill base in the arts while encouraging individual creative growth in critical judgment and analytical clarity. The program builds on the liberal arts. Graduates of the program can offer leadership skills, community connection, and a clear understanding of their impact in the global design market.

Learning from the first year to program completion extends beyond the classroom through interaction with professionals in the field and client-based projects. Working with a variety of non-profit client organizations in the metro Milwaukee area, students build skills, confidence, and the ability to network within the profession. Students explore the diversity of design while learning the fundamentals of applied iconic artistry, design, and technology. Building a solid foundation from these elements, students apply problem-solving strategies, research techniques, impeccable technical skills and idea refinement.

Through yearly portfolio reviews, students expand their knowledge and skills in communication, presentation, and digital formats as well as traditional design techniques.

Graphic Design Major Requirements: 71 credits; 2.5 GPA in major coursework; 2.3 GPA overall; annual portfolio review and senior exhibition.

Graphic Design Major Course Requirements (minimum of 59 credits): GRD 225, 232, 248, 258, 310, 325, 330, 345, 356, 380, 450, 451, 454, 460, 461, 495, and 498.

Supporting Course Requirements for the Graphic Design Major: 12 credits. ART 101, 220, and ART 231, 232, 235, 310 or 320.

Graphic Design Minor Course Requirements: 27 credits; GRD 225, 232, 248, 258 and 15 credits of electives in graphic design. Elective option determined at advising.

Post-Baccalaureate Certificate: Earned undergraduate degree. Completion of the Graphic Design Major and Supporting Course work.

Graphic Design Courses

GRD 225 (g) History of Design

3 credits

Provides historical overview with focus on cultural iconography and expansion of individualism in design.

Examination of communication symbols and elements of design across cultures and centuries. Understanding of effects of history on present trends in advertising from a global perspective. Prerequisites: None; Fee.

GRD 232 Technology Principles: Adobe Photoshop and Adobe Illustrator

3 credits

Techniques in photo manipulation, retouching and illustration. Creation of photography and/or illustrations, dynamic collages and raster and vector-based images. Explores photographic editing techniques, scanning, color formatting, and exporting for print or multimedia. Strong foundation in Adobe Photoshop and Adobe Illustrator. Pre-requisites: none. Fee.

GRD 248 Lettering & Typography

3 credits

Provides hands on artistry of the letterform. Design original fonts, artistic and technical formation and relationship to page layout. Historical formatting of major typography families, terminology and professional standards.

Prerequisites: none

GRD 258 Design Principles

3 credits

Introduces applied design using Adobe InDesign. Technical skills in relationship to typography, color theory, illustration and photography for cohesive layouts. Problem identification, analysis, brainstorming and idea refinement. Prerequisite: GRD 248; Fee.

GRD 310 Introduction to Web Design

3 credits

Explores basics of web graphic design and technology. Introduction to current web based programs, HTML, CSS, and image processing for the web. Understanding of interactive design using professional level software tools.

Prerequisites: GRD 258; Fee.

GRD 325 Advanced Methods in Digital Imaging**3 credits**

Investigates advanced methods in vector and raster art through interpretation and analysis of complex techniques. Understanding of digital manipulation, production and motion graphic direction. Digital editing software. Complete variety of multimedia projects. Prerequisites: GRD 232. Fee.

GRD 330 Fundamentals of Illustration**3 credits**

Captures the visual ideas of product for a client. Skill development in a variety of media. Basic understanding of concept development and styles in relation to content. Philosophy of illustration and related illustration techniques included. Prerequisites: ART 101, GRD 225. Fee.

Cross-listed with INT 226

GRD 335 Ethics & Criticism in Graphic Design**3 credits**

Art and design developments as they affect critical analysis and ethical issues in the graphics design industry. Readings, discussion, and aesthetic projects explore the history, psychology, and artistic interpretations of societal trends. Focus on 21st century design and art as it relates to the graphic industry in global markets. Prerequisite: GRD 258. Fee

GRD 345 Fundamentals of Motion Graphics**3 credits**

Introduces basic motion graphics and production. Includes artistic issues of video development, story boarding, and story development. Technical issues such as lighting, digital photos, audio and variety of software and hardware explored. Prerequisites: GRD 454, 325. Fee.

GRD 356 Digital Photography**3 credits**

Introduces digital photography as a fine and applied art. Exploration of picture making concepts and darkroom techniques including composition, exposure control, film processing, enlarging and print mounting. Student provides own camera; limited number of cameras available for rent. Fee. Prerequisite for GRD majors: GRD 232. Fee.

GRD 380 Portfolio and Presentation**2 credits**

Preparation of professional portfolio for internships and employment in an art or design field. Preparation of artwork and related artifacts within specific major. Prerequisite: none. Fee.

Cross-listed with INT 401

GRD 450 Advanced Graphic Design I**3 credits**

Introduces classroom and client-based projects. Emphasis on understanding of design process. Projects based on specific requirements of technology and printing. Combines fieldwork, client based projects and advanced technical skill. Develops visual vocabulary. Addresses technical and presentational skills, critical analysis, and ethical issues in graphic design industry. Focus on 21st century design and art as it relates to the graphic industry in global markets. Prerequisite: GRD 258. Fee.

GRD 451 Advanced Graphic Design II**3 credits**

Advanced concept development and marketing addressed with a focus on professionalism and client/designer relationship. Supports independent project development with specific attention to problem-solving strategies, research techniques, analysis, brainstorming, and idea refinement area. Prerequisite: GRD 450. Fee.

GRD 454 Advanced Web Design**3 credits**

Exploration of expanding uses of interactive design principles following GRD 310. Creation of extensive and detailed interactive projects. Projects may include creating storyboards, animation and mobile device challenges. Prerequisite: GRD 310. Fee.

GRD 460 Advanced Methodology in Digital Motion**3 credits**

Digital photography with video usage central to class. In depth application of motion graphic and multi dimension formatting explored *Prerequisite:* GRD 345.Fee.

GRD 461 Senior Seminar**3 credits**

Seniors develop and present gallery exhibition of work to public. Draw from portfolio development. Student teams curate exhibition. Students design format and promotional pieces. Prerequisite: GRD 450. Fee.

GRD 495 Special Topics in Graphic Design**3-9 credits**

Exploration of significant topics in design and visual communication from a graphic design perspective. Course title and subject vary each semester; based on student need and interest May be repeated for additional credits on different topics.

GRD 498 Internship in Graphic Design**3 credits**

Supervised field experience; individually designed to enhance and integrate academic and career goals. Approval of the program director required. Offered fall, spring, and summer. Prerequisite: GRD 450. Fee

Interior Design

The Interior Design major provides students with professional interior design skills enabling them to identify research and creatively solve interior design challenges. This knowledge and skill base establishes a solid foundation for successful interior design careers in many venues including sustainable design, healthcare, hospitality, corporate, and residential environments. The Interior Design Department, accredited by the Council for Interior Design Accreditation (CIDA), focuses on academic and professional development. It provides exceptional opportunities in networking, community involvement, and practical experience. Students interact with practicing interior designers and related practitioners to establish realistic parameters and goals for projects. Student centered learning in small class settings and quality liberal arts studies educate students for successful and rewarding employment before and after graduation. A field-study internship, mandatory for graduation, assists the student in gaining practical and professional experience. Faculty members are involved in their fields of expertise through professional practice and continuing education. The National Council for Interior Design Qualification (NCIDQ) exam, licensing, and Leadership for Energy and Environmental Design (LEED) are emphasized. The student ASID/IIDA Student Chapter is affiliated with the professional organizations ASID (American Society of Interior Designers) and IIDA (International Interior Designers Association). The group is engaged in professional networking and community service opportunities.

Courses for the Interior Design Department begin in the first year at the University.

Interior Design Major Requirements: 75 credits, 2.5 GPA. 2.0 overall GPA. Acceptance of the Declaration of Major form. 2.5 GPA in major courses. Mandatory internship. After matriculation all INT courses must be completed at Mount Mary University unless permission granted by department chairperson.

Interior Design Major Course Requirements (60 credits): INT 100, 103, 120, 135, 201, 204, 215, 225, 226, 230, 235, 301, 302, 318, 333, 342, 401, 402, 420, 421 and two courses from INT 320, 330, 335, 350. INT 496 optional.

Supporting Course Requirements for Interior Design Major (15 ART credits): 2.5 GPA. ART 101, 105, 231 or 232 and two courses from ART 205, 207, 212, 220, 225, 226, 313, 328, 337, 348, 356, 359, 367, 375, 455 or MAT 105.

Interior Design Courses

INT 100 Interior Design Professional Seminar

1 credits

Exposes students to interior design profession. Work styles, employment options, and classroom expectations explored. Council for Interior Design Accreditation (CIDA), National Council for Interior Design Qualification (NCIDQ), American Society of Interior Designers (ASID), International Institute of Interior Designers (IIDA), and Interior Design Coalition of Wisconsin (IDCW) organizations discussed. Leadership for Energy and Environmental Design (LEED) introduced. Speakers and field trips. No prerequisites. Open to all students.

INT 103 Architectural Drafting

2 credits

Introduces elements, tools, and techniques of architectural drawing through basic exercises. Emphasis on development of drafting skills such as drafting principles and lettering. Professionally drawn prints presented. No prerequisite: Open to all students.

INT 120 (g) Theories in Sustainability

2 credits

Addresses environmental and sustainable issues with emphasis on interior design terminology, case studies, and product. Historical and global perspectives explored. Sustainable Theories, Principles, and Ethics introduced. Certifications, Leadership in Energy and Environmental Design (LEED) discussed. Guest speakers, videos, field trips. No Prerequisite: Open to all students.

INT 135 Textiles

2 credits

Analyzes basic elements of fabric, fibers, yarns, fabrication methods, and finishes. Explores interrelationship of these components and their impact on performance related to consumer and professional decision making. Speakers.

INT 201 Studio II-Residential Interior Design

4 credits

Incorporates basic principles and elements of interior design. Emphasis is on conceptual problem solving. Explores spatial relationships. Includes programming, space planning, color usage, material and product identification. Projects encourage independent thinking and creativity while meeting specific client needs. Field trips and speakers. Prerequisites: INT 103, 215, and 226.

INT 204 Building Construction

3 credits

Examines construction and finish materials in architecture and interior design as related to construction methods. Introduces mechanical systems and their relationship to interior spaces through overview of electrical, plumbing, and HVAC systems. Building codes. Prerequisite: INT 103 same semester or with permission.

INT 215 Studio I - Design and Communication

4 credits

Translates elements and principles of design into interior space. Hands-on instruction develops student ability to communicate design through use of multiple media techniques. Prerequisite: Open to all students.

INT 225 Lighting

2 credits

Provides vocabulary in lighting. Includes lamps, fixtures, uses, and simple lay-outs. Illustrates use of photometric and manufacturers' catalogues. Provides students with ability to communicate lighting and to satisfy basic client needs. Speakers. Prerequisite: INT 215 or permission.

INT 226 Sketching and Rendering Techniques**3 credits**

Examines graphic communication as it relates to interior design. Emphasis on techniques, formats and materials most common to professional practice. Includes grid perspectives, media techniques, and application. No prerequisites: Open to all students. (cross listed with GRD 330)

INT 230 Computer Aided Drafting I**2 credits**

Introduces use of computer-aided drafting for interior design application. Emphasizes features, limitations, and considerations in the use of CAD. Hands-on AutoCAD (current release) for Windows based PCs, digitizer, and various printing devices utilized. Prerequisite: INT 103 or permission. Fee.

INT 235 Computer Aided Drafting II**2 credits**

Develops additional CAD skills as a continuation of INT 230. Advanced editing and drawing techniques, including creation and display of attributes, bill of material generation, and advanced dimensioning included. Introduction of isometrics and other techniques for three dimensional drawing. Prerequisite: INT 230 or permission. Fee.

INT 301 Studio III-Commercial Interior Design**4 credits**

Emphasizes personal and public spaces within offices. Includes training in office systems using manufacturers' system catalogues. Explores codes, user safety, and barrier-free design. Practical application from programming and schematics through presentation. Creative solutions encouraged. Projects may consist of real life projects with client interaction. Prerequisites: INT 201 and 230. Field trips, speakers. Fee.

INT 302 Studio IV-Special Topics**4 credits**

Incorporates skills and knowledge acquired in past classes. Projects consist of commercial space. Team projects. Creative solutions with practical application emphasized. Multiple layers, contract documents (drawings and specifications), schedules, codes, user safety, and professional presentation included. Prerequisite: INT 235 & 301. Field trips and/or speakers. Fee.

INT 318 History of Architecture & Interiors I**3 credits**

Surveys major styles of architecture and interiors from the ancient world to the 18th century. Attention given to European foundations of modern architecture and interiors. Available as an Honors Course. Prerequisite: Open to all students.

INT 320 Interior Public Spaces**3 credits**

Explores the principles and techniques of designing interiors for public use in various contexts from small to large spaces. Areas of public space may include hospitality, entertainment, exhibition, retail, and other environments. Public space design project included. Includes lectures, discussions, presentations, and observation. Prerequisite: INT 201 or same semester.

INT 330 Computer Aided Rendering**3 credits**

Develops student computer rendering skills with the use of Google Sketchup Program. Provides training for techniques required to develop 3-dimensional perspectives for environments and products. No Prerequisites. Open to all students.

INT 333 History of Architecture & Interiors II**3 credits**

Presents styles and characteristics of architecture and interiors from 18th century to present. Emphasis on language of ornament, new materials and forms as related to the artistic period. Available as an Honors course. Prerequisite: Open to all students.

INT 335 Computer Aided Drafting III

3 credits

Advanced Computer Aided Drafting skills with use of Autodesk REVIT Program. Provides training in the uses and techniques required to develop 3-dimensional documents for built environments. Prerequisite: INT 235

INT 342 Interior Design Business Procedures

2 credits

Introduces contracts and business forms for interior design. Financial compensation and computation of profit margins discussed. Commonly used vocabulary incorporated. Contract documents and project/construction management documentation required for project completion introduced.. Post occupancy evaluation discussed. Speakers. No prerequisites: Open to majors.

INT 350 Furniture Design

3 credits

Provides discussion and presentation of basic furniture construction, design techniques, components and materials used. Anthropometrics and ergonomics associated with furniture design and construction reviewed and applied within context of course projects. Students design and create original furniture pieces. No prerequisites. Open to all students.

INT 401 Career Seminar/Portfolio

2 credits

Creates bridge between academia and employment. Techniques in career search from cover letters and resumes to interviews. Personal mission, vision, goals explored. Firms researched. Emphasis on networking and appropriate protocol. Speakers and field trips. Prerequisite: Open to majors. (cross listed with GRD 380)

INT 402 Interior Design Internship

4 credits

Students placed in fieldwork during third or fourth year of study in Interior Design Department. Supervisor selects, aids, or approves placement. Considerations are interests, skills, demographics, and appropriateness. Student supervised by placement firm representative. Prerequisite: supervisor permission.

INT 420 Capstone Project –Research Principles

2 credits

Focuses on selection of senior level project; emphasis on individual interior design interests. Project research phase simulates design practitioner responsibilities prior to project programming. Project and content subject to instructor approval. Prerequisite: INT 302 and/or permission.

INT 421 Capstone Project—Design Development

3 credits

Requires student demonstration of proficiency in project process/development and communication. Project includes programming, design criteria/process, presentation techniques/format, materials/product specification, code review, mechanical systems integration. Project presentation to jury required. Prerequisite: INT 420.

INT 496 Independent Study

1-4 credits

Special project or area of study developed by student and advising faculty member. Designed to provide time for additional research in or exposure to specialized areas within interior design. Exists independently of classroom work and not required for majors. Prerequisite: Permission of instructor. Optional.

Music Department

In keeping with Mount Mary University's mission, the Music Department provides the music component of the Fine Arts core by contributing to the framework of the liberal arts education and career preparation of the students. The department offers a wide range of courses in music; many fulfill core fine arts requirements. Students may explore topics in music through introductory, historical and global esthetics courses, and participation in vocal and instrumental ensembles.

The Department's ensembles, Mount Mary University Chorus, Gospel Choir, and Chamber Orchestra, provide music for many major events on campus and promote the University throughout the community. Participation in these ensembles is open to all Mount Mary University students, faculty, staff, and administrators as well as community members.

Private lessons in piano, voice, strings, woodwinds, and guitar are part of the University curriculum as well as group instruction in piano and guitar. Enrollment for credit or noncredit is possible in ensembles and private lessons. The Music Department piano lab is equipped with twelve digital pianos with headphones, and is available to all students who wish to practice on campus.

Special Fees: In addition to tuition there is a per semester charge for private instruction. There is no additional lesson fee for class instruction in piano or guitar. Fees are subject to change. Tuition discounts are not applicable.

Music Group and Private Instruction

MUS 101 fa Piano Class I

2 credits

Introduces piano skills to students with no prior keyboard instruction and minimal music experience. Development of reading and keyboard skills through repertoire and basic technical studies. Music theory concepts and general music history in group lesson setting. Daily practice necessary for success in this keyboard skills class. No previous instruction necessary. Offered every semester.

MUS 102 fa Piano Class II

2 credits

Continuation of MUS 101. Further development of keyboard skills, music reading, and theory while learning original melodies and arrangements of folk, pops and classical literature. Group setting. Emphasis on improving basic technical skills, and learning scales, chords and chord progressions. Daily practice necessary for success in this keyboard skills class. Prerequisite: MUS 101 or equivalent, or permission of instructor. Offered every spring semester.

MUS 205 fa Guitar Class

2 credits

Introductory course in guitar for students with no prior guitar instruction and minimal music experience. Instruction in guitar, including skills such as reading music, and playing basic chords and progressions, strums, bass runs, picking patterns, and the natural notes in position. Daily practice necessary for success in this guitar skills class. Readings and concert attendance required. No previous instruction necessary.

Private Music Instruction

The following courses for private study are offered every semester and may be repeated. They do not have to be taken in sequence. One credit signifies a half hour private lesson; two credits an hour lesson. Lesson fee in addition to tuition for private instruction. Fees are subject to change. Tuition discounts are not applicable.

MUS 111 Private Instruction: Guitar (1/2 hour lesson per wk)

1 credit

MUS 211 Private Instruction: Guitar (1 hour lesson per wk) 2 credits

Basic classical guitar playing skills, chord progressions, note reading, finger picking technique, and transposition. Repertoire includes representative selections from Renaissance to contemporary with increasing difficulty. No prior experience necessary. Fee.

MUS 113 Private Instruction: Piano (1/2 hour lesson per wk) 1 credit

MUS 213 Private Instruction: Piano (1 hour lesson per wk) 2 credits

Basic to advanced-level keyboards skills. Repertoire includes music in all styles – classical, contemporary, jazz and pops – in solo and duet formats. Provides instruction in piano technique, including scales, chords, arpeggios, and cadences, according to student needs and level of study. Prerequisite: MUS 101 or permission of instructor. Fee.

MUS 114 Private Instruction: Violin/Viola, Cello (1/2 hour lesson per wk) 1 credit

MUS 214 Private Instruction: Violin/Viola, Cello (1 hour lesson per wk) 2 credits

Basic to advanced-level string skills. Repertoire includes music in all styles – classical, contemporary, jazz and pops . Provides instruction in string instrument technique, including scales, double stops, etudes, position work, and bowing studies, based on student needs and level of study. No prior experience necessary. Fee.

MUS 115 Private Instruction: Voice (1/2 hour lesson per wk) 1 credit

MUS 215 Private Instruction: Voice (1 hour lesson per wk) 2 credits

Basic to advanced-level vocal skills. Repertoire includes music in all styles – classical, contemporary, jazz and pops. Provides instruction in vocal technique, such as breath control, tone production, and healthful use of one's voice, based on student needs and level of study. No prior experience necessary. Fee.

MUS 116 Private Instruction: Flute, Oboe, Clarinet, Bassoon (1/2 hour lesson per wk) 1 credit

MUS 216 Private Instruction: Flute, Oboe, Clarinet, Bassoon (1 hour lesson per wk) 2 credits

Technique, breath control, and tone production in private lesson setting. Emphasis on mastering basic to advanced skills. Includes studying suitable repertoire for woodwind instruments from various style periods. Opportunity to participate in small student wind ensemble. One half-hour lesson per week. Fee.

Music Ensembles

The following ensemble courses are offered every semester and may be repeated. They do not have to be taken in sequence.

MUS 204 Piano Ensemble (Piano Duet/Duo) 1 credit

Perform literature for piano duets, duos and larger ensemble experience. Improves keyboard skills and sight-reading abilities, adds enjoyment of the keyboard, and builds confidence. Permission of instructor required.

MUS 208 fa Chamber Orchestra 1-2 credits

For performers in strings, woodwinds and brass. Repertoire selected from music of Renaissance, Baroque, Classical, Romantic and contemporary periods, classical and popular music. Performances on campus. Audition with faculty instructor required for placement. Open to all students, staff and faculty. May be taken non-credit. May be repeated in subsequent semesters. Non-credit option. Fee.

MUS 209 Handbell Choir 1 credit

Sacred and secular selections in many styles. Performances on campus. Ability to read music an asset; assistance available. Open to all students, staff, and faculty. May be taken for non-credit option.

MUS 250 fa Mount Mary University Chorus

1-2 credits

Choral repertoire for women's chorus from various periods and styles, from classical to pops. Performances at Christmas at the Mount, Winter and Spring Music Department concerts. Open to all students, faculty, staff and community. No audition/experience required. May be taken for non-credit option. May be repeated in subsequent semesters for non-credit option.

MUS 252 fa Mount Mary Gospel Choir

1-2 credits

Mixed chorus (women and men) with choral works in traditional and contemporary Gospel style. Performances throughout year at MMC events, graduation, Christmas at the Mount, Winter and Spring Music Department concerts, and the annual Gospel Jamboree. Open to all students, staff and faculty. No audition/experience required. May be taken non-credit option. May be repeated in subsequent semesters for non-credit option.

Academic Courses in Music

MUS 228 fa Women in Music

3 credits

Overview of music from ancient times to the 21st century with emphasis on the important roles women played in music throughout history and the contributions of notable women composers, arrangers, performing artists, music book authors, and music industry leaders.

MUS 230 fa The American Musical

3 credits

Emphasis on history of America's original art form to present. Includes effect of social and political environment on musical theater. Attendance at one musical required.

MUS 240 fa Masterworks of Western Music

3 credits

For non-musicians. Learn about music to become an informed listener. Based on broad, general overview of masterworks by the world's great composers, past and present, from Bach to Brubeck. Introduces music theory basics, melody and form, and musical instruments and their use in solo, orchestral and ensemble music. Listening assignments, readings, and concert attendance required. No prior musical experience is required.

MUS 323 fa Music for Early Childhood/Elementary/Middle School

3 credits

Assists education majors to understand the musical characteristics and needs of children in early childhood/elementary and elementary/middle school programs. Emphasis on practical teaching experiences and development of music skills and strategies to use in the general classroom by all teachers. Prerequisite: MUS 101 or equivalent.

MUS 328 fa/528 fa (g) Music Cultures of the World

3 credits

Survey of non-Western musical traditions including the Pacific, Asia, the Near East and Africa, American Indian and Jazz. Esthetic approach with emphasis on acculturation, musical comprehension and the role of women and music in society. Hands-on experience with instruments and folk dances from selected areas of the world.

MUS 400/500 fa American Popular Music

3 credits

Survey of uniquely American origin music and musical trends. Includes ragtime, spirituals, Gospel, Dixieland, swing, jazz, the blues, rock 'n roll, salsa, hip-hop and rap - roots reach back to Europe and Africa, and Latin and South

America. Listen to music of Scott Joplin, Benny Goodman, Louis Armstrong, Ella Fitzgerald, Charlie Parker, Wynton Marsalis and other greats.

MUS 497/597 General Music Practicum: Orff Method

0.5 credits

Provides understanding of the Orff-Schulwerk concepts and teaching process. Opportunities for music specialists and classroom teachers to learn from outstanding teachers, to share ideas, to discuss common interests, and to continue to develop their music teaching skills and techniques. Content provided through two workshops; minimum of four hours each. Offered each semester through the Greater Milwaukee Orff Dimensions Chapter of the American Orff-Schulwerk Association. Offered each semester (two different workshop courses covering different topics).

Physical Education and Dance

The Physical Education and Dance Department considers physical fitness to be a vital part of university life. Physical activity enhances academic concentration, relieves stress and fatigue, increases physical fitness, and promotes an individual sense of empowerment and total well-being. The Physical Education and Dance Department classes promote balance in the busy university student's life and focus on personal growth, self assessments, and strategies to initiate healthy lifestyle changes, thus, creating harmony for the body, mind, and spirit.

Dance: Many dance classes fulfill the fine arts core requirement. The Dance Association is a noncredit organization open to all students, faculty, alumni and staff who would like to participate in movement workshops, choreography, and performance in an all-university dance concert.

Fitness: Elective credits may be obtained from health, fitness, and sport classes. Fitness classes offer a variety of personal workouts and individualized programs and provide opportunities to develop a lifetime sport or fitness program. Participation in the Fitness Center is free for current students, faculty, and staff. Alumnae and community women may register to participate for a minimal fee.

Professional Preparation: Although there is no major or minor degree program, student preparation leading to job opportunities includes certification training for CPR, First Aid, Lifeguards, Fitness Assistants, and Aerobics Instructors. Methods classes for Teaching Health and Physical Education in Early Childhood, Middle Childhood, and Early Adolescence also help prepare the Elementary Education Teacher.

Facilities: Bloechl Recreation Center: Gymnasium and Fitness Center; Caroline Hall: Gymnasium/Movement Studios; Soccer Fields.

Athletics: Elective credits may be obtained for participation on an intercollegiate sports team. Mount Mary University belongs to the National Collegiate Athletic Association Division III Program. Intercollegiate sport teams include soccer, tennis, volleyball, basketball, cross country and softball.

Lifetime Sports Courses

PED 200 Introduction to Self Defense for Women

2 credits

Designed specifically for the constructive empowerment of women. Practice mental awareness and physical self defense techniques.

PED 201 Basic Self Defense for Women

2 credits

Continuation of skill development and leadership emphasis. Prerequisite: PED 200 or instructor's consent.

PED 207 Beginning Golf (One quarter)**1 credit**

Fundamentals of the basic swing and use of various clubs. Golf etiquette, rules, and practical experience on golf course.

PED 209 Beginning Tennis (One quarter)**1 credit**

Fundamentals of tennis, knowledge of rules and mini-tournaments.

PED 210 Bowling (One quarter)**1 credit**

Instruction, basic techniques, scoring, and bowling; in-class fee: for off- campus bowling lanes.

PED 211 Beginning Volleyball (One quarter)**1 credit**

Fundamentals of the basic skills of set, pass, spike and serve. Rules interpretation, team play, competition, doubles and triples play.

Competitive Sports Courses**PED 342-352****0-1 credit**

Meets 4:30-6:00 p.m. daily during sport season. Advanced training in techniques through participation in an intercollegiate competitive sports program. Enrollment by instructor's consent. Sport seasons vary in length. Contact Athletic Director for additional information.

342	Competitive Volleyball	Aug.-Oct.
346	Competitive Softball	Jan.-May
348	Competitive Tennis	Aug. - Oct.
350	Competitive Basketball	Oct.-Dec.
351	Competitive Basketball	Jan.-Mar.
352	Competitive Soccer	Aug.-Oct.
354	Competitive Cross-Country	Aug.-Oct.

Strength Training Courses**PED 218 Cross-Training****2-3 credits**

Instruction and participation in cross training programs for developing fitness. Concepts explored include learning to select different exercise and sport activities to complement one another in meeting your fitness objectives; varying the mode, intensity, frequency, and duration of exercises to achieve desired results. A variety of aerobic activities, weight training and sport activities. Explore off-season sport conditioning. Three-credit participants will meet a third class period per week (TBA) and/or complete a one credit project with approval of instructor. Prerequisite: Previous or current participation on a competitive sports team, or interest in advanced conditioning techniques.

PED 229 Strength Training for Beginners**3 credits**

A basic weight training class using the Magnum Fitness machines in the Fitness Center. Learn how to use various machines safely and effectively to establish an individual program to tone, slim, and strengthen muscles to accomplish your own personal goals.

PED 230 Cardio-Aerobic Strength Training I**2 credits**

Features participation and instruction in programs using cardio equipment for weight control, cardiovascular-endurance, rehabilitation, strength, and toning. Emphasis is on participating in the Sci-Fit, “Quick Fit” programs using heart-rate monitors and toning with hand-weights.

PED 231 Cardio-Aerobic Strength Training II

2 credits

Exploration of various methods and techniques of weight training for toning, conditioning, or weight management. Continuation of individualized programs with leadership emphasis. Prerequisite: PED 230 or equivalent.

PED 232 Weight Training for Special Needs

0-2 credits

Instruction in use of weight room exercise machines for physically challenged students, or individuals continuing injury rehabilitation programs, or for students challenged with an extreme underweight or overweight situation. Basic weight training techniques and principles will be introduced and applied toward specific needs. Individual sessions may be arranged to fit your class schedule.

PED 330 Wellness and Strength Training

2 credits

Assessment of body composition, flexibility, cardio-respiratory and muscular endurance. Variety of aerobic activities and the use of aerobic weight machines for toning and monitoring weight loss. Instruction in use of treadmill, EFX, exercise bikes and other equipment, participation in wellness concepts and stress reduction techniques.

PED 395 Independent Study: Fitness

1-2 credits

For students interested in continuing the study of various fitness programs with emphasis on participating and learning to design projects for specialty need areas. The independent study project is formulated by the student and conducted on a topic mutually agreeable to the student and the instructor. Prerequisite: junior or senior status and approval of department chair.

PED 416 Fieldwork in Physical Education or Dance

2-4 credits

Emphasis on student development through practical application of training or teaching techniques in a supervised environment. (Fitness assistants, aerobic instructors, exercise leaders, dance instructors, concert production.) Credit level and fieldwork experience to be decided by student and instructor. Course may be repeated in different emphasis area.

Fitness Courses

PED 233 Fitness I (One quarter)

1 credit

Introduction to fitness activities. Improve various components of fitness using the private facilities of the university. Start a fitness program to fulfill individual needs.

PED 238 Fitness II (One quarter)

1 credit

Continuation of PED 233.

PED 333 Walk Aerobics

2 credits

Includes fitness walking / wellness concepts. Analyze personal fitness levels. Monitor programs for weight loss, muscle toning, and cardiovascular conditioning.

PED 331 Fit Walk

2 credits

Emphasis on nutrition, weight loss, and walking, decreasing body fat composition, improving aerobic capacity, and making lasting lifestyle changes.

Aerobics Courses

PED 234 Basic Aerobics I (One Quarter) 1 credit

Introduction to various forms of aerobic activities including step aerobics, cycling, Middle Eastern belly dancing, Zumba.

PED 235 Basic Aerobics II (One Quarter) 1 credit

Continuation of PED 234.

PED 239 Yoga I (One Quarter) 1 credit

Introduction to Yoga techniques, relaxation, and meditation.

PED 240 Yoga II (One Quarter) 1 credit

Continuation of PED 239.

PED 334 Exploring Aerobic Styles 2 credits

Participation in a variety of low impact styles and techniques with emphasis on learning to teach sequencing movement patterns and choreography within a well structured class format. Also includes step aerobics fundamentals and basic teaching strategies.

PED 415 Aerobic and Fitness Certification Preparation 2-3 credits

Pre-certification course for prospective aerobics instructors or fitness leaders combining activity, plus lecture topics including physiology, kinesiology, anatomy, exercise related injuries, medical considerations, and nutrition. Exploration of the various professions for fitness leaders. (Optional certification exam available at an additional fee.) Fee for National Course Manual.

PED 418 Field Work for Aerobic Instructor Certification 2-3 credits

Designed as an adjunct to the instructor certification preparation course. After learning the basic fundamentals of teaching group exercise, each student will observe and participate in team teaching fitness sessions as an intern instructor. Emphasis on student professional development through practical application of teaching techniques in supervised experiences. Credit level determined by student and instructor dependent upon time involved in teaching and other presentation sessions.

Aquatics Courses

PED 236 Water Aerobics I (One quarter) 1 credit

Designed for swimmers or non-swimmers to improve flexibility, strength and the cardiovascular system. Water exercises aid balance, agility, and coordination. Water walking and water aerobics are done to music and participants exercise in shallow water.

PED 237 Water Aerobics II (One quarter) 1 credit

Continuation of PED 236.

PED 245 Basic Swimming 2 credits

For those who have never learned to swim: learn basic swimming skills, safety, and water adjustment. For those who have some swimming skills: learn to improve and strengthen skills and endurance while enjoying the water. Individualized instruction.

PED 336 Wet Workout

2 credits

A unique approach to water exercising. A powerful workout designed for the serious student. Water jogging, interval training, toning; analysis of water dynamics and a healthy lifestyle. Introduction to fundamentals of teaching water exercise classes or designing water exercise workouts for various age and ability groups. May also include water workouts for advanced swimmers.

PED 370 Professional CPR and First Aid for Lifeguards

0-2 credits

New requirement for lifeguard certification. Advanced techniques for CPR and first aid. Red Cross Certification upon course completion. Prerequisite: over age 16, strong swimming skills.

PED 410 Lifeguard Training (Lifesaving)

0-2 credits

Instruction in lifesaving techniques, skills, and safety. Red Cross certifications issued for successful completion of course. Prerequisite: Must be over age 16; strong swimming skills.

Dance Courses

PED 220 fa Modern Dance 1

2 credits

Introduction to the styles, techniques and philosophy of modern dance. Strengthening, conditioning, and releasing the entire body are paired with body/mind interaction.

PED 221 fa Modern Dance 2

2 credits

Continued development of the techniques of modern dance with increasing emphasis on projection and performance. Prerequisite: PED 220 or previous equivalent dance experience. Must have approval of dance instructor to enroll.

PED 222 fa Creative Improvisation

2 credits

A class in nonverbal communication through movement. Improvisation is used as a tool to help develop physical, intellectual and emotional readiness to respond to creative situations. Skills for creative problem solving are developed for practical usage.

PED 224 fa Dance Composition

2 credits

A practical and theoretical class in dance choreography. Explores the creative, technical and expressive elements which contribute to successful dance composition; understanding the creative process will be developed. Open to students with some form of body movement training or consent of instructor.

PED 226 fa Modern Dance Technique and Theory

2 credits

Modern Dance technique with emphasis on correct, individualized body alignment, physical fitness, body-mind centering, movement fundamentals and human performance. Contemporary dance theory, improvisation and nonverbal communication.

PED 250 fa The History of Dance

3 credits

An exploration of the dance of the world, from the early roots of the art form to its current state. Emphasis will be placed on the evolution of dance in World Cultures.

PED 255 fa History of Modern Dance**3 credits**

An exploration of Modern Dance from the early roots of the art form—the major innovators, choreographers and dancers—to its current state.

PED 256 fa Dance in Film**3 credits**

The history of dance as seen through the medium of film. Students will be introduced to film analysis and the major genres of dance on film.

PED 257 fa History of Ballet**3 credits**

The history of the Art of Ballet. Students will experience the art form from its early inception to its current format and styles through photos, slides, readings and films.

PED 258 Introduction to Ballet, Tap and Jazz Dance**2 credits**

Learn basic steps of ballet, tap, and jazz dancing. Explore related topics of these art forms.

PED 320 Expressive Movement: Connecting the Body-Mind-Spirit**2 credits**

Exploration of some of the theories and techniques of the therapeutic use of movement for improved psychological and physical well-being.

PED 322 fa Dance Performance**2 credits**

Continuing the study of modern dance with emphasis on relating this art form to other areas of life by expressing it in dance performance; applying dance style and techniques to produce and perform choreography in a formal setting. Prerequisite: PED 220 fa, previous dance experience or by consent of instructor.

PED 323 fa Dance Performance and Globalization**2 credits**

Continuing the study of performance dance, emphasizing the ethnic dance of the world community. Students will research and perform movement/dance from a different culture incorporating a world viewpoint into the dance performance experience with emphasis on the exploration of cultural style and technique. Prerequisite: PED 322fa; some previous dance experience; or by consent of instructor.

