

MOUNT MARY COLLEGE

UNDERGRADUATE BULLETIN

2011-12

About This Book

The Undergraduate Bulletin of Mount Mary College 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 College Web site.

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

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

Mount Mary College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle, St., Suite 2400, Chicago, IL 60602-2504, Phone: (800) 621-7440 or (312) 263-0456.

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

Mount Mary is a women's college. Both women and men not pursuing a degree at Mount Mary College 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 College, 2900 North Menomonee River Parkway, Milwaukee, WI 53222. Phone: (414) 256-1208

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

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Mission

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

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

Vision

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

Educational Philosophy

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

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

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

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

General Information

About Mount Mary College

Welcome to Mount Mary College, an urban Catholic college 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.

More than 1900 students from a variety of backgrounds, representing numerous states and countries, attend Mount Mary College. The size of the College and the friendly openness of its concerned faculty and staff assist each student to address her individual needs and attain her personal, academic and professional goals. Students can choose from more than 60 undergraduate majors leading to the Bachelor of Arts or Bachelor of Science degree. The College also offers a Bachelor of Science in Nursing jointly with Columbia College of Nursing. Information about this degree is available under separate cover from the Admission Office. 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 College 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 present concerts and numerous clubs attract students with common interests. Physical fitness is fostered through fitness programs and intercollegiate athletics. Mount Mary College 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 College is located on 80 wooded acres in a residential area of Milwaukee. The campus is only 15 minutes from downtown Milwaukee and 5 minutes from a popular shopping mall, restaurants, theaters and other attractions. The city, located on the shores of beautiful Lake Michigan, offers a wide range of cultural and recreational activities: a major symphony; theater and dance companies; highly regarded art and natural history museums; a major zoo; beautiful parks, beaches and recreation trails; and numerous professional and college sports teams. Public transportation is readily available to and from campus.

Mount Mary College students find a stimulating learning environment in the cluster of College buildings. Arches inspired by traditional English Gothic buildings unite many structures on campus, both architecturally and aesthetically. Notre Dame Hall houses administrative offices, classrooms, laboratories, art and music studios, Stiemke Hall and Conference Center, and two chapels. The Gerhardinger Center houses the Natural Sciences, Nursing and Occupational Therapy programs on the second and third floors. The first floor is a campus community center comprised of quiet and social lounges, a cyber-cafe', and electronic lecture hall and meeting rooms. The Bloechl Recreation Center is the newest building on campus. It contains basketball and volleyball courts as well as the Fitness Center. Kostka Hall houses the 800-seat theater, design studios for the fashion department and faculty offices. Additional faculty offices are found on the upper floors of Fidelis Hall, while the lower floor serves as

residence for a number of the religious faculty. The Campus Child Care Center and playground area complement our student friendly facilities.

The upper floors of Caroline Hall contain the resident students' rooms and lounges and a number of computer workstations. All residents' rooms are wired for computer use, including Internet access and include standard cable. The lower floors contain sports and recreational facilities, including a gym and swimming pool, along with the Marian Art Gallery, Counseling Center, Ewens Center administrative offices, and Bradley Grill, equipped with vending machines, computers and study and relaxation areas. Additional dining facilities, the bookstore, and post office are found in Bergstrom Hall.

The Haggerty Library is dedicated to the information gathering, research, curricular support, and lifelong learning needs of the College community. The core collection includes more than 110,000 volumes, 760 periodical titles, daily and weekly newspapers and significant collections of audio-visual and government documents. The library has an online catalog accessible across the campus network and from the Internet. The Fitzpatrick Level of Haggerty Library houses classrooms, the Computer Center, the Development offices, the Fourier Language Laboratory, and the Teacher Education Center. The library also belongs to a consortium (SWITCH) in the Milwaukee area that makes resources readily available from other local colleges and universities.

Midtown Campus Program

The Midtown Campus Program, located at the Martin Luther King Drive YWCA, provides a 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 College 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 College. Admission to Midtown is on a first-come, first-served basis for those who meet the above criteria. Enrollment is limited to 50 students each year.

The Midtown Campus Program consists of three components: Summer Bridge, First-Year Satellite Campus Program, and Years 2-4.

Students accepted into Mount Mary College's Midtown Campus Program begin taking classes during the summer prior to the fall semester. The Summer Bridge Program consists of a six-week term during which Midtown students engage in a week-long intensive orientation after which they enroll in 1 – 3 college courses for a total of 4 – 8 credits based on academic need.

A key feature of Midtown is the First-Year Satellite Campus Program. The fall semester is spent entirely at the Midtown Campus. Strong support services include onsite tutoring, academic advising, and personalized support

from staff. During the spring semester, Midtown students begin the transition to the main campus.

After the first year at Mount Mary College, Midtown students spend years 2–4 entirely on the main campus. By year two, students have selected their majors and work with departmental advisers to develop their academic programs. Midtown students meet with the Director on a regular basis. These meetings are designed to provide continued support as needed and as identified by Midtown sophomores, juniors, and seniors.

Academic Programs

The Mount Mary College curriculum is based on the human search for meaning. Students divide their studies into three areas of concentration: 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 a complete listing of the majors, please see the Majors 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 Academic Resource 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 consist 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 requirements. 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 College offers graduate programs leading to the Master of Science or the Master of Arts. (See the Graduate Bulletin or contact the Center for Professional and Education Advancement for information about the specific degrees offered.)

Accreditations

Mount Mary College is approved by the State of Wisconsin to confer degrees and by the Wisconsin State Department of Public Instruction for Teachers' Certificates. The College 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 American Dietetic Association, the Council on Social Work Education and the Foundation for Interior Design Education Research. The joint Bachelor of Science in Nursing degree is accredited by the Wisconsin State Board of Nursing and the National League for Nursing Accreditation Committee.

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

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. Its academic standards were accepted by the North Central Association of Colleges in 1926 and have been continually recognized since that time. The College moved to its present Milwaukee location in 1929, changing its name to Mount Mary College.

During the ensuing years, a variety of programs and majors have been added to and deleted from the curriculum, reflecting the changing world around us. Some academic areas, such as history, art, philosophy and theology, were among the first majors offered by the College. 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.

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

Admission

Candidates for undergraduate admission to Mount Mary College 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 College 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 College. The only undergraduate programs that are open to men are nursing and post baccalaureate certificates.

Admission Classifications

Candidates for undergraduate admission into Mount Mary College 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 program 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 College as a non-degree seeking student. Special students are not eligible for financial aid.

Admission Requirements

The Mount Mary College 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 College and cannot be returned to the student or sent to another institution.

First-Year Requirements

Admission to Mount Mary College 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 College 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) must submit their GED certificate along with an official transcript of completed high school work. 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 College 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 College. Departments have the right to require students to update course work taken in the past.

Transfer Credits

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

After a student has completed 60* transferable credits at any college, including Mount Mary, she may no longer earn credits for transfer from any junior or two-year college or technical school.

There is no charge for transfer credits.

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

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 an accredited college or university may earn a second major/certificate or a second bachelor's degree from Mount Mary College.

Post-baccalaureates pursuing a second major/certificate must submit all official college transcripts. High school transcripts are not required. Persons desiring to obtain a second major/certificate must satisfy all admission requirements in force for transfer students, have departmental approval and fulfill the requirements of that major.

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

International Student Requirements

Mount Mary College is authorized under federal law to enroll international students.

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: Paper based test (PBT): 500, Computer based test (CBT): 173, and Internet based test (IBT): 76.

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 College, 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 College 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 College. Information on this policy and costs can be obtained from the Director of Residence Life.

Accelerated Program Requirements

The accelerated degree and certificate programs are designed for working adults. Unlike the traditional academic program, which offers two 16-week semesters, the accelerated program 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 program a student must be accepted to the College 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 competency 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 College without being regularly admitted. This student is assigned special student status. If the special student seeks regular admission to the College and is formally admitted, special student status will be terminated.

Special students are subject to the same prerequisites for courses as any other student at the College. 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 College 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 College without having been formally admitted. Taking courses at the College 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.

Enrollment Deposit

To ensure enrollment at Mount Mary College, 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 required 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 required 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.

Assessment 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 will meet with 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 enrollment 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 Center for Educational and Professional Advancement (CEPA). Graduate program admission is open to women and men. Inquiries and requests for application forms are to be addressed to CEPA (414-256-1252). Degree requirements for the 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 College. 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 College
2900 North Menomonee River Parkway
Milwaukee, WI 53222
414-256-1219 or 1-800-321-6265
admiss@mtmary.edu

Financial Aid

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

The Application Process

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

- Acceptance letter to Mount Mary College (all first-year 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 College
- 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 College 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 return a signed award letter to indicate their acceptance of the financial aid offered before aid can be disbursed. Financial aid is disbursed to a student's account in the Business Office on the first day of the semester for which it applies.

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

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

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

Satisfactory Academic Progress Policy

Mount Mary College and federal regulations require that a student be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary College, including all Federal Title IV aid funds (Federal Stafford Loans, Federal Pell Grants, Federal Plus Loans, Federal Supplemental Education Opportunity Grants, Federal Perkins Loans, Wisconsin 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 are the source documents governing the following institutional policy. A copy of Mount Mary College's Satisfactory Academic Progress Policy for financial aid recipients is mailed to all students receiving financial aid. Additional copies are available upon request from the Financial Aid Office.

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

Scholarships and Grants

Scholarships are merit awards renewable providing a minimum grade point average is maintained and the student continues full-time enrollment. Grants are need based aid determined through submission of the FAFSA form 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, Navy, and Coast Guard 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 College believes that outstanding students deserve recognition and should be given the opportunity to develop their individual talents and interests. For this reason, Mount Mary 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 prior to enrollment at Mount Mary and can not be awarded after enrollment.

Achievement Award

A renewable award of \$2,000 or \$2,500 per year, the Achievement Award is presented to students who have demonstrated a high level of school and/or community involvement while maintaining a strong GPA. The Achievement Award applies to students entering full time as a first-year, transfer, and post baccalaureate student. Students who have received a Mount Mary College scholarship are not eligible.

Caroline Scholars Program (currently enrolled students only)

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 students with fewer than 60 credits by June of the year in which application is made. Students must demonstrate academic ability; financial need; commitment to social justice; and, engagement in leadership at Mount Mary College and in the community. It requires a separate application and replaces any Mount Mary scholarship.

Departmental Awards and Scholarships (currently enrolled students only)

Every year Mount Mary 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.

Frederick R. Layton Art Scholarship

It is awarded to full-time incoming first-year students and transfer 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.

International Scholarship

It is awarded to international students who demonstrate academic ability and financial need. Scholarship value ranges from \$2,500-\$4,500 per year.

Legacy Award

Students submitting a referral from a Mount Mary College alumna along with their application for admission are eligible for a renewable award of \$1,000 per year. The Legacy Award applies to students entering full time at the undergraduate level (first-year students only; does not include transfer students).

Mount Mary First-Year Academic Scholarship Program

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

These scholarships are based on standardized test scores, cumulative grade point average (GPA), and class rank. In addition considerations for activities in the community, volunteerism, and work experience will be considered.

Deans Scholarship \$10,000 per year (\$5,400 per semester), \$40,000 four year total

Heritage Scholarship \$8,000 per year (\$4,000 per semester), \$32,000 four year total

Vision Scholarship \$6,000 per year (\$3,000 per semester), \$24,000 four year total

Students must meet Mount Mary College admission requirements in order to receive a scholarship. Qualification for a scholarship does not guarantee admission. Scholarships are awarded at the point of acceptance to Mount Mary College. No separate scholarship application is required.

Transfer Academic Scholarship

This renewable scholarship ranging from \$3,500-\$5,400 per year is awarded based on academic ability in post-secondary work to eligible first degree transfer students who enroll full time.

Institutional Grants

Residential Grant

The Residential Grant is awarded in varying amounts to first-year and transfer students who reside in Mount Mary College 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

Federal Work Study opportunities are available on campus for students 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 work enough hours to earn their entire work study award do not receive the remaining funds.

Loans

- Federal Parent Loan for Undergraduate Students (PLUS)

- Federal Perkins Loan

- Federal Stafford Loan

- Federal Unsubsidized Stafford Loan

- Nursing Student Loan Program

- Wisconsin Minority Teacher Loan

Tuition and Fees 2010/2011

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 College students.

Student Government

All students who are duly registered at Mount Mary College 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 College 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 Columbia College of Nursing representative, a Residence Hall Students representative and two General Student Body representatives.

Student Rights and Responsibilities

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

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

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

Student Complaints

To comply with federal regulations, Mount Mary College maintains records of the formal, written student complaints filed with the Offices of the President and the Vice President for Academic and Student Affairs. These records include information about the disposition of the complaints. These records will be made available to Higher Learning Commission comprehensive evaluation teams for review. Students seeking more information should contact the Vice President for Academic and Student Affairs.

Student Handbook

The Student Handbook is available on the Mount Mary website. 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 College. 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 College 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 College 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

The College requires every resident and international student to have health insurance. All students living in the

residence hall must present proof of insurance to the Coordinator of Residence Life and Student Engagement.

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

Parking and Security

Mount Mary College employs Public Safety officers to patrol the campus and assist students and staff. These officers have the authority to protect the Mount Mary College community by enforcing campus regulations. 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 College 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 College 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.

Academic Resource Center

The Academic Resource Center (ARC) located in the lower level of the Haggerty Library provides professional assistance to all members of the Mount Mary College community who wish to enhance their academic skills. In addition to specializing in content areas such as writing, reading, math and science, ARC tutors work with students to teach strategies for study skills such as time management, test taking and active reading. Professional tutoring may take place in an individual or group setting, and ARC tutors present academic workshops to various populations. Students can request peer tutoring through the ARC and are welcome to use a variety of computer resources to develop grammar, math and other skills. Students who have special circumstances may be eligible for test taking in the ARC.

ARC assistance is free of charge and available by appointment; drop-in appointments are dependent upon availability. The ARC is open Monday through Friday during regular business hours. Additional evening and weekend hours are offered each semester. Check the ARC for details regarding hours and tutor availability.

Accelerated and Evening Program Services

Services for students in the Accelerated and Evening Programs and students taking classes on Saturdays are available through the Center for Educational and Professional Advancement (CEPA), located in Room 152, Notre Dame Hall. CEPA offers assistance with adds and drops, course withdrawals, school withdrawals, reinstatement for returning students, and permission to take courses off campus when the direct service office is not available. The CEPA office is open Monday through Thursday evenings until 8:00 p.m., Friday until 3:30 p.m., and Saturdays 9:00 a.m. – 1:00 p.m., during the academic year. The telephone number is 414-256-1252. The Office of the Associate Dean for Academic Affairs and the Coordinator for the Accelerated Program provide permission for students to take accelerated courses and orientation to the College for new accelerated students. Contact the Office of the Associate Dean for Academic Affairs for information: 414-443-3608.

Advising and Career Development

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

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

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

Health Services

Mount Mary College 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 College 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 College classes. The Center is in operation from August through May when classes are in session. It is not open for the summer session or for evening classes. 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 Alpha Delta Mu (Alpha Tau Chapter), social work; Alpha Kappa Delta (Epsilon Chapter), sociology; Alpha Mu Gamma (Alpha Omega Chapter); world languages; Beta Beta Beta (Theta Alpha Chapter), biological sciences; Kappa Mu Epsilon (Wisconsin Alpha Chapter), mathematics; Lambda Pi Eta (Tau Iota Chapter), communication and public relations; Phi Alpha Theta (Delta Omega Chapter), history; Pi Theta Epsilon (Zeta Chapter), occupational therapy; Psi Chi, psychology; Sigma Tau Delta, English; and, Theta Alpha Kappa, theology.

Campus Ministry

Campus Ministry at Mount Mary College 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 College 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 College'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 College 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 College 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 College. 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 College 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 Honesty and Integrity

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

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

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

Cheating

- Students shall be responsible for their own research, preparation, and final 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.

Academic Program

The academic program of Mount Mary College 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 three areas: 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, an approved major with a minimum of 24 credits, and elective credits to complete the requirements. Students in continuous enrollment can normally expect to graduate by completing the core curriculum and major requirements in effect when they matriculated. Note, however, that some of these requirements are determined by external accreditation agencies, and this may affect courses, especially within certain majors.

Student Advising

Academic advising at Mount Mary College is based on a developmental advising model. Incoming students are assigned an advisor in their major department, with double majors assigned advisors in both departments. Students who are exploring and have not yet declared a major, or students in transition between majors, will be provided with an advisor with expertise in advising students in transition. To change majors, students should fill out a new Declaration of Major form in the Advising and Career Development office and 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 college studies, to seek solutions to problems they may encounter and to formulate goals for themselves which will help direct their experience in college. All students are free to seek academic and career advice from the Director of Advising and Career Development.

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: Humanistics, Philosophy/Theology, Science, Communication/Math, and Fine Arts. 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. 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.

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 six or more credits in the Communication/Math realm. These credits must include “Composition II” and three or more credits in an optional Communication/Math area. The fulfillment of the mathematics competency is required for graduation.

The **Literature/Fine Arts (fa/lit)** 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 Fine Arts realm. These credits must include three or more credits in fine arts and three or more

credits in literature.

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 Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

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.

In addition to the requirements within the realms, all students are required to meet both global and math competency requirements.

Math Competency: Math competency is achieved by earning a grade of at least “C” in a math course (except for MAT052) or by demonstrating competency on the math placement assessment. Math competency should be completed in a student’s first 60 credits (or first 16 credits if she/he is a transfer student.)

Global Competency: All Mount Mary students are required to take one course (3-4 credits) designated as a “global studies” course, designated with a “g.”