PED 324/524 Teaching Dance in Early Childhood/Middle Childhood, Early Adolescence**2 credits**

A practical course for teachers in the theoretical approach to learning through movement. Explores the basic elements of dance within the framework of creative rhythmic movement. Emphasis is placed on learning how to use creative dance/movement in the classroom both as a fine art and as a tool in teaching academic learning concepts, critical observation skills and creative problem-solving. Explores the connections between creative movement, cooperative learning, right/left brain synchronization, and growth in positive self-esteem.

PED 395 Independent Study: Modern Dance**1-2 credits**

Student will research and design an individual project relating to Modern Dance on a topic mutually agreeable to the student and the instructor. Prerequisite: junior or senior status and approval of department chair.

Health and Wellness Courses**PED 216 Relax and Revitalize through Movement****1 credit**

Exploration of a variety of activities and techniques to reduce stress in the everyday life of a college student. Emphasis on developing a personal relaxation program.

PED 260 Wellness Concepts

2 credits

This class emphasizes a positive approach to wellness and studies the concepts supporting the development of a wellness lifestyle, personal strategies for stress management, fitness, nutrition and women's health issues.

PED 480 Teaching Health in Early Childhood/Middle Childhood/ Early Adolescence

2 credits

Innovative teaching methods to use in teaching health concepts to children. Consideration of nutrition, communicable and other diseases, use and abuse of drugs, emergency and first aid procedures and other topics related to child health. Emphasis on techniques for teaching health lessons. Course emphasizes the Wisconsin Department of Public Instruction standards and fulfills elementary education major requirement.

PED 481 Teaching Physical Education in Early Childhood/Middle Childhood/Early Adolescence (one quarter)

1 credit

Instruction and participation in teaching methods for activities to develop the fitness and motor skills of children. Course emphasizes the state Department of Public Instruction standards and fulfills the elementary education major requirement.

School of Humanities

Communication

The Communication Department offers one major with three concentrations: communication studies , health communication, and public relations . In addition, the department offers a communication minor, a communication education minor, and a post-baccalaureate certification in public relations.

Professionally, the communication studies concentration offers a liberal arts base and skills for students preparing for careers requiring contact with people. This contact varies from speaking before audiences, giving small group presentations, interacting with clients and co-workers, working on teams or task forces, and conducting task group meetings, to training, counseling, teaching or selling. As a second major or minor, communication enriches any other major that concerns human interaction.

Recent graduates have combined or integrated communication with other majors and minors such as behavioral science, business administration and English. Other students have developed a cluster of courses outside the department targeted to a specific career objective. Graduates have found positions classified as human resources specialist, communication outreach coordinator, director of communication, and director of marketing.

The health communication concentration explores the way that health and behavior are shaped by communication, information, and technology that people interact with every day. A health communication specialist is interested in improving health communication and utilizing health technologies to promote health at the individual, community, or population level. Students may choose to focus on topics such as disease prevention, patient empowerment, health care improvement, improving health literacy skills, and using different media to educate and promote healthy behaviors.

The health communication professional will find employment in a wide variety of areas including patient advocacy, PR and health campaigns, health educator, health communication analyst, and community outreach.

The public relations concentration combines courses from the English, communication, graphic design, and business administration departments; this provides students with fundamental skills, knowledge and experience needed for an understanding of public relations and its role in society. The public relations professional is a strategic thinker who evaluates current trends and attitudes that affect an organization. This individual then develops plans of action that benefit the organization by helping it relate positively with its many publics.

The PR professional writes press releases, deals with the news media, plans special events and writes annual reports. Careers in public relations are found in business, consulting, advertising and public relations agencies, health care organizations, education, government and many cultural and social welfare organizations.

All majors must complete three to four credits of internship experience. Internships provide valuable opportunities for hands-on training and networking. Students in communication have interned at locations like Harley-Davidson, Johnson Controls, Aurora Health Care, Germanfest, V100 Radio, TMJ4, and the American Heart Association.

Students must maintain a 2.0 overall grade point with an average of 2.5 in major or minor courses. Transfer students must take at least 15 credits in communication courses at Mount Mary University.

Students with junior status who have completed 12 Mount Mary credits toward a communication major may be eligible to be members of the National Communication Association's honor society – Lambda Pi Eta. The department's chapter, Tau Iota, requires a cumulative GPA of 3.0, a cumulative GPA of 3.25 in the major, and service to the department/University.

Communication Major: Communication Studies Concentration Requirements: 37-38 credits, 2.5 GPA for courses in the major, internship.

Communication Major: Communication Studies Concentration Course Requirements: (37-38 credits): COM 220, 231, 235, 255, 410, 494 and 498, ENG 125; and at least 12 credits selected from the following: COM 232, 285, 301, 310, 320, 330, 331, 343, 355, 365, 385, 386, 491, ENG 422.

Communication Major: Health Communication Concentration Requirements: 39-41 credits, 2.5 GPA for courses in the major, internship.

Communication Major: Health Communication Concentration Course Requirements: (39-41 credits): COM 220, 330, 331, 343, 355, 410, 494 and 498. At least 9 credits from the following: COM 231, 232, 235, 301, 310, 320, 491. One 4-credit selected topics course on health communication. One of the following courses: PSY 323, SOC 325, 358, PHI 332, THY 350.

Communication Major: Public Relations Concentration Requirements: 41-42 credits, 2.5 GPA for courses in the major, internship.

Communication Major: Public Relations Concentration (41-42 credits): COM 220, 255, 301, 343, 355, 410, 491, 494, 498 Four credits from: ENG 218, 318, 325; Four credits from COM 235, 320,; Three credits from COM 285, 385, GRD 232, 356; Three credits from BUS 331, 362, COM 386.

Communication Minor Requirements: 20 credits, 2.5 GPA in minor courses.

Communication Minor Course Requirements: Twenty credits selected from COM 220, 231, 232, 235, 255, 285, 301, 310, 320, 330, 331, 343, 355, 365, 385, 386, 410, 491, 498.

Communication Education Minor (Early Adolescence/Adolescence) Course Requirements: COM 104, 231, 232, 255, 343; ENG 218. Students must pass the Praxis II (English content) test. All students seeking this minor must complete (or have completed) an education major in a secondary content area.

Public Relations Post Baccalaureate Certificate Requirements: 17-21 credits, 2.0 in courses, internship if necessary.

Public Relations Post Baccalaureate Certificate Course Requirements: COM 301, 343, 410, 491, 498 (chair may waive internship if student has appropriate work experience); one writing and one business course determined by chair of the department.

Business/Professional Communication Major

The Business/Professional Communication major is an interdisciplinary major that incorporates courses from the business administration, English, and communication departments. See the Business Administration section of this bulletin.

Journalism Minor

A Journalism minor is offered through the English Department.

Theater Arts

Courses may be taken to fulfill esthetics realm core requirements.

Communication Courses

COM 104 cm Public Speaking

2 credits

Offers students an opportunity to master the skills required for effective planning, preparation, and delivery of informative and persuasive speeches. Emphasis placed on delivery, content, organization and audience adaptation. Course satisfies oral communication core requirement.

COM 107 Introduction to Communication Careers

2 credits

Introduction to the fields of communication and public relations with emphasis on exploration of career opportunities and the knowledge and skills necessary for success in specific careers.

COM 205 cm Professional Business Presentations

3 credits

Provides students with knowledge and practice necessary to present appropriate and effective, informative and persuasive business presentations. Emphasis on audience analysis, planning, preparation, delivery and computer generated materials to enhance presentations. Course satisfies oral communication core requirement.

COM 210 cm Speech Communication for the Classroom Teacher

2 credits

Provides teachers and prospective teachers with the means to analyze, develop and facilitate their own and their students' communication behaviors. Emphasis on effective classroom presentations, classroom communication, interpersonal and group communication. Course satisfies oral communication core requirement.

COM 220 cm Communication Theory

3credits

In-depth examination of the communication field through the study of major communication theories and their application to various contexts, and a review of major research methods common to the communication and public relations practitioner.

COM 231 cm Interpersonal Communication

3 credits

Examines the social dimensions of human communication, by studying aspects such as perception, language and meaning, listening, and relationship development.

COM 232 cm Small Group Communication

3 credits

Through participation in an ongoing task group, students learn to understand how small groups function and develop. Specific areas covered include: roles, norms, leadership, problem solving, conflict management, and public discussion formats.

COM 235 cm (g) Intercultural Communication

4 credits

Explores the communication patterns and perceptions that affect cross-cultural communication in business, community, and international settings. Topics include differences in world-view, perception, verbal and nonverbal communication, and conflict management. This course satisfies the global studies requirement.

COM 255 cm Introduction to Mass Media

4 credits

Survey course designed to provide working knowledge of the radio, television, film, sound recording and print and electronic media industries. Course aimed at equipping students with the critical tools for more closely examining the mass media process.

COM 285 Video Production I

3 credits

This course teaches preproduction planning and production techniques involving digital camcorder, digital still camera, lighting, audio, digital graphics, and editing software. Students also learn basic script formatting, directing and working with talent. Students produce public service announcements, interviews, and features. Fee may be assessed. Cross-listed with GRD 345.

COM 301 Introduction to Public Relations

3 credits

Provides students with an introduction to and an overview of the field of public relations, including: strategic thinking process; social responsibility in public relations; corporate image management; PR planning process; news media relations and crisis communication; internal communications; product publicity, special event publicity; government relations; PR and the law, and financial relations.

COM 310 cm /510 cm Gender Communication

4 credits

Explores the relationship between gender and communication and how gender differences are manifested in personal relationships, education, and the workplace.

COM 320 Organizational Communication

4 credits

Examination of communication models and processes in various types of organizations. Techniques to analyze and improve internal and external communication in the work environment.

COM 330 cm Health Communication

3 credits

Examines communication in patient/provider relationships, media coverage of health, and health communication campaign planning and implementation. The course will also focus on several specific topics relevant to health communication, such as entertainment education, e-health, and multicultural audiences.

COM 331 Media, Technology, and Health Communication

3 credits

Explores different ways to improve health outcomes and health care quality through the use of health communication strategies, media, and technology. Topics will include the role of technology in health campaigns, the impact of technology on interactions between patients and providers, the use of technology for coping resources, and the potential use of technology for health care training and skill development.

COM 333 Script Writing

2 credits

Provides practice in analyzing, writing, and organizing material in script formats for video productions and for TV and radio announcements and commercials. Process moves from story-boarding to editing. Cross-listed with ENG 333.

COM 334 Writing for Social Media

2 credits

Focuses on promotional writing using blogging and social media such as FaceBook, Twitter, Reddit and MySpace. Audience, conventions, and opportunities/limitations of using social media will be discussed. Cross-listed with ENG 334.

- COM 335 Creating Print and Web Materials for Small Business** **2 credits**
Provides practice in writing for newsletters, fliers, brochures, and websites. Focus on the needs of small businesses and creative ways to meet their writing needs. Cross-listed with ENG 335.
- COM 336 Creating Professional Presentation and Training Materials** **2 credits**
Focuses on creating professional business presentations and writing effective training materials. Use of appropriate software and collaborative work emphasized. Cross-listed with ENG 336.
- COM 343 cm /543 cm Persuasive Communication** **4 credits**
Explores major theories and research in rhetoric and persuasive communication. The course focuses on the function of persuasion in a variety of written and oral contexts such as advertising, political discourse, and war propaganda; current and historical public communication events will be examined. Cross-listed with ENG 493.
- COM 355 Crisis Communication** **2 credits**
Examines how organizations respond to crises like natural disasters, industrial accidents, public health situations, and school emergencies. The course focuses on cases studies that illustrate successes and failures along with ethical demands of communication during such situations. Students will develop response strategies and crisis management plans.
- COM 365 Selected Topics in Communication** **2-4 credits**
Allow students the opportunity to delve in-depth into a specific communication issue or problem. Topics may include: women's rhetoric, relational, health, crisis, nonverbal, and family communication. May be repeated up to eight credits.
- COM 385 cm/ 585 cm TV and Media Criticism** **3 credits**
Examination of the structure and impact of mass media products and messages from a variety of critical perspectives. Analysis of media issues from historical, political, cultural, and ethical perspectives.
- COM 386 Video Production II** **3 credits**
This course further enhances the student's technical and aesthetic skills as a video producer and director. Significant work with digital cameras, camcorders and current digital editing software. Prerequisite: COM 285 or consent of instructor. Fee may be assessed. Cross-listed with GRD 460.
- COM 410 Research and Campaign Development** **3 credits**
Introduces students to the basics of communication research. Essential ideas in research design, instrumentation, data collection, and data analysis will be covered. In addition, students will connect research with the promotion and design of commercial, social, or political campaigns.
- COM 491 Strategic Public Relations Management** **3 credits**
Addresses advanced skills required for the public relations professional including: issues management; investor relations; advanced practice in financial PR; advanced PR and the law; campaign analysis; public relations research and evaluation techniques and application; strategic communication planning; and advanced special events management techniques.
- COM 494 Capstone Experiences** **2 credits**

Designed for upper level communication majors, this course focuses on portfolio preparation, job searching, networking, resumes, graduate school exploration, and culmination of the social justice project. Should be taken within one or two semesters of graduation.

COM 496 Independent Study

1-4 credits

Opportunity to pursue research, a creative project or a special topic of interest to the student, under direction of faculty advisor. Prerequisite: junior standing and consent of program director. May be repeated up to four credits.

COM 498 Internship

1-4 credits

Enhancement of the educational experience through placement of the student with a cooperating agency, business, or institution. The nature of the assignment, number of credits and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor and the academic advisor. No more than four credits may be earned in one semester. Consent of chair required. May be repeated up to eight credits.

Theater Arts Courses

THA 205 fa Creative Dramatics

2 credits

In this course you will learn how “informal drama that is created by the participants” encourages a myriad of life skills. Whether you approach it as a future educator or as one interested in personal growth, this course will challenge your understanding of drama and its role in nurturing creative, fulfilled adults. Creation of lesson plans and teaching for your classmates will be central to the course load.

THA 265 fa & 365 fa Special Topics

1-4 credits

Allows students the opportunity to explore theater topics, issues, and skills or develop skills. Topics may include: acting, directing, and dramatic readings.

English

Writing Proficiency Requirement

Mount Mary University offers a two-semester sequence for college writing proficiency: Composition I and Composition II. Students are placed in either ENG 110 or ENG 120 based on their high school records or based on the results of a placement exam. Entering students who need to develop competence in writing skills may be required to take ENG 090 (Foundations of College Writing) and earn a grade of C before taking ENG 110 and ENG 120. Students who pass ENG 110 continue on to ENG 120. All students must pass ENG 120 to meet core requirements. Students who earn a qualifying score on the CLEP examination in English composition with the essay may receive credit for ENG 110. Students with scores of 4-5 on the English Composition Advanced Placement exam may receive credit for ENG 120.

ENG 070 College Reading and Thinking

3 credits

Course includes instruction in reading college-level textbooks, developing critical thinking strategies, and building college success skills. Assignments include summaries and analyses, journal work, academic readings, time management activities, resource utilization, and skills building. Formerly SYM 170.

ENG 080 English as a Second Language

1-3 credits

Open to both international students and students whose first language is not English. Course helps students to communicate accurately and effectively in college courses and in everyday situations. Students will practice informal

conversation and complete short written assignments in order to become confident in their use of oral and written English. Credits count as electives. Course may be repeated for additional credits. Formerly ESL 080.

ENG 090 Foundations of College Writing

3 credits

Course includes instruction on paragraph formation, journaling techniques, basic essay construction, and impromptu writing. Grammar topics covered and assessed include recognition of parts of speech, sentence types and errors, and basic punctuation. Reading comprehension and skills strengthened through exploration of and concentration on a chosen work of fiction. Credits count as electives. Formerly SYM 090.

ENG 110 Composition I

3 credits

Course focuses on reading, analyzing, writing, and revising essays in various rhetorical modes (personal narrative, comparison/contrast, classification/division, definition). Grammar topics covered and assessed include subject-verb agreement, sentence structure, usage, punctuation, modifier and pronoun use. Strategies for writing essay exams explored and practiced. Credits count as electives. Prerequisite: grade of C or better in ENG 090 or placement. Formerly SYM 101.

ENG 120 cm Composition II

3 credits

Course includes instruction on persuasion, synthesis, research, and analysis writing. Extensive work done on gathering, reading, analyzing, assessing, and referencing sources with an emphasis on correct, accurate, and responsible documentation. Peer review, instructor conferences, and revising strategies support student's ability to write clear, coherent, correct, and creative essays. Submission of a portfolio of polished writing concludes course. Grade requirements vary by major. Credits count toward core. Prerequisite: passing grade in ENG 110 or placement. Formerly SYM 102.

ENG 130 cm Review for Writing and Research

2 credits

Course includes review and practice of principles of grammar, punctuation, usage, sentence structure, and research and documentation practices. Instruction topics based on initial student assessment. Prerequisite: passing grade in ENG 120 or equivalent.

English Major

The English Department offers one English major with four concentrations:

- Literature
- Writing for New Media
- Education
- Broad Field Language Arts Education

In addition, the English department offers 7 minors and 4 post-baccalaureate certificates (English, Writing for New Media, English Education, and English Broad Field Language Arts.) We offer classes during the day, evening, and on Saturdays. We occasionally offer online or hybrid courses.

English majors sharpen their skills in analyzing, interpreting, and writing. They think critically about texts and develop their own responses to them. Students in all concentrations prepare for success in the business world and develop specific writing skills for use in the workplace through their course work, internships, and extra-curricular activities. English majors can enhance their professional development by working on the award-winning student newspaper (*Arches*), joining Sigma Tau Delta (the international English honors society), speaking at our student

conference, and attending special lectures and author events. Students may have their work published in *Paper Clips* or *Arches*. In 2012, *Arches* was awarded 1st Place Best of Show for 4-year, non-weekly newspaper at the Midwest Associate Collegiate Press conference and 3rd Place Best of Show for 4-year, non-weekly newspaper at the National Associate Collegiate Press conference.

English Department majors must maintain an overall grade point average of 2.0 with a grade point average of 2.5 in major courses; they are expected to prepare a graduation portfolio according to guidelines established by the department. Students should apply for admission to the department as soon as they have determined an interest. Transfer students must complete at least 20 credits at Mount Mary for concentrations in literature or writing for new media; 12 credits for a minor. Students concentrating in English Education or English Broad Field Language Arts Education must also be accepted into the Education Department, and pass Praxis I (the PPST test of basic skills) and Praxis II (a test of content knowledge in English Language and Literature) prior to acceptance into student teaching.

English: Literature Concentration Requirements: 49 credits, 2.5 in major courses, graduation portfolio, internship.

English Literature Concentration Course Requirements (49 credits): ENG 205, ENG 217, ENG 219, ENG 223, ENG 233, ENG 254, ENG 307 (4 credits); ENG 346 or 347; ENG 419, ENG 422, ENG 485, ENG 492, ENG 493 (2 credits), ENG 498.

English: Writing for New Media Concentration Requirements: 48 credits, 2.5 in major courses, graduation portfolio, and internship.

Writing for New Media Concentration Course Requirements (48 credits): ENG 217, ENG 218, ENG 219, ENG 233, ENG 254, ENG 258, ENG 307 (4 credits), ENG 317, ENG 318, ENG 325, ENG 419, ENG 485, ENG 493 (2 credits), ENG 498.

English: Education Concentration Requirements: 37 credits of English course work plus Education course work, 2.5 in major courses, portfolio, Praxis II English content test.

English Education Concentration Course Requirements (37 credits): ENG 205, ENG 217, ENG 219, ENG 223, ENG 233, ENG 254, ENG 307 (2 credits); ENG 346 or 347; ENG 422, ENG 492, ENG 493 (2 credits). Additional courses for teacher certification are listed under the Education Department section of this bulletin.

English: Broad Field Language Arts Education Concentration Requirements: 47-59 credits of English course work plus Education course work; credits vary depending upon option (see below), 2.5 in major courses, portfolio, Praxis II English content test.

English Broad Field Language Arts Education Concentration: The English and Broad Field Language Arts licenses allow graduates to teach English in grades 6-12 and journalism and speech communication in grades 7-10. The option to earn a license in Journalism and/or Speech Communication is required to teach those content areas in grades 11-12, in addition to grades 7-10. Praxis II (English Content Test) is required for all four options. Additional courses for teacher certification are listed under the Education Department section of this bulletin. Students completing the English Broad Field Language Arts concentration have four licensing options:

English and Broad Field Language Arts (2 licenses - 47 credits)

English, Broad Field Language Arts, and Journalism (3 licenses - 53 credits)
English, Broad Field Language Arts, and Speech Communication (3 licenses - 53 credits)
English, Broad Field Language Arts, Journalism, and Speech Communication (4 licenses - 59 credits)

Option One: English and Broad Field Language Arts Concentration (2 licenses): ENG 205, ENG 217, ENG 218, ENG 219, ENG 223, ENG 233, ENG 254, ENG 307 (2 credits); ENG 346 or 347; ENG 422, ENG 492, ENG 493 (2 credits); COM 210, COM 255.

Option Two: English and Broad Field Language Arts Concentration plus Journalism (3 licenses): All courses required for Option One (above), plus ENG 318 and ENG 258 (3 credits).

Option Three: English and Broad Field Language Arts Concentration plus Speech Communication (3 licenses): All courses required for Option One (above), plus COM 231 and COM 232.

Option Four: English and Broad Field Language Arts Concentration plus Journalism and Speech Communication (4 licenses): All courses required for Option One (above), plus ENG 318, ENG 258 (3 credits); COM 231, COM 232.

English Literature Minor (19 credits): ENG 217 or 219; ENG 223, ENG 233, ENG 254, ENG 205 or 307 (4 credits).

English Writing Minor (18 credits): Any combination of Writing for New Media major course requirements for a total of 18 credits. English Literature concentration majors may apply no more than 8 credits from their literature courses toward the Writing minor.

Journalism Minor (18 credits): ENG 218, ENG 258, ENG 318, ENG 358; COM 255; and one photography or videography course taken from Art, Graphic Design, or Public Relations.

English Education Minor (23 credits): ENG 217 or 219; ENG 493 (2 credits); ENG 223, ENG 233, ENG 254, ENG 422; ENG 205 or 307 (2 credits).

English Education Minor MC/EA (Middle Childhood/Early Adolescence) (18 credits): ENG 203, ENG 217 or 219; ENG 223, ENG 233, ENG 422.

Journalism Education Minor (18 credits): ENG 218, ENG 258 (reporter), ENG 358 (designer); COM 255; and one photography or videography course taken from Art, Graphic Design, or Public Relations.

Post Baccalaureate Certificates available in English Education and in Broadfield Language Arts. Contact the Mount Mary Education Department for details.

English Literature Courses

ENG 200 Introduction to Careers and Studies in English **2 credits**

Introduction to the field of English studies, especially its discipline specific research. Focus on career exploration and preparation. Should be taken during the first or second semester at the University.

ENG 203 lit Introduction to Literature: Fiction, Drama, and Poetry **3 credits**

Study of fiction, drama, and poetry as genres with the terms and literary conventions that belong to each. Valuable preparation for any other literature course. No prerequisites required.

ENG 205 lit Literature of the Western World**4 credits**

Delve into the greatest literature from the classical Greek tradition to the Renaissance. Offers valuable cultural knowledge for students of any major. Recommended prerequisite: ENG 110.

ENG 211 lit Women Writers**3 credits**

Readings span several hundred years of literature by women, including nonfiction, fiction, poetry, and drama. Students respond to the readings in reflective and analytical essays. Valuable preparation for any other literature class. No prerequisites required.

ENG 213 lit (g) Literature Across Cultures**3 credits**

Provides an introduction to multicultural global literatures. This course aims to increase students' cultural and global awareness through the study of literature across ethnic, cultural, and national boundaries. Content and focus will vary depending on the topic. Previous topics include African Literature and Latina Writers. Valuable preparation for any other literature class. Recommended prerequisite: ENG 110.

ENG 223 lit Survey of British Literature**4 credits**

An overview of British literature from Anglo-Saxon to 20th-century literature. Students read representative works from each period to become acquainted with the major writers and the predominant literary and cultural features of that period. Students who want to become familiar with some of the most influential and beautiful literature ever written would enjoy this course. Recommended prerequisite: ENG 110.

ENG 233 lit Survey of American Literature**4 credits**

Study in the development of a national literature that makes history come alive and examines how various texts reflect the social, cultural, and moral development of the United States from 1600 to the late 20th century. Knowing these texts complements studies in art, history, philosophy, theology, and the behavioral sciences. Recommended prerequisite: ENG 110.

ENG 254 lit Shakespeare**4 credits**

Introductory course using selections from the histories, comedies, tragedies, and sonnets to study William Shakespeare as a dramatist, poet, and theatrical craftsman. Recommended prerequisite: ENG 110.

ENG 275 lit Literature of Place**2-4 credits**

Course immerses students in cultures other than their own while studying the literature of or about that culture. Through readings, students will gain a frame of reference beyond their own. Through writing assignments, students will articulate their knowledge of the connections, contrasts, comparisons and/or parallels between their world view and that of another. Variable subtitled content depending on the Study Abroad destination. May be repeated for credit with change in subtitle/destination. No prerequisites required.

ENG 285 lit Special Studies in Literature**2-4 credits**

Variable content for specialized study. Past topics include Literature of Healing; Food, Literature, and Popular Culture; and Literature and Law. May be repeated for credit with change in topic.

ENG 307 lit (g) World Literature**2 or 4 credits**

Students read major works from countries around the world and explore authors' representations of human life in its personal, social, political, and spiritual dimensions. Selections challenge literary and cultural boundaries and encourage global understanding. Read the best texts ever written from places such as Egypt, Greece, India, China, and Russia. Emphasis on close reading, literary analysis, discussion, and MLA documentation. Prerequisite: ENG 120.

ENG 346/546 lit Studies in the American Novel

3-4 credits

Students will trace the formal and thematic developments of the American novel, focusing on the relationship between writers and readers, the conditions of publishing, innovations in the novel's form, and the novel's engagement with history. Selections may be based on a historical perspective, the works of a particular writer or group of writers, a particular theme, or a literary type. Past topics include Pioneer Women and Civil War Narratives. Prerequisite: ENG 120.

ENG 347/547 lit Studies in the British Novel

3-4 credits

Students will trace the formal and thematic developments of the British novel, focusing on the relationship between writers and readers, the conditions of publishing, innovations in the novel's form, and the novel's engagement with history. Selections may be based on a historical perspective, the works of a particular writer or group of writers, a particular theme, or a literary type. Past topics include Everything Austen, The Bröntes, and British Novels and Popular Culture. Prerequisite: ENG 120.

ENG 349 lit Studies in Contemporary Literature

3 credits

Focus on recent literary works. Course may be constructed on the basis of genre, themes, or authors. May be repeated for credit with change in topic. Prerequisite: ENG 110.

ENG 381 lit World Drama

3 credits

Wide reading and critical evaluation of representative world drama from classical Greece to the 20th century. Prerequisite: ENG 110.

ENG 385 lit Special Studies in Literature

2-4 credits

Variable content for specialized or interdisciplinary coursework. Past topics include The Art of Reading; From Text to Film; and Food, Literature, and Popular Culture. May be repeated for credit with change in topic. Prerequisite: ENG 120.

ENG 390 lit Creative Nonfiction

3 credits

Readings and independent research focused on autobiography, essays, letters, memoirs, and other creative nonfiction writing. Prerequisite: ENG 110.

ENG 422/522 Linguistics

4 credits

Overview of linguistics. Students will explore the mysteries of human language. How do children learn to speak? What should teachers know about language? How are language and culture intertwined? Where do dialects come from? What causes language disorders? Future teachers, students of English, healthcare and service providers, and anyone who wonders about the way languages work would benefit from this course. Prerequisite: ENG 120.

ENG 492/592 Literary Criticism and Theory

4 credits

Introduction to literary criticism and theory. Examines the key questions in contemporary literary theory and the practice of literary criticism today. Major theories, including formalism, structuralism, deconstruction, psychoanalytic

theory, feminist criticism, gender studies, queer theory, and post-colonial criticism will be discussed with an emphasis on application. Prerequisite: ENG 120.

English Writing Courses

ENG 125 cm Introduction to New Media Writing

3 credits

Course teaches effective and fun writing strategies for new media that may include websites, blogs, and other social media. Students will also gain practice in creating interactive media, such as podcasts and/or videos. No prerequisites required. Formerly ENG 105.

ENG 217 cm Introduction to Creative Writing

3 credits

Writing and reading of narratives, fictional scenes, and poetry, moving from the factual to the imaginative. Students learn the forms, styles, and conventions used by other creative writers while exercising their own voices and creativity. No prerequisites required. Formerly EPW 202.

ENG 218 cm Writing for Print and Web

4 credits

Practice in newsgathering, hard news and feature reporting, headline writing, general assignment and beat reporting, and interviewing. Students in class are reporters for *Arches*, our award-winning university newspaper. Formerly EPW 201.

ENG 219 cm Writing that Works: Intermediate Composition

3 credits

Intensive practice in prose writing that presents information and ideas and is intended to inform and/or persuade. Emphasis placed on writing workplace and academic prose, relating content to appropriate form, doing pertinent research, and documenting sources appropriately. Elements of style emphasized. Prerequisite: ENG 120. Formerly EPW 210.

ENG 258 Arches

1-4 credits

Independent lab where students serve as staff members of *Arches*, the university newspaper, and its companion website archesnews.com. Students may serve as reporters, editors, social media experts, website editors, page designers, photographers, business managers, or more. Open to all majors. No experience required for most positions; training is provided. Formerly EPW 296.

ENG 301 Promotional Writing for the Media

3 credits

Theory and practice in writing for print and web media, radio, and TV. including press releases, public service announcements, social media blurbs, ad copy, profiles, and features. Cross-listed with COM 301. Formerly PRP 301.

ENG 309 cm The Professional as Writer I & II

2-4 credits

Focus on the elements of effective written communication, including analyzing purpose, audience, organization, tone, and style as well as developing research skills and revision techniques. Course emphasizes writing projects in students' intended professions. Prerequisite: ENG 120. Offered periodically; should be taken prior to ENG 370 and ENG 419. Formerly EPW 309.

ENG 317 Cutting Edge Creative Writing

3 credits

Advanced creative writing course with variable topics. May focus on fiction, poetry, writing for children or young adults, creative nonfiction, screenwriting, or creative aspects of professional writing. Students will study the techniques and forms of creative writing, analyze professional samples, and participate in peer review. Recent topics

include Flash Fiction and Blogging. May be repeated for credit with new topic. Prerequisite: ENG 120. Formerly EPW 317.

ENG 318 Editing, Style, and Design

4 credits

Introduction to design principles and software. Emphasis on writing and editing for the media, AP Style, and headline writing. Students will gain practical experience in editing, including reviewing copy for problems with grammar, word choice, efficiency, clarity, completeness, and accuracy. Students will gain practical experience in the production of the award-winning university newspaper, *Arches*. Prerequisite: ENG 218. Formerly EPW 211.

ENG 325 Advanced Writing for New Media

4 credits

Students will gain experience in advanced new media applications and technologies, putting effective strategies for use into practice. Students will develop and launch social media campaigns that may include the development of websites, blogs, e-books, and other forms of interactive media. Prerequisite: ENG 125.

ENG 335 Creating Print or Web Materials for Small Businesses

2 credits

This course provides an introduction to print or web page design, layout, and publication. Students work with images to create a variety of print or web materials. Emphasis will be placed on the needs of small businesses and on creating materials that are used in the workplace, such as flyers, mailings, brochures, and websites. Cross-listed with COM 335. Formerly EPW 335.

ENG 336 Creating and Delivering Professional Presentations and Training Materials

2 credits

Focuses on creating professional business presentations and writing effective training materials. Emphasis on appropriate software and collaborative work. Cross-listed with COM 336. Formerly EPW 336.

ENG 358 Arches

1-4 credits

Independent lab where students serve as staff members of *Arches*, the award-winning university newspaper, and its companion website archesnews.com. Students may serve as reporters, editors, social media experts, website editors, page designers, photographers, business managers, or more. Open to all majors. Prerequisite: ENG 258. Formerly EPW 396.

ENG 370 Media Writing

4 credits

Provides students with experiences in writing copy and designing print materials for internal and external audiences. Covers basic news writing style and press releases; introduction to designing newsletters, flyers, brochures, and advertising copy. Prerequisites: ENG 309 and one of these: BUS 248, ENG 419. Formerly EPW 370.

ENG 419 cm Technical Communication

4 credits

Course provides an introduction to the major concepts of technical communication and to a wide variety of technical documents. Students in this course will learn how to write clearly and succinctly for a defined target audience and how to create documents that are professional in design and content. Projects may include a survey, job application packet, internal proposal, directive memo, instruction set, executive summary, recommendation report, portfolio, and oral presentation. Recommended prerequisite: ENG 218 or ENG 309 or permission from Chair. Formerly EPW 331.

ENG 485 Capstone Senior Portfolio and Career Preparation

2 credits

This course is designed for English majors who are nearing completion of their studies in the English major. The course focuses on the preparation of a final e-portfolio. Some class time will also be devoted to preparing students to

apply for jobs and/or graduate school. Topics include choosing a career path, searching for jobs, creating effective application materials for jobs or graduate school, and interviewing. Formerly EPW 485.

ENG 493/593 Persuasive Communication and Rhetorical Theory

2 or 4 credits

Explores major theories and research in rhetoric and persuasive communication. Focuses on the function of persuasion in a variety of written and oral contexts such as advertising, political discourse, and war propaganda; current and historical public communication events will be examined. Cross-listed with COM 343. Formerly EPW 493.

ENG 498 Internship

2-4 credits

Field placement of a student with a publisher, newspaper, agency, business, or other organization. The nature of the assignment, types of writing experience, number of credits, and evaluation procedure to be stipulated in a written contract involving the student, the supervisor, and the academic advisor. Ideally, students should complete one or more internships prior to taking ENG 485. May be repeated for up to 8 credits. Formerly EPW 498.

History

The Mount Mary University History Department offers majors in history, and broadfield social studies/history teaching. Minors are offered in history, political science, broadfield social studies/history teaching and political science teaching. A Post-Baccalaureate Certificate in History program is also offered.

The department offers a number of courses in an online or online/on demand format. The online/on demand format permits the student to start the course at anytime in the semester. The student then has 15 weeks to complete the course.

History and Political Science Majors

History majors study the people and history of United States, Western and non-Western societies, from political, social and cultural perspectives. From this viewpoint, the human story is examined within the context of an integrated society, rather than as separate elements unrelated to overall social development. Courses are designed to develop an awareness, understanding and appreciation of the experiences and achievements of men and women from the past and present.

Mount Mary political science minors are prepared to function as leaders in civic life. This requires a firm understanding of fundamental knowledge of the structure of the political systems, knowledge concerning international relations, and the development of leadership. Students come to understand the people and the political process of the past in their context in order to understand the evolution of society and the world. This requires that they, at times, need to set aside their values and look at the world through the eyes and values of people with whom they disagree. This is important in clarifying how the world has, or has not, changed and the agents involved in this process.

The department seeks to educate in the tradition of the School Sisters of Notre Dame in which they develop a world vision. As such, the department offers a Model United Nations course every other year. This is integrated with the work of the SSND NGO. Students learn of the work of the United Nations in the fall semester and then go to the United Nations in the spring to participate in UN conference work. The department has participated in study abroad programs to the People's Republic of China, Germany, Japan, and Korea. With each of these trips, students engage in a campus class.

Studies in history and political science prepare students for careers in politics, law, government, diplomatic service, archival, library, and informational technology, and education. Combined with courses in business, journalism and public relations, they widen the student's career possibilities.

Students intending to major in history should contact the department chair as soon as possible. Students must maintain an overall grade point average of 2.2 with a 2.5 grade point average in major courses. Transfer students or students resuming their college work after an extended period of time must have their history credits reviewed and evaluated by the chair. Credits earned more than six years ago may have to be updated. Transfer students must complete a minimum of eight semester hours in history at Mount Mary. Unique to the History Department, are the many courses offered in the **online or online/on demand format**. This allows students to keep moving toward their degree completion requirements at a **convenient time for them**. It is possible to complete an on-line minor in history.

Opportunities for enrichment outside of the classroom include activities sponsored by the History Club and Phi Alpha Theta (the national honor society in History). The department participates in the Annual Division Conference on campus as well as attendance and presentations at conferences off campus.. Student majoring within the History and Political Science Department complete a **professional experience segment** such as an internship, cooperative study project, or student teaching. This experience is usually scheduled for the junior or senior year. Locations are offered at a variety of settings and are based on your career goals.

History Major Requirements: 32 credits; 2.5 GPA in the major and 2.2 GPA overall.

History Major Course Requirements (32 Credits): HIS 106 or 107; 153 or 154; 260, 270 or 275; 355, 485; 17 credits of history electives of which two must be at the 300-400 level. Additional electives are highly recommended for anyone planning graduate work based on history. 32 credit requirement.

History Minor Requirements: 18 Credits

History Minor Course Requirements (18 Credits): HIS 106, 107, or 346; 153 or 154; 260, 270 or 275; an elective at the 300-400 level; and additional electives to fulfill the 18 credit requirement.

Post-Baccalaureate Certificate in History: A person who holds a bachelor's degree from an accredited college or university wishing to work for a Post-Baccalaureate Certificate in History needs to complete the course work for the major.

Broadfield Social Studies/History Teaching Major and Education Department Requirements. The social studies major includes a history major as well as courses from geography, economics, political science, and the behavioral sciences. Course work in cooperatives and environmental education is also required. See the teacher education section of this bulletin for education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction rules.

Broadfield Social Studies/History Teaching Major (Early Adolescence/Adolescence-EA/A) Requirements: 2.5 GPA in the major; Education Department Requirements; passing grade on WI State Social Studies Teaching Exam.

(EA/A) Course Requirements (57 Credits): HIS 106, 107, 153, 154, 301, 346, 355, 360, 485; 260, 270, or 275; BUS 301, 302; SCI 208, GEO 310; POS 214, 215; ANT 102; SOC 101; PSY 103. Additional courses for teacher certification are listed under the Education Department section of this bulletin. Teaching majors must pass the same state exam required of Social Studies teaching majors.

Social Studies Teaching Major: History Major (EA/A); Education Department Requirements. The social studies major includes a history major, as well as courses from geography, economics, political science and the behavioral sciences. Course work in cooperatives and environmental education is also required. See the teacher education section of this bulletin for education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction rules.

Social Studies Minor for Early Childhood/Middle Childhood or Middle Childhood/Early Adolescence Education Majors: Students majoring in middle childhood/early adolescence education must elect a certifiable minor. This minor may be social studies with courses from the behavioral and social sciences and history. A list of courses required for the minor is available from the history department or the education department. See the teacher education section of this bulletin for education courses.

Political Science Minor/Teaching Minor Requirements: 18-24 Credits; POS 214, 215, 323, and at least three political science electives to fulfill the 18 credit requirement. A teaching minor includes a political science minor of 24 credits, as well as course work in cooperatives and environmental education. Teaching minor must pass the same state exam required of broadfield social studies teaching majors. See the teacher education section of this bulletin for education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction rules.

History Courses

HIS 106 his (g) World Civilization Part I 3 credits

The origins of African, Asian, and European civilization and its development through the Middle Ages. Usually offered every semester. Offered in online and on-campus formats.

HIS 107 his (g) World Civilization Part II 3 credits

A study of African, Asian, and European civilizations from the 16th century to the dawn of the 20th century. The course will cover the cultural, social, and political developments of the regions and the interconnection between them.

HIS 153 his United States History Part I 3 credits

The development of America as a nation and as a people from colonization to the Civil War.

HIS 154 his United States History Part II 3 credits

Political, social and economic development of the United States from the beginning of the Civil War through the end of World War I. Offered in online format (mandatory orientation) and on-campus format.

HIS 201 his The Ancient World 3 credits

Study of the civilization of Egypt, Mesopotamia, Persia, Greece and Rome dating from the Neolithic revolution to the fall of the Roman empire. Prerequisite: one history course at the 100 level or consent of the History Department chair.

HIS 260 his Latin America: History and Culture 3 credits

Broad-based coverage of the origin and development of the countries labeled Latin America, spanning the ages from the colonial period to the present with special emphasis on several specific countries and regions. Prerequisite: one course at the 100 level or consent of the History Department chair.

HIS 270 his (g) Modern Asian History and Culture

3 credits

Topical and chronological study of modern Asia with emphasis on the Far East. Prerequisite: one course at the 100 level or consent of History Department chair. Offered in online/on-demand format and on-campus format.

HIS 275 his (g) African History and Culture

3 credits

Survey of political, social, economic and intellectual development of the major African civilizations. Prerequisite: one course at the 100 level or consent of the History Department chair.

HIS 280 his Middle East History and Culture

3 credits

Survey of the religious, social and economic developments from Mohammed to the 20th century conflicts. Prerequisite: one course at the 100 level or consent of the History Department chair.

HIS 298 his Women in American History

2-3 credits

Survey of the religious, social, political, and economic facets of the lives of women in the United States from the colonial period to the 20th century. Prerequisite: one course at the 100 level or consent of History Department chair. Offered in online/on-demand format. Mandatory orientation.

HIS 301 Cooperatives

1 credit

Survey of the development, growth and structures of cooperatives. Designed for education majors and minors. Prerequisite: one course at the 100 level or consent of History Department chair. Offered in online/on-demand format. Mandatory orientation

HIS 346 his Twentieth Century Europe

3 credits

Major trends in Europe with stress on the two World Wars, the social and political impact of communism and fascism, the Cold War and post-World War II problems. Prerequisite: one course at the 100 level or consent of the History Department chair. Offered in online/on-demand. Mandatory orientation.

HIS 347-348 his Studies in European History

3 credits

In-depth study of major developments or areas such as the Renaissance and Reformation, the French Revolution, modern Russia, the British Empire. Prerequisite: one course at the 100 level or consent of History Department chair.

HIS 355 his Twentieth Century United States

3 credits

Emphasis on the social, economic, political, and diplomatic developments from the Treaty of Versailles to the present. Prerequisite: one course at the 100 level or consent of the History Department chair. Offered in online/on-demand. Mandatory orientation.

HIS 357-358 his Studies in American History

3 credits

Intensive consideration of a particular aspect of American history such as Jacksonian democracy, women in American history, African American history, the American West, Secession and the Civil War, immigrants in American history. Prerequisite: one course at the 100 level or consent of History Department chair.

HIS 360 his History of Wisconsin**3 credits**

Intensive consideration of Wisconsin from pre-history and settlement by Native Americans to Wisconsin's role in the political and economic life of the United States and world. Prerequisite: one course at the 100 level or consent of History Department chair. Offered in online/on-demand. Mandatory orientation.

HIS 361 his Native Americans of Wisconsin**2 credits**

Study of Native American communities in Wisconsin from pre-history to the 20th century. Prerequisite: one course at the 100 level or consent of History Department chair Offered in online/on demand. Mandatory orientation.

HIS 377 his Studies in Asian, African, Latin American, Middle Eastern History 3 credits

In-depth study of a particular people, culture or area such as the Middle East, South Africa, Central America, Asia. Prerequisite: one course at the 100 level or consent of History Department chair.

HIS 386 his American Foreign Relations**3 credits**

Formation and implementation of American foreign policy with emphasis on the 20th century. Prerequisite: one course at the 100 level or consent of History Department chair.

HIS 485 Historiography and Historical Method**3 credits**

Examination of the aims, problems and techniques of historical writing; practice in the use of research tools and procedures, and experience in the writing of history. Prerequisite: one course at the 100 level or consent of History Department chair.

HIS 296-496 Independent Study**1-3 credits**

Built around topic(s) mutually agreeable to student and faculty for which the student has adequate background. Prerequisite: consent of History Department chair.

HIS 498 Internship**2-4 credits**

Work experience with a cooperating institution, organization or agency. The nature of the assignment, means of supervision, number of credits and procedures for evaluation will be stipulated in a statement of agreement involving student, supervisor and academic advisor.

HIS 499 Senior Thesis**3 credits**

Provides a major with the ability to develop an in depth research paper thus demonstrating mastery of the foundational research issues within the discipline. The student presents and defends the paper in an academic setting with faculty and peers.

Geography Courses**GEO 310 hum World Regional Geography****3 credits**

Examination of cultural factors and characteristics of the physical environment that determine the nature of life in major regions of the world. Emphasis on non-Western cultures, today's interconnected world, and differences between developed and less developed regions. Also includes geography's role in understanding global issues.

Political Science Courses**POS 214 American Government: State Local Tribal****1 credit**

The governmental system, its development, constitution, structure and operation with emphasis on fundamental principles and their application in the institutions and political processes of the state of Wisconsin and the Native American tribes in Wisconsin.

POS 215 hum American Government: Federal

2 credits

The American governmental system, its development, constitution, structure and operation with emphasis on fundamental principles and their application in the institutions and political processes. Offered spring semester on campus and online/on demand every semester.

POS 323 hum Comparative Modern Governments

3 credits

Study of the constitutional form and political party structures of representative governments of Europe, Africa, Middle East, Asia and American (excludes United States) governments.

POS 326 hum Modern Political Issues

3 credits

Examination of current issues affecting both contemporary international relations and American political life.

POS 327-328 hum Studies in Political Science

3 credits

Studies in areas of current interest, e.g. parties and politics, or needs and interests of the history and political science majors/minors.

POS 335 hum Political Philosophy

3 credits

Study of the person's relation to civil society based upon the works of classical and contemporary political philosophers. Involves a consideration of the nature of political authority, freedom and human rights.

POS 386 hum American Foreign Relations

3 credits

Formulation and implementation of American foreign policy with emphasis on the 20th century.

POS 296-496 Independent Study

1-3 credits

Developed around an area of interest for which the student has adequate background. Consent of History Department chair required.

POS 497 Seminar

2-3 credits

Small group study, research and discussion of selected problems in political science.

POS 498 Internship

3 credits

Work experience with a cooperating institution, organization or agency. The nature of the assignment, means of supervision, number of credits and procedures for evaluation will be stipulated in a statement of agreement involving student, supervisor and academic advisor.

Philosophy

Liberal Studies Major

The Liberal Studies major is designed to provide an opportunity for women who hold associate degrees in technical/business fields from an accredited college to earn a bachelor of arts degree.

This program promotes the growth of women who would benefit from a wider, more holistic perspective on the world. It is intended for women who:

- are seeking a job that requires a bachelor's degree,
- need a four-year degree for job promotion,
- desire general skill development in reading, writing and critical thinking,
- wish to stimulate their minds and grow intellectually, and
- are interested in lifelong learning.

Students may transfer in up to 64 credits from an associate degree program. To obtain the BA students must complete approximately 64 additional credits that include core courses and a concentration in a liberal arts area. Students must have earned a C or higher for a course to transfer. Courses are offered in day, evening, and accelerated formats with the exception of SYM 110, Leadership Seminar, which is only offered in day and evening formats.

Liberal Studies Major Requirements: 64 Credits; Mount Mary University Core Curriculum; SYM 110; Capstone (3 credits); and a ten-credit concentration in one of the core realms:

Capstone (3 credits) In a capstone course students will develop a portfolio to provide evidence that they have met the goals and objectives of the core as well as that they have integrated their new learning with their learning in the associate degree programs.

Concentration in one of the core realms (10 credits) To gain depth, students will complete a concentration by taking at least 10 additional credits in one of the realms to reach the minimum of 128 total credits. These 10 credits must be at the 200 or above level and at least 6 of the credits must be at the 300 or above level.

Philosophy Major

The philosophy program is designed to develop the student's ability to reflect and discuss philosophically about important issues concerning human life and inquiry. The program specifically seeks to develop ethically reflective students capable of the self-knowledge essential to leadership and social justice. By offering students courses that concentrate on specific historical philosophers, eras, and philosophical issues, the department seeks to enrich the student's undergraduate curriculum. As such the philosophy program prepares graduates to approach the perennial human questions with intelligence and integrity. Most philosophy majors have a second major which the philosophy program deepens and enriches. Those philosophy students who have the desire and ability for graduate work in philosophy will be given the skills and background preparation necessary for Masters work.

Philosophy Major Requirements: 30 credits; 2.0 GPA overall and a grade of "C" or better in all PHI courses; at least 16 credits must be taken at Mount Mary University.

Philosophy Major Course Requirements (30 Credits): PHI 497 plus 28 credits in philosophy. SEA101 is included among these credits unless the grade is below a "C."

Philosophy Minor Course Requirements: 20 credits in philosophy. SEA101 is included among these credits unless the grade is below a "C."

Philosophy Courses

SEA 101 sea Search for Meaning**4 credits**

Course required of all students. Reading and discussion of classical and contemporary authors from a philosophical and theological viewpoint; reflection on such elemental human concerns as the possible sources of happiness, the role of conscience in personal integrity, the meaning of suffering and death, and the transcendent dimension of reality - including an exploration of meaning within the Christian tradition.

PHI 315 phi Logic and Language**2-4 credits**

An investigation into the study of language and logic in critical thinking. Examines, philosophical aspects of communication, knowledge acquisition, and the role of language in forming moral and social practices.

PHI 316 cm Logic**2-4 credits**

Introduces informal logic as well as modern symbolic logic. Consideration of the philosophical presuppositions of logic, especially the notions of knowledge, truth and validity.

PHI 326 phi Theory of Ethics**2-4 credits**

An examination of one of the most central questions in philosophy: How ought I live? Students are introduced to classic texts that discuss: What does it mean to be good? Why try to live a good life? How can I be happy?

PHI 330 phi Contemporary Issues in Ethics**2-4 credits**

Exploration of some of the leading moral dilemmas in contemporary life. Using various ethical theories, possible solutions are proposed to these dilemmas and the implications of those solutions are critiqued. Issues include: capital punishment, pornography, economic justice, affirmative action, environmental concerns. (May be repeated for credit with permission of the instructor or department chair.)

PHI 332 phi Philosophy of Health**2-4 credits**

An inquiry into the nature of what human beings deem health and illness. Considers both historical and contemporary philosophies of health including how health is viewed in different cultures, the role of the community in establishing and interpreting health, health as a commodity, social justice and the distribution of healthcare goods.

PHI 334 phi Technology and Human Values**2-4 credits**

An exploration of the intersection of technology and human values. Investigates the bearing technology has upon the formation of moral identity, moral communities, and the moral habitation of the planet. Examines the role of technology in the pace of life and thought, changing identities in the digital age, on-line communities, population management and ethical consumption.

PHI 335 phi Social and Political Philosophy**2-4 credits**

Study of the person's relation to civil society based upon the works of classical and contemporary political philosophers. Involves a consideration of the nature of political authority, freedom and human rights. Cross-listed with POS 335.

PHI 337 phi Readings in Philosophy**2-4 credits**

Presentation of the philosophical enterprise through in-depth reading of selected texts of the great philosophers. (May be repeated for credit with permission of the instructor or department chair.)

PHI 343 phi Philosophy of Religion**2-4 credits**

A study of the relationship between philosophical questioning and religious beliefs. Analysis of the relationships between faith and reason, between religion and ethics, and between belief and mental health.

PHI 344 phi Philosophy and Literature

2-4 credits

This course explores intersections of philosophy and literature, philosophical ideas as they appear in different literary genres, and the moral importance of literature in shaping social and ethical views.

PHI 345 phi Philosophy and Film

2-4 credits

This course includes the aesthetics of cinematic experience as well as the utilization of specific films to explore philosophical questions. Involves weekly screenings and analysis of films.

PHI 346 phi Philosophy of Art and Beauty

2-4 credits

Examination of the question of what differentiates the aesthetic experience from other human experiences, with a view toward understanding both the artist's act of creation and the audience's act of appreciation..

PHI 351 phi Plato

2-4 credits

Study and discussion at length of those incomparable dialogues which have entertained, fascinated and aroused readers for over 2000 years.

PHI 352 phi Aristotle

2-4 credits

Designed to introduce the student to that intellectual giant of the ancient world whose genius has so influenced Western civilization that for many centuries he was simply known as The Philosopher.

PHI 355 phi Women Philosophers

2-4 credits

An examination of some of the philosophical ideas brought forth by women historically and presently. Such thinkers might include Sappho, Hildegard of Bingen, Mary Wollstonecraft, Simone de Beauvoir, etc. In particular, discussion will focus on the issue of the nature and vocation of women. (May be repeated for credit with permission of the instructor or department chair.)

PHI 360 phi (g) Global Philosophy

2-4 credits

A study of a Non-Western region or culture's philosophical tradition.

PHI 361 phi Christian Philosophy

2-4 credits

A consideration of what Christianity has to say philosophically. An examination of fundamental philosophical questions (What is the good life? What can be known with certainty? What is the nature of the transcendent?) through the writings of a diversity of Christian thinkers.

PHI 365 phi Modern Philosophy

2-4 credits

Introduction to the central issues raised in that revolutionary period of philosophy's history which began with Descartes and ended with Kant.

PHI 367 phi Contemporary Philosophy

2-4 credits

Designed to give students a basic understanding of major thinkers who have shaped the way contemporary people view the world and human life.

PHI 369 phi (g) Philosophy of Contemporary Culture

2-4 credits

Contemporary culture has been called: global, digital, informational, consumerist, post-modern, post-colonial, post-historical, post-industrial – and many other names. Using a collection of readings, this course will attempt to understand contemporary culture and determine how it affects one's personal search for meaning.

PHI 375 phi (g) Philosophy of Love

2-4 credits

Love has been called everything from a pathological condition to divinity itself. This course will explore, in various times and cultures, ways humanity has understood this powerful concept.

PHI 379 phi Issues in Philosophy

2-4credits

Designed to enable students to engage in concentrated study of a particular issue or figure in the history of philosophy. May be repeated for credit with permission of instructor/department chair.

PHI 496 Independent Study

1-4 credits

Consent of department chair required. Offered as required by majors.

PHI 497 Senior Independent Study

2-4 credits

Required capstone course for philosophy majors. Designed to provide philosophy majors with an in-depth reading of selected texts from the great philosophers.

Theology

The Theology Department maintains that a fully human life includes response in faith to God. The department provides opportunities for students to understand and find meaning in the Judeo-Christian tradition and enter into dialogue with both Christian and non-Christian traditions.

The department offers a major and minor in theology for those interested in any type of church ministry, in graduate school, in enhancing a career or major in another area, or in personal enrichment. The major or minor in religious education, in conjunction with the teacher education program, provides preparation for teaching in grades 6-12. A Certificate in Theology is available to students who have already earned an undergraduate degree and now wish to obtain a major in theology. The requirements are the same as for a theology major. Self-designed independent readings courses offer students the opportunity to pursue areas of interest beyond the listed course options. Internships for majors are strongly encouraged. The Theology Department also holds a chapter in the National Theology Honors Society, Theta Alpha Kappa (TAK). For those students who have completed 12 credits of theology and have a GPA of 3.5 or higher in theology courses, the department applies for and inducts interested students into the society. Additionally, theology students are invited to participate in a regularly scheduled lunch discussion group called "Chewing on Theology" (which meets every other week), "Women of Faith in Dialogue" (which meets a few times each semester), and "Mary on the Mount" (a day of reflection offered once a year). Field trips also take place on occasion. Finally, the Theology Department maintains a close relationship with Campus Ministry and encourages students to regularly participate in its events.

Students seeking admission to the department must receive departmental approval and maintain an overall grade point average of 2.3, with a grade point average of 2.5 in major courses. Transferred theology credits will be evaluated for their applicability toward the major. At least 12 credits of the major or minor, plus the Search for Meaning course, must be earned at Mount Mary University. Application is normally made prior to the junior year. The theology major culminates with a Synthesis Seminar (THY 398-498) and an exit interview.

Theology Major Requirements: 40 credits including SEA 101; THY 398 or 498; 2.5 GPA in major; 2.3 GPA overall; Exit Interview.

Theology Major, Course Requirements: SEA101; two credits from THY 398, 498 (Synthesis Seminar); completion of the 7 or 8 credit minimum in three theological areas of study: Biblical, Historical, and Systematic; and additional theology coursework not previously taken to complete the 40 credit requirement.

Biblical Theology Group Requirements: (8 credits minimum) Four credits from THY 310 or 312; and, four credits from THY 330, 333, 338, 340, 342, 345, 372, or the course not previously taken among THY 310 or 312.

Historical Theology Group Requirements: (7credits minimum) Four credits from THY 326 or 328; and, three credits from THY 320, 346, 373, or the course not previously taken among THY 326 or 328.

Systematic Theology Group Requirements: (7 credits minimum) Three credits from THY 220 or 230; and, three credits from THY 317, 318, 348, 350, 355, 360, 370, 374, the course not previously taken from among THY 220 or 230, or an additional Synthesis Seminar, THY 398, 498. *Note:* while only one Synthesis Seminar is **required** to fulfill the major requirements, it may be taken as often as a student's schedule allows.

Religious Education Major Requirements: 38 credits including SEA 101; THY 398 or 498; 2.5 GPA in major; 2.3 GPA overall; Exit Interview; and, Education Department Requirements.

Religious Education Course Requirements: SEA 101; two credits from THY 398, 498 (Synthesis Seminar); four credits in general biblical or Old Testament studies (THY 310, 333, 342, 345, or 372); four credits in New Testament and related studies (THY 312, 318, 330, 338, 340, or 372); four credits in ethics (THY 348, 350, 374, or an ethics course from the philosophy department); THY 317; THY 355; four credits in historical theology (THY 320, 326, 328, 346, or 373); THY 398, 498 (Synthesis Seminar); and 8 credits of theology electives. See the Early Adolescence/Adolescence education section of this bulletin for education courses and admission requirements.

Theology Minor Requirements: 20 credits including SEA 101.

Theology Minor Course Requirements Four credits in general biblical, Old Testament studies or New Testament studies (THY 310, 312, 330, 333, 338, 340, 342, 345, or 372); twelve credits from any of the courses offered in the department.

Religious Education Minor Requirements: 28 credits including SEA 101 and Education Department Requirements.

Religious Education Minor Course Requirements: SEA 101; four credits in general biblical or Old Testament studies (THY 310, 333, 342, 345, or 372); four credits in New Testament and related studies (THY 312, 318, 330, 338, 340, or 372); THY 317; four credits in ethics (THY 348, 350, 374, or an ethics course from the philosophy department); THY 355; and four credits of theology electives. See the Early Adolescence/Adolescence education section of this bulletin for education courses.

Note: Ordinarily, SEA 101 is required before taking any other theology course. Exceptions require department chair's approval.

Theology Courses

SEA 101 sea Search for Meaning

4 credits

Course required of all students. Reading and discussion of classical and contemporary authors from a philosophical and theological viewpoint; reflection on such elemental human concerns as the possible sources of happiness, the role of conscience in personal integrity, the meaning of suffering and death, and the transcendent dimension of reality — including an exploration of meaning within the Christian tradition.

THY 220 thy Christian Theological Foundations

3 credits

Introduction to the basic themes and issues in Christian theological inquiry. Areas covered may include the nature of faith as the human response to the experience of the transcendent, religion as the context in which the response of faith is lived out, and theology as the process of critical reflection on faith. Prerequisite: SEA 101.

THY 230 thy Essentials of the Catholic Tradition

4 credits

Overview of the essentials of the Roman Catholic tradition, including a basic understanding of church, sacraments, spirituality, and the moral life. Prerequisite: SEA 101.

THY 310 thy The Sacred Writings of Israel

4 credits

Introduction to the world, text, and theology of the Hebrew Bible (“Old Testament”). Individual books are examined for their unique faith perspectives. Historical, geographical, and archaeological information is employed to help deepen understanding of the original contexts of the writings. Prerequisite: SEA 101.

THY 312 thy The New Testament

4 credits

Introduction to the world, text, and theology of the New Testament. Individual books are examined for their unique faith perspectives. Historical, geographical, and archaeological information is employed to help deepen understanding of the original contexts of the writings. Prerequisite: SEA 101.

THY 317 thy World Religions

4 credits

Introduction to the world’s living religions: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism and Christianity. In order to understand the religious dimension of human life, the foundations of all religion will parallel the study of the individual religions. Prerequisite: SEA 101.

THY 318 thy The Person and Mission of Jesus

3 credits

Systematic study of the mystery of Jesus Christ. Examines biblical, historical and contemporary understandings of Christ in light of modern scholarship and reflects upon their implications for authentic Christian living today. Prerequisite: SEA 101.

THY 320 thy Christian Classics

3 credits

Study of the spiritual writings, music and art of Christianity from the Patristic period to the present. Readings may include texts by John Chrysostom, Augustine of Hippo, Thomas Aquinas, Dante, Julian of Norwich, Hildegard of Bingen, Martin Luther, Teresa of Avila, John Henry Newman, Gerard Manley Hopkins, Flannery O’Connor, Thomas Merton, Dorothy Day and Martin Luther King, Jr. Prerequisite: SEA 101.

THY 326 thy History of Christian Thought I

4 credits

Introduction to the history of Christian theology from the beginnings of the church to the eve of the Reformation. Basic themes covered in the course may include the humanity and divinity of Christ, the development of the creeds, reason and revelation, and church and state. Prerequisite: SEA 101.

THY 328 thy History of Christian Thought II

4 credits

Introduction to the history of Christian theology from the Reformation to the present. The course will focus on the history of religious ideas, especially as it relates to the development of Roman Catholic and Protestant theology in the West. Prerequisite: SEA 101.

THY 330 thy The Gospel and Letters of John

2 credits

Seminar-style exploration of the Fourth Gospel's unique proclamation about Jesus and of the three letters associated with John. Focus on theological ideas, influences, imagery, and the "social location" of these writings in early Jewish and Christian communities. Prerequisite: SEA 101.

THY 333 thy The Wisdom Literature

2 credits

Introduction to writings that offer sustained reflection upon human experience. Subject areas include the character of ancient wisdom, the wisdom books of the Old Testament, and the influence of wisdom within the writings of the New Testament.

THY 338 thy The Letters of Paul

4 credits

Exploration of the New Testament's earliest proclamation about Jesus. Modern literary methods are used to gain deeper insight into the theology of the writings attributed to Paul. Topics include the mystical Body of Christ, justification by faith, death / resurrection, and redemption. Prerequisite: SEA 101.

THY 340 thy The Synoptic Gospels

2 credits

Study of the first three New Testament gospels – Matthew, Mark, and Luke – with an emphasis on the unique faith perspective of each. Subjects include first century Palestine and the literary distinctiveness of each gospel, including its portrait of Jesus, its first intended audience, and its spiritual meaning for the believer. Prerequisite: SEA 101.

THY 342 thy The Psalms

2 credits

Survey of various psalms and psalm types, with attention to the historical circumstances of their composition and the ways in which they highlight specific aspects of Israel's ongoing relationship with God. Prerequisite: SEA101.

THY 345 thy Biblical Perspectives on Justice

2 credits

An examination of the roots of social justice in the Jewish and Christian traditions, as manifested in the Hebrew Bible / Old Testament and in the New Testament. Representative readings are drawn primarily from the Pentateuch, the literature of the Prophets, the ethical teachings of Jesus in the Gospels, and the moral exhortation present in the letters of Paul.

THY 346 thy Modern Christian Social Thought

2 credits

Christian thought as it evolves to address questions of social justice, from the late 19th century to the present. Readings focus primarily on the documents of Catholic social teaching, the Protestant "social gospel" movement, and justice-related statements from the World Council of Churches.

THY 348 thy Current Moral Issues

4 credits

Initial presentation of factors involved in responsible moral decision-making. Consideration of current moral issues, e.g. abortion, war, economic justice, sexual behavior, racism, family values and others. Prerequisite: SEA 101.

THY 350 thy Theological Ethics in Healthcare

4 credits

Examines bioethical issues – such as beginning of life and end of life issues – through the principles of theological and philosophical ethics. Prerequisite: SEA 101.

THY 355 thy Faith and Community

4 credits

The dynamics of Christian faith and the communal context in which it is expressed, nurtured and lived out. Special attention is given to the nature of the Church and to the various ways in which it is embodied in different cultural contexts. Prerequisite: SEA 101.

THY 360 thy God and the New Physics

4 credits

Introduction to both the theological and scientific modes of inquiry about the nature of and the wisdom within the universe. Students will be guided through a series of interdisciplinary questions addressing how faith in God relates to the natural sciences and in particular, physics.

THY 370 thy Women and Theology

4 credits

A course designed for those serious about theology to assess critically images of God, the legacy of Scripture, and Church Tradition from feminist perspectives. Prerequisite: SEA 101.

THY 372 thy Special Topics in Biblical Theology

4 credits

Consideration of special topics such as the prophetic books, biblical orientation to modern social issues, apocalyptic literature, etc. Prerequisite: SEA 101.

THY 373 thy Special Topics in Historical Theology

3 credits

Consideration of special topics such as early Christian writings, women in Church history, Christian mysticism, etc. Prerequisite: SEA 101.

THY 374 thy Special Topics in Systematic Theology

3 credits

Consideration of special topics such as the social mission of the Church, theology in film, the dynamics of faith development, etc. Prerequisite: SEA 101.

THY 383 Internship

1-4 credits

Supervised, work-oriented experience, individually designed to achieve and integrate academic and career goals. Approval of the department chair is required.

THY 296, 396, 496 Independent Readings

1 credit

Independent readings offered in an area of special interest not covered by the regular theology courses in this Bulletin. Permission of department chair is required.

THY 398, 498 Synthesis Seminar

2 credits

Designed to provide theology majors and minors with an in-depth discussion course on a pertinent topic. Required of all majors.

World Languages and International Studies

The World Languages Program is designed to develop the student's ability to understand, speak, read and write the target language, as well as to understand and appreciate its culture and literature. The program also prepares prospective teachers and leads to a mastery of the language sufficient for graduate study. The department offers courses in American Sign Language, French, German, Italian, and Spanish, each conducted in the target language, with a major and minor in Spanish and a major and minor in International Studies/Spanish or International Studies/ESL (the ESL concentration is available to international students only). Students majoring in Spanish or International Studies/Spanish (and Education majors with a teaching minor in Spanish) must attain the high intermediate level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency examination before their senior year. All students in the Spanish Education and Bilingual Education programs must pass the ACTFL exam at the following preferred levels: Low-Advanced for Spanish Education majors and Spanish teaching minors and Mid-Advanced for Bilingual Education minors. Majors (and all in the Teacher Education program with a Spanish emphasis) must also prepare a senior portfolio and present it formally to the department during their final year. Language teaching majors and minors must also fulfill the requirements of the education department. See the Education section of this Bulletin for complete information. Study abroad (or equivalent immersion experience, such as work, service learning or internship), with residence among native speakers, is required of all majors (and teaching minors) in Spanish. A minimum of four weeks is required; alternative arrangements may be considered in extreme cases. Some world language courses may fulfill core requirements in communication/math, others in literature or fine arts. These are coded "cm", "lit" and "fa", respectively.

Any student who successfully completed high school course work in a world language and who completes a language course above the Elementary I (101) level at Mount Mary University with a grade of B or better may receive retroactive credit. Retroactive credits may be received only one time and they count only as electives toward graduation. They do not count toward the Spanish major, minor or certificate or in the core curriculum. A student may not receive retroactive credits along with AP or CLEP credits; the student must choose one of these options. Retroactive credits may not be transferred in or out of the University. Please see the retroactive credit and CLEP exam sections of this Bulletin for more information. (Note: CLEP exams are only given off-campus, a fee is charged and students do not earn as many credits as they can through the retroactive credit option.)

Spanish

Qualified students may apply to major or minor in Spanish, Spanish Education or International Studies/Spanish at any time. Students in the Education program must maintain an overall grade point average of 2.5 and a 2.5 grade point average in Spanish courses. Students in the general program (Spanish major or minor or International Studies/Spanish) must maintain an overall grade point average of 2.0 and a 2.5 grade point average in Spanish courses for the major.

The major/minor in Spanish consists of a group of courses required of all students in the major/minor and a concentration of courses from either education, the professional concentration, culture and literature or the concentration for Native/Heritage Spanish-speakers.

Spanish Major Requirements: 43 credits; cumulative GPA of 2.00 or above; minimum GPA of 2.50 in the major; at least one month of study or work (paid, service learning and/or internship) in a Spanish-speaking country. NOTE: The 43 credits include nine credits of prerequisite work in SPA 101, 102 and 203.

Prerequisite Course Requirements (9 credits): SPA 101, 102 and 203 or three years of high school Spanish are prerequisites for starting the major.

Spanish Major Course Requirements (34 credits): SPA 227g/fa, 332, 335, 460 and completion of one of the following concentrations:

Professional Concentration (24 credits): SPA, 204, 222, 223, 333, 334, 495, one 300-/400-level elective and FLA 300.

OR

Culture/Literature Concentration (24 credits): SPA 222, 223, 228, 333, 334, 373 or 483, 375 or 485 and 495.

OR

Spanish Education Concentration (24 credits) (EC/A license or Spanish teaching minor in EC/MC or MC/EA — see Education section): SPA 222, 223, 228, 333, 334, 373 or 483, 375 or 485, 495 and EDU 324.

OR

Native or Heritage Speakers of Spanish Concentration (24 credits): SPA 228, 326, 373, 375, 483, 485, FLA 300 and 3 credits in another World Language (American Sign Language, French or Italian).

Note: Students in the Culture/Literature, Professional and Spanish Education (including Spanish teaching minors) concentration are required to study (or work for pay or credit) abroad for at least one month in a Spanish-speaking country. Study abroad in a Spanish-speaking country is not required of native and heritage speakers; however, they are encouraged to do so or to experience another culture through one of the University's other sites for study abroad. Students who have extreme circumstances that prevent them from participating in study abroad may petition for alternative arrangements.

Spanish Minor Requirements (30 credits NOTE: The 30 credits include nine credits of prerequisite work in SPA 101, 102 and 203.

Prerequisite Course Requirements (9 credits). SPA 101, 102 and 203 or three years of high school Spanish.

Spanish Minor: Spanish Minor Course Requirements (21 credits):

Professional concentration: SPA 204, 222, 223, 227, 333, 334 and FLA 300.

Culture/literature concentration: SPA 222, 223, 227, 228, 333, 334, and one 300-/400-level elective.

Native or Heritage Speakers of Spanish Concentration: SPA 227, 228, 326, 373 or 483, 375 or 485, FLA 300 and one 300-/400-level elective.

Spanish for Professionals Certificate (21 credits): This certificate is available for Mount Mary undergraduates, post-baccalaureates, and non-degree seeking students with or without a Bachelor's degree. The following courses are required: SPA 101, 102 and 203 or three years of high school Spanish are prerequisites. The certificate requires SPA 204, 222, 223, and one elective above 223, all taken at Mount Mary.

Certificate in Spanish for Native/Heritage Speakers of Spanish (12 credits): SPA 227, 228, 326 and one elective at the 300-/400-level, all taken at Mount Mary.

Bilingual (English/Spanish) Education Minor: Early Childhood/Elementary, Elementary/Middle School or Middle/Secondary School (a minimum of 17 credits): SPA 326 or 227, 333, 334, 382/582 or EDU 324, 486/586, FLA 332/586. See the teacher education section of this bulletin for education courses and requirements. Middle School/ Secondary School majors must have a teaching major / content area (not Spanish). Study abroad beyond the minimum of 4 weeks is recommended for non-native speakers to insure adequate fluency. Non-native speakers may also need extra Spanish courses in order to acquire adequate fluency and a score of Mid-Advanced on the ACTFL exam in the language.

Spanish Courses

SPA 101 cm (g) Elementary Spanish I

3 credits

Introduces students to the four basic language skills of speaking, listening, reading and writing and to the culture of the Spanish-speaking world. No prerequisite or retroactive credits.

SPA 102 cm (g) Elementary Spanish II

3 credits

Continuation of Spanish 101. Prerequisite: SPA 101 or one year of high school Spanish. (Three retroactive credits awarded upon completion of the course with a final grade of B or better.)

SPA 201 cm Introduction to the Spanish Major

2 credits

Introduction to the field of Hispanic Studies with emphasis on exploration of career options and the knowledge and skills necessary for success in specific careers. Guidelines for portfolio preparation and concentrations within the major are included.