Requirements for Undergraduate Degrees

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

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

For graduation a student must:

- complete satisfactorily a minimum of 128 credits;
- fulfill all core curriculum requirements, including SYM 110;
- fulfill the mathematics competency requirement;

- fulfill the global competency requirement;
- 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, at minimum, her senior year or the last 32 semester credit hours at Mount Mary College.
- Nursing students must complete at least 16 credits of non-nursing coursework at Mount Mary College to fulfill Mount Mary's graduation requirements. *For additional B.S.N requirements see the "Nursing section of this Bulletin and the Columbia College of Nursing Bulletin at www.ccon.edu(See the "Nursing" section of this Bulletin and the Columbia College of Nursing Bulletin for additional B.S.N requirements.*

Major Studies

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

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

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

Bachelor of Arts Degrees

Art

Art Therapy*

Behavioral Science Interdisciplinary*: Anthropology, Psychology and Sociology

Business Administration**

Business/Professional Communication (accelerated only)

Communication

Communication Arts Concentration*

Public Relations Concentration

English*

Literature Concentration

Professional Writing Concentration

Fashion

Apparel Product Development

Merchandise Management
 Graphic Design
 History
 Interior Design
 International Studies
 English as a Second Language Concentration
 Spanish Concentration
 Justice*
 Liberal Studies*, **
 Mathematics
 Philosophy
 Psychology/Behavioral Science*
 Social Work*
 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)
 Early Adolescence through Adolescence (EA/A)
 •Art (EC/A)
 •Broadfield Language Arts (EA/A) (with options for Journalism or Speech Communication
 certificates)
 •Broadfield Social Studies (EA/A)
 •Business (EC/A)
 •English (EA/A)
 •History (EA/A)
 •Mathematics (EA/A)
 •Religious Education***
 •Spanish (EC/A)
 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 (EA/A)
- Broadfield Science (EA/A)
- Chemistry (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 College 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.

Bachelor of Science in Nursing

A joint program with Columbia College of Nursing

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

Optometry

Osteopathic Medicine

Veterinary Medicine

Post-baccalaureate Certificates

Accounting

Adaptive Art Education

Art

Biology

Business Administration

Business/Professional Communication
Chemistry
Dietetics
English
Fashion
Apparel Product Development
Fashion Merchandise Management
Graphic Design
International Studies
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 Division.

Student-Designed Majors

Students may design their own majors by seeking the sponsorship of two faculty members and preparing a rationale and proposal for the major to be approved by the departments involved and the Associate Dean for Academic Affairs. The Director of Advising and Career Development assists students in preparing the rationale and proposal.

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 which 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 College is nine.

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

Anthropology/Sociology

Art

Bilingual Education*

Biology *

Business Administration

Chemistry *

Communication

English Literature*

English Education *

English Professional Writing

Environmental Studies

Graphic Design

History *

Journalism *

Mathematics *

Philosophy

Political Science *

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

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 College offers both the Master of Science degree and the Master of Arts degree in selected fields. See the Graduate Bulletin for more information. Graduate courses are 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 Certificate Programs

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

College in the High School — *ConnectEd* Program

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

Youth Options

The Youth Options program is an opportunity for juniors and seniors, who attend public high schools in

Wisconsin, to take college level courses and receive high school and college credit. The course content must reflect something that is not offered at the high school and it must be preapproved through the student's school district. Tuition and fees are covered by the local school district. Students attend classes at the College. Students need to initiate the process through their high school guidance counselor by submitting a Youth Options Program Plan and Report. For more information, please contact the Admission Office.

Continuing Education

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

Academic Policies

Changes in Regulations and Programs

While the provisions of this bulletin will ordinarily be applied as stated, Mount Mary College 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 are subject to 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.

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 published each semester by the Office of the Registrar and online at My Mount Mary (my.mtmary.edu).

Students are responsible for observing the regulations regarding requirements for sequence of courses and for the degree. Registration clearance must be granted after meeting with an academic advisor.

The last day to withdraw from 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). A student may not drop a course merely by nonattendance; such action will result in an “F” grade for the course. 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 description of the procedure for course withdrawal is provided in the Student Handbook, online at My Mount Mary (my.mtmary.edu).

A student may not receive credit for any course in which she is not officially registered with the Office of the Registrar.

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.

Mount Mary College 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), login 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, see their convenient [FAQ sheet](#) or contact them via [e-mail](#) or phone, 703.742.7791.

Attendance

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. 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.

Declaring 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 College 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.

Declaring 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.

Residency Requirement

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

Writing Requirement

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

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

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

Mathematics Competency Requirement

Students are expected to fulfill the mathematics competency requirement prior to their junior year. This can be done by achieving a passing score on the assessment test or by completing an appropriate mathematics course with a grade of "C" or higher. Transfer students with more than 60 credits must complete this requirement within their first 16 credits of enrollment.

Individual departments may require earlier completion of the mathematics competency requirement.

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.

Advanced Placement

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 examinations through the International Baccalaureate may receive subject credit for satisfactory work.

Nontraditional Means of Obtaining Credit

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

Credits by Examination

Mount Mary College will grant academic credit and/or exemption from some courses to registered students who have passed one or more of the five General Examinations of the College Level Examination Program (CLEP) administered by the College Entrance Examination Board with scores specified by Mount Mary College. Students interested in taking any of the Subject Examinations offered by CLEP should contact the Center for Educational and Professional Advancement before registering for the examination.

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 CEPA office.

Also accepted for credit are selected subject exams administered through the ACT Proficiency Examination Program. For details contact the CEPA office.

Students taking courses at Mount Mary College are eligible to receive credit for any course in the College bulletin by special examination if the department involved believes it to be justified and is willing and able to make up the examination. Arrangements to take special examinations must be made by the student prior to enrolling in the course for which the student wishes to earn credit. (No tutoring or instruction on the part of the faculty involved is permitted.) There are special fees for the examinations and recording of credits. CLEP testing is available at the University of Wisconsin Milwaukee testing center (414 -229-4689).

Credit for Prior Learning (Life Experience)

Mount Mary College 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 College and document it in writing. Students interested in applying for credit for life experience initiate the process within the context of the course, SYM 230 Portfolio Preparation Seminar. See the Interdisciplinary Courses section of this Bulletin for description. Contact the Center for Educational and Professional Advancement for more information.

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.

Retroactive Credit for Foreign Language Proficiency

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

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

Study at Other Institutions

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 Associate Dean for Academic Affairs must be filed in the Office of the Registrar. Mount Mary College will grant credit for courses taken at other institutions in which the student has earned a grade of C or above. Once a student has achieved Junior status (60 credits), she may no longer transfer in any credits from a two-year institution. A student's last 32 credits must be completed at Mount Mary.

See the Transfer Credit section of this Bulletin for more information.

Articulation Agreements

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

Correspondence Course Credits

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

Study Abroad

Mount Mary College students who study abroad in Mount Mary College 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 College 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
- El Salvador - offered in January of even numbered years
- Peru - Spanish program offered annually during summer school
- Spain - offered in summer of even numbered years

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 College students may chose to participate in programs through Mount Mary College's partner institutions. Mount Mary College has affiliations with colleges and universities in Ireland, London, Spain, Peru, and Japan.

Finally, if a student has an interest in a country where Mount Mary College 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 College's sister institution, the College of Notre Dame of Maryland 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.

Reserved Credit

An option for high-achieving undergraduate students with Senior standing is to earn graduate credit in specified courses. The credits earned must be in excess of the 128 credits 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. Credits are "reserved" for the appropriate master's degree at Mount Mary College. The student is assessed graduate tuition for such courses, and is expected to perform at the graduate level.

Academic Standing

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

The cumulative grade point average is based on all the graded credits earned at Mount Mary College. Each student is expected to maintain a minimum 2.0 grade point average. A student whose cumulative average falls below the minimum requirement of 2.0 will be placed on academic probation. After two consecutive semesters on probation a student may be dismissed from the College (see below).

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 Courses of Instruction section of this bulletin.

Semester Credit Hour

Student coursework is measured by the credit hour. A credit hour means one hour per week of class together with necessary preparation, or two hours of laboratory work per week, or three hours per week of practicum or fieldwork for approximately 15 weeks. Credit toward a degree is stated in credit hours.

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

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.

Course Overload

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.

Withdrawal From and Re-Entry to the College

Any student whose circumstances require withdrawal from the College must complete a withdrawal form from the Associate Dean for Academic Affairs, for general notification and recording purposes. A student receiving financial aid must check with the Financial Aid Office to understand the impact of withdrawal on her financial aid situation before withdrawing.

Any student in good standing whose enrollment lapses for a full semester or more will be re-admitted to the College through the Admission Office. Accelerated Program students will be re-admitted through CEPA.

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 or 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.

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 College; have a cumulative grade point of 3.60 for cum laude, 3.80 for magna cum laude, 3.90 for summa cum laude; and have fulfilled any special departmental requirements. Second degree recipients are eligible for graduation with honors only if they meet the above criteria and the cumulative grade point of their entire first undergraduate degree credits and the courses taken at Mount Mary College are sufficient to meet the criteria above.

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

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

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. 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 College.

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 indicate this on their final registration form at the time of registration. If they decide to change to a Pass/Fail status after final registration, they must obtain an authorization from the Registrar's Office and present this authorization to the course instructor. This must be done before the end of the first half of the semester.

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

Auditing

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

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

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

Cumulative Grade Point Average

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

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

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

Grade Point Average for a Returning Mount Mary College Student

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

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

Transfer Credit

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

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.

Transcripts

Requests for transcripts must be made in writing to the Office of the Registrar. Fees charged for this service are indicated in the Tuition and Fees Section of this bulletin. All indebtedness to the College must be discharged before transcripts will be issued by the Office of the Registrar.

Appeal of a Grade

Students who are dissatisfied with, or have a question about, a grade assigned for a course should 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 Associate Dean for Academic Affairs. (Appeals must be made no later than the first two weeks of the following semester.) Please refer to the Student Handbook for details on the Academic Appeal process.

Arts and Design Division

Mount Mary College fosters a unique learning environment for women artists and designers while educating them for successful creative lives and professional employment. The Arts and Design Division offers exciting and creative programs that prepare women for full participation in the world of professional artists, designers, educators, and therapists; their lives are shaped by their artistic sensibilities and talents. Graduates are employed in careers ranging from art directors, art teachers, art therapists, fine artists, performers, and photographers to interior designers, apparel product developers, merchandisers, graphic designers, and production specialists to name a few. The division is dedicated to a curriculum that develops awareness, appreciation, and responsiveness to traditional as well as emerging art forms. The development of a unique style of creative expression reflects the

student's individual experience, perceptions, and concepts; creative and critical judgment; and ability to use the language of art and design as a means of communication.

The Arts and Design Division, in addition to offering opportunities for art, design and music study, enhances the quality of campus life and is dedicated to the promotion of experiences to meet the needs and interests of the individual today and in future years. The division structure promotes a cooperative organizational relationship among the Fine Art, Art Education, Art Therapy, Fashion (Apparel Product Development, Merchandise Management), Graphic Design, and Interior Design Departments and the Music Department. The faculty are practicing artists, designers, educators, and therapists. For the non-major, there are opportunities to cultivate an interest in music study or art through courses which meet the core liberal arts and beyond. Minors in Art, Art Therapy, and Graphic Design, and post-graduate certificates in Fine Art, Apparel Product Development, and Merchandise Management are also available.

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

Foundation Courses in the Division

All division majors follow a common sequence of foundation courses beginning with the first semester of the first year. The foundation courses introduce the beginning art and design student to the demands, expectations, and formal fundamentals of art making and design, as well as provide an historical basis for understanding art.

Upon completion, students will be prepared for the specific theories and applications of art and design associated with their majors. Required foundation competencies include all or most of the following (check with individual department requirements):

ART 101 Basic Drawing
ART 105 Two-Dimensional Design
ART 207 Color Theory
ART 220 Three-Dimensional Design
ART 231 Art History I OR ART 232 Art History II

In addition to the 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 students opportunities to explore many art forms, from traditional to emerging media, in order to develop their 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 organizers, photographers, craftspeople's, 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 and faculty members who are practicing professional artists enrich the student's individual path to artistic development. Students complete their studies with a senior art exhibition in the Marian Gallery.

Fine art students are involved in many activities including field trips to area arts museums, community arts involvement, personal exhibitions, and the Student Arts Organization that affords opportunities to promote art interest among students, to recognize and promote scholarship, and to foster the students' campus art community.

Formal admission to the fine art major usually takes place at the time of course selection and registration for the sophomore year. The student will make an appointment to meet with a representative from the fine art department and the art department chairperson to review the student's current portfolio of work. A 2.0 grade point average is required for acceptance in the major. Students may meet with the department to present portfolio evidence that may waive the ART 101 class to gain admission into the next level drawing class.

Fine Art Major Requirements: 58 credits, 2.5 GPA in art major courses and 2.0 in general courses. Final assessment is through senior portfolio/exhibit. A minimum of 16 art credits must be taken at Mount Mary College.

Fine Art Major Course Requirements: ART 101, 105, 205, 207, 211, 220, 225, 226, 231, 232, 313, 320, , 337, 356 , 455, 475 (4 credits); and 9 additional credits from ART 211, 212, 227, 235, 310, 328, 359, 367, 402, 404, 457;GRD 332, 333; or ATH 350, 397.

Fine Art Minor Requirements: 24 credits, 2.5 GPA in art courses and 2.0 in general courses; ART 101, 105, 207, 220, 231 or 232; and 9 credits additional credits in studio art or art history.

Art Education Major (K-12)

The undergraduate art education program provides a foundation in the historical, critical, aesthetic, and production aspects of art as it applies to elementary and secondary classrooms. This program provides a study of the developmental stages of children's art expression, formulates objectives consonant with them, gives practical art experiences, and demonstrates a well-balanced sequential art program, thus preparing the student for her professional career.

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

Art Education (K-12) Major Course Requirements: Education sequence + 50 credits of ART.

ART 101, 105, 205, 207, 220, 225, 226, 231, 232, 320, 337, 356 or GRD 358, 359, 455, 475, GRD 333 and ATH 445. Additional courses for teacher certification are listed under the Education Department section of this bulletin.

Adaptive Education in Art

A teaching major combining Art Education and Adaptive Education leading to certification to teach art in grades K-12, and adaptive education in art.

Adaptive Education in Art Major Requirements: Art Education sequence including 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

ART 101 fa Drawing

3 credits

Introduction to the basic skills of drawing through line, value, texture, positive-negative space, perspective, and figure drawing from the model. Various media. Foundation course. Fee.

ART 105 fa Two-Dimensional Design

3 credits

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

ART 111 fa Experiencing Art

2-4 credits

Exploration, for the non-art major, of the basic principles of design and their 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 and wheel throwing, preparation of clay, use of ceramic equipment, mixing of glazes, and firing of kilns. Prerequisite: ART 105 or 111. Fee.

ART 207 fa Color Theory

3 credits

Provides a study of the complexity and diversity of color. Color theory and terminology are put into practice.

Emphasis is on experimentation using a variety of media. Prerequisite: ART 111. Foundation course. Fee.

ART 211 fa Advanced Drawing

3 credits

Further development of drawing and observation skills using the figure and varied subjects. Emphasis is on the student's unique method of working, thinking and feeling. The student will be guided in the development of a personal image that builds on previous drawing and art experiences. Prerequisite: ART 101. Fee.

ART 220 fa Three-Dimensional Design

3 credits

Problems and theory approach to three-dimensional design. Exploration of methods and materials in the 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. Experiments in color, form, surface treatments and a variety of techniques such as drybrush, wet-in-wet, glazing, scumbling, and underpainting. Emphasis is on the development of the student's personal style. Prerequisite: ART 101, ART 105 and ART 207. Fee.

ART 227 fa Advanced Painting

3 credits

Advanced use of painting methods. Continuation of the exploration of color, form, surface treatments and techniques, such as drybrush, wet-in-wet, glazing, scumbling, and underpainting. Emphasis is on the development of the student's personal style. Prerequisite: ART 101, ART 105, ART 207 and ART 226. Fee.

ART 231 fa History of Art I

3 credits

Ancient and medieval architecture, painting, and sculpture. Emphasis is on the cultural context in which the great art of Egypt, Greece, Rome and the Christian West developed, as well as non-Western art perspectives. Foundation course.

ART 232 fa History of Art II

3 credits

Representative masters from the Renaissance to 20th Century. Emphasis is on the development of European and non-Western painting, architecture and sculpture within the context of the historical and cultural ideas of the times. Foundation Course.

ART 235 fa History of Non-Western Art

2 credits

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

ART/ATH 275 fa Art for the Helping Professions**3 credits**

The healing nature of art is explored through art materials and processes. Community-based artist-activists and therapists explore the purpose and function 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 the present.

ART 313 fa Figure Drawing**3 credits**

Drawing from direct observation of the human form using a variety of materials and techniques. Emphasis is on proportion, anatomy, volume, structure and dynamic expression. Prerequisite: ART 101. Fee.

ART 320 fa History of Contemporary Art**3 credits**

Modern painting, sculpture, and architecture from the early 20th century to the present. Emphasis is on major movements and significant artists in Europe and America, with an exploration of historical and intellectual foundations of contemporary expression.

ART 323 fa Art for Early Childhood, Elementary and Middle Education**3 credits**

Focuses on the importance of, and planning for art as an integral part of the general curriculum in the classroom. Art objectives and developmental stages of children's growth in art, as well as exploring various are used in the expression of creative ideas. Required for Elementary/Middle Education majors. Fee.

ART 328 fa Enameling**3 credits**

Introduction to basic enameling techniques: stencil, sgraffito, champleve, cloisonne, basse taille, etc. Exploration of newer techniques including striking, torch-firing, liquid enamel methods, surface alterations. Prerequisite: ART 105 or 111, and ART 207. Fee.