SPA 203 cm (g) Intermediate Spanish I

3 credits

Continuation of Spanish 102. Grammar instruction is on more advanced topics, and vocabulary focuses on topics needed to discuss content in the Spanish major/minor courses. Prerequisite: SPA 102 or two years of high school Spanish. (Six retroactive credits awarded upon completion of the course with a final grade of B or better.)

SPA 204 cm (g) Intermediate Spanish for Professionals

3 credits

Grammar review and specialized vocabulary and structures oriented to the various professions (business; medicine; social services, law enforcement and education) to allow communication with patients and clients at a basic level. Active participation in discussion and/or role-playing to develop the skills necessary to function in everyday situations with Spanish-speaking patients and clients. Prerequisite: SPA 203 or 3 years of high school Spanish. (Nine retroactive credits awarded upon completion of the course with a final grade of B or better.)

SPA 211 Retroactive Credit

3-15 credits

Please see the retroactive credit section of this bulletin for the University's retroactive credit policy.

SPA 222 cm (g) Spanish Composition

3 credits

Grammar review and practice of individual and group expression in written form, designed to assist the student in improving skills in Spanish. Prerequisite: SPA 204 or four years of high school Spanish. (Twelve retroactive credits awarded upon successful completion of the course with a final grade of B or better.)

SPA 223 cm (g) Conversation in Spanish

3 credits

Individual and group expression in oral form, designed to assist the student in improving speaking skills and fluency in Spanish. Prerequisite: SPA 204 or four years of high school Spanish. (Twelve retroactive credits awarded upon successful completion of the course with a final grade of B or better.)

SPA 227 fa (g) Introduction to Hispanic Civilization and Culture **3 credits**

Introduction to the civilization and culture of the various Spanish-speaking peoples, including those in Spain, Latin America, and the United States. Prerequisite: SPA 222 and/or 223 or five years of high school Spanish. (15 retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 228 lit (g) Introduction to Hispanic Literature **3 credits**

Introduction to literature written in Spanish, including prose, poetry and drama. Texts by both Spanish and Latin American authors. Prerequisite: SPA 222 and/or 223 (recommended: SPA 227) or five years of high school Spanish. (15 retroactive credits awarded upon completion of the course with a final grade of B or better.)

SPA 326 The Hispanic-American Experience **3 credits**

A Spanish for Spanish-Speakers course. An exploration of the internal and external historical, cultural and political experiences which form the life of the present day Hispanic-American. Emphasis will be on the Mexican-American, Puerto Rican and Cuban American experiences. Intensive focus on grammar and writing, especially spelling and accent marks to assist students whose first language is Spanish with writing at the college level. (Fifteen retroactive credits upon successful completion of the course with a grade of B or better.)

SPA 332 Advanced Conversation **2 credits**

Individual and group expression in oral form, designed to assist the student with making oral presentations for academic and professional purposes and to participate in small group communication as a professional. (Prerequisite, SPA 222 & 223; no prerequisite for Native/Heritage Speakers) (Fifteen retroactive credits upon successful completion of the course with a grade of B or better.)

SPA 333/533 cm Spanish Phonetics **3 credits**

Introduction to the basic terminology and concepts of linguistics and phonology, with more detailed study of the sound system of the Spanish language and a comparison of Spanish and English phonetic structures. Includes study at an introductory level of applied linguistics and second language acquisition. Prerequisite: SPA 222 and 223; open only to students with previous college-level Spanish.

SPA 334/534 cm Syntax **3 credits**

Introduction to basic terminology and concepts of syntax and morphology, with more detailed study of Spanish grammar and a comparison of Spanish and English morphemes and syntactic structures. Includes study at an introductory level of second language acquisition and applied linguistics. Prerequisite: SPA 222 and 223; open only to students with previous college-level Spanish.

SPA 335 Advanced Composition **3 credits**

Practice at the advanced level of written expression for academic purposes (grad school preparation research papers), for professional purposes (business correspondence, medical reports, etc.) and for enjoyment (creative writing, film reviews, etc.). (Prerequisite: SPA 222 & 223, SPA 333 & 334 are recommended. No prerequisite for native or heritage Spanish speakers.)

SPA 373/573 lit Survey of Latin American Literature**3 credits**

Survey of the best work in prose and poetry of Latin American authors and a study of the influence of their work.

Prerequisite: SPA 228.

SPA 375/575 fa (g) Latin American Civilization**3 credits**

Manifestations of the history, arts, religion, geography, and sociology of Latin American countries. Prerequisite: SPA 227.

SPA 382/582 Teaching Reading, Writing, and Content Areas in Spanish**2 credits**

An introduction to the theoretical reasons for using a phonics approach to teaching beginning reading skills and writing skills in Spanish as well as appropriate methods to use. An exploration and practice of the many methods of moving beyond the phonics approach in teaching reading and writing skills in Spanish.. Prerequisite: Attainment of the advanced proficiency level of ACTFL in all four language skills.

SPA 475 Current Issues in Latin America**3 credits**

Intensive consideration of selected current issues in Latin America. Through readings and discussion students will come to a better understanding of the historical and contemporary forces which are impacting some of the developments in Latin America. Permission of instructor required.

SPA 483/583 lit Survey of Spanish Literature**3 credits**

Survey of the best work in prose and poetry of Spanish authors and a study of the development of Spanish literature. Prerequisite: SPA 228.

SPA 485/585 fa (g) Civilization of Spain**3 credits**

Influences and tendencies prevalent in Spanish history, arts, philosophy, sociology, and religion. Prerequisite: SPA 227.

SPA 486/586 Bilingualism/Biculturalism**2 credits**

An introduction to first and second language acquisition theories, with focus on the acquisition of Spanish and English. Methods of appropriate assessment for bilingual students in both language and content areas will be examined. Strategies for accelerating the acquisition of ESL or SSL will be explored.

SPA 487/587 Studies in Literature**3 credits**

Specialized focus course to allow students to explore in more depth one or several Spanish or Latin American authors or the development of one particular genre. Prerequisite: SPA 228.

SPA 495 Special Topics in Spanish**2-4 credits**

Course title and subject matter vary according to student need and interest. Specific topic (in language, literature, or civilization) announced before semester registration. Advanced standing in Spanish required. May be repeated with a different topic.

SPA 396-496 Independent Study in Spanish**1-4 credits**

For the advanced student of Spanish: offered by the instructor as a readings course or individual research project according to the discretion of the instructor and/or the needs and interests of the student.

SPA 460 Senior Project**2 credits**

The senior seminar for Spanish majors. Portfolio of all studies in the major. Culminates in a written and an oral exposé of the student's portfolio, and essay on culture before the department faculty and college community. Additional independent learning hours outside of class may be required of students.

SPA 498 Internship**1-4 credits**

For the Spanish major, an enhancement of the educational experience through placement with a cooperating agency, business, institution, or industry. Nature of the assignment, type of experience, number of credits, and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor, and the academic advisor. Required for the Spanish major with the professional concentration and the Spanish for Native/Heritage Speakers concentration. May be repeated for up to 8 credits.

Other Courses in World Languages**American Sign Language Courses****ASL 101 cm Elementary American Sign Language I****3 credits**

Introduction to the natural acquisition of American Sign Language through practice in signing on everyday communication topics. Aspects of deaf culture incorporated into class activities as appropriate to content. No prerequisite.

ASL 102 cm Elementary Sign Language II**3 credits**

Continuation of ASL 101. Prerequisite: ASL 101 or permission of instructor. (Three retroactive credits awarded upon completion of the course with a final grade of B or better.)

German Courses**GER 101 cm Elementary German I****3 credits**

Intensive practice of basic patterns to enable the student to understand, speak, read and write simple contemporary German. No prerequisites.

French Courses**FRE 100 cm (g) Introduction to French Language and Culture****2 credits**

Cultural orientation and fundamentals of grammar and pronunciation needed by professionals for communication in French at a basic level. Specialized vocabulary and structures oriented to the professions, and active participation to develop the skills necessary to function in everyday situations. Required of students participating in study abroad programs in France, unless they have had previous French study. Open ONLY to students on France study abroad programs. In conjunction with the study abroad component, this course fulfills both the world language course and global competency requirements.

FRE 101 cm (g) Elementary French I**3 credits**

Introduction to French and francophone culture. Aural-oral practice, grammar, writing and reading. No prerequisites or retroactive credits.

FRE 102 cm Elementary French II**3 credits**

Continuation of French 101. Prerequisite: FRE 101 or one year high school French. (Three retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 203 cm Intermediate French I**3 credits**

Thorough grammar review and continued development of oral and written proficiency through vocabulary and cultural information. Active participation in discussion and/or role-playing to develop the skills necessary to function in everyday situations with French-speaking peoples. Prerequisite: FRE 102 or two years high school French. (Six retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 204 cm Intermediate French II**3 credits**

Continuation of French 203. Prerequisite: FRE 203 or three years high school French. (Nine retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 211 Retroactive Credit**3-15 credits**

Please see the retroactive credit section of this bulletin for the University's retroactive credit policy.*

FRE 222 cm French Composition**3 credits**

Grammar review and basic composition in French, with ongoing development of appropriate oral skills. Prerequisite: FRE 204 or four years high school French. (Twelve retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 223 cm French Conversation**3 credits**

Practice in oral expression and presentation, both formal and informal. Grammar review and composition as needed to support oral skill development. Prerequisite: FRE 204 or four years of high school French. (Twelve retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 227 fa Introduction to Francophone Civilization and Culture**3 credits**

Introduction to the geography, civilization, and culture of the French-speaking peoples, including those in Africa, Europe and North America. Prerequisite: FRE 222 and/or 223 or five years of high school French. (Fifteen retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 253 lit Introduction to Francophone Literature**3 credits**

Development of reading skills, interpretation and stylistic analysis (oral and written) on the elementary level. Selections range from classical to modern from various francophone areas. Prerequisite: FRE 222 and/or 223 or five years of high school French. (Fifteen retroactive credits awarded upon completion of the course with a final grade of B or better.)

FRE 276 lit French Literature in Translation**3 credits**

Representative readings in French literature (read in English) revolving around a central theme to be chosen by the instructor or upon the request of interested students. Texts, films and/or speakers depend on the theme. No prerequisites or retroactive credits.

FRE 305 cm French Phonetics**3 credits**

Study of the French sound system, with intensive practice on pronunciation, patterns of intonation and stress and phonetic transcription. Prerequisite: FRE 222 and 223.

FRE 306 cm French Linguistics**3 credits**

Study of basic linguistic theory (morphology and syntax) as applied to French and of the history of the French language. Comparison of French and English syntactic structures. Prerequisite: FRE 222 and 223.

FRE 333 lit Great Writers

3 credits

Major works in French literature from the Middle Ages to the 20th century. Emphasis on the social, philosophical and historical background as necessary to understand the period, author and work. Prerequisite: FRE 253.

FRE 366 fa French Civilization and Culture

3 credits

Study and discussion of significant aspects of francophone culture, past and present. Prerequisite: FRE 227.

Italian Courses

ITA 101 cm (g) Elementary Italian I

3 credits

Introduces the student to the four basic language skills of speaking, listening, reading and writing. No prerequisites and no retroactive credits.

ITA 102 cm Elementary Italian II

3 credits

Continuation of ITA 101. Prerequisite: ITA 101 or equivalent. (Three retroactive credits awarded upon completion of the course with a final grade of B or better.)

International Studies

The International Studies major is designed to help students develop the skills required to compete in an increasingly global society. In addition to world language study and a study abroad experience, the major requires courses in business and the social sciences. Minors frequently associated with the International Studies major include business, history, political science, or a second foreign language depending on the student's career interest. This interdisciplinary major in International Studies requires a concentration in Spanish or English as a Second Language (the latter for international students only). The concentration in Spanish includes most of the major in the language and other requirements of the Spanish major (proficiency level and study abroad) also apply.

The International Studies major creates a broad range of career opportunities including: government service, international business, international law, diplomatic service, international education, travel industry, intercultural communication, translating/interpreting, and graduate study in a variety of fields.

A minor is also available and the minor requires some of the courses from the major and only one semester of language study instead of an entire language major/concentration within it.

International Studies Major Requirements: 74 credits for International Studies/Spanish and 48 credits for International Studies/ESL; 2.50 GPA; world language study; study abroad, computer competency and a concentration in Spanish or English as a Second Language (ESL, for international students only).

Course Requirements for International Studies Major (36 credits): ANT102; BUS 301, 302, 303; COM 235; GEO 310; three credits from HIS 260, 270, 275, or 280; HUM 386, IST 200, 400; 3 credits in political science and one of the following concentrations:

International Studies: Spanish Concentration (39 credits): SPA 101, 102, 203, 204, 222, 223, 227, 228, 333, 334, 375, 485 and FLA 460.

Note: Students in the International Studies/Spanish major who enter the University with 4 years of high school Spanish or 4 semesters of the language at another college/university, will not need to take SPA 101, 102, 203, and 204.

International Studies: ESL Concentration (12 credits): COM 231, 232, ENG 130 and ENG 307.

Note: Only international students may major in International Studies/ESL.

International Studies Minor (26-27 credits): ANT 102, BUS 301 or 302, BUS 303, COM 235, GEO 310, IST 200, IST 400 and one language course at the student's placement level (this language may not be American Sign Language).

International Studies Courses

IST 100 Study Abroad Orientation

1 credit

Required of students participating in Mount Mary University's January "winterim" or summer programs abroad. Orientation to the culture of the country of study, along with preparations for successful study abroad experiences. May be repeated with a change of topic. Offered the semester before a study program.

IST 200 Introduction to International Studies

3 credits

An examination of relationships among the world's cultures and nations. The role of the United States in its relationships with other cultures and nations will provide the focal point for this course.

IST 400 Senior Seminar: Contemporary International Issues

3 credits

Study of relationships among the world's cultures and nations and how they interact with one another in times of cooperation and conflict. This course relies on the disciplines of history, political science, and behavioral sciences. Among issues examined are: globalization, security, development, the environment, and social justice.

FLA 200 fa Global Cultures

3 credits

Examination of behavioral norms and values of non-U.S. cultures through representative films, along with reading, etc. Courses taught in English, films in a world language (French, German, Italian, Mandarin or Spanish) with English subtitles. May be repeated with change of topic.

FLA 300 (g) Introduction to Translation and Interpretation

3 credits

For the advanced student of French or Spanish. Introduction to the principles of written translation and oral interpretation. Includes instruction and practice in written translation of both literary and technical/commercial texts and oral interpretation in professional situations and dubbing of film or other audiovisual material. Prerequisite: FRE 305 AND 306 or SPA 333 AND 334 or the equivalent.

FLA 332/532 Teaching English as a Second Language

3 credits

Study of methods, practice and materials for the teaching of English as a second language. Emphasis will be placed on the teaching of ESL in the K-12 school system. This course is open to any student who has studied a foreign language at least one year in college and who is interested in teaching ESL or EFL. This is a required course for Bilingual Education majors.

FLA 460 Senior Project

3 credits

The senior seminar for Spanish majors. Independent research project on some aspect of Spanish language or Hispanic literature/culture. Portfolio of all studies in the major due at midterm. Culminates in a written and an oral exposé_ of the student's portfolio, research project and essay on culture before the department faculty and college community. Additional independent learning hours outside of class are required of students.

FLA 495/595 Special Topics in Teaching ESL/ Bilingual Students **1-4 credits**

Course title and subject matter vary according to advanced students needs and interest. Specific topic announced before semester registration, however, the topics are chosen from the following:

Parent and Community Involvement in Bilingual Education

Development of means to involve parents effectively in students' educational program. Exploration of the variety of community agencies, services, values, and social structures in the students' home experience and reflection.

Adolescent and Children's Literature and Information Sources in Spanish and English

Examination of a variety of books, media, and internet resources that would be of interest to the bilingual child. Development of means of determining appropriateness of material according to the student's cognitive and developmental stage and the cultural standards of the community.

Professional Development in ESL/Bilingual Education

Preparation of a professional portfolio with reflective commentary that demonstrates the knowledge, performance proficiencies, and dispositions of the seven standards. Explain the resources available and appropriate for ongoing professional development.

School of Natural and Health Sciences

Dietetics

The Dietetics Department offers a Coordinated Program in Dietetics (CP) that is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. Dietetic courses in the CP combine classroom experiences with supervised practice in community, management and clinical dietetics; therefore a separate internship is not needed to be eligible to take the national registration exam for dietitians. To be eligible to apply for the CP students must have a minimum grade point average of 3.0 for courses required for the major and earn a minimum grade of "C" in all major courses. No more than two courses required for the major may be retaken to obtain a "C" grade.

Students apply for admission to the program in the spring semester of the sophomore year. A maximum of 19 students are admitted for each of the junior and senior years. Once admitted, students must maintain the grade point average in the major courses and exhibit professional behavior as determined by the Professional Development Assessment. Documentation of a physical examination and a background check are required during the junior and senior years. Supervised practice affiliation fees are assessed.

The Coordinated Program is also open to those students with previous bachelor's degrees including men. The student may earn a second degree or complete the program for certification. A minimum of 44 credits is required to complete the program.

Upon satisfactory completion of the CP the student obtains a Verification Statement making him or her eligible to take the national examination to become a Registered Dietitian and for active membership in The Academy of Nutrition and Dietetics. Registered dietitians are eligible for certification in the State of Wisconsin.

Pre-college competencies include high school biology, chemistry, math including algebra and plane geometry and basic computer usage skills.

Students have the option of taking a medical terminology course or a departmental medical terminology exam to demonstrate competency in this area.

Dietetics Major Requirements: 94 credits; 3.0 GPA in the major; minimum grade of "C" in courses for the major; proof of physical exam and background check in junior and senior years.

Dietetics Major Course Requirements (91Credits): SOC 101; PSY 103; BIO 100, 212, 325; CHE 113, 206; MAT 208; BUS 301 and 362; DTS 152, 190, 201, 202, 250, 340, 354, 362, 364, 463, 464, 465, 469, 470, and 475.

Dietetics Courses

DTS 152 The Profession of Dietetics

1 credit

An introduction to the dietetics profession including its history, current practice, future practice trends and career options. Requirements to become a registered dietitian (RD) and maintain RD status with a focus on the Coordinated Program in Dietetics. Lectures, discussions and guest speakers. Required of all dietetics majors. No prerequisites.

DTS 190 Food Preparation and Meal Management**3 credits**

Introduction to food preparation and healthy meal planning for the home setting including use of recipes, measurements, culinary techniques, safety, and aesthetics. Emphasis on developing an appreciation for the presentation, taste and enjoyment of food. Course culminates in a festive class event incorporating ethnic foods. Lecture and laboratory. Some off campus travel. No prerequisites. Fee.

DTS 201 Food Science**3 credits**

Introduction to the scientific principles underlying food preparation. Comprehensive studies of food selection, preparation and composition including evaluation of prepared products, recipe modifications and food demonstrations. Lecture and laboratory. Fee. Prerequisites: DTS 190, CHE 206.

DTS 202 Foodservice Sanitation and Safety**1 credit**

Completion of the National Restaurant Association SERVSAFE Certification Program. Prerequisite DTS 190.

DTS 250 Nutrition Principles**4 credits**

Overview of the scientific basis of a healthy diet emphasizing personalized application of theory through discussion, case studies and use of nutrient analysis software. Content includes the most recent dietary guidelines, the energy-yielding nutrients, regulation of digestion and absorption, metabolism, energy balance, vitamins and minerals. New research is highlighted throughout the course. Prerequisites: DTS 190; CHE 206; BIO 212. Fee.

DTS 340 Dietetic Education & Counseling Strategies**3 credits**

Overview of the theories and skills employed by dietetics practitioners for effective oral and written communication, education and counseling with cultural sensitivity. Lecture, presentations, video simulations, and written projects. Prerequisites: DTS 201; 250; PSY 103.

DTS 354 Applied Nutrition**3 credits**

The application of normal nutrition concepts to life cycle stages, emphasizing disease prevention and health promotion. Introduction of nutrition screening and assessment techniques. Prerequisite: DTS 250.

DTS 362 Quantity Food Procurement and Production**4 credits**

Theory and application of quantity food production and procurement including food merchandising the Hazard Analysis Critical Control Point (HACCP) system and use of the menu for preparing safe, high quality food to large numbers of people. Prerequisites: DTS 201, 250; BUS 362. Fee.

DTS 364 Medical Nutrition Therapy I**4 credits**

Introduction to the study of medical nutrition therapy with the application of the nutrition care process to individuals including group education in longterm care and acute care settings. Prerequisites: Completion of self directed medical terminology unit with passage of exam or a medical terminology course prior to course entry. DTS 340, 354; CHE 206; BIO 212. Fee.

DTS 463 Food and Nutrition Systems Management**4 credits**

Application of management principles to foodservice operations and nutrition services including leadership, finance, quality control, human resources, negotiation, factors affecting foodservice design and equipment selection, and disaster preparedness. In-service education programs and field experiences are conducted by student dietitians at local

institutions. Extended hours outside of scheduled class hours are required at times to gain managerial experience in catering and group feeding. Prerequisites: DTS 340 and 362.

DTS 464 Medical Nutrition Therapy II

5 credits

Continuation of the in-depth study of medical nutrition therapy for increasingly complex pathophysiological states; self-direction and prioritizing of time is stressed. Prerequisites: DTS 364. Fee.

DTS 465 (g) Community Nutrition

4 credits

Introduction to community nutrition assessment, program planning, implementation and evaluation from an epidemiologic approach. Impact of policy, legislation and advocacy on availability of programs, services and resources addressing food security, disease prevention, health promotion and nutritional status. Application of skills in relating to diverse populations through nutrition education presentations and other activities in the community. Prerequisite: DTS 340, DTS 354.

DTS 469 Seminar in Dietetic Practice

2 credits

Reflection on supervised practice experiences, preparation for the Registration Examination, professional development, interviewing and employment, and documentation of service learning and service to a professional organization. Professional portfolio preparation. Didactic complement to DTS 475. Prerequisites: DTS 463, 464 and 465.

DTS 470 Community Nutrition Research

3 credits

Analysis of current nutrition research using basic principles of epidemiology and statistics. Design and conduct a research project. Analyze data and report results. Prerequisites: DTS 465.

DTS 475 Supervised Practice in Dietetics

12 credits

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in medical nutrition therapy, foodservice management and community/consumer nutrition. Supervised practice sites may include: hospitals, nursing homes, schools, clinics, and a wide variety of community and alternative opportunities for dietitians. Forty-hour weeks are required throughout the semester. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 463, 464, 465.

Graduate Program in Dietetics

Mount Mary University has a graduate program that offers a Master of Science degree in Dietetics. The mission of the Graduate Program in Dietetics is to strengthen the academic background and critical thinking skills of dietitians so that they may excel as practitioners in a variety of settings. Upper level, high achieving undergraduates may be eligible to take certain graduate dietetics courses.

Courses are offered during evening and weekend hours to permit employed students to attend. Classes are scheduled for the university's regular terms starting in August and January.

Program requirements and course descriptions are included in the Graduate Bulletin, available from the Office for Graduate Education. For more information, contact the Office for Graduate Education, located in Notre Dame Hall room 152, (414-256-1252) Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597.

Mathematics

The mission of the Mathematics Department reflects the Mount Mary University mission in its commitment to excellence in teaching and learning with an emphasis on critical thinking. The department promotes analytical and quantitative thinking through courses offered in its curricula and in support of other programs. The major programs are designed to prepare students for successful careers requiring a strong foundation in mathematics, mathematics teaching at the secondary level, or for graduate study.

The department offers majors in mathematics and early adolescence/adolescence mathematics teaching. Minors in mathematics, mathematics for early childhood/middle childhood education and for middle childhood/early adolescence education are also offered.

Students intending to major or minor in mathematics should contact the department chair during the second semester of the first year. In order to pursue a program, a student must make a formal application to the department and be approved by the department chair. Requirements for admission and retention are a cumulative grade point average of 2.0 and a grade point average of 2.5 in major or minor courses. Transfer students declaring a major in mathematics must complete at least three courses at the 300 level or above in the department. Transfer students declaring a minor in mathematics must complete at least two courses in the department. A student majoring in mathematics must satisfy the assessment program of the department. For the University mathematics graduation requirements please see *Academic Policies/Graduation requirements*.

Mathematics Major Requirements: 32-36 credits; 2.0 overall GPA; 2.5 major GPA.

Mathematics Major Course Requirements (32-36 credits): MAT 251, 252, 261 or 325 and at least five electives selected from MAT 261, 301, 321, 325, 328, 331, 333, 343, 346, 347, 495, 496, 498.

Mathematics Education Major (Early Adolescence/Adolescence) Requirements: 36-38 credits; Praxis II Content Exam in mathematics; Education Department Requirements. (See the early adolescence/adolescence teacher education section for education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction rules.)

Mathematics Education Major (EA/A) Course Requirements (36-48 credits): MAT 251, 252, 301, 325, 331, 333, 343, 346 and one elective selected from MAT 203, 261, 321, 347, 495, 496 and EDU 324.

Mathematics Minor Requirements: 16-20 credits; 2.0 overall GPA; 2.5 minor GPA.

Mathematics Minor Course Requirements (16-20 credits): MAT 251, 252, 301 and at least two electives selected from courses beyond MAT 252.

Mathematics Minor for Middle Childhood/Early Adolescence Teacher Education Requirements: 27 credits; Education Department Requirement (See the teacher education section for education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction rules.)

Mathematics Minor for MC/EA Teacher Education Course Requirements (27 Credits): MAT 111, MAT 190, MAT 203, MAT 204, MAT 216, MAT 251, and EDU 315.

Mathematics Courses

MAT 052 Basic Math Skills

1 credit

Review of basic arithmetic operations involving whole numbers, integers, fractions, decimals, percent; introduction to ratio and proportion.

MAT 101 Prealgebra

3 credits

Topics include review of basic skills; solving equations and practical applications involving whole numbers, integers, fractions, decimals, percents, ratio, proportion, and measurement; graphing linear equations. May not be counted towards a major. Enrollment in this course is determined by the mathematics placement test or a "P" in MAT 052.

MAT 104 cm Contemporary Mathematics

3 credits

A survey of contemporary mathematics will be studied, used to reason quantitatively and make decisions about current and historic issues with an emphasis on social justice. Specific topics will be selected within the fields of management sciences, social choice, financial literacy, and statistics. Prerequisite: "C" or better in MAT 101 or placement in MAT105 or above.

MAT 105 cm Introductory Algebra

4 credits

Study of linear and quadratic equations, linear inequalities, absolute value equations; systems of equations and inequalities; factoring techniques; introduction to linear, quadratic, polynomial, rational, and radical functions and their graphs. A graphing calculator is required. Prerequisite: "C" or better in MAT 101 or a qualifying score on the mathematics placement test.

MAT 111 cm College Algebra

4 credits

Topics include a review of fundamental concepts of algebra; algebraic equations and inequalities; system of equations and inequalities; functions and their graphs, polynomial, rational, exponential, and logarithmic; composition, inverses and combinations of functions; and conic sections. A graphing calculator is required. Prerequisite: A grade of "C" or better in MAT105 or a qualifying score on the mathematics placement test.

MAT 190 cm Pre-Calculus Mathematics

4 credits

Relations and functions; systems of linear and nonlinear equations and inequalities, polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs, trigonometric identities and equations, complex numbers and conic sections. A graphing calculator is required. Prerequisite: A grade of "C" or better in MAT 111, a qualifying score on the mathematics placement test, or department approval.

MAT 201 cm Mathematics for Early Childhood, Elementary and Middle School I 4 credits

Study of problem solving, basic concepts of sets, numeration systems, number theory, and the basic operations of whole numbers and rational numbers and their properties. Laboratory work and research-based methods of teaching course topics are included. Prerequisite: A grade of "C" or better in MAT105, and early childhood/elementary or elementary/middle education major, or departmental approval.

MAT 202 cm Mathematics for Early Childhood, Elementary and Middle School II 4 credits

Study of ratio and proportion, statistics, probability, geometry and measurement. Laboratory work and research-based methods of teaching course topics are included. Prerequisite: A grade of "C" or better in MAT 201 or departmental approval.

MAT 203 cm Concepts of Geometry**4 credits**

Intuitive and informal study of Euclidean geometry; historical and panoramic introduction to geometric ideas involving both the plane and space including symmetry and relationships in polygons and polyhedra, topics in motion geometry, similarity and measurement; technology is used to enhance the investigative approach in the course. Prerequisite: A grade of “C” or better in MAT 190 or departmental approval.

MAT 204 cm Concepts of Mathematics**4 credits**

Problem solving and the historical evolution of mathematical thinking underlie the entire course. Topics explore mathematics as patterns in number theory, mathematical infinity in set theory, mathematical symmetry in groups and rings, and counting processes in probability. Prerequisite: A grade of “C” or better in MAT 190 or departmental approval.

MAT 208 cm Statistical Literacy**3 credits**

Emphasizes statistical literacy and statistical thinking. From the *Guidelines for Assessment and Instruction in Statistics Education (GAISE) College Report*, statistical literacy has been defined as knowing what statistical terms and symbols mean, being able to read statistical graphs, and understanding fundamental ideas of statistics. Statistical thinking has been described as understanding the need for data, the importance of data production, and the concept of variability (ASA, 2005). The course serves Business Communications, Dietetics, and any other major seeking a basic understanding of statistics. Prerequisite: A grade of “C” or better in MAT105 or departmental approval.

MAT 216 cm Elementary Statistics**4 credits**

Elementary statistical topics: descriptive measures, probability and probability distributions, testing hypotheses, estimation, sampling, correlation and regression, chi-square. Prerequisite: A grade of “C” or better in MAT 111 or department approval.

MAT 251 cm Calculus I**4 credits**

Review of precalculus concepts; study of limits and continuity of functions, the derivative and its applications, the indefinite integral. A graphing calculator is required. Prerequisite: A grade of “C” or better in MAT 190 or department approval.

MAT 252 Calculus II**4 credits**

Continuation of MAT 251. Study of the definite integral and its applications; infinite series; an introduction to differential equations. A graphing calculator is required. Prerequisite: A grade of “C” or better in MAT 251 or department approval.

MAT 261 Calculus III**4 credits**

Continuation of MAT 252. Study of vectors, functions of many variables, partial differentiation, multiple integration, topics in vector calculus. Prerequisite: A grade of “C” or better in MAT 252.

MAT 301 Fundamental Concepts of Higher Mathematics**4 credits**

Definitions and nature of mathematics, mathematical logic and nature of proof, evolution of mathematical thought, role of mathematics in intellectual development, set theory, number systems of mathematics, countable and uncountable sets and relations. Prerequisite: A grade of “C” or better in MAT 251 or departmental approval.

MAT 321 Differential Equations**4 credits**

Study of methods for solving first and simple higher order differential equations, linear equations with constant coefficients, solution of linear systems, introduction of the Laplace transform, approximation methods, applications of differential equations, partial differential equations. Prerequisite: A grade of “C” or better in MAT 251 or department approval.

MAT 325 Discrete Mathematics

4 credits

A survey of discrete mathematics will be studied. Topics may include graph theory, cryptology, combinatorics, enumeration, and coding theory. Prerequisite: A grade of “C” or better in MAT 301 or department approval.

MAT 328 Numerical Analysis

4 credits

Study of the development and evaluation of methods for computing required numerical data. Topics include numerical solution of equations, finite differences, sums and series, interpolation and approximations, numerical differentiation and integration. Prerequisite: MAT 252 and 301 or department approval.

MAT 331 Abstract Algebra

4 credits

Properties of sets, relations, mappings; introduction and postulational approach to certain basic structures: groups, rings, integral domains, fields, field extensions; equivalence relations, isomorphisms and homomorphisms. Prerequisite: MAT 252 and 301 or departmental approval.

MAT 333 Linear Algebra

4 credits

Systems of equations and matrices, determinants, finite dimensional vector spaces, linear transformations, eigen values and eigenvectors, numerical aspects and applications of linear algebra. Prerequisite: MAT 252 or departmental approval.

MAT 343 Modern Geometry

4 credits

An axiomatic and transformational study of Euclidean geometry and its relation to other geometries: finite, projective, and non-Euclidean. Prerequisite: MAT 252 or departmental approval.

MAT 346 Introduction to Probability and Statistics

4 credits

Study of the organization and analysis of data, elementary probability, permutations and combinations, random variables, expectation, probability distributions, sampling, testing hypotheses. Prerequisite: MAT 252 or departmental approval.

MAT 347 Elementary Number Theory

4 credits

Properties of integers, divisibility, Euclidean algorithm and its consequences, primes, arithmetic functions, theory of congruencies, numbers in other bases, primitive roots. Prerequisite: MAT 252 or departmental approval.

MAT 495 Topics in Mathematics

4 credits

Subjects such as topology, history of mathematics, philosophy of mathematics, applications, modeling, discrete mathematics, or selected topics in mathematics not available in other courses. Prerequisite: MAT 261 or departmental approval.

MAT 496 Independent Study

2-4 credits

Individual investigations of topics or problems in mathematics not previously encountered. Prerequisite: MAT 261 or departmental approval.

MAT 498 Internship**2-4 credits**

Enhancement of the educational experience through placement with a cooperating agency, business, or industry. The nature of the assignment, type of experience, number of credits and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor and the academic adviser. Prerequisite: departmental approval.

Occupational Therapy

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

At the undergraduate level, occupational therapy prerequisites prepare students for early admission to the MSOT graduate program. Students complete the University core requirements and occupational therapy prerequisites in the first three undergraduate years (100 Credits) and begin the first professional year of the MSOT graduate program in their senior year. Students are awarded a Bachelor of Science Degree following the successful completion of seven months in the MSOT program (28 Credits). Students complete an additional 10 months focusing on professional skills and then participate in a University arranged fieldwork experience for six months, putting their knowledge into practice. Following fieldwork students complete a one-month culminating project and practice experience. Students who graduate in the MSOT program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

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

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

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

Admission to the occupational therapy graduate program is based upon academic preparation and personal skills appropriate to the demands of the occupational therapy profession. The admission policy specifies minimum criteria and procedures used to determine the eligibility of a candidate. Early admission may be granted to students who have earned 100 credits and have completed all prerequisite courses with specified grades. The cumulative grade point on the most recent 60 semester credits must be no less than 3.0. The department does not discriminate against any applicant because of race, religion, age, ethnic origin or disability. Reasonable accommodations will be used for admission of students with health issues that may affect performance of essential job functions in occupational therapy. Additional admission, retention and graduation criteria are stated in the Occupational Therapy Program Handbook.

Occupational Therapy Program Requirements: 92 Credits. B or higher in all occupational therapy courses; Fieldwork.

Occupational Therapy Program Course Requirements: BIO 211, BIO 212, PSY 103, PSY 214, OCT 101, OCT 201, SOC 101 or ANT 102, ENG 120, OCT 530, OCT 532, OCT 534, OCT 536, OCT 538, OCT 540, OCT 545, OCT 551, OCT 553, OCT 555, OCT 577, OCT 579, OCT 650, OCT 655, OCT 662, OCT 663, OCT 664, OCT 665, OCT 675, One advanced practice elective: OCT 682, OCT 684, OCT 686 or OCT 699; OCT 698A, OCT 698B, OCT 795, OCT 798.

Supporting Program Requirements:

Professional Skills

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

Online Learning

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

Course Fees

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

Fieldwork

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

The department and affiliated centers do not discriminate against any students because of race, religion, age, ethnic origin or disability. Reasonable accommodation will be used for students with health issues that may affect

performance of essential job functions in occupational therapy. Fieldwork sites require that students provide evidence of their health status and to meet all health requirements in order to protect the health of clients and employees. The student is responsible for obtaining the required tests and immunizations and for providing evidence of health status as requested. Fieldwork sites require a criminal background check to determine if there is a potential danger to clients. A felony conviction may prohibit a student from completing required Level I or II fieldwork in some settings. Level I fieldwork is completed in OCT 545 and OCT 655. Level II fieldwork is completed in OCT 698A and OCT 698B. Additional fieldwork guidelines are stated in the Occupational Therapy Program Handbook.

Culminating Project

The development of a culminating project under the guidance of a faculty advisor is required. The culminating project is an evidence-based case study that shows the impact of occupational therapy on the client's function and participation.

Professional Entry Certification and Licensing

Certification Exam

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

License to Practice

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

Occupational Therapy Courses

OCT 101 Orientation to Occupational Therapy

1 credit

Introduction to the theoretical and philosophical origins, practice areas, and client populations of occupational therapy.

OCT 201 Medical Terminology

1 credit

Overview of medical terminology used in health care.

NOTE: The following courses will be offered as the undergraduate program of study transitions to a master's preparatory program.

OCT 377 Health Care Research**2 credits**

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

OCT 455 Clinical Problem Solving Level I Fieldwork**2 credits**

Application of evaluation, treatment planning, and clinical problem solving skills. Emphasis on assisting the client to engage in occupations to support participation in daily life activities within rehabilitative and habilitative contexts. Includes 40 hours in a clinic. Prerequisites: OCT 463, 464.

OCT 462 Clinical Specialties: Physical Medicine**4 credits**

Examination of current theory and practice of occupational therapy in general medicine. Includes pathophysiology of the major body systems. Evaluation and intervention skills for various general medicine diagnoses, including burns, cardiac, cancer, pulmonary disorders and HIV. Universal precautions and blood-borne pathogens training fulfills clinic requirements. Application of theory reinforced through clinical lectures. Prerequisites: OCT 332, 334.

OCT 465 Clinical Specialties: Neurorehabilitation**2 credits**

Examination of current occupational therapy neurorehabilitation theories and techniques. Emphasis on applying evaluation and intervention skills. Laboratory sessions with hands-on application of advanced treatment techniques including neurodevelopmental treatment, proprioceptive neuromuscular facilitation, neurophysiological and Brunnstrom theories. Prerequisite: OCT 464.

OCT 475 (g) Professional Ethics and Practice**3 credits**

Examination of occupational therapy ethical guidelines and aspects of professional practice with application to clinical experiences, ethical dilemmas, professional responsibilities and regulation. Includes development of professional identity, awareness of a world view and its effect on practice, advocacy, consultation and collaboration with health care providers. Prerequisite: OCT 345.

See Graduate Bulletin for the following course descriptions:

OCT 530 Therapeutic Occupations 3 credits

OCT 532 Theoretical Principles 4 credits

OCT 534 Applied Kinesiology 4 credits

OCT 536 Neuroscience for Rehabilitation 2 credits

OCT 538 Psychosocial Conditions 2 credits

OCT 540 Therapeutic Skills 1 credit

OCT 545 Clinical Reasoning Level I Fieldwork 1 credit

OCT 551 Clinical Specialties: Psychosocial Practice 3 credits

OCT 553 Clinical Specialties: Pediatrics 2 credits

OCT 555 Clinical Specialties: Gerontology 2 credits

OCT 577 Health Care Research 2 credits

OCT 579 Health Care Management 2 credits

OCT 655 Clinical Problem Solving Level I Fieldwork 2 credits

OCT 663 Clinical Specialties: Physical Medicine 4 credits

OCT 663 Clinical Specialties: Orthopedics 4 credits

OCT 664 Clinical Specialties: Neuroconcepts 2 credits

OCT 665 Clinical Specialties: Neurorehabilitation 2 credits
OCT 675 Professional Ethics and Practice 3 credits
OCT 682 Advanced Treatment: Pediatrics 2 credits
OCT 684 Advanced Treatment: Worker Rehabilitation 2 credits
OCT 686 Advanced Treatment: Hand Rehabilitation 2 credits
OCT 699 Special Topics 2 credits
OCT 698A Level II Fieldwork 6 credits
OCT 698B Level II Fieldwork 6 credits
OCT 795 Culminating Project 3 credits
OCT 798 Culminating Practice 2 credits

Sciences

The Sciences Department of Mount Mary University unites the disciplines of Biology, Chemistry and Physics. This cooperative organizational format reflects the integral relationships among these sciences. The Sciences Department offers two majors: the Biology Major and the Chemistry Major. Within each major, a student may choose the General Sequence, the Health Sciences Sequence or the Education Sequence. A student works with a faculty academic advisor to choose a curriculum that prepares her for study and/or work after graduation. Students preparing to teach may select a Broad Field Science Major with a concentration in either Biology or Chemistry. The Sciences Department also offers the Biology Minor, the Chemistry Minor and two interdisciplinary minors: the Environmental Studies Minor and the Science Minor for elementary educators.

The science programs foster a collaborative learning environment that supports discovery-oriented courses. Small class size promotes active student learning through discussion, inquiry based laboratory experiences, problem based learning, and process oriented guided inquiry. The Department seeks to educate life-long learners to realize their potential through scientific literacy, critical and creative thinking, and the expression of ideas in an articulate manner. The science curriculum encourages students to develop leadership capability and integrity as a foundation for professional excellence.

Biology

The Biology Program offers courses designed to develop student appreciation of the various levels of organization and dynamic equilibrium within the individual organism and among living organisms of the biosphere. Biology courses emphasize data analysis and problem solving, along with broad scientific literacy, basic biological laboratory techniques and computer applications. The Biology Program stresses the importance of each student's role in making choices to prepare herself for a competitive future. The program offers the Biology Major, the Biology Minor and the Biology-Broad Field Science Major. Students majoring in Biology are advised to choose courses within the General Sequence, the Health Sciences Sequence or the Education Sequence. In the General Sequence, each student works with a Biology faculty advisor to choose elective courses that best match her post-baccalaureate goal. Students planning on continuing their education at a medical, dental, veterinary or other professional or graduate school should choose the Health Sciences Sequence. The Biology-Broad Field Science Major is a special major designed for students preparing to teach biology, chemistry, earth science or physics. Students choosing to double major in both Biology and Chemistry must complete the CHE-General sequence and either the BIO-General or BIO-Health Sciences sequence. Post-baccalaureate students wishing to pursue a Biology Major Certificate should contact the chair of the Sciences Department.

Application to the Biology Major is usually made during the first semester of the sophomore year or at the time a student enrolls in her second biology course at Mount Mary University. Biology majors must compile a portfolio of their work that demonstrates comprehension of science concepts, proficiency in the scientific method and skill in computer applications. Transfer students must complete at least one half of the credits necessary for the Biology Major or Minor at Mount Mary University. Courses taken more than five years ago may need to be repeated. Courses are offered on a regular rotation but some upper level courses are offered in alternating years.

Biology Major

Biology Major Requirements: (58-66 credits): 2.2 GPA in the major and 2.0 GPA overall. Grade point average and other requirements for students in the Biology Major-Education Sequence or the Biology-Broad Field Science Major are described in the Education Department section of this bulletin.

Biology Major-General Sequence Course Requirements (58 Credits): BIO 100, 102, 107, 214, 337, chose one from 442, 448 or 457, and sixteen elective credits with at least eight credits at the 300-400 level (choose from BIO 211, 212, 215, 216, 220, 256, 325, 340, 442, 448 or 457); MAT 216; CHE 113, 114, and eight elective credits from CHE 206, 216, 222, 333, 334, or 352.

Biology Major-Health Sciences Sequence Course Requirements (66 Credits): BIO 100, 102, 107, 214, 256, 325, 337, chose two from 442, 448, or 457, four elective credits from BIO 211, 212, 215, 216, 220, or 340; MAT 216; CHE 113, 114, 333, 334; PHY 201 and 202.

Biology Major-Education Sequence Course Requirements: Students wishing to teach at either the early adolescence or adolescence level must major in a subject area and complete the courses required for teacher certification. Biology majors preparing for middle/secondary teaching must complete the Biology General Sequence but EDU 200 Orientation to Teaching is substituted for BIO 107. Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Biology Broad Field Science Major for Early Adolescence/Adolescence Teacher Education Course Requirements (60 credits plus EDU coursework): BIO 100, 102; eight credits of BIO electives at 200 level or above (BIO 105 and 210 may not be included); eight credits of BIO electives at 300 level or above; CHE 113, 114, eight credits of CHE electives at 200 level or above (CHE 105, 112 and 206 may not be included); PHY 201 and 202; MAT 216 and 6 credits of earth science chosen from GEO 112, SCI 210 or SCI 305. Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Biology Minor Requirements: 19 Credits; 2.2 GPA in the minor and 2.0 GPA overall.

Biology Minor Course Requirements (19 credits): BIO 100, 102 plus 11 additional biology credits. (BIO 105 and 210 may not be included).

Biology Major Post-Baccalaureate Certificate: Students who have completed an undergraduate degree may choose to complete the requirements for the Biology Major as described above.

Biology Courses

BIO 100 sci Introductory Biology 1

4 credits

Introduction to Molecular and Cellular Biology

This foundational course explores the organization of living things from the molecular and cellular levels. Topics include the chemistry of biological molecules, cell structure and replication, energy flow, genetics, and current applications in biotechnology. The laboratory emphasizes data collection and analysis using relevant model systems. Fee.

BIO 102 sci Introductory Biology 2

4 credits

Introduction to Evolution and Ecology

This foundation course explores the evolution of the diversity of life and the ecology of living things. Topics include evolution and its mechanisms, energy flow within and between organisms, and the ecological organization of populations, communities, ecosystems, and the biosphere, and how evolution and ecology interact to produce the diversity of life. The laboratory emphasizes experimental design using model and natural systems. Fee.

BIO 105 sci Current Concepts in Biology

3 credits

A survey of the principles of biology provides the framework for understanding the problems faced by society. Topics include cellular and organismic reproduction, genetics, systems of the human body and evolution. Does not apply to the Biology Major or Minor.

BIO 107 Introduction to the Biology and Chemistry Majors

1 credit

Biology and chemistry majors explore the relevance of their coursework to their career options. Strategies for resume development and portfolio preparation are included.

BIO 211 Human Anatomy

4 credits

This course explores the relationship between anatomical form and function in the major body systems from the tissue level to the organization of the body plan. The laboratory combines the study of models and virtual body parts with dissection. Prerequisite: BIO 100. Fee.

BIO 212 sci Human Physiology

4 credits

This course explores how the function, regulation and integration of the major organ systems of the human body operate to maintain homeostasis and sustain life. The laboratory focuses on acquisition and analysis of physiological data. Prerequisite: BIO 100. Fee.

BIO 214 sci Zoology

4 credits

This course surveys the major phyla of invertebrate and vertebrate animals and provides an introduction to animal anatomy, physiology, ecology and evolution. The laboratory explores the diversity of animal forms. Prerequisite: BIO 100. Fee.

BIO 215 sci Botany

4 credits

This survey of the plant kingdom emphasizes the structure, function, development, heredity and evolution of seed plants. The laboratory explores the diversity of plant forms. Prerequisite: BIO 100. Fee.

BIO 216 sci (g) Environmental Science

3 credits

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. This is the foundation course for the Environmental Studies Minor. The course is taught using student centered learning and includes a laboratory. Fee. Crosslisted with CHE 216 and SCI 216.

BIO 220 sci Contemporary Environmental Issues**3 credits**

Through the study of cutting edge global environmental problems, students learn information and develop the analytical skills necessary to make informed personal and societal decisions about the environment.

BIO 325 sci Microbiology**4 credits**

Course themes include microbial cell biology, genetics, and the impact of microorganisms on humans. Emphasis is placed on epidemiology, emerging infections, and a global perspective of public health. Incorporates student centered active learning in classroom and laboratory settings. Prerequisite: BIO 100, CHE 113. Fee.

BIO 337 sci Genetics**4 credits**

The organization, inheritance and function of genetic information are explored from the molecular to the organismic and population levels. Topics include Mendelian principles, molecular genetics and the techniques used in modern molecular biology. The laboratory focuses on techniques relevant to molecular genetics. Prerequisite: BIO 100, CHE 114.

BIO 356 sci Developmental Biology**4 credits**

The creation of cellular diversity and form is explored through the processes and control of cellular differentiation. The emergence of living order is revealed in the patterns of orderly change from fertilization to organ formation. The laboratory emphasizes the development of model organisms. Prerequisite: BIO 100. Fee.

BIO 442 Advanced Microbiology**4 credits**

Selected public health issues are considered. Course involves detection, identification, and quantification of pathogenic microorganisms, including food borne pathogens and microorganisms affecting water quality. Emphasizes student centered active learning with laboratory work and a student research project. Prerequisites: BIO 100, 325, CHE 114. Fee.

BIO 448 Animal Behavior**4 credits**

This course is a survey of the interdisciplinary field of animal behavior. The course introduces students to basic concepts of behavior, emphasizing both proximate and ultimate explanations. The development and evolution of behavioral traits, as well as their adaptive significance are emphasized in an integrative approach focusing on animal examples. This course is cross-listed with PSY 448 Animal Behavior. Prerequisites: for BIO credits, BIO 100 and another 200 level or higher BIO course; for PSY credits, PSY 103 and PSY 214. Fee.

BIO 457 Ecology**4 credits**

This course examines modern concepts of ecology and explores ecosystem structure and function. It includes laboratory experience, off campus field work, and computer applications for data acquisition and statistical analysis. This is a Biology Major capstone course that culminates in a student research project. Student centered active learning experiences are emphasized. Prerequisites: BIO 100 and a second biology course, CHE 114. Recommended: MAT 216. Fee.

BIO 484 Special Topics in Biology**2-4 credits**

The content of this course varies to allow study in specialized areas of biology. This course may be repeated for credit with a change in topic.

BIO 296-496 Independent Study**1-4 credits**

An individual student explores some topic in biology, as either a readings course or as an undergraduate research project, according to the discretion of the instructor and the needs and interest of the student. Prerequisite: BIO 100 and sufficient background in biology. Permission of instructor and department chair required. Fee may be assessed.

BIO 498 Internship

2-4 credits

An individual student enhances the educational experience through placement with a cooperating agency, business, or institution that provides work-oriented experience in biology. Internships are individually designed to achieve and integrate academic and career goals. The nature of the assignment, type of experience, number of credits and evaluation procedure are to be stipulated in a statement of agreement involving the student, the on-site supervisor and the Mount Mary University academic adviser. Permission of department chair and faculty advisor required.

Chemistry

The Chemistry Program offers courses in the five main branches of the science: inorganic, organic, analytical, biochemical and physical. Chemistry courses emphasize data analysis and problem solving along with broad scientific literacy, basic chemical laboratory techniques and relevant computer applications. Laboratory experience with emphasis on instrumental methods is an integral part of chemistry courses. The program offers the Chemistry Major, the Chemistry Minor and the Chemistry-Broad Field Science Major. Students majoring in Chemistry are advised to choose courses within the General Sequence, the Health Sciences Sequence or the Education Sequence. Students interested in graduate school are encouraged to follow the General Sequence. Students planning on continuing their education at a medical, dental, veterinary or other professional school should choose the Health Sciences Sequence. Students choosing to double major in both Biology and Chemistry must complete the CHE-General sequence and either the BIO-General or BIO-Health Sciences sequence. Post-baccalaureate students wishing to pursue a Chemistry Major Certificate should contact the chair of the Sciences Department.

Application to the Chemistry Major may be made after completion of CHE 114. Chemistry majors must compile a portfolio of their work that demonstrates comprehension of science concepts, proficiency in the scientific method and skill in computer applications. Transfer students must complete at least one half of the credits necessary for the Chemistry Major or Minor at Mount Mary University. Courses taken more than five years ago may need to be repeated. Courses are offered on a regular rotation but some courses are offered in alternating years or as needed.

Chemistry Major Requirements: 54-56 credits; 2.2 GPA in the major and 2.0 GPA overall. Grade point average and other requirements for students in the Chemistry Major-Education Sequence or the Chemistry-Broad Field Science Major are described in the Education Department section of this bulletin.

Chemistry Major-General Sequence Course Requirements (56 credits): CHE 107, 113, 114, 222, 333, 334, , 352, 441, 442; two to four credits of independent work (CHE 396, 398, 496, or 498); BIO 100; MAT 251; 252; PHY 201 and 202.

Chemistry Major-Health Sciences Sequence Course Requirements (54-56 credits): CHE 107, 113, 114, 222, 333, 334, 352, 435 and two credits from CHE 216, 296, 396, 398, 496, or 498; BIO 100, 102, 212, 337; PHY 201 and 202. Pre-veterinary students also take BIO 214.

Chemistry Major-Education Sequence Course Requirements: Students wishing to teach at either the early adolescence or adolescence level must major in a subject area and complete the courses required for teacher certification. Chemistry majors preparing for middle/secondary teaching must complete the courses (54-56 credits) for

the Chemistry Health Sciences Sequence, with the substitution of EDU 200 Orientation to Teaching in place of CHE 107. Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Chemistry - Broad Field Science Major for Early Adolescence/Adolescence Teacher Education: This special major is designed for students preparing to teach biology, chemistry, earth science or physics. Students complete 60 credits of required courses: 24 credits of chemistry (CHE 113, 114, 333, 334, and 352 plus either CHE 216 or 222; CHE 105, 112 and 206 may not be included); 16 credits of biology (BIO 100, 102 and 8 more credits, with at least four credits above the 200 level in biology courses that apply to the Biology Major; BIO 105 and 210 may not be included); 8 credits of physics (PHY 201 and 202); 6 credits of earth science chosen from GEO 112, PHY 210, 211 or SCI 305; and a statistics course (MAT 216). Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Chemistry Minor Requirements: 19 credits; 2.2 GPA in the minor and 2.0 GPA overall.

Chemistry Minor Course Requirements: CHE 113, 114, 333, 334, plus one of the following: CHE 216, 222 or 352.

Chemistry Major Post-Baccalaureate Certificate: Students who have completed an undergraduate degree may choose to complete the requirements for the Chemistry Major as described above.

Chemistry Courses

CHE 105 sci Chemistry and Society

3 credits

This course for non-science majors uses lecture and student centered learning to increase awareness and appreciation of how chemistry affects everyday life. Does not apply to the Chemistry Major or Minor.

CHE 107 Introduction to the Biology and Chemistry Majors

1 credit

Biology and chemistry majors explore the relevance of their coursework to their career options. Strategies for resume development and portfolio preparation are included.

CHE 112 Introduction to Chemistry

1 credit

This course in the fundamentals of chemistry is designed for students who have not completed high school chemistry or its equivalent. Students must be enrolled concurrently in CHE 113. Prerequisite: MAT 101. Does not apply to the Chemistry Major or Minor.

CHE 113 sci General Chemistry 1

4 credits

This course includes dimensional analysis, atomic structure, chemical bonding, stoichiometry, physical states of matter, energy relationships, periodic table, atomic and molecular structure and solutions. The laboratory complements the course topics. Prerequisites: (1) high school chemistry or concurrent enrollment in CHE 112 and (2) MAT 101. Fee.

CHE 114 sci General Chemistry 2

4 credits

The chemistry of metals and nonmetals, kinetics, chemical and aqueous equilibria, free energy relationships, electrochemistry, nuclear chemistry and chemistry of the transition metals are included in the course. Qualitative analysis included as part of the laboratory work. Prerequisite: CHE 113. Fee.

CHE 206 sci Organic and Biochemistry

4 credits

This course studies major organic functional groups by analyzing their structures, properties, and reactions. It also includes important biochemical molecules and analyzes their structures, properties, reactions, and metabolism in humans. The course is taught using student centered learning and includes a laboratory. Prerequisites: CHE 113 and BIO 100. Fee.

CHE 216 sci (g) Environmental Science

3 credits

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. This is the foundation course for the Environmental Studies Minor. The course is taught using student centered learning and includes a laboratory. Fee. Crosslisted with BIO 216 and SCI 216

CHE 222 sci Instrumental Quantitative Analysis

4 credits

The fundamental theory of analytical chemistry is covered through the exploration of the methods with an introduction to electrochemical and spectrophotometric techniques and separations. The laboratory complements the course topics. Prerequisite: CHE 114. Fee.

CHE 333 sci Organic Chemistry I

4 credits

Modern theories of bonding, stereochemistry, synthesis and reaction mechanisms are included. Organic synthesis is described from a mechanistic perspective. The chemistry of aliphatic hydrocarbons and their functional group derivatives are included. The laboratory covers basic organic manipulations such as distillation, recrystallization, IR spectroscopy and some simple synthesis. Prerequisite: CHE 114. Fee.

CHE 334 sci Organic Chemistry II

4 credits

This course is a continuation of CHE 333. An extension of the chemistry of the remaining aromatic, mono- and poly-functional compounds, bonding, stereochemistry, mechanisms, synthesis, applied spectroscopy, heterocycles and natural products are included. The laboratory includes synthesis, instrumental application, organic qualitative analysis and a student research project. Prerequisite: CHE 333. Fee.

CHE 352 sci Biochemistry

4 credits

This course is an introduction to the chemistry of carbohydrates, lipids, and proteins and includes the metabolism and synthesis of these biological molecules. Some non-human biochemistry, e.g., photosynthesis, is also covered. Student centered learning is used throughout the course. Prerequisites: CHE 333 and BIO 100.

CHE 435 Inorganic Chemistry

3 credits

This course includes atomic structure, covalent molecular substances, main group elements, organometallic chemistry, solid state materials, transition elements and coordination chemistry. Prerequisites: CHE 222 and 333.

CHE 441 Physical Chemistry I

4 credits

This semester focuses on thermodynamics and kinetics with the treatment of equilibrium in chemical systems. Topics include kinetic theory of gases, classical and statistical thermodynamics, phase equilibria, reaction rates and mechanisms. Laboratory experiments illustrating the principles of physical chemistry are included. Prerequisites: CHE 222; MAT 251 and 252; PHY 201 and 202. Fee.

CHE 442 Physical Chemistry II

4 credits

This course is a continuation of CHE 441 and focuses on quantum chemistry and spectroscopy. Laboratory experiments illustrating the principles of physical chemistry are included. Prerequisite: CHE 441. Fee.

CHE 484 Special Topics**2-4 credits**

The content in this course varies to allow study in specialized areas of chemistry. This course may be repeated for credit with a change in topic.

CHE 296-496 Independent Study**1-4 credits**

An individual student explores some topic in chemistry, either as a readings course or as an individual research project, according to the discretion of the instructor and the needs and interests of the student. Prerequisites: CHE 113 and 114 and sufficient background in chemistry. Permission of instructor and department chair required. Fee may be assessed.

CHE 398-498 Internship**2-4 credits**

An individual student enhances the educational experience through placement with a cooperating agency, business or institution that provides work-oriented experience in chemistry. Internships are individually designed to achieve and integrate academic and career goals. The nature of the assignment, type of experience, number of credits and evaluation procedure are to be stipulated in a statement of agreement involving the student, the on-site supervisor and the Mount Mary University faculty advisor. Permission of the instructor and department chair required.

Interdisciplinary Science Courses**SCI 100 sci Search for Solutions****3 credits**

This laboratory course integrates the natural sciences of biology, chemistry and physics in the process of problem solving. It is designed to strengthen understanding and skills in a laboratory setting. Fee.

SCI 208 sci Modern Science**3 credits**

This course presents an interdisciplinary and integrated study of the basic concepts of biology, chemistry, physics and environmental science. Scientific inquiry, problem solving and data analysis are emphasized.

SCI 210 sci Earth and Space**3 credits**

This course explores the interactions of land, water and atmosphere that contribute to the earth's weather and investigates the position of planet earth in the solar system and the universe.

SCI 216 sci (g) Environmental Science**3 credits**

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. This is the foundation course for the Environmental Studies Minor. The course is taught using student centered learning and includes a laboratory. Fee. Crosslisted with BIO 216 and CHE 216.

SCI 305 sci Natural Sciences Field Studies**3-4 credits**

Students learn about science and scientific processes in a field situation. The focus of the course varies with the location for the field studies. Fee.

SCI 307 sci (g) Field Studies in Costa Rica**3 credits**

A field course in Costa Rica to observe and investigate the ecological systems in the area. This course introduces students to the variety of habitats, the large biodiversity of these habitats, and a close look at some of the animals that live there. There is emphasis on the interrelationships of humans and other species. Students also gain some exposure to the history and culture of Costa Rica. Fee.

SCI 316 Environmental Studies Seminar**2 credits**

This is the capstone course for the Environmental Studies Minor. The student reflects on the roles played by individuals and society in the stewardship of natural resources. Prerequisite: completion of, or concurrent, internship experience.

Physics

The physics program provides courses that serve the needs of various majors and minors. As a basic science, Physics fulfills the sciences core requirement.

Physics Courses**PHY 105 sci Physics Today****3 credits**

This course explores the physical world from the perspectives of motion, matter, energy, light, sound, electricity and more in a teaching and experiential setting.

PHY 201 sci General Physics I**4 credits**

This course considers measurement, forces, equilibrium, statics and dynamics, properties of matter, heat and thermodynamics in both teaching and laboratory settings. Prerequisite: MAT 111. Fee.

PHY 202 sci General Physics II**4 credits**

This course considers wave motion, sound, light, optics, electricity, magnetism, and nuclear concepts in both teaching and laboratory settings. Prerequisite: MAT 111. Fee.

PHY 296-496 Independent Study**1-4 credits**

An individual student explores some topic in physics, either as a readings course or as an individual research project, according to the discretion of the instructor and the needs and interest of the student. Prerequisite: sufficient background in physics. Permission of instructor and department chair required. Fee may be assessed.

Preprofessional Studies

Preprofessional courses prepare students to enter schools of dentistry, law, medicine or veterinary science. Since acceptance into professional schools is very competitive, pre-professional students should be mindful of the many factors governing these admissions: high undergraduate academic achievement, some study specialization and acceptable scores on the prospective professional school's standardized admissions test. It is strongly recommended that preprofessional students acquire a copy of their prospective admissions examination manual early in their undergraduate career. They will thus be able to apprise themselves of the knowledge and skills required and plan their studies accordingly.

Premedical, Predental, Preveterinary

In most cases, medical, dental and veterinary schools select students with a liberal education who have majored and excelled in a field of interest while also demonstrating ability in several science courses, mathematics and English composition.

Students may major in any area but should have at least one year of each of the following laboratory sciences prior to attempting their admission examination: biology, general inorganic chemistry, organic chemistry and physics. Some schools recommend additional science courses along with mathematics, particularly calculus. Since these schools evaluate candidates on the basis of the first three years in college, students are encouraged to complete the requirements by the end of the junior year.

Nursing Program

Mount Mary, in affiliation with Columbia College of Nursing in Milwaukee, offers a Bachelor of Science in Nursing (BSN) degree. The BSN degree is a generalist degree providing students with the knowledge, skills and hands-on experience needed for daily patient care. The generalist degree allows students to pursue a variety of career paths and seek continuing education.

Students learn the textbook and clinical knowledge necessary to be a successful nurse. Students are involved in working with patients, gaining experience, knowledge and skills as they prepare for daily patient care. Each student is assigned a pre-nursing advisor who guides her/him through the pre-nursing coursework and admission to the nursing program.

Career Opportunities and Licensure

Upon successful completion of the nursing program, students receive a Bachelor of Science in Nursing degree from Columbia College of Nursing. After completing all degree requirements, nursing graduates are eligible to sit for the [National Council Licensure Examination for Registered Nurses](#) (NCLEX-RN).

Our nursing students are well prepared for the national nursing exam and routinely **have an average NCLEX pass rate above 90%**—significantly higher than national and Wisconsin averages. Nursing graduates must pass this examination to be licensed and practice as a registered nurse (RN).

Graduates of the nursing program have found jobs at a variety of places within the healthcare industry including

- Acute-care hospital in the Milwaukee area such as Columbia-St. Mary's, Aurora St. Luke's, Community Memorial Hospital, Children's Hospital of Wisconsin, Waukesha Memorial and Froedtert Hospitals
- Clinics
- Community health agencies
- Long-term care facilities
- Schools

Complete the program within four years

Students who stay on track with their academics can complete their nursing degree in four years: two years of classroom experience at Mount Mary followed by two years of specialized nursing courses and clinical experiences at Columbia College of Nursing. Columbia College of Nursing, accredited by the Wisconsin State Board of Nursing and the National League for Nursing Accreditation Committee, grants the BSN degree.

Time to completion for transfer students depends on the number of pre-nursing credits the student needs to take. The Mount Mary pre-nursing and Columbia College nursing programs **admit both men and women**.

All students must first apply and be accepted to Mount Mary. At the time of acceptance to Mount Mary, students will be admitted as pre-nursing students. **In their last semester of non-nursing coursework at Mount Mary, pre-nursing students apply to Columbia College of Nursing** to continue their path to complete a Bachelor of Science in

Nursing (BSN) degree. Students apply prior to March 1 for entry in the fall term and October 1 for entry in the spring term.

To be considered for admission to Columbia College of Nursing, students must meet the following criteria:

- cumulative GPA of 2.8 or greater on a 4.0 scale
- successful completion with a grade of C or better in all nursing pre-requisite behavioral and natural science courses (these courses must have been completed within the last seven years)
- completion of Mount Mary core (described elsewhere in this Bulletin)
- completion of pre-nursing requirements (see below)
- completion of at least 16 credits at Mount Mary
- score of at least 80% on the HESI entrance exam

Pre-nursing students should refer to www.ccon.edu for the detailed application requirements.

Pre-nursing requirements (nursing pre-requisite courses):

BIO 100 Introductory Biology I, BIO 211 Human Anatomy, BIO 212 Human Physiology, BIO 325 Microbiology, CHE 113 General Chemistry I, CHE 206 Organic and Biochemistry, MAT 111 College Algebra, PSY 103 Introductory Psychology, PSY 214 Developmental Psychology, and SOC 101 Introduction to Sociology, SOC 150 Social Problems or ANT 102 Cultural Anthropology.

NOTE: The student withdrawing from CCON and reentering Mount Mary to finish a Bachelor of Art or Bachelor of Science degree will apply for reentry and file a "change of major" request. Such students will be subject to the degree requirements in place at the time of their prior semester at Mount Mary.

Pre-Radiologic Technology Program

Mount Mary University offers the radiologic technology major in consortium with the Radiology Alliance which includes Froedtert Hospital and St. Joseph's Hospital as part of Wheaton Franciscan Healthcare. This four year program awards graduates a Bachelor of Science in Radiologic Technology. During the first two years of the program students complete the liberal arts core courses and prerequisites for the major at Mount Mary's campus. Students must apply to one of the Radiology Alliance partnership programs. Students accepted into the radiologic technology major continue their final two years of study at one of the two hospitals in the alliance. Transfer students must complete a minimum of 32 credits at Mount Mary University prior to beginning any coursework at a hospital location. Upon successful completion of the program, students are eligible for the American Registry for Radiologic Technologists certification exam in radiography.

Pre-Radiologic Technology Program Requirements: 3.0 GPA and successful completion of the program courses at Mount Mary University.

Pre-Radiologic Technology Program Mount Mary Course Requirements: (33-38 Credits) MAT 105, 208; OCT 201; COM 104; BIO 100, 211, 212; ENG 120; PSY 103; PHY 105 and liberal arts core requirements. THY 350 is recommended but not required.

During the fall term of a student's second year at Mount Mary University and upon the completion of specified courses, the student will complete an application to the Radiologic Technology program. ., Froedtert Hospital, and St. Joseph's as part of Wheaton Franciscan Healthcare make the final decision as to which students they select for the program.

A shadow experience can be completed before being accepted into the program.

For more information, please contact the Mount Mary University Admissions Office (414-256-1219 or admiss@mtmary.edu) or Dr. Colleen Conway (414-258-4810, ext. 402 or conwayc@mtmary.edu).

Radiologic Technology

Mount Mary University and the consortium of St. Joseph's Hospital and Froedtert Hospital offer a major in Radiologic Technology. These programs are accredited by the Joint Review Committee on Education in Radiologic Technology.

Radiologic technologists assist physicians by producing quality medical images of the human body. During the first two years, women students complete the liberal arts core and other prerequisites for the Radiologic Technology major at Mount Mary University. Transfer students must take a minimum of 32 core credits at Mount Mary University. Students must apply to the Radiologic Technology major partnership programs. The additional 64 credit coursework and training for the Radiologic Technology major is completed in the hospital setting. Upon completion students receive a Bachelor of Science in Radiologic Technology from Mount Mary University.

Pre-Diagnostic Medical Sonography Program

Sonography is a diagnostic medical procedure using high frequency sound waves to produce dynamic visual images of organs, tissues, or blood flow inside the body. It is used in the detection and treatment of heart disease, heart attack, and vascular disease.

Diagnostic medical sonography is a four-year program. The first two years of the program are spent at the Mount Mary University campus completing the liberal arts core courses and prerequisites for the major. The last two years of coursework are completed at Wheaton Franciscan Healthcare – St. Francis hospital. Transfer students must complete a minimum of 32 credits at Mount Mary University prior to beginning any coursework at either hospital location. Upon successful completion of coursework, students receive a Bachelor of Science in Diagnostic Medical Sonography (B.S., A.R.D.M.S. and/or B.S., R.B.T.). Students can qualify to receive one or both of these degree designations based on which board examinations a student qualifies for and passes.

Pre-Diagnostic Medical Sonography Program Requirements: 3.0 GPA and successful completion of the program courses at Mount Mary University, CPR and CNA courses plus 8 hours of job shadowing with a registered sonographer.

Pre- Diagnostic Medical Sonography Program Mount Mary Course Requirements: (33-38 Credits) MAT 105; OCT 201; BIO 100, 211, 212; ENG 120; PSY 103; PHY 105 and liberal arts core requirements. BIO 356 and THY 350 are recommended but not required. During the fall term of a student's second year at Mount Mary University and upon the completion of specified courses (listed above), the student completes an application to the Diagnostic Medical Sonography program. Wheaton Franciscan Healthcare – St. Francis makes the final decision as to which students are selected for the program.

For more information, please contact the Mount Mary University Admissions Office (414-256-1219 or admiss@mtmary.edu) or Dr. Colleen Conway (414-258-4810, ext. 402 or conwayc@mtmary.edu).

Diagnostic Medical Sonography

Mount Mary University and Wheaton Franciscan Healthcare - St. Francis offer a major in Diagnostic Medical Sonography. The program is accredited by the Commission on Accreditation of Allied Health Education Programs.

Sonography technologists assist physicians by producing quality ultrasound images of the human body. In this field it is important to know the newest technologies. During the first two years, students complete the liberal arts core and other prerequisites for the Diagnostic Medical Sonography Major at Mount Mary University. Transfer students must take a minimum of 32 core credits at Mount Mary University. Students must apply to the Diagnostic Medical Sonography major partnership program. The additional 64 credit coursework and training for the Diagnostic Medical Sonography major is completed in the hospital setting. Upon completion students receive a Bachelor of Science in Diagnostic Medical Sonography from Mount Mary University.

School of Social Science, Business and Education

Behavioral Science

The Behavioral Science Department offers two majors: Psychology and Sociology/Behavioral Science. There are also two minors: Psychology and Anthropology/Sociology (ANSO), as well as a certificate in Peacebuilding.

The interdisciplinary orientation of the Behavioral Science Department provides students with an understanding of individuals and the social structures that affect their lives. Psychology majors engage in the scientific study of mental processes and behavior. Students have the opportunity to explore the biological bases of behavior and mental processes, and the role of experience in shaping unique characteristics of individuals and groups. The development of critical thinking and research skills affords a deeper understanding of how human behavior and thought is shaped by sociocultural contexts. An undergraduate degree in Psychology provides excellent preparation for rigorous graduate study in the field or a foundation to better understand other disciplines that require knowledge of complex behavioral and cognitive processes. The Sociology/Behavioral Science major prepares students for careers in private, public, and non-profit organizations as well as for continuing studies at the graduate level. The sociological perspective provides students with a deeper understanding of culture and society; experience with community based research methods, and the skills and knowledge to navigate a global society. Sociology helps students understand how individuals are influenced by social, economic, political, educational and religious institutions and how we change those institutions over time.. Students pursue introductory and upper-level study in the sciences of human behavior including Anthropology and Psychology, with a particular emphasis on Sociology.

Recent department majors have pursued graduate degrees in sociology, urban studies, pediatric neuropsychology, experimental psychology, counseling psychology, clinical psychology, health psychology, gerontology, and child development. Graduates with bachelors' degrees are employed in a wide variety of settings, particularly in human services, government, commerce, research, and business.