ART 337 fa Art Metal**3 credits**

Basic principles of metalwork and jewelry introduced through fabrication and casting processes. Emphasis is 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**

Introduction to basic off-loom and on-loom weaving experiments with a variety of fibers for the creation of fabric structures. Prerequisites: ART 105 or 111 and ART 220. Fee.

ART 356 fa Photography**3 credits**

Introduction to the use of photography as a fine art. Exploration of picture making concepts and darkroom

techniques including composition, exposure control, film processing, enlarging and print mounting. Students provide their own camera; a limited number of cameras are available for rent. Fee.

ART 359 fa Fiber/Fabric Design

3 credits

Application of design principles and creative concepts to two- and three-dimensional problems utilizing fibers and/or fabrics. Exploration of such techniques as fabric manipulation, stitchery, fabric painting, batik, plangi and dye processes. Fee. Prerequisite: ART 105 or 111, and ART 207.

ART 367 fa Watercolor

3 credits

Introduction to watercolor painting concepts and techniques with special concern for manipulating watercolors as a transparent medium. Emphasis is on the development of the student's personal style. Prerequisite: ART 101, ART 105 and ART 207. Fee.

ART 375 fa Special Topics in Art

1-3 credits

Opportunity to study a significant topic from a fine arts perspective. Course title and subject matter vary from semester to semester, according to 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

A course designed to enhance the teaching of art by introducing new materials and current concepts in art education. Fee.

ART 404 fa Ceramics II

3 credits

An expansion of ART 205 with an increased emphasis on the development of personal statements through problem-solving in ceramic design. Prerequisite: ART 105 or 111, ART 220 and ART 205. Fee.

ART 414 fa Functional Ceramics

3 credits

Exploration of concerns related to the production of utilitarian objects in clay. Principles of design for utility are emphasized. Areas of discussion and research include appropriate uses of stoneware, porcelain, earthenware, glazes and firing schedules. Prerequisite: ART 105 or 111, ART 220 and ART 205. Fee.

ART 424 fa Ceramic Sculpture

3 credits

An investigation of ceramic materials and techniques relating to the production of sculpture. Emphasis is on the synthesis of appropriate construction, surface and firing techniques in expressive form. Prerequisite: ART 105 or 111, ART 220 and ART 205. Fee.

ART 455 fa Printmaking

3 credits

Introduction to the basic fine art printmaking media with an emphasis on relief and monoprint processes. Prerequisite: ART 101, ART 105 and ART 207. Fee.

ART 457 fa Advanced Photography**3 credits**

Intensive and personal investigation of the black and white photographic techniques experienced in ART 356 and/or a personalized concentration on digital imaging in GRD 358, with the student producing a more serious and directed portfolio of exhibition ready prints. Prerequisite: ART 356 or GRD 358. Fee.

ART 475 Senior Seminar**3-4 credits**

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

ART 490-495 Advanced Art Problems**2-9 credits**

Advanced work in media selected by the student. Prerequisites: Completion of all foundation courses in the student's art or design major and written permission of department chair and instructor. May be repeated for up to nine credits. Fee.

490–Ceramics

491–Sculpture

492–Printmaking

493–Photography

494–Painting

495–Art Metal

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

Student-initiated project under the direction of an instructor. Completion of all foundation courses in the major and written permission of division chair, department chair, and instructor required. May be repeated for up to nine credits. Fee.

ART 498 Internship**2-3 credits**

Supervised, work-oriented experience, 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 field supervisor and the 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; thus, 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 includes art for social change (activist art that intends to cure social ills), public art (art installed outdoors that intersects with daily community life) and public arts policy (from arts funding to political involvement). Grounded in relationships developed with art, the self, and the community, the student develops her creativity in service of therapeutic and compassionate action. By working together with artist-activists and 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: 15 credits; GPA 2.75 in the major; 2.0 in general courses; fieldwork in the community; capstone senior project. Graduate courses available after 128 credits (optional): ATH 532 and ATH 540.

Supporting Course Requirements (43 credits): ART 101, ART 105, ART 205, ART 207, ART 220, ART 231, and ART 232; ART 225 or ART 226; ANT 324 or SOC 220; PSY103, PSY 214 and PSY 325; COM 231 or 235.

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

Art Therapy Minor Course Requirements (15 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

credits

The healing nature of art is experienced through exploring art materials and processes. Community-based artist-activists and therapists contribute to art's purpose and function as an instrument of individual and social transformation. This understanding becomes a foundation for practical applications in art therapy and other helping professions.

ATH 332 Multicultural Arts

3 credits

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

ATH 333 Multicultural Field Experience

1 credit

Structured field experience led by faculty in a community setting allows the student to integrate classroom learning with practical experience using various expressive modalities. Prerequisite: ATH 332 (or concurrent registration with ATH 332).

ATH 350 Art and Spirituality

3 credits

The connection of art to the creative spirit is explored through a cross-cultural survey of spiritual beliefs and practices. Art made in a contemplative manner, the influence of artists in creating together in community, and class discussion expands understanding of the spiritual connection of art and wisdom.

ATH 397 Creative Community Development

3 credits

The participatory nature of art is examined as a one-to-many activity and via collaboration between artists and the community. How artists work to effect positive social change, to create art that intersects with community life, and involve themselves in public arts policy and political action, are studied.

ATH 398 Community Arts Field Experience

1 credit

Structured field experience working with a community-based expressive arts team. Project theme is explored and translated into a culminating public performance. Prerequisite: ATH 397 (or concurrent registration with ATH 397).

ATH 445/745 Adaptations and Applications

1-3 credits

Focus on the adaptation of art materials for the use of special needs students or clients from early childhood to geriatric. Application of creative alternatives that address the needs of individuals and groups. Workshop format. Open to ATH, ART, AED 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 director.

ATH 498 Senior Capstone Project

1 credit

Senior project that culminates learning and takes the form of traditional or art-based research, a service project, or art exhibition to demonstrate an 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 Apparel Product Development 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 College's historic costume collection includes 10,000 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 Apparel Product Development 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.

Application to fashion department majors is based upon academic preparation, and 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 Apparel Product Development or Merchandise Management, postgraduate certificates are available in both areas. Contracts are developed with the chair of the department.

Apparel Product Development Major Requirements: 62-63 credits, 2.5 GPA overall and 2.5 major GPA; internship.

Supporting Course Requirements for Apparel Product Development Major (18 credits): ART 101, 105, 207 and r 313; and 231 or 232; and one of the following BUS courses: 250, 301, 302, 309, 331 or 362.

Apparel Product Development Major Course Requirements (63-64 credits): FSH 107, 110, 150, 210, 212, 215, 217, 220, 223, 235/235B, 321, 322, 342, 344, 352, 398, 436; choice of concentration, below (A single course may not be counted in more than one concentration).

Creative Design Concentration: FSH 363 and five to six additional credits selected from the following: FSH216, 297, 305, 325, 350, 372, 375, 397, 463, 464, or 497.

Technical Design Concentration: FSH 355, 421 and one additional course selected from the following: FSH 297, 325, 350, 360, 372, 397, 441, or 497.

Merchandise Management Major Requirements: 60 credits, 2.5 overall and major GPA; students who earn a Merchandise Management Major also earn a Business Administration Minor.

Supporting Course Requirements for Merchandise Management Major (9-10credits): ART 105; COM 104, 205, 231, 232, 235, 310 or 320; and MAT 111.

Merchandise Management Major Requirements (50 credits): BUS 211, 301, 309, 331, 340, 360 and 362; FSH107, 235/235B, 321, 322, 331, 365, 370, 375, 398, 418, 419, 425, 430 and 436.

Post-baccalaureate Certificates in Apparel Product Development and Merchandise Management; minimum 24 credits. Individually designed in consultation with the chair.

Fashion Courses

FSH 107 Introduction to Fashion Careers

2 credits

Introduction to the field of fashion with an emphasis on the professional development and personal qualities necessary for specific careers. Fieldtrips and presentations by professionals in the field.

FSH 110 Fashion Experience

3 credits

Introduces freshmen to the key aspects of the fashion industry: design, patternmaking and construction. These fundamentals are the basis for a career in fashion, and the building blocks every student must acquire in order to progress in the Fashion program.

FSH 150 Pattern Construction I

4 credits

Skill-building related to the pattern development and construction techniques required for skirts and pants. Students will make a personal fit pattern for a skirt and pants, and learn the pattern manipulations for styling variations as well as construction techniques for assembly. Prerequisite: FSH 110 Fashion Experience.

FSH 210 Pattern Construction II

4 credits

Skill-building related to the pattern development and construction techniques required for bodices and sleeves. Student knowledge is developed through problem solving. Students will develop individual personal fit patterns for the bodice, sleeve and torso and learn pattern manipulations for styling variations as well as construction techniques for assembly. Prerequisite: FSH 150 Pattern Construction I.

FSH 212 Pattern Construction III

4 credits

The art of draping is introduced as an alternative patternmaking technique to flat pattern development. The emphasis of the course is on the dress. Advanced sewing and fitting skills focus on those used in the construction of dresses. Prerequisite: FSH 210 Pattern Construction II.

FSH 215 Computer Graphics I

3 credits

Introduction to the functionality of Adobe Photoshop and Adobe Illustrator; students will use these tools to develop story boards, marketing images, and accurate technical drawings that can be integrated into professional design presentations. Evaluation is based on CAD proficiency as well as design and layout effectiveness. Prerequisite: ART 101 fa Basic Drawing

FSH 216 Fabric Embellishment

2 credits

Study of embroidery, beading, and fabric manipulation techniques within the context of basic design principles and color theory.

FSH 217 Computer Graphics II

3 credits

Introduction to the functionality of an industry-specific computer aided design suite 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. Suggested Prerequisite: ART 105 fa 2-D Design.

FSH 220 Fashion Drawing

3 credits

Students will learn fashion figure proportions and poses through the development of a basic fashion body or croquis. Introduction to drawing garment details and flats. Prerequisite: ART 101fa Drawing.

FSH 223 Design Development and Rendering

3 credits

Further experience sketching garment silhouettes and details as well as rendering fabrics. Students will begin to develop original designs through sketching taking inspiration from current fashion trends. Prerequisite: FSH 220 Fashion Drawing.

FSH 235/FSH 235B Textiles

4 credits

An analysis of the basic elements of fabric: fibers; yarns; construction methods; and dyes, prints, and finishes. Study of the interrelationships among these components and their impact on performance as related to consumer and professional decision making. Class includes 1-credit lab component. Class counts toward the environmental studies minor. Suggested prerequisite: SYM 102 cm Composition II or equivalent.

FSH 297 Introduction to Machine Knitting

2 credits

Introduction to machine knitting. Mastery of single bed knitting, including shaping, hem treatments, blocking, and joining through a beginning level project knit from a stitch and row gauge.

FSH 305 Advanced Fashion Illustration**2 credits**

Individual drawing and rendering assignments based on fashion themes and fabric rendering; introduction to computer illustration. Prerequisite: FSH 223 Design Development and Rendering.

FSH 312 Tailoring**4 credits**

Introduction to the techniques involved in developing a pattern for a tailored jacket. Analysis of the unique problems encountered in the design, fabric selection, fit, and construction of a tailored garment. A study of a variety of tailoring methods with individual application through construction of a coat or suit. Prerequisite: FSH212 Pattern Construction III.

FSH 321 (g) History of Costume**3 credits**

The study of costume history, the evolution of the apparel and textile industry, and the history of textile technology and apparel distribution as they reflect past cultures and 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, SYM 102cm Composition II. Suggested prerequisite: ART 231fa or 232efa History of Art I or II.

FSH 322 Product Analysis**3 credits**

Principles used to evaluate ready-to-wear based on target market needs; identification of physical and performance features that indicate 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 tailored to individual student's skill level. Prerequisite: FSH 212 Pattern Construction III.

FSH 331 Trend Analysis**2-3 credits**

A discussion of current political, social and cultural events in relation to their effect on fashion trends. Research on target market demographics and psycho-graphics as they affect the fashion cycle. Emphasis on professional presentations that project color, fabrication, and silhouette direction and awareness of current designer influences. Prerequisite: ART 105 fa Two Dimensional Design. (3 credits when offered in Paris)

FSH 342 Fashion Design I**3 credits**

Study of the design process through creative responses to design problems. Students will develop skills in trend research, color management, fabrication, customer analysis, design development, and garment specifications. Design presentations will be critiqued by peers, instructor, and professionals in the field. Prerequisites: FSH 212 Pattern Construction III, FSH 215 Computer Graphics I, FSH 217 Computer Graphics II, FSH 223 Design Development and Rendering, FSH 235 Textiles.

FSH 344 Fashion Portfolios and Presentation Techniques**2 credits**

Develop a professional portfolio for use in securing fashion internships and employment. Students revise and develop projects that illustrate their mastery of techniques and understanding of specific apparel markets, target customers and current trends. Includes the creation of a logo and leave behind and digital formatting. Prerequisites: FSH 215, 217, 223.

FSH 350 Designing with Leather

2 credits

A study of the special considerations involved in sourcing leather and notions and the design, pattern development and construction of leather garments. Prerequisites: FSH 212 Pattern Construction III, FSH 220 Fashion Drawing.

FSH 352 Fashion Collections I

4 credits

Analysis and application of the techniques used in ready-to-wear manufacturing. Design, pattern development, and construction of a coordinated collection using ready-to-wear techniques. Prerequisites: FSH 212 Pattern Construction III, FSH 322 Product Analysis, FSH 342 Fashion Design I.

FSH 355 Computer Aided Patternmaking

3 credits

Application of acquired patternmaking skills using a computerized patternmaking system. Prerequisite: FSH 212 Pattern Construction III.

FSH 360 Historic Pattern Reproduction

2 credits

Examination of patternmaking techniques through the study of clothing in the Historic Costume Collection. Students learn a conservation-friendly measuring technique for taking patterns from existing garments. The final project is to create an updated version of an historic garment. Prerequisites: FSH 212 Pattern Construction III, FSH 221 History of Western Costume, FSH 342 Fashion Design I.

FSH 363 Fashion Design II

3 credits

Continued study of the design process and additional experience using computer-aided-design tools. Focus on market research, resource procurement, creative problem solving and visual presentations. Field trips and critiques are integral to the class. Prerequisite: FSH 342 Fashion Design I.

FSH 365 Retail Management

3 credits

Contemporary retailing concepts including consumer behavior, marketing research, store positioning, retail strategy mix, retail locations, operations management, merchandise assortment and pricing. Integrated computer-based exercises. Prerequisite: Computer competency and math proficiency.

FSH 370 Training, Supervision, and Customer Service for Retailers

2 credits

Study of the management of human resources in the retail environment. A focus on recruiting, training, motivation, supervision, evaluation and customer service skills through a comparative examination of individual store policies and procedures. Prerequisite: BUS 309 Human Resource Management.

FSH 372 Paris Design Seminar**3 credits**

Development of a design journal and a portfolio-ready collection inspired by shared experiences in Paris. Experiences will vary from year to year but may include studio work with couture artisans, a presentation by a trend service, an opportunity to study designer garments through exhibitions or in a museum archives, a trip to Antwerp, structured shopping research, and attending or dressing for a runway show. Sophomore standing in Apparel Product Development major.

FSH 375 Fashion Show Coordination**3 credits**

Experience in the process of fashion show production. Members of this class form the steering committee for the annual student designer fashion show. Opportunity to work side by side with professional resources in show production. Junior or senior status.

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

Study at an advanced level, with approval of faculty member, in specialized fashion area. Fashion majors only. This class may be repeated to a total of 6 credits.

FSH 397 Knitting Machine Techniques**3 credits**

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

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

An industry/retail work experience in an approved position to better understand the challenges and responsibilities of various fashion careers. The supervised work experience is individually designed to integrate academic and career goals. Assignments require interns to reflect on their work experience; performance evaluations by employer and faculty advisor. This course may be repeated for a total of four credits. Offered either semester or summer. Prerequisites: Junior or senior status and good standing in the Fashion Department.

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

Merchandising principles applied to the planning, buying, controlling and selling of retail goods. Mastery of Microsoft Excel functionality, 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 Retail Management.

FSH 419 Visual Presentation**3 credits**

Exploration of the fashion promotion function through applied marketing activities such as special events, visual merchandising, merchandise presentation, and publicity. Application of principles through supervised experiences with retail stores. Prerequisites: BUS 331 Principles of Marketing and FSH 365 Retail Management.

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

Introduction to the principles of manual and computer pattern grading and marker-making. Prerequisite: FSH 212 Pattern Construction III.

FSH 425 Inventory Management**2 credits**

Implementation of merchandising principles, at the store level according to assortment plan guidelines. Management of physical inventories based on sales goals. Prerequisite: FSH 418 Buying and Assortment Planning.

FSH 430 Retail Strategies**2 credits**

Exploration of current challenges facing the retail industry including the future of retail malls, internet retailing, and retail consolidation. Development of analytical decision-making skills using the case study method and a semester long business plan project. Prerequisite: FSH 365 Retail Management.

FSH 436 Apparel Industry Seminar**3 credits**

A 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 441 Patternmaking for Special Markets**4 credits**

Advanced problems in the development of patterns with a focus on children's wear and menswear. Emphasis on problem solving and fitting techniques. Prerequisite: FSH 212 Pattern Construction III.

FSH 463 Fashion Collections II**3 credits**

Individual exploration of a selected design category, resulting in the development of patterns and completed product prototypes. Prerequisite: FSH 352 Fashion Collections I.

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 352 Fashion Collections I, FSH 312 Tailoring, and FSH 363 Fashion Design II.