The Psychology minor is a strong supplement to other programs in the helping professions or any major in which greater understanding of the biological and social bases of behavior and thought would be beneficial. Students gain insight into how psychological principles can be applied to human interaction and multiple aspects of everyday life.

The Anthropology/Sociology minor prepares students for a variety of professions which require cultural competencies and an understanding of organizational and individual behavior. It enhances majors which prepare students to work with people, either as service providers, caretakers, or in leadership roles.

The Peacebuilding Certificate prepares students to transform conflict from a negative experience into a positive and constructive situation. Students learn the basic skills of how to understand a situation and develop an appropriate strategy that takes into account the values, beliefs, and goals of all those involved in conflict.

Opportunities for enrichment outside of the classroom include activities sponsored by Alpha Kappa Delta (the International Sociology Honor Society), and Psi Chi (the International Honor Society in Psychology). The department sponsors an annual conference on campus, as well as attendance and presentations at conferences off campus.

Students are strongly encouraged to take advantage of opportunities for internships, independent studies, directed research, and research assistantships in the majors.

Admission requirements for the Behavioral Science majors include completion of two courses in the major at Mount Mary University with a minimum grade point average of 2.5, and an over-all grade point average of 2.0. A 2.5 grade point average must be maintained in Behavioral Science courses in order to remain in the majors and at least 15 credits in the major must be taken at Mount Mary University. Students planning to pursue a major, minor, or certificate in the department should contact the Department Chair as soon as possible. Courses in biology are strongly recommended for students pursuing a Psychology major.

Sociology/Behavioral Science Major Requirements: 44-47 credits; 2.5 major GPA; 2.0 overall GPA.

Sociology/Behavioral Science Major Course Requirements: (44-47 credits): ANT 102; one course from the following: ANT 248, 340, 367, or 395; PSY 103; one course from the following: PSY 214, 256, 303, 315, 320, 323, 325, 337, 410, 420, 429, 448, 480 or 490; SOC 101, 497, and 430; three courses from the following: SOC 150, 210, 220, 225, 240, 301, 325, 336, 352, 358 or 363; BES 200, 310, and 494.

Psychology Major Requirements: 48-51 credits; 2.5 major GPA; 2.0 overall GPA.

Psychology Major Course Requirements: (48-51 credits): PSY 103, 214, 438 ; three courses selected from the following: PSY 337, 410, 420, 448, 480 or 490; three courses selected from the following: PSY 256, 320, 323, 325, or 429; one course selected from the following: ANT 102, 248, 340, 367 or 395; one course selected from the following: SOC 101, 150, 210, 220, 225, 240, 301, 325, 336, 352, 358, 363, or 430; BES 200, 310, and 494.

Psychology Minor: 21-24 credits; 2.5 minor GPA; 2.0 overall GPA.

Psychology Minor Course Requirements: PSY 103, 214, 438; one course selected from the following: PSY 337, 410, 420, 448, 480, or 490; one course selected from the following: PSY 256, 320, 323, 325, or 429; BES 310.

Anthropology/Sociology Minor: 21-24 credits; 2.5 minor GPA; 2.0 overall GPA.

Anthropology/Sociology Minor Course Requirements: ANT 102, and two additional anthropology courses 200 level or above; SOC 101, and two additional sociology courses 200 level or above.

Peacebuilding Certificate Requirements: 19 credits; 2.5 GPA in Peacebuilding curriculum; 30 hours of community service; and students are strongly encouraged, although not required to pursue study in world languages and participate in a study abroad opportunity.

Peacebuilding Certificate Course Requirements: (19 credits): SEA101; SOC 220; and BES 250. One course from the following: THY 230, THY 328, THY 345, THY 346, THY 348, or THY 370; Two additional courses are required; one from Area 1: Cultural and Social Understanding (ANT 248, ATH 332, COM 235, ENG 213, ENG 307, GEO 310, HIS 280, IST 200, PSY 337, SOC 210, SOC 336, SYM 110, or THY 317) and one from Area 2: Social Issues (SOC 352, ANT 340, ATH 397, BIO 220, HUM 386, JUS 106, PHI 330, PHI 335, POS 326, PSY 315, SOC 150, SOC 363 or THY 350). To fulfill the minimum credit requirement an additional elective course may be taken from Area 3: Advanced Skills (BES 350 or BES 479) or from Area 1 or Area 2.

Anthropology Courses

ANT 102 bes (g) Cultural Anthropology

4 credits

Introduction to the anthropological perspective through a cross-cultural analysis of subsistence techniques, economics, politics, religion, art, language, kinship systems and marriage patterns in societies around the world. Discussion of theoretical frameworks, fieldwork methods, and the processes and impact of cultural change.

ANT 248 bes Profiles of Cultures

4 credits

In-depth study of selected societies, their traditional cultural patterns and adaptations to contemporary situations. Includes a focus on the rights of indigenous peoples, the processes of globalization, and an analysis of U.S. cultural patterns.

ANT 340 bes Border Crossings: Immigrants, Refugees, Tourists

4 credits

Examination of a variety of border-crossing experiences and their challenge to a traditional understanding of “culture.” Includes ethnographic accounts of contemporary immigrant and refugee populations, an analysis of U.S. immigration policy, and the impact of tourism on selected societies. Prerequisite: ANT 102.

ANT 367 bes Anthropology of Women

4 credits

A cross-cultural approach to understanding gender and its relation to ideological, familial, economic and political systems. Includes an analysis of theoretical orientations used to examine the role of gender in society, and focuses on the experiences and strategies of women as identified in selected ethnographic accounts. Prerequisite: ANT 102.

ANT 395-495 bes Topics in Anthropology

2-4 credits

Opportunity to study a significant topic or a particular geographic area from an anthropological perspective. Course title varies from semester to semester and is announced on the semester schedule. Prerequisite: ANT 102.

ANT 396-496 Independent Study

1-4 credits

Personally designed course in which the student researches, in consultation with a faculty member, a topic in anthropology. Prerequisite: Open to qualified students with permission of the instructor. Priority given to majors.

ANT 398-498 Internship

1-4 credits

Work experience in an area of applied anthropology supervised by agency personnel and department advisor. Prerequisite: Open to qualified students with permission of the instructor. Priority given to majors.

Behavioral Science Courses

BES 200 Introduction to Careers in Behavioral Science

1 credit

Introduction to the behavioral sciences with an explanation of department requirements, assessment, and portfolio. Sessions focus on self-assessment, researching careers, writing and analyzing resumes, identifying career opportunities available in anthropology, sociology, and psychology, and the graduate school option.

BES 250 Conflict Resolution Skills: Mediation Training

1 credit

Introductory course in practical skills and hands-on training for third-party intervention in conflict through mediation. Skills covered include listening, facilitation, problem-solving, and conflict intervention. Presented in a workshop format with interactive exercises for skill practice. No previous experience with conflict resolution is necessary.

BES 310 Behavioral Science Statistics**4 credits**

Focus on the use of descriptive and inferential statistics as tools for conducting and interpreting research. Research questions from all areas of behavioral science will be analyzed to promote competence in interpreting data. Includes t-tests, correlations, chi-squares, and ANOVA. Prerequisites: Math core completed, 60 cumulative credits, PSY 103, and one upper level psychology course.

BES 350 Community Organizing**2 credits**

Students in this class meet with area non-profit leaders to learn about how they can reach community members and gather resources for social transformation. First-hand experience in the community is put in context with theory and analysis from the community-organizing literature.

BES 479 Conflict Mediation for Professionals**1 credit**

This course provides the student a solid foundation in the theories and practice of conflict resolution using a mediation process. Students practice applying specific skill sets for conflict transformation, including formal mediation, dialogue circles, and problem-solving meetings. Prerequisite: BES 250 or permission from instructor.

BES 494 Senior Seminar**2 credits**

Final integrative opportunity during the senior year. Students develop portfolios which reflect their understanding of the organization of the Behavioral Science curriculum and its interrelation with the University mission and the liberal arts core. Participation in field trips and 12 hours of service learning are required to emphasize awareness of social justice issues. Must have senior level status to enroll.

Psychology Courses**PSY 100 bes Psychology of Human Adjustment****3 Credits**

Introduction to strategies used to address challenges in everyday life. Classic and contemporary research is applied to topics such as stress, coping, interpersonal communication, friendship and love, social cognition, human development, careers, psychological health, and psychological disorders. Students will gain an awareness of the opportunities they have in their lives and how psychological principles are used to help them understand the world around them. For non-majors only.

PSY 103 bes Introductory Psychology**4 credits**

Introduction to basic concepts, theories and applications in the areas of learning, development, perception, cognition, intelligence, personality, psychopathology, motivation, psychotherapy, social psychology, the brain and behavior.

PSY 214 bes (g) Developmental Psychology**4 credits**

Survey of the theories and research findings regarding lifespan human development. Cultural, social and biological factors considered. Cognitive development and psycho-social influences on various life-cycle stages emphasized. Prerequisite: PSY 103.

PSY 240 bes Psychology and Film**3 credits**

Exploration of feature-length films to discover what they show us about psychological issues and how they can change us. Films will be viewed in class to enhance our common experience in preparation for discussion. Topics will include motivation, personality psychology, psychopathology, and psychotherapy. Prerequisite: PSY 103 or permission from instructor.

PSY 256 bes Social Psychology**4 credits**

Interdisciplinary approach to the functioning of the individual in a social context. Topics include the self, social perception, gender, attitudes, persuasion and attitude change, social influence, interpersonal attraction, prejudice and discrimination, aggression, prosocial behavior, and group behavior. Prerequisite: PSY 103.

PSY 303 bes Psychology of Aging**3 credits**

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

PSY 315 bes Psychology of Peace**3 credits**

Application of psychological concepts to an understanding of the causes and consequences of aggression and conflict at levels ranging from interpersonal to international. Discussion of topics such as altruism, reconciliation, and peacebuilding provide the foundation for socially responsible action and greater awareness of how to reduce conflict and bring about positive change.

PSY 320 bes History and Systems of Psychology**4 credits**

History of psychology is traced from its origins in philosophy to the systems of contemporary psychological thought. Special emphasis is placed on the contributions of psychologists during the 19th and 20th centuries. The evolution of various schools of thought, including Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Humanism, and Cognitive Psychology, is explored. Prerequisite: PSY 103 and one upper level psychology course.

PSY 323 bes Health Psychology**4 credits**

Exploration of how psychological state, behavior, culture, and biology interact to affect health. Discussion of major theories in the field, models of behavior change, and application of research findings to promote health and prevent disease. Particular attention is given to the role of cultural, social, and individual factors in health. Prerequisites: PSY103 and one upper level psychology course.

PSY 325 bes Psychopathology**4 credits**

Application of basic psychological theory and research to the explanation of disordered behavior and its modification. Strong emphasis on developing an awareness of the continuity between "normal" and "abnormal" experience and ways of living, particularly for students entering one of the helping professions. Prerequisites: PSY 103; PSY 214 or OCT 225.

PSY 337 bes Cognitive Psychology**4 credits**

Exploration of theories and research methods used to study human thought processes. Topics include perception, memory, imagery, language, concept formation, problem solving, reasoning, decision making and cognitive development. Prerequisite: PSY 103 and one upper level psychology course.

PSY 394 Research Assistantship**1 - 4 credits**

Opportunity to assist a faculty member with research the faculty member is conducting. Prerequisites: BES 310, PSY 438, and permission of the instructor.

PSY 395-495 Topics in Psychology**2-4 credits**

Opportunity to study a significant topic from a psychological perspective. Course title varies from semester to semester and is announced on the semester schedule. Prerequisite: PSY 103.

PSY 396-496 Independent Study

1-4 credits

Opportunity for students with a general background in psychology to explore a specific area of psychology in depth. Individual library research and other possibilities are alternatives available to the student. Exact nature and format of the project, timetable and method of evaluation to be determined in consultation with the instructor. Prerequisite: Open to qualified students with permission of instructor. Priority given to majors.

PSY 397 Directed Research

2-4 credits

Opportunity for students with research experience in psychology to pursue an independent research project under the supervision of a faculty member. Prerequisites: BES 310, PSY 438, and permission of the instructor.

PSY 398-498 Internship

1-4 credits

Work experience in an area of applied psychology supervised by agency personnel and department advisor. Prerequisites: Open to qualified students with permission of the instructor. Priority given to majors.

PSY 410 bes Physiological Psychology

4 credits

Study of the biological bases of behavior. Examination of nervous system structure and function is followed by a survey of the neuroanatomical and physiological foundations of such topics as sensory and motor function, sleep and arousal, learning and memory and other complex behaviors and internal body states. Prerequisites: PSY 103 and one upper level psychology course.

PSY 420 bes Psychology of Emotion

4 credits

Exploration of contemporary research that illustrates theories about the area of emotion. Survey of practical and theoretical topics that address emotions in the context of neuroscience, culture and development. A wide range of topics are covered including fear, anxiety, anger, aggressive behavior, love compassion, empathy, stress physiology and health consequences. Prerequisites: PSY 103 and one upper level psychology course.

PSY 429 bes Psychology of Personality

4 credits

Study of major theories of personality emphasizing their basic concepts and constructs as they attempt to account for individual differences and individual consistencies in human behavior. Prerequisite: PSY 103 and one upper level psychology course.

PSY 438 Experimental Psychology

4 credits

Emphasis on use of the scientific method applied to psychological theory. Design, execution, and reporting of research. Collection and analysis of data using descriptive and inferential statistics. Prerequisites: PSY 103; BES 310; and one upper level psychology course.

PSY 448 Animal Behavior

4 credits

Survey of the interdisciplinary field of animal behavior. The course introduces students to basic concepts of behavior, emphasizing both proximate and ultimate explanations. The development and evolution of behavioral traits, as well as their adaptive significance are emphasized in an integrative approach focusing on animal examples. Prerequisites: for PSY credits, PSY 103 and PSY 214. Fee.

PSY 480 bes Sensation and Perception**4 credits**

Exploration of the pathways for each of the senses from the transduction process through the perceptual mechanisms. Emphasis on tracing the physiological path from external stimuli to the area of the brain responsible for turning a physical occurrence into a mental perception. Examination of competing theories currently used to uncover mechanisms involved in perception. Prerequisites: PSY 103 and one upper level psychology course.

PSY 490 bes Psychology of Learning**4 credits**

Exploration of the branch of psychology that deals with how people and animals learn, and how their behaviors are later changed as a result of learning. Covers the general principles of learning applicable to many different species, and many different situations. Descriptions of principles, theories, controversies and experiments. Prerequisites: PSY 103 and one upper level psychology course.

Sociology Courses**SOC 101 bes Introductory Sociology****4 credits**

Overview of how social systems shape human behavior and human beings impact social structures. Themes covered include: nature and history of sociology, methods of sociological research, organizing social life (social interaction and groups), social inequality (race, gender, age), major social institutions and cultural diversity in a changing world.

SOC 150 bes Social Problems**3 credits**

Analysis of national and global systems of economic and social stratification, and investigation of the structural bases of social problems and their potential solutions. Consideration of the impact of social inequalities on the emergence and persistence of social problems. Exploration of responses to social problems, including exemplary programs and the challenges they face.

SOC 210 bes Race, Gender, and Class**4 credits**

Examination of relations between dominant/subordinate groups in the U.S. and in selected societies around the world. Analysis of attitudes of prejudice and structures of discrimination, their causes, maintenance, and consequences. Current controversial issues related to majority/minority relations are explored.

SOC 220 bes Conflict Transformation and Peacebuilding**3 credits**

Development of a deeper understanding of the ways in which conflicts (interpersonal, national, global) emerge and available strategies for addressing conflict among individuals and groups. Considers global, national, and local mechanisms for peacebuilding and restorative justice.

SOC 225 bes Families in the Social Context**4 credits**

Analysis of the function and history of family structures and the impact of social problems and public policy on families. Emphasis on the United States with selected comparisons to practices in other countries. Topics include gender roles, poverty and homelessness, marriage and divorce, family violence, parenting, and care of aging members. Prerequisite: SOC 101.

SOC 242 (g) Peace and Conflict in the International Context (study abroad) 3 credits

This course immerses students in a culture other than their own while studying the principles of how conflict evolves and peace is achieved. Offered occasionally as part of study abroad programs.

SOC 301 bes Elders and Community**3 credits**

Survey study of the process of growing older and its impact on communities and society. Brief coverage of physiological and psychological aspects of age. Focus on sociological aspects of aging, including issues related to family, economy, housing, work and retirement. In-depth discussion of racial/ethnic aging, long-term care, and elder health policies.

SOC 325/525 bes Death and Dying

3 credits

This course provides a sociological overview of death and dying. Course topics include definitions of death, the demographics of death, social epidemiology, social meanings of death and dying, treatment of the dying and the dead, the process of dying, and grief and bereavement.

SOC 336 bes Comparative Societies

3 credits

Comparison of societies around the world, with a focus on the effects of globalization.. Social institutions, social inequality, values, and perspectives of multiple societies are considered and compared to one another.

SOC 352 bes Women, Peace and Conflict

3 credits

Consideration of the contributions of women to peacebuilding and their experiences during times of war or conflict. Exploration of connections between gender and violence as well as opportunities for peaceful change through women's leadership within the context of cultural and structural systems of societies around the world. Prerequisite: SOC 101

SOC 358 bes Introduction to Health Care Systems

3 credits

Provides students with an understanding of the U.S. and global health care systems. Includes discussions of the experience of health and illness; health disparities, political, economic, and environmental circumstances that affect health care; and elements of an effective health care system.

SOC 363 bes Environmentally Sustainable Societies

4 credits

A view of societies through the lens of environmental problems and sustainable solutions, from the local to the global levels. Consideration of how environmental and social issues shape urban/rural regions and the possibilities for sustainable community development. Applies sociological perspectives to environmental risk analysis, public and social health, community revitalization, and creative interventions. Prerequisite SOC 101.

SOC 430 bes Social Theory

3 credits

Study of the ideas of social theorists from the mid-19th century to the present to help understand the challenges of today. Emphasis on reading and interpreting theory as a continuous process of understanding our world and ourselves. Includes contributions of social theory from women, black and brown people, and indigenous peoples to understand and analyze the social world. Prerequisite SOC 101 and one other upper-level SOC, PSY or ANT course.

SOC 395-495 Topics in Sociology

2-4 credits

Opportunity to study a significant topic from a sociological perspective. Thematic focus of the course varies from semester to semester and is announced on the semester schedule. Prerequisite: SOC 101.

SOC 396-496 Independent Study

1-4 credits

An opportunity for students with a background in sociology to explore a specific area of the field in depth. Library research, applied research, or extensive reading in a subfield are among the possibilities. Exact nature and format of

the project, timetable, and method of evaluation to be determined in consultation with the instructor. Open to qualified students with permission of instructor. Preference given to majors.

SOC 497 Community Based Research

4 credits.

This course covers the basics of how to conduct research using quantitative and qualitative approaches. Survey design, interviewing, focus groups, unobtrusive measures, evaluation research and community based research is covered. Students work on research projects to develop their skills and ground them in the challenges of performing research that can lead to community improvement. Prerequisites: SOC 101; BES 310.

SOC 398-498 Internship

1-4 credits

Work experience in an area of applied sociology. Arrangements made with an agency or organization for work under supervision. Ongoing consultation with designated faculty member. Prerequisite: Open to qualified students with permission of the instructor. Priority given to majors.

Master of Science Degree in Counseling

Graduates of Mount Mary's Master of Science in Counseling program will be eligible to apply for licensure as Licensed Professional Counselors (LPC) and will be trained to provide therapeutic support to individuals and families in many different settings. Three areas of concentration include Community, School and Clinical Mental Health. Additional requirements for LPC include completion of 3,000 hours of post-master's clinical experience and passing the National Counselor Exam (NCE). Mount Mary University's Master of Science in Counseling Program is a participant in the [National Board for Certified Counselors](#) national certification program - Graduate Student Administration - National Counselor Certification Examination (GSA-NCC Exam) for currently enrolled students. The NCC credential is the only master's level, professional counselor certification that students can apply for while enrolled in college.

The Clinical and Community Mental Health counseling concentrations are on the approved list of institutions meeting the educational requirements necessary to obtain the Licensed Professional Counselor – Initial Training license (LPC-IT) in the state of Wisconsin by the Department of Safety and Professional Services. The Clinical Mental Health Counseling concentration is designated as an approved substance abuse counseling pre-certification program by the Wisconsin Department of Safety and Professional Services. In addition to the LPC-IT license, students graduating from our program in the Clinical Mental Health Counseling concentration are eligible in Wisconsin for a training license for [Substance Abuse Counselor – Initial Training](#) (SAC-IT). The School Counseling program is approved by the [Wisconsin State Department of Public Instruction](#) (WDPI). Curriculum is consistent with standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

Graduates may be employed in a variety of settings including mental health clinics, community-based human services organizations, career counseling agencies, schools or colleges. Placement rates in different settings fluctuate due to economic changes and government funding of mental health programs.

Social Work

Preparation for entry level generalist social work practice is the primary goal of the Social Work Department. Graduates are eligible to apply for recognition as a Certified Social Worker (CSW) by the Wisconsin Department of Safety and Professional Services. Curriculum content is selected to provide students with skills useful in diverse settings and in work with individuals, families, small groups, organizations and the wider community. Emphasis is placed on learning from practice. Student field placements are arranged in accordance with students' learning needs

and interests. Students spend a total of 500 hours in field instruction developing social work skills through educationally directed practice. Mount Mary University has a long tradition of preparing students for social work practice. The University has held constituent membership in the Council on Social Work Education since 1963. The baccalaureate Social Work Department is accredited by the Council on Social Work Education. This accreditation has been continuous since 1974.

Graduates of the Social Work Department have been employed by hospitals and nursing homes, homeless shelters, family and children's services, substance abuse programs, rehabilitation centers, jails, probation and parole offices, and legislative and advocacy services; a wide variety of employment opportunities exist for social workers with the bachelor's degree. In addition, many graduates of the department have completed master's degree programs in social work; advanced standing is available to our alumnae in numerous social work graduate programs.

The Social Work Department has two student organizations: the Social Work Club and Phi Alpha. The club promotes a sense of community while providing opportunities for socializing and sharing common interests and concerns through community service, fundraisers, food and clothing drives, as well as social and political action. Phi Alpha is the Social Work Honor Society. It is open to junior level students who have achieved a cumulative GPA of 3.0 or above and a GPA of 3.25 or above in social work courses, who have completed at least nine credits in the Social Work Department, and who have demonstrated leadership ability and dedication to social justice.

Specific information about the two-phase formal admission procedure for the major may be obtained from the Social Work Department. In part it includes completion of a self-study paper, a minimum cumulative grade point average of 2.3 and a 2.7 grade point average in social work courses.

Students must have completed the formal admissions procedure and be approved by the Screening Committee before they may enroll in field education courses. To retain their status as social work majors, students must maintain a minimum cumulative grade point average of 2.3, and 2.7 in social work courses required by the major; information about additional retention criteria may be obtained from the Social Work Department. Academic credit for prior life or work experience cannot be granted for any SWK course required by the major.

Social Work Major Requirements: 68 credits; 2.7 GPA in major and 2.3 GPA overall; 500 hours of fieldwork.

Social Work Supporting Course Requirements: (26 credits); SOC 101; PSY 103, 214; POS 214, 215; SOC 210; BIO 105, and BES 310.

Social Work Major Course Requirements: (42 credits); SWK 231, 232, 330, 340, 342, 343, 362, 453, 455, 492, and 494.

Social Work Courses

SWK 231 (g) Introduction to Social Work

3 credits

Study of the social work profession relative to its historical roots, fields of practice, ethical issues, professional organizations, and its relationship to social welfare policy. Introduction to the knowledge, values and skills underpinning social work practice with diverse and at-risk populations.

SWK 232 Social Welfare Policies and Services

4 credits

Philosophical and historical perspectives of social welfare are considered. Course provides an overview of the development of policies and services which address a wide variety of human populations and needs. Policies and services are considered in light of social and economic justice.

SWK 330 Human Behavior and Social Environment

4 credits

Concepts from psychology, sociology, and biology are linked by means of a systems framework. Course readings, lecture/discussions and projects are designed to increase appreciation and understanding of human need and human diversity. Theoretical learning is applied in the assessment of behavior and in the planning of intervention at all social system levels. Prerequisites: SOC 101; PSY 214; BIO 105 or consent of the instructor.

SWK 340 Generalist Practice I

3 credits

Generalist social work practice theory with a person-in-environment focus is used as a framework for the development of interventive skills. Students acquire skills in interviewing, recording, and developing client-worker relationships. The generalist practice perspective presented utilizes a problem-solving process across social systems. Prerequisites: SWK 231, 232; prerequisite or co-requisite: SWK 330. Open only to SWK majors who have completed Phase I of the Admission Process.

SWK 342 Field Education I

5 credits

A minimum of 12 hours each week is spent in a community agency serving diverse populations. Field settings include child and family services, correctional agencies, shelters, neighborhood centers, nursing homes, and others. A weekly 2-hour seminar increases understanding of field work education and helps students integrate theoretical concepts with practice. Prerequisites: SWK 330, 340, 362; pre- or co-requisite: SWK 343. Open only to social work majors who have completed Phase II of the Admission Process.

SWK 343 Generalist Practice II

3 credits

The generalist problem-solving process introduced in generalist Practice I is studied through its concluding phases. Added is consideration of research methods appropriate for evaluation of ongoing practice. Work with families and groups emphasized. Populations of special concern include those diverse in culture, ethnicity, age, sexual orientation, ability, and spirituality. Prerequisites: SWK 330, 340, 362. Enrollment limited to social work majors.

SWK 348 Child and Family Services

2 credits

Examination of the historical development of public and private social programs for children and families; policies related to foster care, adoption, removal of children, permanency planning, and family support; child and family advocacy.

SWK 356 Crime and Delinquency

4 credits

Broad survey of crime and delinquency; review of the criminal justice system (police, courts and jails) at the local and state levels. Discussion of techniques employed in the rehabilitation of offenders. Prerequisite: SOC 101. Cross-listed with JUS 356.

SWK 361 Chemical Dependency

2 credits

Impact of substance abuse on the person, family, and community. Nature of use and abuse of alcohol, legal and illegal substances. Historical perspectives, medical, psychological and behavioral aspects examined. Treatment approaches and the recovery process are studied. Prerequisite: SOC 101 or PSY 103.

SWK 362 Research for Social Work**3 credits**

Introduction to the research process: hypothesis formulation, literature review, research design, and operationalization; overview of research analysis and interpretation. Quantitative and qualitative research methodologies for knowledge building and program and practice evaluation are emphasized. Includes application of computer technology and prepares students to critique current social work research. Prerequisites: SWK 231, 232, BES 310 is a preferred prerequisite, or consent of the Social Work Department Chair.

SWK 379 Special Topics**1-4 credits**

Consideration of a special topic relevant to the profession or practice of social work; course may be repeated for a maximum of four credits.

SWK 453 Field Education II**5 credits**

A minimum of 12 hours each week is spent providing social services in a community agency serving diverse populations. A new field setting is assigned for this academic year to strengthen the student's social work practice knowledge and skills. A weekly 2-hour field seminar emphasizes practice with populations at risk and linkages with theory and practice. Prerequisites: SWK 342, 343; Pre- or co-requisite: SWK 455. Enrollment restricted to social work majors.

SWK 455 Social Policy and Generalist Practice**5 credits**

This course focuses on the interaction of community practice, organization practice and policy practice. The generalist social work model is the underpinning of how students learn to create change in these systems. A social action project and policy analysis assignment tie together theory and practice. Prerequisites: SWK 342, 343, 362. Enrollment restricted to social work majors.

SWK 492 Field Education III**5 credits**

A continuation of Field Education II. The weekly seminar assists in the integration of field and classroom learning experiences. Expected outcome of course: students who are competent to begin generalist social work practice with entry level professional skills. Students are required to complete a practice evaluation research project which is tied to their field setting. Prerequisites: SWK 453, 455. Enrollment restricted to social work majors.

SWK 494 Senior Social Work Seminar**2 credits**

Engages student in a final integrative effort at the conclusion of the senior year. Students develop portfolios which reflect their achievement of the Social Work Department competencies and integration of liberal arts and social work education. Prerequisites: SWK 453 and 455.

SWK 296-496 Independent Study**1-4 credits**

Provides students with an opportunity to design their own course, which may involve a field component, or to pursue content in an area of special interest. Prerequisite: social work major or consent of instructor.

Business Administration

The Business Administration Department prepares undergraduate women, and graduate women and men to be responsible and skilled professional leaders by helping them to acquire specialized business and computer knowledge, to affirm the values and ethics basic to their profession, and to develop enthusiasm to pursue, evaluate, and accept new knowledge for a professional lifetime.

Upon completion of any major in the Business Administration Department, a student will have an understanding of an open market economy, be able to utilize technology appropriately, have improved her oral and written communication skills, be able to use quantitative and qualitative information in decision making, understand ethical dilemmas and value systems appropriate for business decisions, understand diversity issues in the business environment, have developed leadership skills, have developed a fundamental understanding of international business issues, and be able to use quantitative models in decision making.

The department offers majors in Accounting, Business Administration, and Business/Professional Communication as well as a minors in Business Administration and Entrepreneurship (The department also offers a Business Administration minor within the merchandise management major administered through the Fashion Department.)

The Accounting Major provides students with the skills to prepare, communicate, and interpret an organization's financial data. Mount Mary University requires a minimum of 128 credits to graduate. The Accounting Examining Board of the State of Wisconsin requires 150 college credit hours to take the CPA Exam. These additional credits can be obtained through various undergraduate course offerings, as well as graduate courses in the Master of Business Administration program at Mount Mary University. Contact the department chair for further information.

The Business Administration Major prepares students for managerial positions and graduate studies by developing skills in effective communication, logical problem solving, and responsible decision making

The Business Administration Minor provides a core of business knowledge for the non-business major. The Entrepreneurship Minor is designed to give a non-business major an edge up in starting a small business in their chosen field.

To meet the needs of non-traditional students, the department offers the majors of Business Administration, Business/Professional Communication, and the minors in an evening accelerated format. The Accelerated Business Administration Major prepares students for managerial positions and graduate studies by developing skills in effective communication, logical problem solving, and responsible decision making. The Accelerated Business/Professional Communication Major prepares students to be responsible business professionals by helping them to develop their skills in leadership, decision making, writing, and personal interaction. This interdisciplinary major incorporates courses in Business Administration, Communication and English. Eligibility requirements for accelerated majors are described in the Admission section of this Bulletin.

Post-graduate students can earn certificates in Accounting, Business Administration, and Business/Professional Communication by completing all the requirements listed for a major

See the graduate bulletin for information on the Masters of Business Administration (MBA) Program.

To be admitted to the department, a student must have:

- sophomore standing (30 credits);
- completed four Mount Mary University business courses with the minimum grade point average for the chosen major, and have an overall grade point average of 2.0;
- completed ENG 120 Composition II with a grade of C or better, except for business/professional communication which requires a grade of BC or better;

- completed the math requirement for the chosen major with a grade of C or better; and
- completed CSC 205 Computers and Their Uses with a grade of C or better.

Once admitted, students must maintain a 2.0 overall grade point average with an average 2.5 in business administration and business/professional communication major courses; 3.0 in accounting major courses; and 2.5 in business administration minor courses.

Traditional Programs

Accounting Major Requirements: 82 credits; 3.0 major GPA.

Accounting Major Prerequisite Course Requirements: (8 credits) MAT 111 and CSC 205 with a grade of C or better.

Accounting Major Course Requirements (74 credits): BUS 211, 212, 250, 301, 302, 313, 314, 335, 355, 362, 375, 376, 401, 402, 411, 451, 452, 462, 465, 470, 476, 490; MAT 216 and CSC 211

Business Administration Major Requirements: 62 credits; 2.5 major GPA.

Business Administration Major Prerequisite Course Requirements (8 credits): MAT 111 and CSC 205 with a grade of C or better.

Business Administration Major Course Requirements (54 Credits): MAT 216, BUS 211, 212, 250, 301, 302, 303, 331, 335, 362, 375, 462, 465, 470, 476, 485; CSC 211; one 3 or 4 credit elective chosen from BUS or CSC courses numbered 200 or above.

Merchandise Management Major: See the Arts and Design Department, Fashion Department section of this Bulletin.

Business Administration Minor: 19-22 credits; 2.5 major GPA.

Business Administration Minor Prerequisite Course Requirement: (4 credits) MAT 111 with a grade of C or better.

Business Administration Minor Course Requirements: (19-22 credits) BUS 211, 250, 301 or 302, 362; two 3 or 4 credit elective courses chosen from BUS courses numbered 200 or above.

Entrepreneurship Minor: 21-22 credits, 2.5 major GPA

Entrepreneurship Minor Prerequisite Course Requirement (4 credits) MAT 105 with a grade of C or better.

Entrepreneurship Minor Course Requirements (21-22 credits) BUS 210, 260, 301 or 302, 309, 331, 362, CSC 211
Completion of a senior project.

Accelerated Programs

Consist of five eight-week terms per year. Accelerated courses meet one night a week for the eight-week term. Saturday courses are also available. Eligibility requirements are described in the Admission section of this Bulletin.

Accelerated Business Administration Major Requirements: 62 credits 2.5 major GPA.

Accelerated Business Administration Major Prerequisite Course Requirements: (8 credits) MAT 111; CSC 205 with a grade of C or better.

Accelerated Business Administration Major Course Requirements: (54 credits) MAT 216, BUS 211, 212, 250, 301, 302, 303, 331, 335, 362, 375, 462, 465, 470, 476, 485; CSC 211; and one 3 or 4 credit elective chosen from BUS or CSC courses numbered 200 or above.

Accelerated Business/Professional Communication Major Requirements: 64 credits; 2.5 major GPA.

Accelerated Business/Professional Communication Major Prerequisite Course Requirements: (8 credits) MAT 105 and CSC 205 with a grade of C or better.

Accelerated Business/Professional Communication Major Course Requirements: (54 credits) MAT 208; COM 205, 231, 232, 320; ENG 309, 331, 370; BUS 210, 301, 331, 335, 362, 476; CSC 211; one 3 or 4 credit elective chosen from BUS or CSC courses numbered 200 or higher.

Accelerated Business Administration Minor: 19-22 credits; 2.5 major GPA.

Accelerated Business Administration Minor Prerequisite Course Requirement: (4 credits) MAT 111 with a grade of C or better.

Accelerated Business Administration Minor Course Requirements: (19-22 credits) BUS 211, 250, 301 or 302, 362; two 3/4 credit elective courses chosen from BUS courses numbered 200 or above.

Entrepreneurship Minor: 21-22 credits, 2.5 major GPA

Entrepreneurship Minor Prerequisite Course Requirement: (4 credits) MAT 105 with a grade of C or better.

Entrepreneurship Minor Course Requirements: (21-22 credits) BUS 210, 260, 301 or 302, 309, 331, 362, CSC 211. Completion of a Senior Project

Business Administration Courses

BUS 210 Accounting and Finance for Professionals

4 credits

Introduction to the language of accounting and finance, including techniques for analyzing financial statements. Emphasizes understanding and interpretation of company results. Prerequisite: MAT 105.

BUS 211 Financial Accounting

4 credits

Introduction to fundamental financial accounting principles and concepts. Analysis of corporate accounting information for preparation and interpretation of financial statements for external and internal decision making. Prerequisite: MAT 111.

BUS 212 Managerial Accounting**3 credits**

Analysis and interpretation of managerial accounting concepts for an effective internal planning and control system. Focuses on product costing, budgeting, and other decision-making models. Prerequisite: BUS 211.

BUS 250 Business Communication**3 credits**

Focus is on communication as an essential management tool. Includes work on clear, concise written skills and effective oral communication. Prerequisite: ENG 120.

BUS 260 Introduction to Entrepreneurship**3 credits**

A guide through the process of entrepreneurship, including the development, organization and management of a small business. A complete business plan is developed.

BUS 301 hum Microeconomics**4 credits**

Basic course in microeconomics with primary emphasis on how demand, supply, and the price mechanism direct economic activities in a market economy. Topics include consumer behavior, production, market analysis, general resource allocation, income distribution, taxation, and government activities. New topics in microeconomic theory such as behavioral economics and asymmetric information are included.