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

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

Graphic Design

The Graphic Design major has a diverse and encompassing curriculum that promotes knowledge of the design and printing industry and assists students in formulating personal knowledge and career aspirations. With a

foundation in the liberal arts, graduates of the program gain a depth of knowledge and leadership skills in order to succeed in the global design market.

Learning from the first year to program completion extends beyond the classroom with interaction with professionals in the field and with 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 vast global 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.

A 2.3 overall grade point average and a 2.5 in courses for the major, minor or certificate are required for acceptance and retention in the Graphic Design program. Progress and retention in the program will be monitored through an annual portfolio review in which the student presents graphic design work completed in courses during the year to a panel of industry professionals. All students in the major are required to participate in a senior gallery exhibition.

Graphic Design Major Requirements: 51-57 credits; 2.5 GPA; annual portfolio review and senior exhibition.

Supporting Course Requirements for the Graphic Design Major: 12 credits; ART 101, 207, 220, and ART 231, 232, or 320.

Graphic Design Major Course Requirements (51-57 credits): GRD 225, 232, 248, 258, 310, 325, 330, 335, 345, 356, 380, 450, 451, 454, 460, 461, 495, and 498.

Graphic Design Minor Course Requirements: 27 credits; GRD 225, 232, 248, 258, 310, 356, 380, 450, and 461 and 1 GRD Elective.

Post-Baccalaureate Certificate: Undergraduate degree and completion of the Graphic Design Program of course work.

Graphic Design Courses

GRD 225 History of Design

3 credits

Historical overview with a focus on cultural iconography and the expansion of individualism in design. Students examine symbols of communication and the elements of design across cultures and centuries to gain an understanding of the 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 and retouching along with the techniques of illustration are the primary focus of this class. Students will create photographic and/or illustrations, dynamic collages and raster and vector-based images. Exploring photographic editing techniques, scanning, color formatting, and exporting for print or multimedia. By working through a logical progression of exercises, students gain a strong foundational knowledge of both Adobe Photoshop and Adobe Illustrator. Prerequisites: ART 207; Fee.

GRD 248 Lettering & Typography **3 credits**

Students learn the hands-on artistry of the letterform. The process of developing fonts, artistic and technical formation and its relationship to page layout will be discussed. Historical formatting of major typography families, terminology and professional standards are a primary focus. Prerequisites: ART101 207; GRD 225; Fee.

GRD 258 Design Principles **3 credits**

Continued applied design using Adobe InDesign incorporates technical skills in relationship to typography, color theory, illustration and photography to create exciting, cohesive layouts. Problem identification, analysis, brainstorming and idea refinement are primary focuses. Prerequisite: GRD 232; Art 101, 207; Fee.

GRD 310 Introduction to Web Design **3 credits**

This course explores the basics of web graphic design and technology. Introduction to current web based programs, HTML, CSS, and image processing for the web. Students will achieve an understanding of interactive design using professional level software tools for content creation. Prerequisites: GRD 258, 232; Fee

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

This course explores advanced methods in vector and raster art through interpretation and analysis of complex techniques. Students further their understanding of digital manipulation, production and motion graphic direction. Working with digital editing software, students complete a variety of multi media projects. Prerequisites: GRD 232; Fee.

GRD 330 Fundamentals of Illustration **3 credits**

Focus on effectively capturing the visual ideas of product for a client. Skills development in a variety of media; beginning understanding of concept development as well as styles in relation to content. This course familiarizes students with the philosophy of illustration and related illustration techniques. Prerequisites: ART 101, 207; GRD 225, 248; Fee.

GRD 335 Ethics & Criticism in Graphic Design 2 credits

Art and design developments as they affect critical analysis and ethical issues in the graphics design industry. Readings, discussion, and aesthetic projects are used to explore the perspective of history, psychology, and artistic interpretations of societal trends. Focusing on 21st century design and art as it relates to the graphic industry in

global markets. Prerequisite: 232; Fee

GRD 345 Fundamentals of Motion Graphics

3 credits

Basic motion graphics and production. Areas of study include artistic issues of video development, story boarding, and story development. Technical issues such as lighting, digital photos, audio and a variety of software and hardware are explored. Prerequisites: GRD 454, 325; Fee.

GRD 356 Digital Photography

3 credits

Introduction to the use of 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. Students provide their own camera; a limited number of cameras are available for rent. Fee. Prerequisite for GRD majors: GRD 232; Fee.

GRD 380 Portfolio and Presentation

2 credits

An overview of preparing a professional portfolio for use in securing internships and employment in an art or design field is the main focus of this class. Students prepare artwork and related artifacts within their own major to achieve a completed portfolio for presentation. Prerequisites for graphic design students: GRD 232,258. Other art and design majors should have one course in GRD or computer experience. Offered annually. Fee.

GRD 450 Advanced Graphic Design I

3 credits

Introduces classroom and client-based projects to advance the student's understanding of the design process. Projects are based on specific requirements of technology and printing. Combines fieldwork, client based projects and advanced technical skill to prepare the student with essential visual vocabulary. Technical and presentational skills, and working with a team are addressed. Prerequisite: GRD 258; Fee.

GRD 451 Advanced Graphic Design II

3 credits

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

GRD 454 Advanced Web Design

3 credits

Further exploration of the expanding uses of interactive design principles following GRD 310. Students will create 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

Methods of digital motion, digital photography with video usage. Students apply motion graphic and multi dimension formatting to explore an advanced depth of study. Prerequisite: GRD 345; Fee.

GRD 461 Senior Seminar

1 credit

Seniors develop and present a gallery exhibition of work to the public. Drawing from portfolio development, students will curate the show as a team and design the format and promotional pieces. Prerequisite: GRD 450; Fee.

GRD 495 Special Topics in Graphic Design

3-9 credits

Opportunity to study a significant topic in design and visual communication from a graphic design perspective. Course title and subject matter vary from semester to semester, according to student need and interest. May be repeated for credit with a different topic.

GRD 498 Internship in Graphic Design

3 credits

Supervised work-oriented experience, individually designed to achieve and integrate academic and career goals. Approval of the program director is 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 from hospitals and hospitality to corporate offices, spas, and residential environments. The Interior Design Department, accredited by the Council for Interior Design Accreditation Council, focuses on academic, personal, and social development and 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. Internship is mandatory.

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 chapter is active and award winning.

Students wishing to major in the department must complete a Declaration of Major and Interior Design Department Application. Courses for the Interior Design Department begin in the first semester of the first year at the College. A 2.0 overall College grade point average and a 2.5 GPA in major courses are required for retention by the department. Once a student matriculates, all remaining INT credits must be completed at Mount Mary College unless permission is granted by the department chairperson.

Interior Design Major Requirements: 75 credits, 2.5 GPA.

Supporting Course Requirements for Interior Design Major (18 credits): 2.5 GPA. ART 101, 105, 207, 220, 231 or 232 and one course from ART 205, 212, 225, 226, 313, 328, 337, 348, 356, 359, 367, 455.

Interior Design Major Course Requirements 57 credits): INT 100, 103, 120, 135, 201, 204, 215, 225, 226, 230, 235, 301, 302, 318, 320, 333, 342, 401, 402, 420, 421 and 496 (optional).

Interior Design Courses

INT 100 Interior Design Orientation

2 credits

Introduces students to the interior design profession. Work styles, employment options, and classroom expectations are 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 are discussed. Leadership for Energy and Environmental Design (LEED) is introduced. Numerous practicing interior design alumna speakers. No prerequisites. Open to all students

INT 103 Architectural Drafting

2 credits

Presents elements, tools, and techniques of architectural drawing through basic exercises. Emphasis is on development of drafting skills includes topics such as drafting principles and lettering. Professionally drawn prints are presented. Prerequisite: ART 101 or same semester.

INT 120 (g) Sustainable Design

3 credits

Addresses environmental and sustainable issues with emphasis on interior design terminology, case studies, and product. Historical, ethical, and global perspectives explored. Certifications, Leadership in Energy and Environmental Design (LEED) discussed. Establishes sustainable design foundation for remainder of courses. Guest speakers, field trips. Prerequisite: INT major.

INT 135 Textiles

2 credits

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

INT 201 Studio I-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 adhering to specific client needs. Field trips and speakers. Prerequisites: INT 103, 135, 204, 215, and 226.

INT 204 Building Construction

3 credits

Examines construction and finish materials in architecture and interior design as they relate to construction methods. Includes introduction to mechanical systems and their relationship to interior spaces through an overview

of electrical, plumbing, and HVAC systems. Building codes are introduced. Prerequisite: INT 103.

INT 215 Design and Communication

3 credits

Translates the elements and principles of design into interior space. Hands-on instruction develops student ability to communicate design through use of multiple media techniques including basic model building, and computer programs. Prerequisite: INT 100.

INT 225 Lighting

2 credits

Provides vocabulary in lighting. Includes description of lamps, fixtures, uses, and simple lay-outs. Illustrates use of photometric and manufacturers' catalogues. Provides students with an ability to communicate lighting and to satisfy basic client needs. Speakers. Prerequisite: INT 204.

INT 226 Sketching and Rendering Techniques

3 credits

Examines graphic communication as it relates to interior design. Emphasis is on techniques, formats and materials most common to professional practice. Includes grid perspectives, media techniques, and application. Prerequisites: INT 103; ART 105.

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 are utilized. Prerequisite: INT 103. Knowledge of Microsoft operating system. Fee.

INT 235 Computer Aided Drafting II

2 credits

Develops additional CAD skills as a continuation of INT 230. Course covers advanced editing and drawing techniques, including creation and display of attributes, bill of material generation, and advanced dimensioning. Introduction to the use of isometrics and other techniques of three dimensional drawing. Prerequisite: INT 230. Fee.

INT 301 Studio II-Commercial Interior Design

4 credits

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

INT 302 Studio III-Special Topics

4 credits

Incorporates skills and knowledge acquired in past classes. Projects consist of commercial space. Team projects. Creative solutions with practical application are emphasized. Multiple layers, contract documents (drawings and specifications), schedules, codes, user safety, and professional presentation are included. Prerequisite: INT 301. Field trips and 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 is given to European foundations of modern architecture and interiors. Prerequisite: Open to non majors.

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. Includes lectures, discussions, presentations, and observation. Public space design project included. Prerequisite: INT 301.

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

Presents styles and characteristics of architecture and interiors from 18th century to present. Emphasis is on language of ornament, new materials and forms, and how they relate to the artistic period. Prerequisite: Open to non majors.

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 office vocabulary is incorporated. Discussion of contract documents and project/construction management documentation needed for project completion. Post occupancy evaluation. Speakers. Prerequisites: INT 201 and 301.

INT 401 Career Seminar**2 credits**

Creates a bridge between academia and employment. Class interaction is encouraged. Winning techniques in career search from cover letters and resumes to interviews. Personal mission, vision, goals are explored. Firms are researched. The importance of networking and appropriate protocol is emphasized. Speakers and field trips. Prerequisite: INT 201.

INT 402 Interior Design Internship**4 credits**

Students are placed in fieldwork during student's third or fourth year of study in the Interior Design Department. The Interior Design Department supervisor selects aids, or approves placement. Some factors considered are interests, skills, demographics, and appropriateness. The student is supervised by a firm representative. Prerequisite: INT 301 or supervisor permission.

INT 420 Studio IV-Senior Project I –Research**2 credits**

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

INT 421 Studio IV-Senior Project II - Design**2 credits**

Requires student to demonstrate 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

Optional. 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. This course exists independently of classroom work and is not required for majors. Prerequisite: Permission of instructor.

Music Department

In keeping with Mount Mary College'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-ranging variety of courses in music, many of which fulfill core fine arts requirements. Students may explore topics in music through introductory, historical and global esthetics courses, and through participation in vocal and instrumental ensembles.

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

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

Special Fees: In addition to tuition there is a per credit charge for private instruction. There is no additional lesson fee for class instruction in piano, voice 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

An introductory course in piano for students with no keyboard or minimal music experience. Students develop reading and keyboard skills through engaging repertoire and basic technical studies, and are introduced to music theory concepts and general music history in a group lesson setting. Daily practice necessary for success. Readings and concert attendance required.

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 and classical literature in a group setting. Emphasis on improving basic technical skills, and learning scales, chords and chord progressions. Daily practice necessary for success. Readings and concert attendance required. Prerequisite: MUS 101 or equivalent.

MUS 205 fa Guitar Class

2 credits

Introductory course includes basic chords and progressions, strums, bass runs, picking patterns, and the natural notes in position. Readings and concert attendance required. No previous instruction necessary.

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 credit

MUS 211 Private Instruction: Guitar

2 credits

Basic classical guitar playing skills, chord progressions, note reading, finger picking technique, and transposition. Repertoire includes representative selections from Renaissance to contemporary in increasing difficulty. Fee.

MUS 113 Private Instruction: Piano

1 credit

MUS 213 Private Instruction: Piano

2 credits

Baroque to contemporary repertoire through solo and ensemble performance. Scales, arpeggios, and technique according to individual needs. Material may be chosen for classroom use. Fee.

MUS 114 Private Instruction: Violin/Viola, Cello

1 credit

MUS 214 Private Instruction: Violin/Viola, Cello

2 credits

Study scales, double stops, etudes, position work, bowing studies, and solos from Baroque through the present in increasing difficulty. Fee.

MUS 115 Private Instruction: Voice

1 credit

MUS 215 Private Instruction: Voice

2 credits

Study technique, breath control, tone production, through works in English, Italian, Spanish, German, and French art songs; also musical theater, folk music, opera, and oratorio. Baroque to Contemporary. 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. Sight-reading improves, and ensemble playing adds enjoyment and builds confidence. Permission of instructor required.

MUS 208 Chamber Orchestra**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 and off campus. Includes a string quartet. Audition with faculty instructor required. Open to all students, staff and faculty. May be taken for non-credit. May be repeated in subsequent semesters for non-credit option. \$40 Fee.

MUS 209 Handbell Choir**1 credit**

Perform sacred and secular selections in many styles. Perform at the Spring Concert. Ability to read music is an asset, but assistance is available. Open to all students, staff, and faculty. May be taken for non-credit option.

MUS 250 Mount Mary College Chorus**1-2 credits**

Choral repertoire for women's chorus from various periods and in various 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. \$40 Fee.

MUS 252 Mount Mary Gospel Choir**1-2 credits**

Mixed chorus (women and men) with choral works in traditional and contemporary Gospel style. Performances throughout the 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 for non-credit option. May be repeated in subsequent semesters for non-credit option. \$40 Fee.

Academic Courses in Music**MUS 228 fa Women in Music****3 credits**

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

MUS 230 fa The American Musical**3 credits**

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

MUS 240 fa Masterworks of Western Music**3 credits**

For the non-musician who would like to know more about music and become an informed listener. This course is a broad, general overview of masterworks by the world's great composers, past and present, from Bach to Babbitt. Using these masterworks as a basis for the course, students will also be introduced to 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 that can be used 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 selected from the Pacific, Asia, the Near East and Africa, plus 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 American Popular Music**3 credits**

A survey of music and musical trends that can claim a uniquely American origin - including ragtime, spirituals, Gospel, Dixieland bands, swing, jazz, the blues, rock 'n roll, salsa, hip-hop and rap - whose 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.

Business Administration Division

The Business Administration Division 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 Division, 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 division offers majors in Accounting, Business Administration, Business/Professional Communication, and Business Education, as well as a minor in Business Administration. (The division 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 College 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 College. Contact the division 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 Education Major prepares students for teaching grades K-12 (License 250). Methods and field experience are required to teach Keyboarding K-6. The 281 license may be obtained upon completion of 2,000 hours of occupational experience plus EDU 448 and 450. See the Education Department section of this Bulletin for required education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction regulations.

The Business Administration Minor provides a core of business knowledge for the nonbusiness major.

To meet the needs of non-traditional students, the division offers the majors of business administration, business/professional communication, and the minor in business administration 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, business education, 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 College business courses with the minimum grade point average for the chosen major, and have an overall grade point average of 2.0, except for business education which requires a 2.75 overall grade point average;
- completed SYM 102 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 (business education 2.75), with an average 2.5 in business administration and business/professional communication major courses; 3.0 in accounting major courses; 2.75 in business education major courses; and 2.5 in business administration minor courses.

Coursework in the Business Administration Division assumes knowledge and competency in computer applications. It is strongly recommended that students lacking in word processing, spreadsheet, presentation, and database skills take steps to improve these skills as soon as possible.

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.

Business Education Major-Early Childhood/Adolescence Requirements: 37 credits + Education sequence, 2.75 major GPA.

Business Education Major-EC/A Prerequisite Course Requirement: (4 credits) MAT 111.

Business Education Major Course Requirements: BUS 102, 211, 212, 250, 301, 302, 303, 331, 362, 375, 414; CSC 205, 211 See the Education Department section of this Bulletin for required education courses and for specific core course requirements to meet Wisconsin Department of Public Instruction regulations.

Merchandise Management Major: See the Arts and Design Division, 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.

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.

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.

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.

Accelerated Business/Professional Communication Major Course Requirements: (54 credits) MAT 208; COM 205, 231, 232, 320; EPW 309a, 309b, 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.

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.

Business Administration Courses

BUS 102 Advanced Word Processing

2-3 credits

Using Windows Word Processing software, speed and accuracy are improved. Advanced formatting skills are used to create business correspondence; international, medical, legal, and employment documents; formal reports; and design office forms and publications. Communication skills are reinforced. A document portfolio is produced. Open to all majors. Prerequisite: 30 wpm keyboarding skill.

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: SYM 102.

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, government activities, and unions.

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 309/509 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 331/531 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 362/563 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 414/514 Small Business Management

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 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 451; 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.