BUS 302 hum Macroeconomics**3 credits**

Basic course in macroeconomics, involving analysis of national income accounting, the determination of national income and employment, money and banking, and the international monetary system.

BUS 303 International Business and Economics**3 credits**

Introduction to economic trade theory and practice. Topics include gains from trade, international finance, balance of payments, marketing, organizational strategies, cultural challenges, and human resource development. World events and case studies are emphasized. Recommended: BUS 301, 302.

BUS 309 Human Resource Management**3 credits**

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

BUS 313 Intermediate Accounting I**4 credits**

Continues discussion of financial accounting theory and functions. In-depth presentation of current and long term assets, current liabilities, statement presentation, and the use of present value analysis. Prerequisite: BUS 211

BUS 314 Intermediate Accounting II**3 credits**

Study of financial accounting theory relative to long-term debt, stockholders' equity, securities, and investments. Prerequisite: BUS 313.

BUS 331 Principles of Marketing**3 credits**

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

BUS 335 Management Information Systems**3 credits**

An introduction to the managerial aspects of information systems in business organizations, emphasizing planning, budgeting, implementing, and evaluating. Emerging technological trends are explored. Recommended: CSC 205.

BUS 340 Consumer Behavior**3 credits**

An in-depth study of the consumer purchase decision process, and the individual and environmental factors that influence it. Current market strategies and company case studies are applied. Prerequisite: BUS 331.

BUS 355 Cost Accounting**3 credits**

Design, implementation, and use of optimal accounting systems for product and service costing, internal and external financial reporting, managerial decision support and organizational control. Prerequisite: BUS 212.

BUS 360 Advertising and Promotion**3 credits**

Presents comprehensive overview of advertising theory and practice, including ethical analysis and interpretation of social responsibility issues in advertising. Student teams prepare a major advertising plan, including advertising objectives, media plan, creative elements, and pre-testing research. Prerequisite: BUS 331.

BUS 362 Principles of Management**3 credits**

The principles and practice of organizational management with emphasis on the relation of theory to practice in a variety of decision-making situations. Recommended: BUS 250.

BUS 375 Business Law I**3 credits**

Law as it applies to business; history of law including current civil and criminal lawsuit procedures, small claims procedure, contracts, tort law, personal and real property law, creditors' rights, and bankruptcy.

BUS 376 Business Law II**3 credits**

Law as it applies to business; commercial transactions and the Uniform Commercial Code, negotiable instruments, secured transactions, agency, business organizations, corporations, and partnerships. Prerequisite: BUS 375.

BUS 395 Special Topics in Business**1-4 credits**

Consideration of a special topic relevant to the theory or practice of business organizations, according to the needs or interests of students. May be repeated for credit with a different topic.

BUS 401 Income Tax Accounting I**3 credits**

In-depth study of the federal individual income tax as it applies to the determination of filing status, gross income, adjusted gross income, itemized deductions, losses and credits, determination of basis, depreciation, and the rules for recognizing gain or loss from property transactions. Prerequisite: BUS 211.

BUS 402 Income Tax Accounting II**3 credits**

Federal tax laws as they apply to corporations, S corporations, partnerships, gifts, estates, and income taxation of trusts and estates. Prerequisite: BUS 401.

BUS 411 Auditing**3 credits**

An introduction to the audit process from an internal and external perspective with an emphasis on practical applications and technological innovations. Prerequisite: BUS 314.

BUS 451 Advanced Accounting I**3 credits**

Accounting for consolidations, mergers and acquisitions; preparation of consolidated statements; accounting for interim reporting and segment reporting. Prerequisite: BUS 314.

BUS 452 Advanced Accounting II**3 credits**

Accounting for partnerships, governmental and fiduciary accounting, bankruptcy accounting, estates and trusts. Prerequisite: BUS 314.

BUS 462 Principles of Finance**3 credits**

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

BUS 465 Managerial Finance**3 credits**

A continuation of basic finance principles, concentrating on strategic long-term financing decisions, capital structure, leverage, dividend policy, and the cost of capital. Prerequisite: BUS 462.

BUS 470 Strategic Management**3 credits**

A capstone course using case studies to integrate concepts and skills from all business content courses. Environmental scanning, strategy formulation, strategy implementation, and evaluation and control are studied for the global environment of businesses. Prerequisites: BUS 462 and senior status.

BUS 476 Business Ethics**2 credits**

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

BUS 485 Quantitative Decision-Making**3 credits**

Involves decision-making within a mathematical model format. Topics may include probability theory, decision analysis, linear programming, PERT models, and inventory management models. Focus on preparing and interpreting data. Prerequisites: MAT 111; MAT 216.

BUS 490 Selected Topics in Accounting**3 credits**

Selected topics in accounting such as pensions, international accounting, quantitative model building, income tax allocation, and additional topics not available in other courses. Prerequisites: BUS 314; MAT 216.

BUS 496 Independent Study**1-4 credits**

Student-initiated topic or project under the direction of an instructor. Approval of chair required.

BUS 498 Internship**1-4 credits**

Supervised work experience off campus in a business setting. Approval of chair required.

Computer Studies Courses**CSC 205 cm Computers and Their Uses****4 credits**

Introduction to computers and microcomputers. Topics include history of computers, physical parts of the computer and their operation, the operating system and other software, the representation and processing of data by computers, uses of computers, impact of computers on society, kinds of software most useful on microcomputers, buying computers and computer software.

CSC 211 Application Software

2 credits

Instruction and practice leading to proficiency in the use of application software including electronic spreadsheets and word processing. Introduction to presentation and database management software. Recommended CSC 205.

Graduate Program in Business Administration

A Master of Business Administration (MBA) is offered through the Business Administration Department. Emphasizing leadership, ethics, and communication skills within a global environment, the MBA program flows from and supports the Mount Mary University mission and the Graduate Education mission. The MBA is a 36 credit graduate degree program that stresses the importance of the critical qualitative aspects of a strong traditional MBA program while also emphasizing the requisite quantitative skills.

Course work is presented in an accelerated format (five eight-week terms in a calendar year) and is offered in the evenings and weekends.

Appropriate undergraduate coursework in management, marketing, financial accounting, finance, statistics, and economics is required. The prerequisite requirement must be fulfilled before enrolling in the corresponding graduate course.

Specific program requirements and course descriptions are in the Graduate Bulletin available from the Office for Graduate Education or online at www.mtmary.edu.

For more information, contact Office for Graduate Education at 414-258-4810, or email: gradinfo@mtmary.edu

Education

In keeping with Mount Mary University's mission, the mission of the Education Department is to provide programs that prepare teachers to be reflective decision-makers in elementary, middle and secondary schools; these programs are designed for both pre-service and in-service teachers. To achieve the mission, the department has developed a set of program standards based on the Wisconsin Department of Public Instruction's Ten Standards for Teacher Development and Licensure and indicators that are organized according to specific domains. These domains, in addition to those of Mount Mary University's core upon which the professional sequence is based, are as follows:

PERSONAL:	Communication, Interpersonal Skills, Responsibility, Reflective Practice and Integrity-Commitment
PROFESSIONAL:	Learner and Learning Theory, Curriculum and Instruction, Management, Assessment and Foundations

The beliefs that form a basis for the programs, standards and indicators are delineated in the *Education Department Handbook*, which can be obtained from the Education Department.

The sequence of courses for each program provides the knowledge base and the clinical experiences for students to achieve the goals and objectives.

The teacher education programs of the university are approved by the Wisconsin Department of Public Instruction (WDPI) and accredited by the Higher Learning Commission of the North Central Association. A student who satisfactorily completes one of the programs can be recommended for certification in Wisconsin at the level for which she or he has prepared. Students planning to teach in states other than Wisconsin should contact the department of education of the state involved, requesting a copy of that state's certification requirements.

Programs are offered in the following categories: early childhood/middle childhood (prepares students to teach pupils from birth to age 11--approximately pre-kindergarten, kindergarten and grades 1-6); middle childhood/early adolescence (leads to general certification for ages 6 to 12 or 13--approximately grades 1-8); early adolescence/adolescence, including biology, broadfield science, chemistry, English, broadfield language arts, history, broadfield social studies, mathematics; and early childhood /adolescence, including art, and Spanish. Certification in adaptive education is also available through the Education Department.

Many of the education courses are taught in classrooms designed with teaching stations in which students can practice using the latest presentation and research technologies. The Education Department also maintains the Teacher Resource Center, which also serves as the Archdiocese of Milwaukee Resource Center. These materials are for the use of our students and graduates as well as teachers in the community.

Advising

Students in early childhood/middle childhood education and middle childhood/early adolescence education programs will be assigned an advisor in the Education Department. Students in all other programs (e.g. Art Education, etc.) will have an advisor in their major and/or minor areas of study and in the Education Department.

Clinical Experiences

Prior to student teaching, all students must complete approximately 100 hours of approved clinical experience. Mount Mary University courses which require clinical experiences are: EDU 211/212, EDU 200, 300, 303, 312, 321, 322, 365, 405 and 411. As part of, or in addition to education department course fieldwork, students need to demonstrate knowledge and understanding of minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States to fulfill the WDPI licensure requirements.

Several of the programs require more than 128 credits for completion. With careful planning and summer school courses, it is possible for a student to complete a program in four years. However, a student may be required to student teach in the fifth year.

All students are charged a fee for a criminal background check, which is required by the school districts in which students are placed. Some districts have additional requirements. Students enrolled in EDU 321 and EDU 312 will be charged a \$14.00 criminal background check fee.

Admission to Teacher Education

In order to pursue any of the department's certification programs, a student must make formal application to the

department and be admitted by action of the Teacher Education Committee. For admission to any program, students are required to: 1) have a cumulative grade point average of not less than 2.5 on a 4.0 scale computed on at least 40 semester credits of collegiate level course work; 2) have a cumulative grade point of 2.5 or better in one's teaching major and minor. NOTE: The Education Department does not count courses with a CD or D grade to meet the course requirement in the professional education sequence. Courses with these grades must be repeated. Failure to complete courses with the appropriate grades may affect a student's admission to the department; 3) achieve acceptable performance on the Pre-Professional Skills Test (PPST) as determined by the Wisconsin Department of Public Instruction (no exceptions are considered.). Students are not permitted to begin 300 level courses unless they have met the PPST requirements or in special circumstances can give evidence that they have registered to take the PPST. 4) demonstrate proficiency in writing, speaking and listening skills; 5) complete departmental forms including the Application for Admission to the Department, the Background Verification form, and the Criminal Background Check; 6) have personal qualities (dispositions) essential to successful teaching; 7) have developed an acceptable initial portfolio; and to meet additional criteria specified by the Education Department.

These criteria, as well as those for retention in a program, are found in the *Education Department Handbook*.

Admission to Student Teaching

In order to student teach, a student must make formal application to the department and be admitted by action of the Teacher Education Committee. To be admitted to Student Teaching, in addition to being fully admitted to the Education Department, students are required to:

- 1) submit a completed Application for Student Teaching form;
- 2) earn a C or better in each course within the professional education sequence;
- 3) demonstrate appropriate personal and professional qualities essential for teaching (dispositions);
- 4) successfully complete approximately 100 hours of fieldwork;
- 5) maintain a cumulative grade point of 2.75 overall, and in one's teaching major, teaching minor and professional courses;
- 6) satisfactorily complete required courses in the major and minor as outlined in the Education Department *Education Department Handbook*;
- 7) satisfactorily complete the Pre-student Teaching Portfolio;
- 8) earn a satisfactory score on the appropriate Praxis II Content Test. Students seeking licensing in Spanish take the ACTFL Oral Proficiency Interview and the ACTFL Writing Proficiency Test.

No exceptions are granted to these requirements. To student teach during a fall semester, students must take and pass the Praxis II Content test no later than the January test date prior to the fall semester. To student teach during a spring semester, the test must be taken and passed no later than the August test date prior to the spring semester.

General Studies

Students in all teacher education programs must meet general studies requirements in written and oral communication, mathematics, fine arts, social studies, biological and physical science, humanities including literature, Western history or contemporary culture, and non-Western history or contemporary culture. These requirements are met in somewhat different ways in different programs. Transfer credits may be accepted if they meet content requirements and have been completed within the past seven (7) years with a grade of C or better. The students should consult their Education Department advisor, and their academic departments or other advisors, for the specific courses to meet the remaining requirements, some of which also meet University core requirements and some of which also meet requirements in the student's major. These requirements are also included in the *Education Department Student Handbook*.

As outlined in Wisconsin Statutes 118.19 and PI 34, all students in teacher education are required to be competent in the use of computers and technology, to meet human relations requirements, to be knowledgeable about Wisconsin's Native American tribes, to understand environmental issues and conservation (for licenses in early childhood, middle childhood, early adolescence, science and social studies), to be instructed in the use of phonics to teach reading (for licenses to teach in the age range of birth to age 11), and to meet the WDPI conflict resolution requirements.

Program Completion

To be certified, all students must satisfactorily complete an approved major/minor. All students need to attain an acceptable score on the state required content tests. At the time of program completion, a minimum grade point average of 2.75 on a 4.0 scale, overall, as well as in the major, minor, and in professional education courses is required for a student to be recommended for licensure. A student also needs to receive a Pass in student teaching, and submit an acceptable Student Teaching Portfolio.

Students who transfer into the university and wish to be recommended for initial teacher certification by the university need to earn a minimum of 16 credits at Mount Mary University and be observed by university personnel in at least two field placements before they may apply to student teach.

The degree of Bachelor of Arts is granted to an undergraduate student completing the early childhood/middle childhood program or the middle childhood/early adolescence education program. The degree of Bachelor of Arts or Bachelor of Science is granted to an undergraduate student completing other teacher education programs, according to the major field pursued.

Note: Since the Wisconsin Department of Public Instruction may revise its requirements for teacher education programs at any time, the university's teacher education programs, as described in this Bulletin, are subject to change.

Early Childhood/Middle Childhood (EC/MC) Teacher Education (Undergraduate): 86 Credits; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

EC/MC Teacher Education (UG) Major Course Requirements (57 credits): EDU 200, 204, 211, 212P, 245, 300, 300P, 311, 312, 312P, 356, 357, 365, 401, 402, 405, 411, 456, 490 and 493.

EC/MC Teacher Education (UG) Supporting Course Requirements (29 credits): ART 323; COM 210; GEO 310; HIS 153 or HIS 154; MAT 201, 202; MUS 323; PED 481; and POS 214, 215; SCI 208. The Wisconsin Department of Public Instruction's general studies requirement includes the study of non-western history or contemporary culture. Students meet with their advisor to determine appropriate options.

Early Childhood/Middle Childhood Teacher Education (UG) Optional Minor 24-30 credits: A minor (24-30 credits, some of which may be part of the basic program) is an optional feature of our program. Minors are available in: bilingual education (Spanish), English, mathematics, science, social studies and Spanish. Each minor is composed of a set of courses described in materials available from the Education Department. No WDPI certification is available for minors taken by EC/MC Teacher Education Majors. Minors will be indicated on transcripts.

Middle Childhood/Early Adolescence (MC/EA) Teacher Education (Undergraduate): 85-88 credits; a 18-28 credit minor; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

MC/EA Teacher Education (UG) Course Requirements (50-51 Credits): EDU 200, 204, 211, 212P, 245, 300, 311, 312, 312P, 356, 357, 401, 402, 405, 411, 456, 493 and 494. A minor (24 to 30 credits, some of which may be part of the basic program). Minors are available in: bilingual education (Spanish), English, mathematics, science, social studies, and Spanish. Each minor is composed of courses described in materials available from the Education Department. Each of these minors leads to additional specific certification. English, mathematics, science, social studies, and bilingual minors are certified if the candidate gets a pass score on the Praxis II middle school content test. Students who wish to be certified in Spanish must pass the Language Testing International exam with oral and written proficiency tests in addition to the middle school test.

MC/EA Teacher Education (UG) Supporting Course Requirements (29 Credits): ART 323; COM 210; GEO 310; HIS 153 or HIS 154; MAT 201, 202; MUS 323; PED 481; POS 214 and 215; SCI 208. The Wisconsin Department of Public Instruction's general studies requirement includes the study of non-western history or culture. Students meet with their advisor to determine appropriate options.

Early Adolescence/Adolescence (EA/A) Teacher Education (Undergraduate): 44 Credits and content area course requirements; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

The early adolescence/adolescence teacher education program prepares students to teach in middle and secondary schools. Teaching majors and minors are offered in the following areas: biology, chemistry, English and history. A teaching major is offered in broad field science, broad field language arts, mathematics and broad field social studies. A teaching minor is offered in bilingual education (Spanish), journalism, speech communication and political science. A methods course and student teaching are a part of each minor.

An early adolescence/adolescence education student may pursue one of the following plans: one teaching major, one teaching major with a teaching minor, or two teaching majors. In selecting major or major/minor combinations, a student should confer with appropriate department advisors.

The professional education sequence for undergraduate students is EDU 200, 204, 245, 303, 311, 321, 321P, 322, 324, 401, 405, 410, 482, and 489.

Early Childhood/Adolescence (EC/A) Teacher Education (Undergraduate): 44 Credits and content area course requirements; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

Students interested in teaching art, or Spanish follow the Early Childhood/Adolescence Education Program, preparing them to teach their specialty Grades Pre K through 12. See Department descriptions for information about required content courses.

Art Teacher Education (EC/A)

A teaching major in art leading to certification to teach art in grades PreK-12. The professional education sequence is EDU 200, 204, 245, 303, 311, 321, 321P, 322, 324, 325, 401, 405, 405P, 410, 485, and 497.

Spanish Education (EC/A)

Students working for certification in language need to follow the EC/A Program. The professional education sequence

is EDU 200, 204, 245, 303, 311, 321, 321P, 322, 324, 401, 405, 405P, and 476.

Adaptive Education

A license in Adaptive Education may be added to licenses in other areas. Requirements include an additional 9 credits of coursework as well as the successful completion of a practicum in an adaptive setting. See the Director of Teacher Education for program specific requirements.

Post-baccalaureate Certification Program

A person who holds a bachelor's degree from an accredited college or university wishing to work for teacher certification in any of our post-baccalaureate programs is eligible to apply to the Mount Mary University Post-baccalaureate Certification to Masters Program. Although the student needs to fulfill the same professional requirements for certification as the undergraduate, some of these requirements may be fulfilled through graduate courses which can be applied toward Mount Mary's Master of Arts in Education: Professional Development. Courses especially designed for post-baccalaureate students are:

EDU 701 Child and Adolescent Development in a Diverse Society. *Graduate version of EDU 311.*

EDU 703 Exceptional Learners. *Graduate version of EDU 405.*

EDU 470/570 Fine Arts Methods. *Combines art, and music methods with the study of non-Western cultures.*

EDU 212 Teaching Early Childhood and Elementary Mathematics. *Combines scope and sequence of curriculum with methods for teaching Pre K–Grade 6 and fieldwork with math teachers (concurrent enrollment with EDU 212P Practicum in Teaching Mathematics).*

Early Childhood/Middle Childhood (EC/MC) Teacher Education (Post-baccalaureate): 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

EC/MC Teacher Education (Post-baccalaureate) Course Requirements: EDU 200, 204, 212, 212P, 700 or 245, 701 or 311, 703 or 405, 470/570, 300, 312, 356, 357, 365, 401, 522 or 402, 715, 411/511, 456/556, 490 and 493; SCI 208.

EC/MC Teacher Education (Post-baccalaureate) Supporting Course Requirements: PED 481 or equivalent course. The following areas of general studies: written communication, oral communication, math, fine arts, social studies, biological science, physical science, humanities, western history/contemporary culture, and non-Western history/contemporary culture. Competence can be shown through portfolio, courses, transcript evaluation, and standardized testing.

Middle Childhood/Early Adolescence (MC/EA) Teacher Education (Post-baccalaureate): an 18-28 credit minor; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

MC/EA Teacher Education (Post-baccalaureate) Course Requirements: EDU 200, 204, 212, 212P, 300, 312, 356, 357, 401, 522 or 402, 411/511, 703 or 405, 715, 456/556, 470/570, 493, 494, 700 or 245, 701 or 311; a minor (24 to 30 credits, some of which may be part of the basic program). Minors are available in: bilingual education (Spanish), English, mathematics, science, social studies, and Spanish. Each minor is composed of courses described in materials available from the Education Department. Each of these minors leads to additional specific certification for ages 6-12 or 13. English, mathematics, science, and social studies minors are certified if the candidate gets a passing score on

the specified Praxis II middle school test content test. Students who wish to be certified in Spanish must pass The Language Testing International exam with oral and written proficiency tests in addition to the middle school test.

MC/EA Teacher Education (Post-baccalaureate) Supporting Course Requirements: PED 481 and SCI 208 (or equivalent course). The following areas of general studies: written communication, oral communication, math, fine arts, social studies, biological science, physical science, humanities, western history/contemporary culture, and non-Western history/contemporary culture. Competence can be shown through portfolio, courses, transcript evaluation, and standardized testing.

Early Adolescence/Adolescence (EA/A) Teacher Education (Post-baccalaureate): content area course requirements; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

The early adolescence/adolescence teacher education program prepares students to teach in middle and secondary schools. Teaching majors and minors are offered in the following areas: biology, chemistry, English and history. A teaching major is offered in broad field science, broad field language arts, mathematics and broad field social studies. A teaching minor is offered in bilingual education (Spanish), journalism, speech communication and political science. A methods course and student teaching are a part of each minor.

An early adolescence/adolescence post baccalaureate student may pursue one of the following plans: one teaching major, one teaching major with a teaching minor, or two teaching majors. In selecting major or major/minor combinations, a student should confer with appropriate department advisors.

EA/A Teacher Education (Post-baccalaureate) Course Requirements: The professional education sequence for post-baccalaureate students is EDU 200, 502 (or 303), 321, 321P, 322, 324, 401, 482, 489 (specific student teaching courses vary by major), 700 (or 245), 701 (or 311), 703 (or 405), 405P, and 715. See major areas for sequence of courses in specific fields.

EA/A Teacher Education (Post-baccalaureate) Supporting Course Requirements: The following areas of general studies: written communication, oral communication, math, fine arts, social studies, biological science, physical science, humanities, western history/contemporary culture, and non-Western history/contemporary culture. Competence can be shown through portfolio, courses, transcript evaluation, and standardized testing.

Early Childhood/Adolescence (EC/A) Teacher Education (Post-baccalaureate): content area course requirements; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

Students interested in teaching art, or Spanish follow the Early Childhood/Adolescence Education Program, preparing them to teach their specialty Grades Pre K through 12.

EC/A Teacher Education (Post-baccalaureate) Course Requirements: The professional education sequence for post-baccalaureate students is EDU 200, 502 (or 303), 321, 321P, 322, 324, 401, 482, 489 (specific student teaching courses vary by major), 700 (or 245), 701 (311), 703 (or 405), 405P and 715. See major areas for sequence of courses in specific fields.

EC/A Teacher Education (Post-baccalaureate) Supporting Course Requirements: The following areas of general studies: written communication, oral communication, math, fine arts, social studies, biological science, physical science, humanities, western history/contemporary culture, and non-Western history/contemporary culture. Competence can be shown through portfolio, courses, transcript evaluation, and standardized testing.

A license in Adaptive Education may be added to licenses in other areas. Requirements include an additional 9 credits

of coursework as well as the successful completion of a practicum in an adaptive setting. See the Director of Teacher Education for program specific requirements.

Post-baccalaureate Courses

EDU 522 Celebrate Children's Literature

3 credits

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

EDU 470/570 Fine Arts Methods

3 credits

Students apply content knowledge of the arts in designing effective teaching and assessment strategies. Students deepen their understanding of the relationships among the arts and between the arts and other disciplines by developing integrative learning experiences based on appropriate conceptual frameworks, applying current technology in meaningful ways, considering various populations and cultures and their values, collaborating with arts specialists, articulating connections to daily life, and designing appropriate assessments.

EDU 700 Diversity Among Learners

3 credits

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

EDU 701 Child & Adolescent Development

3 credits

Introduction to the study of children and adolescents. Considers various aspects of development in infancy, early childhood, middle childhood and adolescence.

EDU 703 The Exceptional Learner

3 credits

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

EDU 715 Seminar: Issues and Problems Affecting Education

3 credits

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

Education Courses

EDU 200 Orientation to Teaching

3credits

Consideration of the historical, philosophical and social foundations underlying educational goals; and the organization, political and economic aspects of public schools. Introduction to philosophy, goals, objectives and requirements of the Education Department; decision-making process; observation skills; library resources; portfolio

development. Students are introduced to the formal lesson planning process. Initial Fieldwork is required.
Prerequisite: ENG 110.

EDU 211 Mathematical Perspectives

3 credits

Study of strategies for teaching mathematics from a developmental perspective as well as continuing development of mathematics content knowledge; instructional strategies include assessment, questioning techniques, task selection and integrated approaches to instruction; scope and sequence of early childhood, middle childhood, and early adolescence mathematics curriculum, and national standards are included. Off campus fieldwork is included. Undergraduate students only. Prerequisite: MAT 202 and completion of PPST, or departmental approval. Fieldwork is required. (EDU 212P)

EDU 212 Mathematics for Early Childhood/Middle Childhood/ Early Adolescence Teacher Education

3 credits

Study of strategies for teaching mathematics from a developmental perspective as well as continuing development of mathematics content knowledge; instructional strategies include assessment, questioning techniques, task selection and integrated approaches to instruction; scope and sequence of early childhood, middle childhood, and early adolescence mathematics curriculum, and national standards are included. Concurrent enrollment in EDU 212P Practicum in Teaching Mathematics required. Prerequisite: Completion of PPST, or departmental approval. Post baccalaureate students only.

EDU 212P Practicum in Teaching Mathematics

1 credit

Generally taken in conjunction with EDU 212. Involves 30 hours of observation and participation during the school day in area schools. Placements occur in grade levels corresponding to the students' major (early childhood and middle childhood, or middle childhood and early adolescence). Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel.

EDU 245 Teaching in a Multicultural Society

2 credits

Study of the history, culture, values, life style, and contributions of minority groups, including Wisconsin Native Americans; examination of attitudes of racism, sexism, and prejudice; human relations skills and techniques; models for multicultural education.

EDU 300 Teaching Reading and Language Arts in the Early Childhood, Middle Childhood, Early Adolescence Programs

3 credits

Knowledge of the nature and process of reading including phonics. Includes objectives, methods, materials and strategies for the teaching of reading at the early childhood, elementary, and middle school levels. Techniques and tests for evaluating progress in reading and relationships between reading and other language processes. 15 hours of fieldwork is required.

EDU 300P Practicum in Reading and Language Arts

1 credit

Generally taken in conjunction with EDU 300. Involves 30 hours of observation and participation in area schools. Placements occur in two settings in grade levels corresponding to the students' major (early childhood and middle childhood, or middle childhood and early adolescence). Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel.

EDU 303/502 Teaching Reading and Language Arts in Early Adolescence/Adolescence – I

3 credits

Study of the reading process; strategies for increasing basic reading skills; the interrelationship of reading, writing, speaking and listening across the various content areas of the middle/secondary schools; literature for children and adolescents (art students). Includes weekly observations in middle school settings. Fieldwork is required. Prerequisite: EDU 321 or permission of Director.

EDU 311 Child and Adolescent Development

3 credits

Introduction to the study of children and adolescents. Considers various aspects of development in infancy, early childhood, middle childhood and adolescence. Includes development of artifacts for Pre-Student Teaching Portfolio. This course is a prerequisite for EDU 312.

EDU 312 The Psychology of Teaching and Learning

3 credits

Study of learning factors and conditions, of the ingredients for effective instruction, and of the principles and strategies for evaluation of learning. Management theories, including conflict resolution, are studied and reinforced through classroom observation and participation in area schools. Includes development of artifacts for the Pre-Student Teaching Portfolio. Prerequisite: EDU 311, or 701, or permission of Director. Students also must concurrently enroll in EDU 312P Practicum in Educational Psychology (EC/MC/EA).

EDU 312P Practicum in Educational Psychology (EC/MC/EA)

1 credit

Generally taken in conjunction with EDU 312. Involves 30 hours of observation and participation in area schools. Placements occur in one or two settings in grade levels corresponding to the students' major (early childhood and middle childhood, or middle childhood and early adolescence). Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel.

EDU 315 Early Childhood, Middle Childhood, Early Adolescence Mathematics Curriculum and Methods

3 credits

Study of research-based knowledge of children's learning of mathematics and of the teaching of mathematics in Pre-K through nine, mathematics teaching methods, methods of evaluation, and the school mathematics curriculum. Designed for mathematics minors in elementary/middle education. Prerequisite: MAT 211/212 or consent of instructor.

EDU 320 Keyboarding: Instructional Methodology EC/MC for Business Teachers

2 credits

Specifically for business education students and certified secondary teachers of business (EA/A) who are seeking keyboarding certification at the elementary level. Introductory and closing seminars are held at Mount Mary University and field experience is completed in area schools. Observation and student teaching are required in an elementary/middle school setting under the direction of an experienced teacher. A university supervisor visits the student.

EDU 321 Psychology Applied to Teaching

3 credits

Study of learning factors and conditions, of the ingredients for effective instruction, and of the principles and strategies for evaluation of learning. Management theories, including conflict resolution, are studied and reinforced through classroom observation and participation in area schools. Includes development of artifacts for the Pre-Student Teaching Portfolio. Prerequisite: EDU 311, or 701, or permission of Director.

Students must concurrently enroll in EDU 321P Practicum in Educational Psychology (EA/A).

EDU 321P Practicum in Educational Psychology (EA/A)**1 credit**

Generally taken in conjunction with EDU 321. Involves 30 hours of observation and participation in area middle and/or secondary schools. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel.

EDU 322 Instructional Methods for Early Adolescence/Adolescence: General 3 credits

Study of instructional planning, general methods of instruction, materials, technology, the use of instructional media, school organization, classroom management and classroom assessment. Fieldwork in high school classrooms is included. Prerequisite: EDU 321, or permission of Director.

EDU 322P Practicum in Instructional Methods**1 credit**

Taken in conjunction with EDU 322. Involves 30 hours of observation and participation in area middle schools. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel.

EDU 324 Instructional Methods: (Subject)**2-6 credits**

Special consideration of methods, materials and curriculum planning for a specific subject area. Prerequisite: EDU 321.

EDU 325 Teaching Art in Early Childhood, Middle Childhood, Early Adolescence Education**3 credits**

Study of the relationship of art expression to child development at the early childhood/elementary/middle level. Formation of objectives and their implementation is based on state standards in this sequential art program.

EDU 331 Teaching in a Bilingual-Bicultural Program (Spanish-English) 3 credits

Focusing on Spanish-English education, a consideration of the history and rationale of bilingual education, linguistic concepts necessary for bilingual teaching, curricular models, and materials and methods for bilingual/bicultural learning. Examination of the various issues involved in assessment of bilingual education and educational development of English language learners.

EDU 356 Curriculum and Methods for Early Childhood, Middle Childhood, Early Adolescence Social Studies**3 credits**

Based on the premise that social studies is the study of people and their environments, this course incorporates instructional methods, scope and sequence, and curricular designs that enhance social studies education. The course includes the development of materials and media used in the social studies.

EDU 357 Curriculum and Methods for Early Childhood, Middle Childhood, Early Adolescence Science**3 credits**

Science is a process of solving problems using a variety of procedures. This course offers a wide range of practical methods, classroom organizational skills, and curriculum information and resources which are applicable to the academic levels indicated in the course title.

EDU 365 Prekindergarten and Kindergarten Education (Fieldwork)**3 credits**

Philosophy, organization, curricula and environments of contemporary preschool settings and kindergartens. Major

emphasis on current research and appropriate instructional practices with the three to five-year-old child. Classroom observation included.

EDU 401 Student Teaching Seminar

1 credit

Weekly group discussions of student teaching experiences, of human relations concerns deriving from those experiences, and of certification and placement information, with particular emphasis on the development of Student Teaching Portfolio and a professional development plan. Offered in conjunction with student teaching.

EDU 402/522 Using Children's Literature to Teach Reading

3 credits

A study of children's literature as an integral part of learning and the developing of reading and language skills. Students consider genres, themes, authors, illustrators, and writing styles, as well as strategies for selecting and presenting literature. Prerequisite: EDU 300.

EDU 405 Introduction to Exceptional Learners

3 credits

Historical perspectives of exceptionality, legal ramifications, state and federal laws pertaining to exceptionality; consideration of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities, and instructional procedures and educational programming for exceptional learners including the use of assistive technology. Prerequisite: EDU 311. Fieldwork required.

EDU 405P/505P Practicum in Special Education

1 credit

Optional experience taken in conjunction with EDU 405/703. Involves 30 hours of observation and participation in area schools.

EDU 411/511 Teaching Reading and Language Arts in Pre K-3

3 credits

Philosophy, research, methods connected with understanding and implementing an emergent literacy reading and language arts program in grades Pre K-3. Emphasis is placed on the developmental stages of children's writing, and on language experience activities to teach the young child how to read and write. Introduction to the study and use of authentic assessment tools and procedures, working with the children having special needs, and stimulating parent involvement in the reading program. 15 hours of fieldwork required.

EDU 456/556 Building Professional Relationships in Early Childhood, Middle Childhood, Early Adolescence Education

2 credits

Students will study research related to the influence of the family unit on the educative process. Consideration will be given to making parents effective resources, involving parents in the school community, understanding diverse family units, and building communication between home and school. Students will also explore ways to work with other professionals within the school community to support student learning.

EDU 465 Readings in Education

1-2 credits

Content to be arranged by instructor in consideration of student's professional needs. Permission of chair required.

EDU 475 Directed Work in Education

1-4 credits

Pursuit of a special topic or project under the direction of an instructor. Permission of chair required.

EDU 476 Student Teaching in World Languages (EC/A)

3-12 credits

Student teaching under the direction of one or more experienced foreign language teachers at the appropriate levels.

University supervisors visit the student at least eight times and guide and evaluate his/her progress through individual conferences.

EDU 482 Student Teaching in Secondary School: (Subject)

3-6 credits

Student teaching in the middle/secondary level student's major or minor, under the direction of an experienced classroom teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences.

EDU 485 Student Teaching of Art in Middle/Secondary School

3-6 credits

Student teaching under the direction of an experienced art teacher at the middle or secondary level. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences.

EDU 487 Student Teaching in Business Education (EA/A)

3-12 credits

Student teaching under the direction of one or more experienced business education teachers at the secondary level. University supervisors visit the student at least eight times and guide and evaluate his/her progress through individual conferences.

EDU 489 Student Teaching in Middle School: (Subject)

3-6 credits

Student teaching in the middle/secondary level student's major or minor, under the direction of an experienced classroom teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences.

EDU 490 Student Teaching in Prekindergarten and Kindergarten

3-6 credits

Student teaching under the direction of an experienced classroom teacher in four-and-five-year old kindergarten classes. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences.

EDU 493 Student Teaching in Elementary School

3-6 credits

Student teaching under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences.

EDU 494 Student Teaching in Middle School

3-6 credits

Student teaching in the elementary/middle level student's certifiable minor, as well as in other middle school subjects, under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences.

EDU 497 Student Teaching of Art in Elementary School

3-6 credits

Student teaching under the direction of an experienced art teacher at the elementary level. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences.

316 Reading Teacher License Program

Mount Mary University offers the 316 Reading Teacher License program. To be eligible for the 316 license, Wisconsin Department of Public Instruction requires that "you must hold or be eligible to hold a Wisconsin Teaching license and have two years of successful teaching experience." This license involves the 18 graduate credits as

described in the Mount Mary University Graduate Bulletin. The courses are: EDU 502: Teaching Reading and Language Arts in the Middle/Secondary School; EDU 522: Celebrate Children's Literature; EDU 510: Developmental Reading for Middle Childhood (Grade 3-Grade 5); EDU 511: Developmental Reading for Early Childhood (Pre K-Grade 2); EDU 523: Reading and Learning Disabilities; EDU 559: Assessment and Instruction of Literacy Difficulties. Six undergraduate credits may be substituted for six of the 18 graduate credits required. Students need to be admitted to the program if they wish to be licensed through Mount Mary University. Students may obtain an application and course descriptions for this program from the Office of Graduate Education, or online at <http://www.mtmary.edu/graduate.htm>, or call (414) 256-1252.

Graduate Program in Education

The University offers a program leading to the degree Master of Arts in Education: Professional Development. The program is open to women and men and is intended to strengthen and enrich the work of teachers at any of the following instructional levels: early childhood, elementary school, middle school, high school or technical college.

Courses within the graduate program are open to persons enrolled in the M. A. degree program as well as to others holding a bachelor's degree. The typical graduate student is a certified teacher actively engaged in teaching.

Courses are offered during the academic year and during the summer. Those offered during the fall and spring terms, starting in August and January, are scheduled during the late afternoon, evening or weekend hours. Those offered in the summer make use of regular, extended or intensive summer sessions.

Program requirements and course descriptions are included in the Education section of the Graduate Bulletin available from the Office of Graduate Education or online at <http://www.mtmary.edu/graduate.htm> or call (414) 256-1252.

Title II Reporting

Teachers certified by the State of Wisconsin may be required to pass a content test of the subjects for which they are certified to teach. Wisconsin has identified specific Praxis II content tests for most of the certification categories in which licenses are granted in the state and the Language Testing International exam including oral and written proficiency tests for those certified in Spanish. Each college is required to report pass rates on these tests to the Wisconsin Department of Public Instruction each year. WDPI, in turn, reports the University's program completers pass rates to the U.S. Department of Education. The pass rate for all Mount Mary University program completers is 100%. Mount Mary University does not grant any waivers for the required Praxis II test scores. No exceptions to the Praxis I (PPST) requirements are made.

Approximately 93 percent of our program completers gained employment in education over the past five years.

Justice

Prelaw

Law schools seek candidates with excellent work and study habits, emotional maturity, top-notch communication skills, who are problem solvers, and who have the ability to make ethical decisions. The prelaw determination means a student engages in broad-based academic studies to prepare for law school through interdisciplinary liberal arts courses and the development of skills in logical thinking, reading comprehension, and analytical reasoning. Prelaw

students at Mount Mary University take advantage of specialized advising services based on the recommendations of the American Bar Association and the Law School Admission Council.

The prelaw advisor works with students and their major academic advisors to prepare students for law school, which includes advising on preparation for the LSAT and law school application process. Prelaw students should take courses that fulfill three key criteria for law schools: these courses 1) create a context in which law may be better understood, 2) expect the student to demonstrate excellent written and oral communication skills, and 3) require analytical skills. Departments whose offerings are appropriate for prospective law students include: English, History, Philosophy, World Languages, Psychology, Business, Political Science and Justice. This list is not exclusive; many Departments offer courses that can be tailored for prelaw needs, and students should speak with the prelaw advisor as soon as possible in their academic career to structure their course of study.

Justice Major

The Justice major merges Mount Mary's liberal arts core with courses that prepare women to enter graduate school, law school, government service, nonprofit agencies or other careers in the law. The major provides a multi-disciplinary study of how the modern justice system operates. It focuses on building the essential skills of logical reasoning, communication, problem solving, and analysis. The Justice curriculum draws on history, political science, psychology, ethics, and economics and uses those disciplines to better understand criminal behavior, global justice policy analysis, and legal issues. This degree develops pre-law skills and studies topics that prepare students for law school or post-graduate study in other fields such as public administration and business. The major has also attracted students currently working in the legal system who wish to expand their skill set and employment potential.

All Justice majors complete an internship that applies their skills and subject matter knowledge to practical settings. Past interns have worked for the U.S. Marshalls Office, the Milwaukee County Clerk's Office, the Wisconsin Public Defender's Office, Sojourner Family Peace Center (domestic violence prevention and advocacy), Safe and Sound (working with at-risk youth, restorative justice, and the Milwaukee Police Department), private law firms, and others. The major also has an active student group, "Justice on the Rise," which coordinates events or projects at the students' direction. Justice classes often take field trips; examples include Taycheedah Women's Prison, Marquette University Law School, and Milwaukee County Drug Offender's Court. Classes also bring in guest speakers to represent the many professional opportunities for Justice majors.

Students who want to major in Justice should speak to the chair as early as possible in their college career. Students must maintain an overall grade point average of 2.2 with a 2.5 grade point average in major courses. Transfer students or students resuming their college work after an extended period of time must have their justice credits reviewed and evaluated by the chair.

A Criminal Justice Concentration is available to students who want to focus on the criminal justice system: law enforcement, the courts, and corrections. This concentration emphasizes appropriate subject matter areas, as well as methods of evidence-based justice practices that are becoming essential for working in the criminal justice system.

Justice Major Requirements: 53 credit min.; 2.5 GPA in major; 2.2 GPA overall

Justice Major Course Requirements (53 credit min.): JUS 101, 301, 306, 405, and 498; JUS 201/or BUS 375; BUS 301; ENG 219; two of the following; HIS 153, HIS 154 or JUS 106; one of the following; POS 214 and 215, POS

323, or POS 326; PSY 103, PSY 214; PHI 326 or PHI 330; and 9 credits of the following electives: JUS/SWK 356, JUS 401, JUS 406, or JUS 495, BES 310, PSY 325, PSY 438, SOC 101, SOC 497, SOC 220, SOC 210.

Criminal Justice Concentration Requirements: (59 credits total; includes Justice Major requirements); 2.5 GPA in major; 2.2 GPA overall

Justice Major with Criminal Justice Concentration Requirements: JUS 101, 201, 301, 306, 405, and 498; BUS 301; ENG 219; two of the following: HIS 153, HIS 154 or JUS 106; one of the following: POS 214 and 215, POS 323, or POS 326; PSY 103, PSY 214; PHI 326 or PHI 330; and (electives for concentration) BES 310, JUS 406, PSY 325, PSY 438

Justice Courses

JUS 101 Introduction to Justice

2 credits

Surveys the three branches of the justice system (law enforcement, the courts, and corrections). Analyzes topics on a national, regional, and state level, and students actively relate current events to the course content. Builds basic skills in critical reasoning, persuasive argument, and in use of community-based problem solving in the justice system.

JUS 106 History of American Justice

3 credits

Charts the history of the most important theories of and delivery methods for law and justice in the United States. Explores differences in administration and in how people understand the law over time. Coursework also emphasizes past problem areas where the law has been ineffective in providing equal justice to the American people regardless of race, gender, or age.

JUS 201 Law Enforcement, Courts, and Corrections

3 credits

Examines how to run justice systems (law enforcement, corrections, courts) effectively with limited resources and according to the ideals of fairness and equality under law. Discusses ethical dilemmas and current national/local issues to show the complexity of administering justice in modern American society. Evaluates leadership qualities needed for people who work in the system. Students use critical decision-making, written analysis, verbal presentation, and active observation of police, courts, and correctional settings.

JUS 301 (g) Comparative Justice

3 credits

Studies the justice systems of other nations and justice as an international matter. Helps students understand the historical, political, social, economic and other factors that influence legal trends around the world. Addresses the increasing globalization of legal and human rights issues and how they are dealt with. Note: satisfies the University's (g) global curriculum requirement.

JUS 306 Abuse and the Law (formerly Abuse and the Justice System)

3 credits

Survey of how the justice system responds to abuse (physical, sexual, emotional and financial) with an emphasis on abuse perpetrated against children, women, and the elderly. Analyses specific laws, law enforcement responses, case prosecution, court experiences, victim advocacy, and corrections.

JUS 356 Crime and Delinquency (SWK 356 Crime and Delinquency)

4 credits

Examines delinquent behaviors of children, including theories for such behaviors and society's diverse responses to them. Explores the historical development, current organization, and functions of the juvenile justice system, placing emphasis on prevention and rehabilitation programs. Cross-listed with SWK 356.

JUS 401 Women, Crime, and Justice**3 credits**

Explores theories of female criminal behavior alongside studies of women as victims. Examines ways both groups are treated in the courts and correctional systems. Class topics include contemporary issues such as sexual exploitation, incarcerated mothers, and rehabilitation from prostitution or severe drug addiction.

JUS 405 Women as Justice Professionals**2 credits**

Teaches the ethical and legal responsibilities of women as professionals in the justice system. Focuses on employment opportunities in the justice system and preparation for entry into the field, as well as creative options for building a multi-layered skill set for a variety of careers. Use of class time includes guest speakers, resume writing, interviewing skills, and developing career search strategies.

JUS 406 Correctional Alternatives and Therapies**3 credits**

Study of alternatives to incarceration (probation, fines, house arrest, electronic surveillance, restitution programs, sentencing to service, community residential facilities, parole and supervised release). Survey of main rehabilitation therapies used by correctional treatment professionals who work with offenders and their families. Special attention is given to the needs of women and juveniles in the correctional system.

JUS 495 Special Topics**2-4 credits**

Features a specific issue of law and justice, explored through research, discussion, media, and fieldwork where appropriate. Examples include Cybercrimes, International Criminal Courts, Prison Mission Initiatives, and Neuroscience and the Law. May be repeated for credit with a different topic. Prerequisite: JUS 101.

JUS 196-496 Independent Study**1-4 credits**

In-depth examination of a topic of specific interest to student. It may be repeated for credit with a different topic. Consent of chair required.

JUS 498 Justice Internship**2-4 credits**

Provides a student with hands-on experience in a setting that best suits their career aspirations. Settings have included government agencies, community-based and nonprofit organizations, and private businesses. Students must apply the semester before they take the internship. Prerequisite: Background check (some settings); major GPA of at least 2.5, junior or senior status; and signature of chair.

Interdisciplinary Undergraduate Courses

SYM 110 Leadership for Social Justice Seminar

3 credits

Leadership for Social Justice is a three-credit seminar introducing students to the depth of thinking called for in a college environment and addressing the mission and values of Mount Mary University. This interactive and reflective course focuses on social justice principles and local and global issues of social justice, particularly as they pertain to women. The course also emphasizes service learning as a means of increasing understanding social justice issues and leadership skills based on the Mount Mary Leadership Model. Critical thinking, oral, written and small-group communication skills are also emphasized. Required for all first-year students and all students transferring in fewer than 15 credits.

SYM 120 Career Development

2 credit

This course is designed for students who are interested in gaining clarity about their career path and choosing a major. Students will engage in a developmental process of self- assessment, information gathering, and discussion to produce a successful career plan. This course utilizes StrengthsQuest, vocational inventories, and informational interviewing.

SYM 125 College Achievement Program

1 credit

This course is designed for students who are admitted to the College Achievement Program at Mount Mary University. Students will meet on a weekly basis with Academic Resource Center Professional Tutors to enhance time management, test taking, reading, note taking, and other study skills. Students will also be expected to explore career development, including academic advising issues, through periodic meetings with their advisors.

SYM 230 Portfolio Preparation Seminar

1 credit

The course, mandatory for students who wish to apply for credit for prior learning, provide an understanding of knowledge and learning expected for credit, explores the application of experiential learning to Mount Mary University courses, and assists students in understanding the process involved in portfolio preparation, when applicable. Prerequisite: 12 Mount Mary credits and consent of Instructor.

HUM 338 Leadership

2 credits

The primary purpose of this course is to help Caroline Scholars build leadership skills and gain a greater understanding of social justice. One of the main tools for this is discussion of students' service sites. Students will connect what they learn in courses to activities they are doing at their service sites and vice versa. The course has students critically think about social justice issues and build on their strengths to become more effective leaders. May be repeated for credit. Required for and open to Caroline Scholars only.

HUM 386 (g) United Nations

3 credits

This course is a preparatory class for students participating in the United Nations Commission on the Status of Women World Conference held in New York. Course topics include history of the United Nations, history of issues affecting women globally, and the Commission's annual focus. Some travel and conference attendance required.

Mount Mary University

Board of Trustees

May 2013

Gary Jorgensen, Chair
Marie O'Brien, Vice-Chair
Eileen Schwalbach, President
F. Michael Arnow
Norman Barrientos
Eileen Bloechl
Barbara Bolens
Cathy Buck
Sister Jacqueline Buckley, SSND
Robert Buerger
Sister Kathleen Cornell, SSND
Kathryn Maegli Davis
Veronica Gunn
Leon Janssen
Kristine Krause
Amelia Macareno
Linda Marcus
Goldi Miller
Sister Pamela Moehring, SSND
José Olivieri
Sister Mary Anne Owens, SSND
Thomas B. Puls, II
Ann Roche
Mary Staudenmaier
Judie Taylor
David Werner
Rosann Young
John Zorbini

William Jensen, *Trustee Emeritus*
Geneva Johnson, *Trustee Emerita*
Gary Zimmerman, FAIA, *Trustee Emeritus*

President's Council

Eileen Schwalbach, President: B.A., Marquette University; M.A., Ph.D., University of Wisconsin-Milwaukee.

Karen Friedlen, Vice President, Academic and Student Affairs: B.A., University of Wisconsin-Eau Claire; M.S., Ph.D., University of Wisconsin-Milwaukee.

Reyes Gonzalez, Vice President, Finance and Administration: B.S., Illinois Institute of Technology; M.B.A., DePaul University; CPA.

David Wegener, Vice President, Enrollment Services: B.A., Lakeland College; M.B.A., Cardinal Stritch University.

Sister Joan Penzenstadler, SSND, Vice President, Mission and Identity: B.A., Mount Mary College; M.S., Saint John's University; Ph.D., Boston College.

Lynn Sprangers, Vice President, Communications and Community Engagement: B.A., University of Wisconsin-Stevens Point.

Beth Wnuk, Executive Director, Women's Leadership Institute: B.A., State University of New York; M.B.A., Case Western University.

Administration

President's Office

Eileen Schwalbach, President: B.A., Marquette University; M.A., Ph.D., University of Wisconsin-Milwaukee.

Jill Meyer, Director, Institutional Research: B.S., St. Norbert College; M.S., Ph.D., University of Wisconsin-Madison.

Sister Joan Penzenstadler, SSND, Vice President, Mission and Identity: B.A., Mount Mary College; M.S., Saint John's University; Ph.D., Boston College.

Academic and Student Affairs

Karen Friedlen, Vice President, Academic and Student Affairs: B.A., University of Wisconsin-Eau Claire; M.S., Ph.D., University of Wisconsin-Milwaukee.

Katherine Atkinson, Career Development Counselor: B.A., Wartburg College; M.S., Western Illinois University.

Amy Danielson, Director, Student Engagement: B.S., Bemidji State University; M.S., South Dakota State University.

Linda Delgadillo, Director, Urban Education Fellows Program: B.A., M.S., Ph.D., University of Wisconsin-Milwaukee.

Nicole Gahagan, Director, Promise Program: B.A., University of Wisconsin-La Crosse, M.Ed., Marquette University.

Michelle Guyant-Holloway, Director, Athletics: B.S., Northern Michigan University; M.P.A., Northern Michigan University.

Tracy Isaacson, Director, Childcare Center: B.S., University of Wisconsin-Whitewater.

Jill Johnson, Assistant Registrar and Database Specialist: B.S., University of Wisconsin-Madison.

Mary Bunting Karr, Registrar: B.A., University of Massachusetts; M.A., Indiana University.

Cindy Keller, Director, Teacher Education: B.S., Oklahoma State University; M.A., Mount Mary College.

Jennifer Looyesen, Coordinator, Academic Counseling: B.A., University of Wisconsin-Whitewater; M.S., Concordia University.

Ann McIntyre, Archivist: B.S., M.S.E., University of Wisconsin-La Crosse; M.L.S., University of Wisconsin-Milwaukee.

Nan Metzger, Director, International Studies: B.A., Dominican University; M.A., Northern Illinois University.

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

Martha Nelson, Dean, Student Affairs: B.A., Russell Sage College; M.A., M.S., Syracuse University.

Marci Ocker, Coordinator, Accessibility Services: B.S., University of Wisconsin-Eau Claire; M.S.S.W., University of Wisconsin-Madison.

Ryan Parker, Interlibrary Loan Librarian: B.S., M.L.I.S., University of Wisconsin-Milwaukee.

Isabel Maria Piana, Director, Teacher Education Resource Center: B.A., M.A., Mount Mary College.

Amanda Ritchey, Director, College in the Community: B.A., University of Wisconsin-Madison; M.A., University of San Francisco.

Eric Robinson, Director, Library: B.A., M.L.I.S., University of Wisconsin-Madison.

Lea Rosenberg, Director, Campus Ministry: B.A., Mount Mary College.

Sandra Ruesink, Fieldwork Coordinator, Education Department: B.A., University of Wisconsin-Milwaukee; M.A., Cardinal Stritch University.

Nicole Scher-Hubing, Coordinator, Promise Plus Project: B.A., University of Wisconsin-LaCrosse; M.S., University of Wisconsin-Milwaukee.

Beth Schoenwetter, Director, Residence Life and Student Engagement: B.A., University of Wisconsin-Oshkosh; M.S., Western Illinois University.

Laura Schumacher, Promise Program Advisor: B.S., Ball State University.

Michelle Smalley, Director, Advising and Career Development: B.A., University of Minnesota-Minneapolis; M.A., University of Texas-San Antonio.

Christel Taylor, Director, Learning Services: B.A., M.A., Illinois State University.

LaCrecia Thomson, Multicultural Advisor, Grace Scholars Program: B.F.A., B.A., University of Wisconsin-Milwaukee.

Daniel Vinson, Serials Librarian/Service Coordinator: B.A., University of Iowa; M.L.I.S., University of Wisconsin-Milwaukee.

Wendy Weaver, Acting Dean, Academic Affairs: B.A., Pacific Lutheran University; M.A., University of Alaska, Anchorage; Ph.D., Marquette University.

Kirsten Wright, Career Development Counselor: B.S., University of Wisconsin-La Crosse; M.A., Cornerstone University.

Mara Youngbauer, Promise Program Counselor: B.A., University of Wisconsin-Milwaukee; M.S., Mount Mary College.

Yang Zhuo, Reference Librarian: B.A., Wuhan University, China; M.L.I.S., University of Wisconsin-Milwaukee.

Business Affairs

Reyes Gonzalez, Vice President, Finance and Administration: B.S., Illinois Institute of Technology; M.B.A., DePaul University; CPA.

Barry Brandenburg, Director, Buildings and Grounds.

Peter Clark, Administrator, IT Systems.

Natalia Gerasimova, Coordinator, IT Client Support: B.S., State Institute of Cinema and TV, St. Petersburg, Russia.

Sandra Griesbach, Staff Accountant: B.A., Lakeland College.

Kathleen Hauck, Coordinator, Employee Benefits and Well-Being: B.A., Mount Mary College, PHR.

Praveen Krishnamurti, Director, Information Technology: B.A., Delhi University, India; M.A., Annamalai University, India.

Sister Georgeann Krzyzanowski, SSND, Director, Special Services and Evening Administrator: B.A., Mount Mary College; M.S., University of Wisconsin-Milwaukee.

Kelly Matenaer, Manager, Budgeting and Financial Reporting: B.A., Mount Mary College.

Michelle Mueller, Administrator, IT Database: B.A., B.S., Mount Mary College.

Mary Reeves, Controller: B.B.A., University of Wisconsin-Milwaukee; M.B.A., University of Wisconsin-Whitewater; C.P.A.

Greg Talaska, IT Network Specialist: B.S., University of Wisconsin-Stevens Point.

Enrollment

David Wegener, Vice President, Enrollment Services: B.A., Lakeland College; M.B.A., Cardinal Stritch University.

Judith Borawski, Director, Graduate Admissions: B.A., Eastern Michigan University; M.S., University of Wisconsin-Milwaukee.

Betsy Brannen, Admission Counselor: B.A., University of Wisconsin-Milwaukee; M.S., Mount Mary College.

Debra Duff, Director, Financial Aid: B.A., Mount Mary College.

Landa Evers, Graduate Admissions Counselor: B.A., University of Wisconsin-Eau Claire; M.S., Mount Mary College.

Austin Haynes, Financial Aid Counselor: B.S., Mount Mary College.

Laura Hill, Admission Office Operations Team Manager: B.A., University of Wisconsin-Milwaukee.

Amy Hoss, Financial Aid Counselor: A.S., Colby Community College.

Andrea Kurtz, Assistant Director, Transfer Recruitment: B.S., University of Evansville.

Tyanna McLaurin, Admission Counselor: B.A., Marquette University.

Michelle Pliml, Assistant Director, Undergraduate Admissions: B.S., M.S., University of Wisconsin-Madison.

Maribel Rivera, Financial Aid Counselor.

Kim Schwamn, Assistant Director, Admissions: B.Ed., Worcester College, United Kingdom; M.A.Ed., University of Wales, United Kingdom.

Rachel Sonnentag, Director, Undergraduate Admission: B.A., St. Norbert College.

Antje Streckel, Assistant Director, Admission: B.A., Info Neuss, Germany.

Andrea White, Administrator, Admission Office Data and Technology: B.A., Marquette University.

Bethany Wichman, Admission Counselor, Multicultural Recruitment: B.A., Luther College.

Jessica Wildes, Director, Recruitment Marketing: B.A., College of St. Benedict; M.S., Eastern Michigan University.

Mai Yang, Admission Counselor: B.S., University of Wisconsin-Milwaukee; M.S., University of Wisconsin-Milwaukee.

Advancement

Sister Aloyse Hessburg, SSND, Executive Director, Friends of Fashion: B.S., Mount Mary College; M.S., Drexel University.

Sister Marilyn Kesler, SSND, Director, Alumnae Ministry: B.A., Mount Mary College; M.A., Marquette University.

Sameera Kulkarni, Director, Advancement Services: B.Com., M.Com., University of Poona, India.

Helle LaPlant, Graphic Designer and Communications Associate: B.A., Mount Mary College.

Sharon Malenda, Major Gifts Officer: B.A., University of Wisconsin-Milwaukee.

Angela Mancuso, Senior Director, University Advancement: B.A., Mount Mary College.

Amy McNeely, Grant Writer: B.A., University of Wisconsin-Eau Claire.

Courtney Meyer, Development Officer: B.A., University of Wisconsin-Milwaukee.

Tracy Milkowski, Major Gifts Officer: B.A., Mount Mary College; M.B.A., Concordia University Wisconsin.

Susan Nieberle, Senior Director, Alumnae and Parent Engagement: B.A., University of Wisconsin-Madison.

Barbara Siepe, Manager, Prospect Research: B.S., Mount Mary College; B.S., Mundelein College.

Communications and Community Engagement

Lynn Sprangers, Vice President, Communications and Community Engagement: B.A., University of Wisconsin-Stevens Point.

Beth Bacik, Manager, Campus Facilities Use: B.A., Alverno College.

M. Susan Seiler, Senior Director, Marketing and Public Relations: B.S., University of Wisconsin-Platteville.

Susan Shimshak, Senior Manager, Media Relations and External Communications: B.S., Viterbo University.

Eichelle Thompson, Manager, Website and Photo: B.A., University of Wisconsin-Milwaukee.

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

Women's Leadership Institute

Beth Wnuk, Executive Director, Women's Leadership Institute: B.A., State University of New York; M.B.A., Case Western University.

Shannon Gross, Administrative Coordinator: B.A., Marquette University.

Natalie Strade, Director, Program Manager: B.S., University of Wisconsin-Oshkosh.

Faculty

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

Jordan Acker Anderson: B.F.A., University of Nebraska at Omaha; M.A., M.F.A., University of Iowa; Assistant Professor, Art.

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

Roxanne Back: B.A., Florida Southern College; Ph.D., Auburn University; Assistant Professor, Chairperson, Mathematics.

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

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

Christopher Belkofer: B.A., University of Missouri, Columbia; M.A., School of the Art Institute of Chicago; Instructor, Art Therapy.

Brad Bernard: B.F.A., Milwaukee Institute of Art and Design; M.F.A., University of Mississippi; Assistant Professor, Art.

Sister Linda Marie Bos: B.A., Mount Mary College; M.A., Ph.D.; Marquette University; Associate Professor, Chairperson, History.

Marmy Clason: B.A., Concordia University, Wisconsin; M.A., Miami University; Ph.D., Marquette University; Associate Professor, Chairperson, Communication.

Colleen Conway: B.A., Knox College; M.S., Ph.D., University of Wisconsin-Madison; Associate Professor, Sciences/Chemistry.

Sister Shawnee Daniels-Sykes: B.S., Spelman College; B.S., University of Wisconsin-Milwaukee; M.A., Saint

Francis Seminary; Ph.D., Marquette University; Assistant Professor, Theology; Director, Honors Program.

Lynn Diener: B.A., Bard College; Ph.D., University of Wisconsin-Madison; Assistant Professor, Sciences/Biology; Chairperson, Sciences.

Joseph Dooley: B.A., Miami University; M.S.W., Indiana University; Ph.D., Loyola University Chicago; Professor, Behavioral Science/Social Work; Field Coordinator, Social Work Program.

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

Laurel End: B.A., University of Wisconsin-Green Bay; M.S., Mount Mary College; M.A., Ph.D., Kent State University; Professor, Behavioral Science and Social Work/Psychology.

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

Karen Friedlen: B.A., University of Wisconsin-Eau Claire; M.S., Ph.D., University of Wisconsin-Milwaukee; Professor, Chairperson, Behavioral Science and Social Work/Psychology; Chairperson, Social Sciences and Related Disciplines Department.

Elizabeth Gaston: B.A., Ohio State University, Columbus; M.A., State University of New York, New York City; Curator, Historic Costume Collection; Assistant Professor, Fashion.

Linda Gleason: B.S., M.S., University of Illinois; R.D.; Instructor, Dietetics; Director, Coordinated Program in Dietetics.

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

Deb Heermans: B.A., Mount Mary College; M.S., University of Wisconsin-Milwaukee; Assistant Professor, Chairperson, Art.

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

Jennifer Hockenbery: B.A., Bowdoin College; M.A., Ph.D., Boston University; Professor, Chairperson, Philosophy.

Teresa Holzen: B.S., Indiana University; Ph.D., University of Chicago; Assistant Professor, Sciences/Biology.

Julie Hunley, B.B.A., University of Wisconsin-Milwaukee; M.S., Rush University; Ph.D., University of Wisconsin-Madison; Assistant Professor, Occupational Therapy.

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

Terri Jashinsky: B.S., University of Minnesota; M.S., University of North Carolina; Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Behavioral Science and Social Work/Counseling.

Lela Joscelyn: B.A., University of Hawaii; M.A., Ph.D., University of Windsor-Ontario; Associate Professor, Behavioral Science and Social Work/Psychology.

Lynn Kapitan: B.S., University of Wisconsin-Madison; M.P.S., Pratt Institute; A.T.R.; Ph.D., The Union Institute; Professor and Director, Professional Doctorate Program, Art Therapy.

Sandra Keiser: B.S., M.S., University of Wisconsin-Stout; Associate Professor, Fashion.

Leona Knobloch-Nelson: B.S., Lawrence Technological University; B.S., M.S., University of Wisconsin-Milwaukee; Associate Professor, Chairperson, Interior Design.

Mary Ellen Kohn-Buday: B.A., M.A., University of Wisconsin-Milwaukee; Ph.D., University of Illinois; Associate Professor, Foreign Languages/Spanish; Chairperson, World Languages.

Melissa Kraemer Smothers: B.A., DePaul University; M.A., Boston College; Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Behavioral Science and Social Work/Counseling.

Susan LaCroix: B.S., M.S., Mount Mary College; Instructor, Occupational Therapy.

Jennifer Laske: B.S., Santa Clara University; M.A., The Catholic University of American; Ph.D., Marquette University; Assistant Professor, Chairperson, Theology.

Maureen Leonard: B.S., State University of New York, Binghamton; M.S., University of Central Florida; Ph.D., University of New Mexico, Albuquerque; Assistant Professor, Sciences/Biology.

Steven Levsen: B.S., University of Wisconsin-Platteville; Ph.D., Marquette University; Associate Professor, Program Director, Sciences/Chemistry.

Nancy Lohmiller: B.A., Mount Mary College; M.A., Cardinal Stritch University; Assistant Professor, Chairperson, Graphic Design.

Jackie Luedtke: B.F.A., M.S., University of Wisconsin-Milwaukee; Instructor, Interim Chairperson, Physical Education and Dance.

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

Rachel Monaco-Wilcox: B.A., J.D., Marquette University; Assistant Professor, Chairperson, Justice.

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

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

Kristine Mungovan: B.S., Mount Mary College; M.S., Cardinal Stritch University; Instructor, Occupational Therapy.

Sister Patricia Ann Obremski: B.S., Mount Mary College; M.S., Marquette University; Associate Professor, Program Director, Sciences/Physics.

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

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

Donald Rappé: B.A., St. Mary's University, Minnesota; M.A., St. John's University; Ph.D., Marquette University; Associate Professor, Theology.

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

Paula Reiter: B.A., University of Iowa; M.A., University of Illinois; Ph.D., Duke University; Associate Professor, English; Chairperson, Language, Literature and Communication Department.

Kristen Roche: B.A., University of Wisconsin-Whitewater; M.S., Marquette University; Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Graduate Program Director, Business Administration.

Tammy Scheidegger: B.S., M.S., Ph.D., The Ohio State University, Columbus; Assistant Professor, Behavioral Science and Social Work/Counseling; Practicum Internship Coordinator, Counseling.

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

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

Pamela Smith-Steffen: B.S., M.S., University of Wisconsin-Madison; A.S.I.D.(Ed.); Associate Professor, Interior Design; Chairperson, Arts and Design Department.

Jane St. Peter: B.S., Mount Mary College; M.S., University of Wisconsin-Milwaukee; Instructor, Mathematics.

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

Katherine Stephens: B.F.A., University of Wisconsin-Madison; Instructor, Fashion.

Julie Tatlock: B.S., Wisconsin Lutheran College; M.A., University of Wisconsin-Milwaukee; Ph.D., Marquette

University; Instructor, History.

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

Sandra Tonz: B.S., University of Wisconsin-Milwaukee, Instructor, Fashion.

Daniel Vinson: B.A., University of Iowa; B.A., University of Northern Iowa; M.L.I.S., University of Wisconsin-Milwaukee; Library.

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

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

Choya Wilson: B.S., M.Ed., Temple University; Ph.D., Stanford University; Assistant Professor, Education; Director, Midtown Campus Program.

Lynne Woehrle: B.A., Colgate University; M.A., University of Notre Dame; M.A., Syracuse University; Ph.D., Syracuse University; Professor, Behavioral Science/Sociology.

Part-Time Faculty

The following faculty members offer part-time instruction within the discipline specified.

James J. Conlon: B.A., Seattle University; M.A., Ph.D., Marquette University; Professor, Philosophy; Program Director, Liberal Studies; Chairperson, Philosophy and Theology Department.

Kristin Gonzalez: B.S., University of Wisconsin-Madison; M.H.S.; R.D.; Georgia State University; Instructor, Dietetics.

Dennis K. Klopfer: B.S., M.U.P., University of Wisconsin-Milwaukee; Associate Professor, Interior Design.

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

Heather Martin: B.A., Marquette University; B.S., M.S., Mount Mary College; Instructor, Occupational Therapy.

Margaret Otwell: B.M., The Catholic University of America; M.M., D.M.A., University of Maryland, College Park; Assistant Professor, Music.

Sister Joanne Poehlman: B.A., Mount Mary College; M.A., St. Louis University; Ph.D., University of Minnesota; Associate Professor, Behavioral Science/Anthropology.

Mary Ann Suppes: B.S., M.S.W., University of Wisconsin-Milwaukee; A.C.S.W.; Professor, Behavioral Science/Social Work.

Professors Emeriti:

Leonor Andrade, M.A., Spanish.

Rita Bakalars, Ph.D., Consumer Science.

Phyllis E. Carey, Ph.D., English.

Kay Elsen: Ph.D., Chemistry.

Sister Mary Briant Foley: Ph.D., History.

Sister Joan Cook: M.A., English.

M. Beryl Hintz: Ph.D., Behavioral Science/Social Work.

Sister Rosemarita Huebner: M.S./M.F.A., Art.

Colleen Jacobson: M.A., Physical Education.

Dennis Jesmok: M.S., Business Administration.

Sister M. Frances Therese Jungwirth: M.A., German.

Catharine Malloy: Ph.D., English.

Margaret Miranda: M.S., O.T.R., Occupational Therapy.

Mary Bell Mueller: M.A., History.

Sister Mary Isaac Jogues Rousseau: Ph.D., Classics.

Angela Sauro: Ph.D., Biology.

Irene Schey: Ph.D., Education.

Kathleen Scullin: Ph.D., English.

Charlotte Sharpless: M.S.T., Business Administration.

Sister Francele Sherburne: M.A., English.

Sister Helen Francis Small: Ph.D., Behavioral Science.

Geraldine Wind: M.A., Art.

Sister Luetta Wolf: Ph.D., English.

Elaine Koepsel Zarse: M.S., Fashion.

MOUNT MARY COLLEGE 2013-2014 CALENDAR

2013 FALL SEMESTER

Monday-Saturday, August 19-August 24	Accelerated Term 1 Classes Begin
Wednesday, August 21	All College Workshop
Wednesday, August 21	Graduate Orientation
Thursday/Friday, August 22-23	Undergraduate Orientation (Move in August 21 p.m.)
Friday, August 23	Investiture
Saturday, August 24	Regular semester classes start, 1 st Quarter Begins
Saturday-Monday, August 31-September 2	Labor Day Break-No Classes
Tuesday, September 3	Last day to add semester classes
Monday, September 9	Last day to apply for December 2013 Graduation
Monday, September 30	Last day to drop 1 st quarter classes
Monday, October 14	Accelerated Term 1 ends
Tuesday, October 15	Accelerated Term 2 begins
Thursday, October 17	First Quarter ends
Friday, October 18	Midsemester Break
Monday, October 21	Second Quarter begins
Monday, November 11	Last day to drop full semester class
Monday-Friday, November 11-15	Priority Registration
Monday, November 18	Open Registration
Monday, November 25	Last day to drop 2 nd quarter class
Wednesday-Sunday Nov 27-Dec 1	Thanksgiving Break
Saturday, December 7	Last day of full semester classes/Deadline for Removal of Incompletes from Spring and Summer 2013
	New Student Registraton
Thursday, December 12	Accelerated Term 2 ends
Monday-Friday, December 9-13	Exam Week
Friday December 13	Second Quarter ends
Saturday, December 14	Graduation

NOTE: WITHDRAWING FROM ACCELERATED CLASSES

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

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

2014 SPRING SEMESTER

Monday-Saturday, January 13-18	Accelerated Term 3 begins
Tuesday, January 14	New Student Registration
Wednesday, January 15	All College Workshop
Wednesday, January 16	Graduate Orientation
Friday, January 17	Undergraduate Orientation
Monday, January 20	MARTIN LUTHER KING DAY-COLLEGE CLOSED
Tuesday, January 21	Regular semester starts, 1 st quarter begins
Tuesday, January 28	Last day to add semester classes
Friday, January 31	Last day to apply for May 2014 Graduation
Monday, February 24	Last day to drop 1 st quarter class
Saturday, March 8-Friday, March 14	Spring Break
Monday, March 17	Accelerated Term 3 ends
Tuesday, March 18	Accelerated Term 4 begins
Thursday, March 20	1 st Quarter Ends
Monday, March 24	2 nd Quarter Begins
Monday, April 14-Thursday, April 17	Priority Registration
Tuesday, April 15	Last day to drop full semester classes
Thursday, April 17-Monday, April 21	Easter Break
Monday, April 21	Monday Accelerated classes must meet
Monday, April 21	Open Registration
Monday, April 21	Last day to drop 2 nd quarter classes
Saturday, May 10	Last day of full semester classes/deadline for removal of incompletes from Fall 2013
Monday, May 12-Thursday, May 15	Exam Week
Thursday, May 15	2 nd Quarter ends
Thursday, May 15	Accelerated Term 4 ends
Saturday, May 17	Graduation

2014 Summer Sessions

Early Session	Tuesday, May 27 through Monday June 23
Regular Summer Session	Tuesday June 24 through Tuesday August 5
Monday, June 1	Last day to apply for August 2014 Graduation
No Evening Classes on July 3 rd	College will be closed July 4 th
Summer Accelerated Term 5	Thursday June 5 through July 31

NOTE:WITHDRAWING FROM ACCELERATED CLASSES

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

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