CSC 395 Special Topic in Computer Studies**3 credits**

Consideration of a special topic relevant to the theory or practice of Computer Studies according to the needs or interests of students. May be repeated for credit with a different topic.

Graduate Program in Business Administration

A Master of Business Administration (MBA) is offered through the Business Administration Division. Emphasizing leadership, ethics, and communication skills within a global environment, the MBA program flows from and supports the Mount Mary College mission and the Graduate Education mission. 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 Center for Educational and Professional Advancement (CEPA) or online at www.mtmary.edu.

For more information, contact CEPA at 414-258-4810, or email: gradinfo@mtmary.edu.

Education and Mathematics Division

In keeping with Mount Mary College's mission, the mission of the Education Department is to provide

programs that prepare teachers to be visionary 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 College'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 Guide for Students, which can be obtained from the Education Department.

The sequence of courses for each program, as described below, provides the knowledge base and the clinical experiences for students to achieve the goals and objectives.

The teacher education programs of the College 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 write to 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 (This program prepares students to teach pupils from birth to age 11--approximate pre-kindergarten, kindergarten and grades 1-6); middle childhood/early adolescence (This teacher education program leads to general certification for ages 6 to 12 or 13--approximate grades 1-8); early adolescence/adolescence, including biology, chemistry, English, language arts, history, social studies, mathematics; and early childhood /adolescence, including art, French, business, music and Spanish. Certification in adaptive education (art) and in vocational education (business) is also available through the Education Department.

Many of the education courses are taught in a Smart Classroom designed with teaching stations in which students can practice using the latest presentation and research technologies. The Education Department also maintains the Teacher Education Center, which also serves as the Archdiocese of Milwaukee Resource Center. These materials are for the use of our students 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 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 College courses which require clinical experiences are: MAT (EDU) 211/212, EDU 200, 245, 300, 303, 312, 321, 322, 365, 403 and 411. Fieldwork in EDU 405 is optional. 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 Milwaukee Public Schools. Other school districts in which students are placed may have additional fees. Students enrolled in EDU 321 and EDU 312 will be charged a \$12.00 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) achieve acceptable performance on the Pre-Professional Skills Test (PPST) as determined by the Wisconsin Department of Public Instruction (see the *Guide for Students* for exceptions to these conditions). 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. 3) 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; 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 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 *Guide for Students*.

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) continue demonstration of appropriate personal and professional qualities essential for teaching; 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 Guide for Students; 7) satisfactorily complete Portfolio II (Application Level); 8) earn a satisfactory score on the appropriate Praxis II Content 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; however, the following courses are recommended for most programs: SYM 102, COM 210, HIS 153 or 154, POS 214 and POS 215, ART 235 or MUS 328. 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 College core requirements and some of which also meet requirements in the student's major. These requirements are also included in the *Guide for Students*.

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 Praxis II Content Test. 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 Portfolio III.

Students who transfer into the College and wish to be recommended for initial teacher certification by the College need to earn a minimum of 16 credits at Mount Mary College and be observed by college 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 College's teacher education programs, as described in this Bulletin, are subject to change.

Early Childhood/Middle Childhood (EC/MC) Teacher Education (Undergraduate):

89-92 Credits; 2.75 GPA overall and major/minor GPA; Praxis Exams; Student Teaching; Portfolio

EC/MC Teacher Education (UG) Major Course Requirements (54-55 credits): EDU 200, 204, 211, 245 or 246, 300, 300P, 311, 312, 312P, 356, 357, 365, 401, 402, 405, 410, 411, 456, 490 and 493.

EC/MC Teacher Education (UG) Supporting Course Requirements (35-37 credits): ART 235 or MUS 328; ART 323; COM 210; GEO 310; HIS 153 or HIS 154; MAT 201, 202; MUS 323; PED 480, 481; and POS 214, 215. The following courses are suggested to fulfill the biological, physical, and environmental science requirements. Students meet with their advisor to determine appropriate options: SCI 204, 205, 206, 216; and SCI 207 or GEO 210.

Early Childhood/Middle Childhood Teacher Education (UG) 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.

Early Childhood/Middle Childhood (EC/MC) Teacher Education (Post-baccalaureate) 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.

EC/MC Teacher Education (Post-baccalaureate) Course Requirements: EDU 200, 204, 212, 212P, 700 or 245,

701 or 311, 703 or 405/505, 470/570, 300, 300P, 312, 356, 357, 365, 401, 522, 715, 411/511, 456/556, 490 and 493. 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 The Exceptional Learner. *Graduate version of EDU 405.*

EDU 470/570 Fine Arts Methods. *Combines art, music, drama 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).*

EC/MC Teacher Education (Post-baccalaureate) Supporting Course Requirements: GEO 210, PED 480 and PED 481 or equivalent courses.

Middle Childhood/Early Adolescence (MC/EA) Teacher Education (Undergraduate):

85-88 credits; a 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, 245 or 246, 300, 300P, 302, 311, 312, 312P, 356, 357, 401, 402, 405, 410, 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, and social studies minors are certified if the candidate gets a pass score on the Praxis II middle school content test (test code 20146). Students who wish to be certified in Spanish must pass the Praxis II test in Spanish (test code 10191) in addition to the middle school test.

MC/EA Teacher Education (UG) Supporting Course Requirements (35-37 Credits): ART 235 or MUS 328; ART 323; GEO 310; HIS 153 or HIS 154; MAT 201, 202; MUS 323; PED 480, 481; POS 214 and 215. The following courses are suggested to fulfill the biological, physical, and environmental science requirements. Students meet with their advisor to determine appropriate options. SCI 204, 205, 206, 216; and SCI 207 or GEO 210.

Middle Childhood/Early Adolescence (MC/EA) Teacher Education (Post-baccalaureate) 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.

MC/EA Teacher Education (Post-baccalaureate) Course Requirements: EDU 200, 204, 212, 212P, 300, 300P, 302, 312, 356, 357, 401, 522 or 402, 703 or 405/505, 715 or 410, 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 (test code 20146). Students who wish to be certified in French or Spanish must pass the Praxis II test in Spanish (test code 10191) in addition to the middle school test. 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 The Exceptional Learner. *Graduate version of EDU 405.*

EDU 470/570 Fine Arts Methods. *Combines art, music, drama 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).*

MC/EA Teacher Education (Post-baccalaureate) Supporting Course Requirements: GEO 210; PED 480 and 481 (or equivalent course).

Early Adolescence/Adolescence Education (EA/A)

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.

Students electing a major in social studies or a major or minor in a social studies area must fulfill the Wisconsin Department of Public Instruction's requirements in environmental education and cooperatives. Students electing a major in broad field science or an area of science must fulfill the requirement in environmental education.

The professional education sequence for undergraduate students is EDU 200, 204, 245 or 246, 303, 311, 321, 321P, 322, 324, 401, 403, 405, 410, 482, and 489. The professional education sequence for post-baccalaureate

students is EDU 200, 502 (or 303), 321, 321P, 322, 324, 401, 503 (or 403), 482, 489 (specific student teaching courses vary by major), 701 (or 245 and 311), 703 (or 405/505), and 715 (or 410). See major areas for sequence of courses in specific fields.

Early Childhood/Adolescence Education (EC/A)

Students interested in teaching art, business, or Spanish follow the Early Childhood/Adolescence Education Program, preparing them to teach their specialty Grades Pre K through 12. See the professional education sequence listed above for graduate course equivalents for post-baccalaureate students. 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 or 246, 303, 311, 321, 321P, 322, 324, 325, 401, 405, 410, 485, 497, GRD 258 and GRD 380.

Business Teacher Education (EC/A)

A teaching major leading to certification in business education for grades Pre K-12. The professional education sequence is: EDU 200, 204, 245 or 246, 303, 311, 320, 321, 321P, 322, 324, 401, 403, 405, 410 and 487. The 281 license may be obtained upon completion of 2,000 hours of occupational experience and EDU 448 and 450.

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 or 246, 303, 311, 321, 321P, 322, 324, 401, 403, 405, 410, and 476.

Adaptive Education in Art (EC/A)

A teaching major combining art therapy and art education leading to certification to teach art in grades PreK-12 and certification in adaptive arts. Requirements are: certification in art; PSY 325, 3 credits of ATH 445/745 and successful completion of a practicum in adaptive education in art (ATH 498).

Vocational Education (minor with Business Education)

Requirements are: fulfilling requirements in business education, EDU 448, 450 and 2,000 hours of related occupational experience.

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 College 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.

These courses include EDU 715 Issues and Problems Affecting Education which fulfills the Foundations requirement, EDU 700 Diversity Among Learners, EDU 701 Child and Adolescent Development and EDU 703 Exceptional Learner.

Education Courses

EDU 200 Orientation to Teaching

1 credit

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: Comp I.

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.

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 MAT 212 (EDU 212). Involves 30 hours of observation and participation 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; laboratory experiences including direct involvement with members of minority

groups. Fieldwork is required.

EDU 246 Multicultural Leadership for Social Justice

3 credits

Combines Multicultural Education and Leadership for Social Justice. Introduction to the depth of thinking called for in the college environment and orients students to the mission and values of the College. This interactive and reflective course focuses on issues of social justice relating in particular to gender, race, and class. Includes study of the history, culture, values, lifestyle, 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; laboratory experiences including direct involvement with members of minority groups. Oral, written and small group communication skills are emphasized. This course satisfies the College's leadership course requirement. Fieldwork is required.

EDU 300 Teaching Reading and Language Arts in the Early Childhood, Middle Childhood, Early Adolescence Programs – I

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. Concurrent enrollment in EDU 300P Practicum in Reading and Language Arts 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 302 Teaching Reading and Language Arts in Middle Childhood/Early Adolescence Programs – II

3 credits

Techniques for using authentic assessment instruments. Designed to help students become aware of and develop the interrelationships among writing, reading, speaking, listening, grammar, spelling and handwriting. Includes handwriting instruction designed to develop writing competencies needed by prospective teachers. Prerequisite: EDU 300 or permission of the instructor.

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 and music 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 Portfolio II. 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 4 standards for Portfolio II including Standards 5 and 7. Prerequisite: EDU 311, or 701, or permission of Director. Undergraduate 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 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 College 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 college supervisor visits the student.

EDU 321 Psychology Applied to Teaching**3 credits**

Study of learning theories and processes; conditions for effective teaching and learning; motivation; individual differences; research; assessment. Microteaching is included. Students must concurrently enroll in EDU 321P Practicum in Educational Psychology (EA/A). Prerequisite: EDU 311, or 701, or permission of Director.

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 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 middle school classrooms is included. Prerequisite: EDU 321, or permission of Director.

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 326 Teaching Music in Early Childhood, Middle Childhood, Early Adolescence Education

3 credits

Study of the relationship of music expression to child development at the early childhood/elementary/middle level. Formation of objectives and their implementation in a well-balanced consecutive music program. Prerequisite: EDU 311.

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 ELL students. Offered as needed in the following format:

EDU 331A Bilingual Education

1 credit

A consideration of the history and current status of the education of ELLs and bilingual education along with the pertinent linguistic and educational theories that provide a rationale for bilingual education. A survey of the various models for the organization of bilingual education and the impact those models have on the assessment of bilingual education programs. Examination of the legal rights, educational policies and political and social issues involved in the education of ELLs along with the relevant federal and state laws and court decisions.

EDU 331B Teaching in a Bilingual/Bicultural Program

1 credit

Examination of the various models for organization of the bilingual classroom and the management of language choice along with means to evaluate these models. Methods for using multicultural themes/students' prior experience/teacher aides and volunteers in the classroom. Methods for making necessary adaptations to meet the needs of Exceptional Learners in the bilingual setting. Evaluation of bilingual teaching materials.

EDU 331C Assessment of the Bilingual Student

1 credit

Development of a variety of linguistically and culturally appropriate ways to assess language, academic content development and cognitive/academic learning of ELLs. Familiarization with the issues surrounding valid assessment in L1 and L2 and exploration of means for planning for ongoing/meaningful and authentic assessment to improve learning, instruction and curriculum as necessary.

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. The course includes the development of a resource unit using a variety of methods, materials, and media.

EDU 365 Prekindergarten and Kindergarten Education (Fieldwork)

3 or 4 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. Includes assessment of 4 standards for Portfolio II including Standards 2 and 9. Classroom observation included for undergraduate students. Online section offered for post-baccalaureate students.

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 Portfolio III and a professional development plan. Offered in conjunction with student teaching.

EDU 402 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 403/503 Teaching Reading and Language Arts in Early Adolescence/Adolescence II**3 credits**

Young adult literature across the curriculum; reading and writing assessment procedures appropriate to the content areas; interdisciplinary team approach related to reading and the language arts; critical thinking skills. Fieldwork is required. Prerequisite: EDU 303.

EDU 405/505 Introduction to Exceptional Learners**3 credits**

Historical perspectives of exceptionality, legal ramifications, state and federal laws pertaining to exceptionality; consideration of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities, and instructional procedures and educational programming for exceptional learners including the use of assistive technology. Prerequisite: EDU 311. Education students are encouraged to take the course concurrently with EDU 405P/505P Practicum in Special Education.

EDU 405P/505P Practicum in Special Education**1 credit**

Optional experience taken in conjunction with EDU 405/505. Involves 30 hours of observation and participation in area schools.

EDU 410 Foundations of Education**2 credits**

Consideration of the historical, philosophical and social foundations underlying educational goals; and the organization, political and economic aspects of public schools. Prerequisite: student teaching or permission of chair.

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 448 Philosophy of Vocational Education**2 credits**

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

EDU 450 Organization and Administration of Cooperative Education**2 credits**

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

EDU 456/556 Building Relationships Between Teachers and Parents 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.

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)**12 credits**

Student teaching under the direction of one or more experienced foreign language teachers at the appropriate levels. College supervisors visit the student at least eight times and guide and evaluate his/her progress through individual conferences.

EDU 478 Student Teaching of Music in the Middle/Secondary School**6 credits**

Student teaching under the direction of an experienced music teacher at the middle or secondary level. College supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences.

EDU 482 Student Teaching in Secondary School: (Subject)**6 credits**

Student teaching in the middle/secondary level student's major or minor, under the direction of an experienced classroom teacher. College 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**6 credits**

Student teaching under the direction of an experienced art teacher at the middle or secondary level. College 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)**12 credits**

Student teaching under the direction of one or more experienced business education teachers at the secondary level. College 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)**6 credits**

Student teaching in the middle/secondary level student's major or minor, under the direction of an experienced classroom teacher. College 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 **6 credits**

Student teaching under the direction of an experienced classroom teacher in four-and-five-year old kindergarten classes. A college 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 **6 credits**

Student teaching under the direction of one or more experienced classroom teachers. A college 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 **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 college 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 **6 credits**

Student teaching under the direction of an experienced art teacher at the elementary level. College supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences.

Geography Courses

GEO 112 sci Introductory Geoscience **3 credits**

The physical environment including weather, climate, composition and structure of the earth; landforms and their development; maps and globes.

GEO 210 Understanding the Environment **2 credits**

Study of the environment exploring natural resources and their conservation, energy transformations, ecological relationships, the impact of technological change, present and future problems, and attitudes and values inherent in environmental issues.

GEO 310 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. Emphasizes non-Western cultures, today's interconnected world, and differences between developed and less developed regions. Also includes geography's role in understanding global issues.

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. Coursework requires the use of Livetext and formal lesson planning format.

EDU 700 Diversity Among Learners

3 credits

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

EDU 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. Study of the history, culture, values, lifestyle, 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 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.

316 Reading Teacher License Program

Mount Mary College 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 College 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 College. Students may obtain an application and course descriptions for this program from the Center for Educational and Professional Advancement, (414) 256-1252.

Graduate Program in Education

The College 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 Center for Educational and Professional Advancement (CEPA) or online at www.mtmary.edu.

For more information, contact the Center for Educational and Professional Advancement, (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. 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 College’s program completer pass rates to the U.S. Department of Education. The pass rate for all Mount Mary College program completers is 100%. Mount Mary College does not grant any waivers for the required Praxis II test scores. The policy for exceptions to the Praxis I (PPST) requirements may be found in the Education Department's *Guide for Students*.

Approximately 93% of our program completers gained employment in education over the past five years.

Mathematics Major

The mission of the Mathematics Department reflects the Mount Mary College 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 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.

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. This course does not meet the college mathematics competency requirement.

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. A grade of “C” or better is required to meet the college mathematics competency requirement.

MAT 103 cm Quantitative Reasoning

3 credits

This survey course combines critical thinking and mathematical skills applicable to personal and social issues. Topics include logic and problem solving; number sense and estimation; statistical interpretation and basic probability; interpreting mathematical models; and further applications to the use of mathematics in politics and business. Enrollment in this course is determined by the mathematics placement test. A grade of “C” or better is required to meet the college mathematics competency requirement.

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, MAT 103, 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 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: 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: 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. Formerly MAT 207.

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.

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: 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: MAT 251.

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: MAT 301.

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, eigenvalues 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 congruences, 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.

Health and Sciences Division

The Health and Sciences Division unites the departments of Dietetics, Occupational Therapy, Physical Education and Dance, and the Sciences. In addition, the division supports the interdisciplinary Environmental

Studies Minor as well as the Radiologic Technology Major and the Diagnostic Medical Sonography Major that are offered in partnership between Mount Mary College and area hospitals.

The Health and Sciences Division is committed to student-centered learning which is realized through its three core student experiences: collaborating, exploring and putting principles into practice.

Dietetics

The Dietetics Department provides a Coordinated Program in Dietetics (CP) that is currently granted accreditation by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. This is a specialized accrediting body recognized by the Council on Higher Education and the United States Department of Education. Dietetic courses combine classroom theory with supervised practice in the more than 50 hospitals, extended care facilities, health care agencies and businesses participating in the program. No fifth year internship is required. Students must maintain a grade point average of 2.75 in those courses required for the major with 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 first semester of the sophomore year and are required to provide proof of a physical examination during the junior and senior years. Students are also required to complete 160 hours of dietetic related work experience prior to beginning the junior year of the program. A maximum of 18 students are admitted for each of 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. The student can obtain 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 academic requirements including a comprehensive exam, the student obtains a verification statement making her eligible to take the national examination to become a Registered Dietitian and for active membership in The American Dietetic Association. Registered dietitians are eligible for certification in the State of Wisconsin.

Pre-college competencies include high school chemistry, basic computer usage skills and three units high school preparatory math including algebra and plane geometry.

Dietetics Major Requirements: 94 credits; 2.75 GPA in the major; minimum grade of "C" in courses for the major; proof of physical exam in junior and senior years; fieldwork.

Dietetics Major Course Requirements (91Credits): SOC 101; PSY 103; BIO 103, 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

Overview of the professional practice of registered dietitians in community nutrition, medical nutrition therapy, food and nutrition management, business, consultation, education, research and private practice. Focus on education through the Coordinated Program in Dietetics. Lectures, discussions and many guest speakers. Required of all dietetics majors. No prerequisites.

DTS 190 Food Preparation and Management**3 credits**

Introduction to food preparation for the home setting stressing use of recipes, measurements, standard techniques, skills, safety and aesthetics. Course culminates in a festive class event. Lecture and laboratory. Some off campus travel. No prerequisites. Fee.

DTS 201 Food Science**3 credits**

Fundamental principles and practices of food preparation are approached through the study of food composition, physical and chemical interactions and treatment in preparations. Comprehensive studies of food selection and preparation: evaluation of prepared products. Recipe modification; 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**

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**

The study of the theory and skills in communication, education and counseling needed by all dietetics practitioners. Observational and teaching experience in multicultural settings is included as well as opportunities for learning about other cultures. (Fieldwork takes place outside of class hours, TBA) Prerequisites: DTS 201; 250; PSY 103.

DTS 354 Applied Nutrition**3 credits**

Application of normal nutrition concepts to life cycle stages, emphasizing disease prevention and health promotion. Introduction of nutrition screening and assessment techniques. (Fieldwork outside of class time TBA). Prerequisite: DTS 250.

DTS 362 Quantity Food Procurement and Production**4 credits**

Theory and application in quantity food preparation and procurement; food merchandising; the Hazard Analysis Critical Control Point (HACCP) system and use of the menu as the “hub” of quantity food procurement and production. Prerequisites: DTS 201, 250; BUS 362. Fee.

DTS 364 Medical Nutrition Therapy I**4 credits**

Introduction to the study of the relationship of medical nutrition therapy to pathophysiological states; clinical application of educational techniques in individual counseling and group interaction in an acute care setting. Prerequisites: Completion of self directed medical terminology unit with passage of exam prior to course entry. DTS 340, 354; CHE 206; BIO 212. Fee.

DTS 463 Food and Nutrition Systems Management**4 credits**

Management of 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 the relationship of medical nutrition therapy to increasingly complex pathophysiological states; self-direction and prioritizing of time is stressed. Introduction to outcomes research. 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 participation in education and other activities in the community. Prerequisite: DTS 340, DTS 354.

DTS 469 Seminar in Dietetic Practice

2 credits

The issues of practicum placements and evaluation, conferences and sharing of supervised practice experiences will be included. Preparation for the Dietetic Competency Examination and the Registration Examination; also included are professional development, the interviewing and employment process, and career directions for the profession. Professional portfolio preparation. Didactic complement to DTS 475. Prerequisites: DTS 463, 464 and 465.

DTS 470 Community Nutrition Research

3 credits

Interpret and evaluate 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. Four forty-hour weeks are required throughout the semester. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 463, 464, 465.

Exercise Physiology

Exercise physiology courses integrate basic concepts and relevant scientific information for understanding nutrition, energy transfer, and exercise training over two semesters. Classes cover exercise physiology, uniting the topics of physical conditioning, sports nutrition, body composition, weight control, and more. A laboratory component provides a hands-on practical aspect to the information. Note: students who complete: (a) Exercise Physiology I may apply one of the credits, and (b) both exercise physiology courses may apply three of the credits toward the required eight nutritional sciences credits.

DTS 330/530 Exercise Physiology I

3 credits

Includes nutrition as the base for human performance, energy for physical activity, and systems of energy delivery and utilization. Prerequisite: BIO 212 or equivalent, DTS 250 strongly recommended.

DTS 430/630 Exercise Physiology II

3 credits

Includes enhancement of energy capacity, exercise performance and environmental stress, body composition, energy balance and weight control, and exercise for successful aging and disease prevention. Prerequisite: DTS 330/530 or equivalent.

DTS 450/650 Nutrition for Fitness & Sport

2 credits

Addresses sports nutrition, specifically the role of nutrition as it relates to a person's current physical state, and goals for fitness and health and/or exercise performance. Prerequisites: DTS 354 or equivalent, and DTS 430/630 or equivalent.

Graduate Program in Dietetics

The Graduate Program in Dietetics, which is open to men and women, is an extension of an area in which the College has experience and credibility. The mission of the Graduate Program in Dietetics is to strengthen the academic and professional background of dietetic practitioners so that they may excel as leaders and educators. Courses are designed to meet varying needs and interests.

Courses are offered during evening and weekend hours to permit employed students to attend. Classes are scheduled for the College's regular terms starting in August and January, and for an extended summer term.

Program requirements and course descriptions are included in the Graduate Bulletin, available from the Mount Mary College Graduate Admission Office. For more information, contact the Center for Educational and Professional Advancement, (414-256-1252) Mount Mary College, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597.

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 occupational therapy curriculum provides professional preparation integrated with the liberal arts. The program emphasizes the biological, behavioral and social sciences. Occupational therapy students engage in experiential learning in laboratory settings both on campus and in the professional practice environment.

Occupational therapy is a combined BS/MS program. Students complete a four-year undergraduate program that focuses on individual treatment and then participate in a college arranged fieldwork experience for six months, putting their knowledge into practice. Concurrent with fieldwork, students complete one year of graduate study online that focuses on using theoretical and clinical knowledge as the basis for higher levels of inquiry and critical thinking about occupational therapy, health care systems, and the development of new roles and practice for occupational therapy. After five years, students who graduate in the combined BS/MS 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 occupational therapy curriculum is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), located at the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland 20824-1220, (301) 652-2682 (www.aota.org). The program has maintained full accreditation since its inception in 1941.

Admission to the Occupational Therapy Department 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. The cumulative grade point for admission is no less than 3.0. Retention in the major requires a grade of B or higher to be earned in all occupational therapy courses. 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 Major Requirements: BS: 76 Credits and MS: 30 Credits; 3.0 GPA Overall; Fieldwork.

Occupational Therapy Major Course Requirements: (BS component of the BS/MS program: (76 Credits) OCT 101, 201, 330, 332, 334, 336, 338 or PSY 325, 340, 345, 351, 353, 355, 450, 455, 462, 463, 464, 465, 475, 476, 477; BIO 103, 211, 212; PSY 103, 214; SYM 102. MS component of the BS/MS program: (30 Credits) OCT 698, 700, 710, 720, 722, 724, 734, 790, 795.

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.

OCT 330 Therapeutic Occupations

4 credits

An approach to intervention through meaningful occupation as the foundation of occupational therapy. Emphasis on activity analysis and adaptation. Exposure to diversified activities of work, play and self-care for intervention. Prerequisites: admission to the Occupational Therapy Department.

OCT 332 Theoretical Principles

4 credits

Overview of core theoretical approaches in occupational therapy. Introduction to basic principles of evaluation, intervention planning and documentation with emphasis on normal lifespan development, occupation, and client-centered reasoning. Prerequisites: PSY 214; admission to the Occupational Therapy Department. Laboratory fee required.

OCT 334 Applied Kinesiology

4 credit

Analysis of the structure and function of bones, nerves, muscles, and joints. Introduction to arthrokinematics, biomechanics, and manual palpation skills. Includes common injuries to various anatomical structures. Prerequisites: BIO 211, OCT 332, 336.

OCT 336 Neuroscience for Rehabilitation**2 credits**

Exploration of neurological foundations including neuroanatomy and neurophysiology of the human nervous system as related to occupational therapy practice. Focus on problem-based learning methods to explore neurological pathologies encountered in occupational therapy. Prerequisites: admission to the Occupational Therapy Department, BIO 211, 212.

OCT 338 Psychosocial Conditions**2 credits**

Examination of the psychosocial conditions prevalent in occupational therapy practice, with an emphasis on the impact of conditions on occupational performance. Prerequisites: admission to the Occupational Therapy Department, PSY 103.

OCT 340 Therapeutic Skills**1 credit**

Experiential study of interpersonal and professional interactions theory and skills. Emphasis on development of therapeutic use of self with individuals and groups as part of the therapy process, multicultural awareness, and professional identity and behaviors. Prerequisite: admission to the Occupational Therapy Department.

OCT 345 Clinical Reasoning Level I Fieldwork**1 credit**

Application of theory, evaluation, intervention planning and clinical reasoning skills. Emphasis on therapeutic use of self and meaningful occupation with clients in a psychosocial and cognitive context. Includes 19 hours in a clinic. Prerequisites: OCT 332, 340.

OCT 351 Clinical Specialties Psychosocial Practice**4 credits**

Examination of current theory and evidenced-based practice of psychosocial occupational therapy within a holistic context. Focus on psychosocial evaluation, treatment techniques and approaches across the lifespan. Includes cognitive, affective, anxiety, personality, substance use and thought disorders. Prerequisites: OCT 332, 338.

OCT 353 Clinical Specialties: Pediatrics**2 credits**

Application of occupational therapy intervention with a pediatric population. Includes working with families and schools to address engagement and participation in activities of daily living, play and education. Prerequisite: OCT 332.

OCT 355 Clinical Specialties: Gerontology**2 credits**

Application of occupational therapy intervention with a geriatric population. Includes impact of aging and chronic illness on areas of occupation, emphasizing adaptations to prevent injury, enhance participation and promote quality of life. Prerequisite: OCT 332.

OCT 450 Rehabilitation Skills**2 credits**

Focus on functional problem solving skills related to occupational therapy intervention of persons with physical disabilities. Includes techniques in activities of daily living, body mechanics, analysis of assistive equipment, transfers and wheelchair positioning. Includes consideration of biological, psychological and socio-cultural aspects and one's occupational profile. Prerequisite: OCT 463.

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 463 Clinical Specialties: Orthopedics**4 credits**

Examination of current theory and evidence-based practice of occupational therapy in orthopedic settings. Evaluation and intervention techniques including arthritis, fractures, joint replacement, and nerve injuries. Includes range of motion and manual muscle testing skills. Laboratory sessions on hand therapy and splinting skills. Prerequisites: OCT 334. Laboratory fee required.

OCT 464 Clinical Specialties: Neuroconcepts**2 credits**

Examination of current theory and evidence-based practice in occupational therapy for neurological conditions. Emphasis on neuropathology and its effect on occupational performance. Introduction to occupational therapy evaluation and treatment for conditions including Parkinson's, cerebrovascular accident, multiple sclerosis, and spinal cord injury. Focus on beginning neurorehabilitation techniques. Prerequisite: OCT 336.

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.

OCT 476 Community Practice**2 credits**

Examination of occupational therapy community practice. Includes bio-medical and socio-political service delivery models. Focus on needs assessment including health priorities, development of intervention programs, sources of funding and legal and ethical issues. Prerequisites: OCT 345, 351.

OCT 477 Health Care Management and Research**4 credits**

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues and program evaluation. Analysis of evidenced based practice including research methodology, evaluation of professional literature and exposure to statistics. Prerequisites: OCT 332, 345.

OCT 480 Advanced Treatment: Gerontology**2 credits**

Analysis of occupational therapy theory and intervention related to services for a geriatric population. Focus on differentiating services by contexts and settings, emphasizing consultation with families and caregivers. Prerequisite: OCT 355.

OCT 482 Advanced Treatment: Pediatrics**2 credits**

Analysis of occupational therapy theory and intervention addressing current pediatric problems. Focus on engagement in occupation to support participation in a variety of performance skills and patterns. Includes family, early childhood, hospital, outpatient, early intervention, school intervention and consultation. Prerequisite: OCT 353.

OCT 484 Advanced Treatment: Work Rehabilitation**2 credits**

Analysis of occupational therapy theory and techniques specific to clients in work-injury rehabilitation. Includes work performance and work site assessments, work conditioning, and ergonomics. Prerequisites: 334, 463.

OCT 486 Advanced Treatment: Hand Rehabilitation**2 credits**

Analysis of occupational therapy theory and treatment of upper extremity dysfunctions. Focus on nerve, bone, muscle, vascular, and tissue injuries and the occupational therapist's role in evaluation and intervention. Includes fabrication of upper extremity splints and advanced splinting techniques. Prerequisite: OCT 463. Laboratory fee required.

OCT 496 Independent Study**1-3 credits**

Opportunity to pursue independent study of special interest to student under direction of a faculty advisor. Prerequisites: OCT 332, 345 and consent of chairperson. May be repeated for credit.

Fieldwork for Occupational Therapy Majors

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

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

Level I Fieldwork**1-2 credits**

Supervised experiential learning in an approved community or medical facility under professional direction. Designed to provide application of occupational therapy theory and techniques from classroom to clinical setting. Level I fieldwork completed during OCT 345 (1 credit) and OCT 455 (2 credits).

Level II Fieldwork**6 credits**

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. A student is required to complete a minimum of the equivalent of 24 weeks, full time for Level II fieldwork. Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Level II fieldwork is completed during

OCT 698 and students will be charged graduate tuition. All fieldwork must be completed within two years of completion of the didactic coursework for the program. Prerequisites: OCT 345, 455. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook.

Master of Science Component of the BS/MS Program in Occupational Therapy

The Master of Science program component focuses on using theoretical and clinical knowledge as the basis for higher levels of inquiry and critical thinking about occupational therapy. Students are admitted to the master's program during the last semester of their undergraduate program. All applicants who have successfully completed their Bachelor of Science degree in Occupational Therapy at Mount Mary College will be accepted to the Master of Science program. Courses required for the MS portion of the BS/MS program include:

OCT 698 Level II Fieldwork	6 credits
OCT 700 Perspectives on Occupation	3 credits
OCT 710 Research in Occupational Therapy	3 credits
OCT 720 Occupational Therapy Theory & Practice	3 credits
OCT 722 Issues and Problems Affecting Health Care	3 credits
OCT 724 Multicultural Health Care	3 credits
OCT 734 Health Care Leadership	3 credits
OCT 790 Research Seminar	3 credits
OCT 795 Project/Thesis	3 credits

Professional Development via Online Learning

Courses at the 700 level are offered in eight week terms and are completed online. Students attend two weekend residency experiences during their program, including the residency at which they present their project or thesis. Additional program information may be found in the Mount Mary College Graduate Bulletin and the Occupational Therapy Program Handbook.

Students submit weekly written reflections and discussions on assigned readings. Students complete work at any time or location. Students need to be self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet will need to plan additional time to acquire these skills.

Certification Exam

The National Board for Certification in Occupational Therapy (NBCOT), 12 S. Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150, (301) 990-7979, develops the examination to certify the attainment of an entry-level knowledge base for practice. In order to be eligible to take the National Board for Certification in Occupational Therapy exam, the student must graduate with a combined Bachelor of Science/Master of Science degree in Occupational Therapy, meet all the requirements of the college curriculum and successfully complete all fieldwork requirements of the college. The student is responsible for pursuing certification through the National Board for Certification of Occupational Therapy. All fieldwork must be completed within two years of completion of the didactic coursework for the program. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam.

License to Practice as an Occupational Therapist

Each state has laws describing the process for obtaining a license to practice as an occupational therapist. A student must have either a permanent or temporary license before beginning a job as a therapist. The students are responsible for acquiring their own license to practice. In all existing laws, the primary criterion for obtaining a license is passing the National Board for Certification in Occupational Therapy (NBCOT) examination, but the NBCOT certification is not sufficient alone to practice in most states. When a felony or illness is considered a potential danger to the public, an applicant may be reviewed by the State Licensing Board to assure that the applicant is qualified to practice. A felony conviction may affect a graduate's ability to obtain a license to practice.

Physical Education and Dance

The Physical Education and Dance Department considers physical fitness to be a vital part of college 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 college 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-college 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 and Swimming Pool. Soccer Fields.

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

Lifetime Sports

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 consent Instructor

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.

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 college. 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

Participation in a "Walk Off Weight" program. Emphasis on increasing understanding of 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 aerobic 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 Beginning Modern Dance

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 Intermediate Modern Dance

2 credits

Continued development of the techniques of modern dance with increasing emphasis on projection and performance. Prerequisite: PED 220, or previous dance experience equivalent. 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: 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 credit**

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 & 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.

Pre-Radiologic Technology Program

Mount Mary College offers the radiologic technology major in consortium with the Radiology Alliance which includes Columbia St. Mary's Healthcare System, Froedtert Hospital, and St. Joseph's as part of Wheaton Franciscan Healthcare. This four year program awards graduates a baccalaureate of science in radiologic technology. During the first two years of the program students complete general education 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 three hospitals in the alliance. Transfer students must complete a minimum of 32 credits at Mount Mary College 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 College.

Pre-Radiologic Technology Program Mount Mary Course Requirements: (31-32 Credits) MAT 105, 208; COM 104; BIO 103, 211, 212; SYM 102; PSY 100 or 103; PHY 105 and General education requirements

During the fall term of a student's second year at Mount Mary College and upon the completion of specified courses, the student will complete an application to the Radiologic Technology program. Columbia St. Mary's Healthcare System, 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 about this exciting major, please contact Dr. Colleen Conway in the Health and Sciences Division.

Radiologic Technology

Mount Mary College and the consortium of Columbia/St. Mary's Hospital, St. Joseph's Hospital, and Froedtert Hospital offer a major in Radiologic Technology.

Radiologic technologists assist physicians by producing quality medical images of the human body. In this field it is important to know the newest and best technologies. During the first two years, women students complete the liberal arts core and other prerequisites for the Radiologic Technology major at Mount Mary College. Transfer students must take a minimum of 32 core credits at Mount Mary College. Students must apply to one of 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 College.

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 College campus completing general education courses and prerequisites for the major. The last two years of coursework are completed at Columbia St. Mary's or Wheaton Franciscan Healthcare – St. Francis hospitals. Transfer students must complete a minimum of 32 credits at Mount Mary College prior to beginning any coursework at either hospital location. Upon successful completion of coursework, students receive a Baccalaureate 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 College. CPR and CNA courses.

Pre- Diagnostic Medical Sonography Program Mount Mary Course Requirements: (33-38 Credits) MAT 105, 208; OCT 201; BIO 103, 211, 212; SYM 102; PSY 100 or 103; PHY 105; THY350 and General education requirements. BIO 256 is recommended but not required.

During the fall term of a student's second year at Mount Mary College and upon the completion of specified courses (listed above), the student completes an application to the Diagnostic Medical Sonography program. Columbia St. Mary's Hospital and Wheaton Franciscan Healthcare – St. Francis make the final decision as to which students they select for the program.

For more information, please contact the Mount Mary College Admission 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 College and the consortium of Columbia/St. Mary's Hospital and Wheaton Franciscan Healthcare - St. Francis offer a major in Diagnostic Medical Sonography.

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, women students complete the liberal arts core and other prerequisites for the Diagnostic Medical Sonography. Major at Mount Mary College. Transfer students must take a minimum of 32 core credits at Mount Mary College. Students must apply to one of

the Diagnostic Medical Sonography major partnership programs. 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 College.

Sciences

The Sciences Department of Mount Mary College 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. 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 College. 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 College. 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 103, 107, 212, 214, 337, 338, 457, and sixteen elective credits with at least eight credits at the 300-400 level (choose from BIO 211, 215, 216, 220, 256, 325, 340, or 442); 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 103, 107, 212, 214, 256, 325, 337, 338, 442, 457, four elective credits from BIO 211, 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 103; twelve 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, PHY 210, 211 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 103 plus 15 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 103 sci Introductory Biology

4 credits

This foundational course explores the organization of living things from the molecular level to the level of the biosphere. Topics include biological molecules, cell structure and replication, energy flow, genetics and the ecological relationship of populations. The laboratory emphasizes data collection and analysis using relevant model systems. Prerequisite: high school biology and math competency. 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 210 sci Human Anatomy and Physiology**4 credits**

This course for nursing majors explores the structure and function of the tissues, organs and systems of the human body and emphasizes the integration and regulation of human body systems in sustaining life. The laboratory combines the study of models and virtual body parts with dissection as well as the acquisition and analysis of physiological data. Prerequisite: a grade of C or better in BIO 103. Fee. Does not apply to the Biology Major or Minor.

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 103. 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 103. 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 103. 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 103. Fee.

BIO 216 sci (g) Environmental Science**4 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**2 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 256 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 103. Fee.

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 103, CHE 113. Fee.

BIO 337 sci Genetics

3 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. Prerequisite: BIO 103, CHE 114.

BIO 338 sci Molecular Techniques

2 credits

This laboratory course is designed to accompany either BIO 337 Genetics or CHE 352 Biochemistry. Students must be enrolled concurrently in either BIO 337 or CHE 352. The laboratory focuses on techniques relevant to molecular genetics and biochemistry. Fee.

BIO 340 sci Immunology

2 credits

This course examines the body's immune system and its response to health and disease. Emphasizes student centered learning activities. Prerequisites: BIO 103, CHE 114.

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 103, 325, CHE 114. 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 103 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 103 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 College 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. 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 College. 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; 2.5 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, 338, 352, 441, 442; two to four credits of independent work (CHE 396, 398, 496, or 498); BIO 103; MAT 251; 252; PHY 201 and 202.

Chemistry Major-Health Sciences Sequence Course Requirements (54-56 credits): CHE 107, 113, 114, 222, 333, 334, 338, 352, 435 and two credits from CHE 216, 296, 396, 398, 496, or 498; BIO 103, 212, 325, 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, 338 and 352 plus either CHE 216 or 222; CHE 105, 112 and 206 may not be included); 16 credits of biology (BIO 103 and 12 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; 2.5 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 Chemical Principles I

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 Chemical Principles II

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 Essentials of Organic and Biological Chemistry

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 103. Fee.

CHE 216 sci (g) Environmental Science

4 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 338 sci Molecular Techniques**2 credits**

This is a laboratory course designed to accompany either BIO 337 Genetics or CHE 352 Biochemistry. Students must be enrolled concurrently in either BIO 337 or CHE 352. The laboratory experiences involve techniques related to molecular genetics and biochemistry. Fee.

CHE 352 sci Biochemistry**3 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. CHE 338 Molecular Techniques must have been completed previously or be taken concurrently. Prerequisites: CHE 333 and BIO 103.

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 College faculty advisor. Permission of the instructor and department chair required.

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.

Interdisciplinary Science Courses

Environmental Studies Minor: This interdisciplinary minor includes 18 credits with a foundation in environmental science. Required courses are BIO/CHE/SCI 216 Environmental Studies (4 cr.), BIO 220 Contemporary Environmental Issues (2 cr.) and the capstone seminar course, SCI 316 (2 cr.). The remaining ten elective credits are chosen from designated courses offered in other disciplines. These electives must include one

course in the area of communications and values, and one course related to society. Students must maintain a cumulative grade point average of 2.0; complete an environmentally related internship; and compile a portfolio of their work related to an environmental issue from each course included in the minor.

Science Minor for Early Childhood/Middle Childhood or Middle Childhood/Early Adolescence Teacher Education: This is a certifiable minor for students in the Middle Childhood/Early Adolescence Teacher Education Program. Required courses for this 18 credit minor include: SCI 208 (3 credits), either SCI 100 or EDU 324 (3 credits) and a minimum of 3 credits in each of the following areas: biology (BIO 103 or 105), chemistry (CHE 105 or 113), physics (PHY 105, 201 or 202) and earth science (GEO 112, SCI 210 or SCI 305).

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

4 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 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.

Interdisciplinary Courses

SYM 110 Leadership Seminar for Social Justice

3 credits

This course introduces students to the depth of thinking called for in the college environment and orients students to the mission and values of the College. This interaction and reflective course focuses on issues of social justice relating particularly to race, class, and gender. Oral, written, and small group communication skills are also emphasized. First year students are expected to take this course.

SYM 120 Career Planning

1 credit

This course is designed for students who are undecided about a major or careers related to their major. Students follow a developmental process of values clarification, skills assessment, information gathering, and discussion. Utilizes Vocational Inventories, informational interviewing, and speakers when necessary.

SYM 170 College Reading and Thinking

4 credits

This course is designed to develop students' reading and thinking skills, empowering the engaged learner to work with a wide variety of information. Students will learn active reading strategies, vocabulary building tools, critical thinking strategies and self assessment skills. A variety of individual and group activities encourage active, multimodal engagement.

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 College courses, and assists students in understanding the process involved in portfolio preparation, when applicable. Prerequisite: 12 Mount Mary credits and consent of Instructor.

HUM 332 Leadership I

2 credits

Required for and open to Caroline Scholars only.

HUM 333 Leadership II

2 credits

Continuation of HUM 332. For Caroline Scholars only.

HUM 334 Leadership III

2 credits

Continuation of HUM 333. For Caroline Scholars only.

HUM 335 Leadership IV

2 credits

Continuation of HUM 334. For Caroline Scholars only.

HUM 336 Leadership V

2 credits

Continuation of HUM 335. For Caroline Scholars only.

HUM 337 Leadership VI

2 credits

Continuation of HUM 336. For Caroline Scholars only.

HUM 386 (g) United Nations

3 credits

Some travel and conference attendance required.

Language, Literature, and Communication Division

The Language, Literature, and Communication Division unites the disciplines of Communication, English, World Languages, and International Studies. At its core, the Division rotates around the concept of language, as it manifests in the professions and as it is expressed in literature, writing, oral communication, world languages, and the fine arts. The Division's majors build on the values expressed in the College's mission and liberal arts core: the need to promote social justice both locally and globally, the development of skills and knowledge that will enable students to become leaders of integrity, the importance of communication in all its facets, an appreciation for the beauty and power of language, and the desire to make learning life-long.

The Division offers an array of versatile majors; for a complete listing of minors, please look under the individual programs presented below. The Communication Department offers one major with two concentrations: a communication arts concentration and a public relations concentration. Communication offers a communication minor, a communication education minor and a post-baccalaureate certification in public relations. The English Department provides one major with four concentrations: English: Literature, English: Professional Writing, English: Education (7-12), and English: Broad Field Language Arts Education as well as six minors. World Languages has two majors: Spanish (with concentrations in K-12 Spanish Education, Spanish Literature and Culture, Spanish for Professionals, and Spanish for Native/Heritage Speakers) and International Studies (with two different language concentrations: International Studies Spanish, and International Studies English as a Second Language for international students). There are also minors in Spanish, Spanish teaching and Bilingual Education.

Most of the faculty hold terminal degrees and are published, active members in their discipline. Talented professionals with advanced degrees teach several of the more specialized courses. Many of the majors require internships that prepare students to work in their profession. In addition, the Division's majors and minors serve as valuable double majors or minors, by enhancing students' abilities to express themselves in written and oral communication, to think both critically and creatively, to speak other languages, and to understand other cultures. Employment opportunities include careers in teaching, communication, writing, editing, journalism, public relations, nonprofit organizations, government service, international business, international law, and diplomatic service to name just a few. In addition, all the majors are excellent preparation for graduate studies.

Communication and Public Relations

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

Professionally, the communication arts 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, 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 theology. 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 Account Director.

The public relations concentration combines courses from the English, communication, art, 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.

Majors/minors must demonstrate proficiency in writing and in the use of the computer. A student may be advised to eliminate deficiencies in written or computer skills by taking credits in courses beyond those listed under the major. 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 College.

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/College.

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

Communication Major: Communication Arts Concentration Course Requirements: (37-38 credits): COM 104, 107, 220, 231, 235, 255, 365, 494 and 498, EPW 331; and at least six credits selected from the following: COM 232, 285, 310, 320, 343, 365, 385, 386, PRP 301, 333, 334, 335, 336, 490, ENG 422.

Communication Major: Public Relations Concentration Requirements: 39-40 credits, 2.5 GPA for courses in the major, internship.

Communication Major: Public Relations Concentration (39-40 credits): COM 107, 220, 255, 494; PRP 301, 490, 498, EPW 331, BUS 331; Four credits from: PRP 333, 334, 335, 336; Four credits from COM 235, 320, 343; Three credits from COM 285, 385, GRD 232, GRD 356

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

Communication Minor Course Requirements: COM 104, 220, and 365; and eleven credits from COM 205, 231, 232, 235, 255, 285, 310, 320, 343, 365, 385, 386, PRP 301, 333, 334, 335, 336, 490, ENG 422.

Communication Education Minor (Early Adolescence/Adolescence) Course Requirements: COM 104, 231, 232, 255, 343; EPW 201. 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 Certificate Requirements: 17-21 credits, 2.0 in courses, internship if necessary.

Public Relations Certificate Course Requirements: PRP 301, 333, 334, 490, 498 (if necessary, to be determined by chair of the department); EPW 331; BUS 331.

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**3 credits**

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

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 Professional Business Presentations**4 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. Offered as an accelerated course.

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 classroom communication, interpersonal and group communication, listening, nonverbal communication, and sharing information.

COM 220 cm Communication Theory and Research**4 credits**

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. Offered as a traditional and as an accelerated course.

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. Offered periodically, as a regular and as an accelerated course.

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.

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 workforce.

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. Offered periodically, as a regular and as an accelerated course.

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 EPW 493.

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.

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 video production of special 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

3-4 credits

Enhancement of the educational experience through placement of the student with a cooperating agency, business, or institution. 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 advisor. No more than four credits may be earned in one semester. Consent of program director required. May be repeated up to eight credits.

Public Relations Courses

PRP 301 Introduction to Public Relations

3 credits

Provides students with an introduction to and 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.

PRP 325 Selected Topics in Public Relations

2-4 credits

Course offered periodically to address current issues facing public relations professionals or to develop new skills. Offered as needed.

PRP 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 EPW 333.

PRP 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 EPW 334.

PRP 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 EPW 335.

PRP 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 EPW 336.

PRP 490 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.

PRP 498 Internship 3-4 credits

Enhancement of the education experience through placement of the student with a cooperating agency, business, or institution. Nature of the assignments, type of experience, number of credits per placement and evaluation procedures to be stipulated in a statement of agreement involving the student, the field supervisor and the academic advisor. Permission of program director required.

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.

College Writing Proficiency Requirement

Mount Mary College offers a two-semester sequence for college writing proficiency: Composition I and Composition II. Students are placed in either SYM 101 or SYM 102 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 SYM 090 (Foundations of College Writing) and earn a grade of C before taking SYM 101 and SYM 102. Students who pass SYM 101 continue on to SYM 102. All students must pass SYM 102 to meet core requirements. Students who earn a qualifying score on the CLEP examination in English composition with essay may receive credit for SYM 101. Students with scores of 4-5 on the English Composition Advanced Placement

exam may receive credit for SYM 102.

ESL 080 English as a Second Language

1-3 credits

Course open to both international students and students whose first language is not English. Helps students to communicate accurately and effectively in college courses and in everyday situations. Students will practice informal conversation and do short written assignments in class in order to become comfortable and confident in their use of oral and written English. Credits count as electives. Course may be repeated for additional credits.

SYM 090 Foundations of College Writing

3 credits

Course focuses on paragraph formation and basic essay writing. Grammar and punctuation rules reviewed and practiced. Computer work incorporated into grammar, writing, and editing exercises. Journal and impromptu writing stressed to increase fluency. Reading skills strengthened through reading and analyzing a chosen work of fiction. Credits count as electives.

SYM 101 Composition I

3 credits

Course focuses on writing and revising essays in various rhetorical modes (personal narrative, comparison/contrast, classification/division, definition). Reading and analyzing short essays, incorporating sources into papers, and strategies for writing essay exams are also explored. Grammar work focused on assuring competency for future college-level writing. Credits count as electives. Prerequisite: grade of C or better in SYM 090 or placement.

SYM 102 cm Composition II

3 credits

Course includes persuasion, synthesis, analysis, and a research essay. Extensive work done on reading, analyzing, and gathering material from a variety of sources with an emphasis on correct, accurate, and responsible documentation. Group work, conferences, and revising strategies used to ensure coherence, clarity, and creativity in writing. Students submit a portfolio of polished writing at end of course. Credits count toward core. Prerequisite: passing grade in SYM 101 or placement.

SYM 103 cm Grammar, Writing, and Editing: Boot Camp

2 credits

Principles of grammar, punctuation, usage, sentence structure, paragraphing, essay construction, and documentation. Individualized instruction based on student assessment. Prerequisite: passing grade in SYM 102 or equivalent.

English Major

The English Department offers one English major with four concentrations:

- Literature
- Professional Writing
- Education
- Broad Field Language Arts Education

In addition, the English department offers 6 minors and 4 post-baccalaureate certificates (English, English Professional Writing, 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 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*, *Arches*, and *Fortnightly News*.

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 professional writing; 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): EPW 202, EPW 210, EPW 331, EPW 493 (2 credits), EPW 498; ENG 200, ENG 205, ENG 223, ENG 233, ENG 254, ENG 307 (4 credits); ENG 346 or 347; ENG 422, ENG 485, ENG 492.

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

English Professional Writing Concentration Course Requirements (49 credits): EPW 201, EPW 202, EPW 210, EPW 211, EPW 296, EPW 301, EPW 317, EPW 331; 2 of the following: EPW 333, 334, 335, 336; EPW 493 (2 credits), EPW 498; ENG 200, ENG 233, ENG 254, ENG 307 (4 credits), ENG 485.

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): EPW 202, EPW 210, EPW 493 (2 credits); ENG 205, ENG 223, ENG 233, ENG 254, ENG 307 (2 credits); ENG 346 or 347; ENG 422, ENG 492. 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 upper high school (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)
1. **Option One: English and Broad Field Language Arts Concentration** (2 licenses): EPW 201, EPW 202, EPW 210, EPW 493 (2 credits); ENG 205, ENG 223, ENG 233, ENG 254, ENG 307 (2 credits); ENG 346 or 347; ENG 422, ENG 492; COM 210, COM 255.
 2. **Option Two: English and Broad Field Language Arts Concentration plus Journalism** (3 licenses): All courses required for Option One (above), plus EPW 211 and EPW 296 (3 credits).
 3. **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.
 4. **Option Four: English and Broad Field Language Arts Concentration plus Journalism and Speech Communication** (4 licenses): All courses required for Option One (above), plus EPW 211, EPW 296 (3 credits); COM 231, COM 232.

English Literature Minor (19 credits): EPW 202 or 210; ENG 223, ENG 233, ENG 254, ENG 205 or 307 (4 credits).

English Professional Writing Minor (18 credits): Any combination of EPW major course requirements (excluding ENG 200, ENG 485, and EPW 498) for a total of 18 credits. English Literature concentration majors may apply no more than 8 credits from their English courses toward the English Professional Writing minor.

Journalism Minor (18 credits): EPW 201, EPW 211, EPW 296, EPW 396; COM 255; and one photography or videography course taken from Art, Graphic Design, or Public Relations.

English Education Minor (23 credits): EPW 202 or 210; EPW 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): EPW 202 or 210; ENG 203, ENG 223, ENG 233, ENG 422.

Journalism Education Minor (18 credits): EPW 201, EPW 211, EPW 296 (reporter), EPW 396 (designer); COM 255; and one photography or videography course taken from Art, Graphic Design, or Public Relations.

English Literature and Professional Writing Courses

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 College.

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.

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

Introduces the student to great world literature in its various genres using discussion and writing to deepen appreciation and understanding. Selections represent the classic tradition from the Greeks to the Renaissance.

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.

ENG 213 lit 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.

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 major period to become acquainted with the major writers and the predominant literary and cultural

features of that period.

ENG 233 lit Survey of American Literature

4 credits

Study in the development of a national literature including selections from the Puritans, Romantics, Naturalists, Realists, and Modernists. Examination of how various texts reflect the social, cultural, and moral development of the United States from 1600 to the late 20th century.

ENG 235 lit Development of American Fiction

3 credits

Survey of major works of American fiction in 19th and 20th centuries. Selections may be novels, short stories, or a combination of both.

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.

ENG 285 lit Special Studies in Literature

2-4 credits

Variable content for specialized study. Past topics include: Women's Voices, Literature of Healing, Mothers and Daughters in Literature, Literature and Gender. 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.

ENG 346 lit Studies in the American Novel

3-4 credits

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. Prerequisite: prior literature course.

ENG 347 lit Studies in the British Novel

3-4 credits

Selections may be based on a historical perspective, the works of a particular writer or group of writers, a particular theme, or literary type. Prerequisite: prior literature course.

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.

ENG 381 lit World Drama

3 credits

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

ENG 385 lit Special Studies in Literature**2-4 credits**

Variable content for specialized or interdisciplinary coursework. Past topics include: The Art of Reading, Literature and Small Towns, From Text to Film, American Women Writers, Women Writers of Latin America. May be repeated for credit with change in topic.

ENG 390 lit Creative Nonfiction**3 credits**

Readings and independent research focused on autobiography, essays, letters, memoirs, and other creative non-fiction writing.

ENG 422/522 Linguistics**4 credits**

Overview of linguistics: language teaching and acquisition, language and culture, dialects and standard English, problems of usage. Special attention to linguistic theory as applied to American English.

ENG 485 Capstone Experiences**2 credits**

Focuses on final portfolio preparation and career search. Should be taken senior year or first semester, junior year. Ideally, the internship(s) should be completed prior to taking Capstone. .

ENG 492/592 Literary Criticism**4 credits**

Review of classical Greek origins of issues concerning the nature of literature and criticism. Study of major 20th-century theories and applications.

Professional Writing Courses**EPW 201 cm Reporting and Feature Writing****4 credits**

Practice in newsgathering, hard news and feature reporting, headline writing, general assignment and beat reporting, and interviewing. Some attention to broadcast news writing. Students in class are reporters for *Arches*, the college newspaper.

EPW 202 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.

EPW 210 cm 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 academic prose, relating content to appropriate form, doing pertinent research, and documenting sources appropriately. Elements of style emphasized.

EPW 211 Editing and Publishing**3 credits**

Practice and application of basic journalistic principles of news style, copy-editing, and design layout. Work with

typography, illustrations, and printing processes. Students edit copy and assist in the production of the college newspaper. Prerequisite: EPW 201.

EPW 296 Arches

2-4 credits

Independent writing that offers practical experiences working on *Arches* newspaper. Students develop and design news, feature, and editorial pages, and photo essays. Prerequisite for reporters: EPW 201.

EPW 301 Promotional Writing for the Media

3 credits

Theory and practice in writing for print media, radio, and TV: press releases, public service announcements, ad copy, profiles, features. Computer word processing techniques required for the course. Cross-listed with PRP 301.

EPW 309 cm The Professional as Writer I & II

2-4 credits

Focus on the elements of effective written communication: 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: SYM 102 or equivalent transfer credit. Offered periodically; should be taken prior to EPW 331 and EPW 370.

EPW 317 Advanced Creative Writing

3 credits

Course may focus on poetry, fiction, screenwriting, children's literature, or creative aspects of professional writing. Instruction in techniques, study of professional samples, analysis, and critique of student writing. May be repeated for credit with new topic. Prerequisite: SYM 102.

EPW 331 cm Technical Writing

4 credits

Provides experience in writing formal reports and proposals, in creating and placing graphics, and in creating electronic presentations. Introduces writing instructional materials, designing websites, and technical editing.

EPW 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 PRP 333.

EPW 334 Writing for Social Media

2 credits

Course 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 PRP 334.

EPW 335 Creating Print and Web Materials for Small Businesses

2 credits

Provides practice in writing for newsletters, flyers, brochures, and websites. Focuses on the needs of small businesses and creative ways to meet their writing needs. Cross-listed with PRP 335.

EPW 336 Creating Professional Presentations 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 PRP 336.

EPW 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: EPW 309 and one of these: BUS 248, EPW 331.

EPW 396 Arches 2-4 credits

In-depth study and hands-on work in journalism and the production of the college newspaper, *Arches*. Prerequisite: EPW 296.

EPW 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.

EPW 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: Capstone Experiences.

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 International Studies/Spanish or International Studies/ESL. Students majoring in Spanish or International Studies/Spanish (and Education majors with a teaching minor) must attain the high intermediate level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency examination before their senior year. The low-advanced level is preferred for Spanish Education majors and the advanced level 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 semester. 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 presenting high school background in a world language who completes a language course above the Elementary I level at Mount Mary College with a grade of B or better may receive retroactive credit. Retroactive credits may be received for only one course and count only as electives toward graduation. They do not count toward the Spanish major or minor 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 College. 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: (29 credits): All students majoring in Spanish are required to take the following courses:

Spanish Major “Core” Requirements (8 of the 29 credits): SPA 201, SPA 227g/fa, and FLA 460.

Spanish Major Course Requirements (29 credits): SPA 201, SPA 227, FLA 460; and one of the following 21 credit concentrations:

Professional Concentration (21 credits): SPA 203, 204, 222, 223, 333, 334, and FLA 300.

OR

Culture/Literature Concentration (21 credits): SPA 222, 223, 228, 333, 334, 375, and 485.

OR

Spanish Education Concentration (21 credits) (EC/A license or Spanish teaching minor in EC/MC or MC/EA — see Education section): SPA 222, 223, 228, 333, 334, 375, 485 and EDU 324. (Excludes SPA 201 from Spanish Major Core Requirements.)

OR

Native or Heritage Speakers of Spanish Concentration (21 credits): SPA 228, 375, 396, 485, 496, 498, and FLA 300.

Note: All Spanish majors, except those in the Native/Heritage Speakers concentration are also required to study abroad in a Spanish-speaking country for at least one month. Native and heritage speakers are encouraged to do so or to experience another culture through one of the College's other sites for study abroad.

Spanish Minor: Spanish Minor Course Requirements (24 credits):

Professional concentration: SPA 203, 204, 222, 223, 227, 333, 334 and FLA 300.

Culture/literature concentration: SPA 222, 223, 227, 228, 333, 334, 375 and 485.

Concentration for Native or Heritage Speakers of Spanish: SPA 227, 228, 375, 396, 485, 496, 498 and FLA 300.

Spanish for Professionals Certificate (15 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 203, 204, 222, 223, and 227.

Note: There is no special certificate in SPA for Professionals for Native/Heritage speakers of Spanish.

Bilingual (English/Spanish) Education Minor: Early Childhood/Elementary, Elementary/Middle School or Middle/Secondary School (a minimum of 19 credits): SPA 326, 333, 334, 382/582, 486/586, EDU 331/535, FLA 332/586. See the teacher education section of this bulletin for education courses and requirements. Middle School/Secondary School majors must have a second teaching major (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 in the language.

Spanish Courses

SPA 101 cm Elementary Spanish I

3 credits

For students who offer no credits in Spanish at entrance. 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 Elementary Spanish II

3 credits

Continuation of Spanish 101. Prerequisite: SPA 101 or one year of high school Spanish. (Retroactive credits upon successful completion of course = 3.)

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. Should be taken during the first year once the major is declared.

SPA 203 cm (g) Intermediate Spanish for Professionals I

3 credits

Grammar review and specialized vocabulary and structures oriented to the various professions (Business; Medical; Social Services 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. (Retroactive credits upon successful completion of course = 6.)

SPA 204 cm (g) Intermediate Spanish for Professionals II

3 credits

Continuation of SPA 203. Prerequisite: SPA 203 or three years of high school Spanish. (Retroactive credits upon successful completion of course = 9.)

SPA 211 Retroactive Credit

3-15 credits

Please see the retroactive credit section of this bulletin for the College'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. (Retroactive credits upon successful completion of course = 12.)

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. (Retroactive credits upon

successful completion of course = 12.)

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. (Retroactive credits upon successful completion of course = 15.)

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. (Retroactive credits upon successful completion of course = 15.)

SPA 326 The Hispanic-American Experience 3 credits

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. Hispanic American literature and arts will be included. Conducted in English, with all readings in English. However, students with no knowledge of Spanish must be willing to learn some Spanish vocabulary items. No prerequisites or retroactive credits.

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 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. Offered as needed.

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. The development of integrated units that incorporate cognitive learning strategies in a total language arts program and in the teaching of content areas in Spanish. Practical applications of this information will be made in class through lesson plans and microteaching. 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. Cognitive, cultural, and social implications of bilingualism/biculturalism will be addressed. Prerequisite: SPA 334 or permission of instructor.

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 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 credit.

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.

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 prerequisite or retroactive credits.

GER 102 cm Elementary German II**3 credits**

Continuation of German 101. Prerequisite: GER 101 or one year high school German. (Retroactive credits upon successful completion of course = 3.)

GER 203 cm Intermediate German I**3 credits**

Extends the student's control of the language through oral practice, reading and writing. Prerequisite: GER 102 or two years high school German. (Retroactive credits upon successful completion of course = 6.)

GER 204 cm Intermediate German II**3 credits**

Continuation of German 203. Prerequisite: German 203 or three years of high school German. German 204 or the equivalent is a prerequisite for any subsequent course in German. (Retroactive credits upon successful completion of course = 9.)

GER 211 Retroactive Credit**3-15 credits**

Please see the retroactive credit section in this bulletin for the College policy on retroactive credit in German.

GER 224 cm German Composition**3 credits**

Active control of structures through guided and free compositions, to develop skill in using correct, idiomatic German. Prerequisite: GER 204 or four years of high school German. (Retroactive credits upon successful completion of course = 12.)

GER 225 cm German Conversation**3 credits**

The use of correct, idiomatic German with good pronunciation in short reports and conversations. Prerequisite: GER 204 or four years high school German. (Retroactive credits upon successful completion of course = 12.)

GER 235 lit Introduction to Types of Literature**3 credits**

Reading and discussion of modern German fiction, drama, poetry, and essays. Prerequisite: GER 224 or 225 or five years of high school German. (Retroactive credits upon successful completion of course = 15.)

GER 295 Special Topics**2-4 credits**

Specialized study in area of interest to the student. Prerequisite: GER 204.

French Courses

Although the College does not currently offer a major or minor in French, students are encouraged to enroll in French courses to fulfill core requirements or to satisfy personal interests.

FRE 101 cm 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. (Retroactive credits upon successful completion of course = 3.)

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. Reading and short compositions are required. Prerequisite: FRE 102 or two years high school French. (Retroactive credits upon successful completion of course = 6.)

FRE 204 cm Intermediate French II**3 credits**

Continuation of French 203. Prerequisite: FRE 203 or three years high school French. (Retroactive credits upon successful completion of course = 9)

FRE 211 Retroactive Credit**3-15 credits**

Please see the retroactive credit section of this bulletin for the College's retroactive credit policy.

FRE 222 cm French Composition Plus**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. Offered fall semester. (Retroactive credits upon successful completion of course = 12.)

FRE 223 cm French Conversation Plus**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. (Retroactive credits upon successful completion of course = 12.)

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. (Retroactive credits upon successful completion of course = 15.)

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. (Retroactive credits upon successful completion of course = 15.)

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 350 French for Business

3 credits

Overview of the current economic and political situation in France and study of the practical vocabulary, concepts, and communication skills necessary for survival and success in the francophone world of business. Oral and written reports are required. Prerequisite: FRE 222 and 223.

FRE 366 fa French Civilization and Culture

3 credits

Study and discussion of significant aspects of francophone culture, past and present. Newspaper subscription required. Prerequisite: FRE 227.

FRE 405 Contemporary Writers

2-4 credits

Study of the work of contemporary French authors in various genres. For the advanced student of French.

FRE 396-496 Independent Study

1-4 credits

For the advanced student of French. Offered by the instructor either as a readings course or individual research project, according to the needs and interest of the students. Requires approval of instructor and department chair. May be repeated for credit.

FRE 495 Special Topics

2-4 credits

For the advanced student of French, a seminar on a topic of literary or cultural interest, as dictated by the needs and interests of the students. May be repeated for credit with a different topic. Offered as needed.

FRE 498 Internship

1-4 credits

For the French major, an enhancement of the educational experience through placement with a cooperating agency, business, industry or institution. 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. May be an elective in the French program. May be repeated for credit.

Italian Courses

ITA 101 cm 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: Four credits of ITA 101 or equivalent.

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 the complete major in the language and all of the same requirements of the Spanish major (number of credits, 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.

Required courses for all International Studies majors include: ANT 102; BUS 301, 302, 303; COM 235; GEO 310; four credits chosen from HIS 260, 270, 275, OR 280; HUM 386; IST 200, 400; MAT 105; and any political science course. Basic computer competency in word processing, email and internet usage are also required.

International Studies Major Requirements: 56-68 credits; World Language study; Study Abroad, computer competency and a concentration in Spanish or English as a Second Language (ESL).

Course Requirements for International Studies Major (35 credits): ANT102; BUS 301, 302, 303; COM 235; GEO 310; three credits from HIS 260, 270, 275, or 280; HUM 386, MAT 105 and any Political Science Course; and one of the following concentrations:

International Studies: Spanish Concentration (33 credits): IST 200, 400; SPA 222, 223, 227, 228, 333, 334, 375, 485 and FLA 460.

International Studies: English as a Second Language Concentration (21 credits): IST 200, 400, COM 104; COM 231; 232; ENG 100; and one 200 level literature course from the English Department.

International Studies Courses

IST 100 Study Abroad Orientation

1 credit

Required of students participating in Mount Mary College'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 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. However, students planning to teach adults or to teach EFL abroad should have further training, since this course will serve only as an introduction.

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. May include a proficiency exam with an outside examiner.

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. Development of means to foster open communication with families of diverse cultural and linguistic backgrounds.

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. Means of assisting students to the value and the benefits of maintaining good bilingual/bicultural skills in their current and future life.

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. Develop the ability to use research tools and findings to improve classroom practices and to find and develop partnerships for enhanced professional development. Development of ways in which to serve as an active advocate for the rights of ESL students.

Nursing

Mount Mary College and Columbia College of Nursing Joint Bachelor of Science in Nursing Program

In 2002, Mount Mary College and Columbia College of Nursing established an intercollegiate bachelor of science degree in nursing (BSN) program. This innovative educational partnership offers the highest caliber of preparation for a career in nursing, combining Columbia College of Nursing's more than 100-year history of excellence in nursing education with Mount Mary's 90 years of highly respected liberal arts education. Students first enter Mount Mary College as pre-nursing students. Students who meet eligibility criteria (including both men and women, transfer students, and registered nurse BSN completion students) may be admitted to the Upper Division nursing program at the beginning of the junior year. Within a liberal arts framework, nursing students integrate the latest in nursing education with dynamic and stimulating clinical experiences in a variety of clinical sites, enabling them to meet the challenges of health care today and into the future.

Students complete the Mount Mary College liberal arts core (described elsewhere in this bulletin) and nursing support courses through Mount Mary College and nursing courses and clinical experiences (a total of 62 credits) through Columbia College of Nursing. The nursing support courses are as follows: General Biology, General Chemistry, Organic and Biochemistry, Anatomy and Physiology, Microbiology, Introduction to Sociology, Social Problems, Cultural Anthropology, Introduction to Psychology, and Developmental Psychology.

More complete information about the requirements of this intercollegiate degree and nursing course descriptions are available in a separate document that may be obtained from either college.

Philosophy and Theology Division

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 technical 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,
- who need a four-year degree for job promotion,
- who desire general skill development in reading, writing and critical thinking,
- who wish to stimulate their minds and grow intellectually, and
- who 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. Students also must demonstrate math competency. 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 College 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 unique character of philosophical questions is that they must be re-answered for every generation. Thus the Philosophy Department seeks to instill in its students an appreciation of the perennial questions as well as the ability to approach them with intelligence and integrity.

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 College.

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

2-4 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 cm Logic and Language

2-4 credits

An investigation into the study of language and logic in critical thinking.

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? This course has to do with daily life and the questions that strike us all from time to time: 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. Some issues for consideration 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

This course enquires into the nature of what human beings deem health and illness. We will consider both historical and contemporary philosophies of health including questions regarding the health of the mind, body, and the body-mind relationship. Readings may include Plato, Aristotle, Descartes, Nietzsche, Phyllis Chesler, Carol Gilligan, Ivan Illich and Donna Haraway.

PHI 334 phi Technology and Human Values

2-4 credits

This course explores the intersection of technology and human values. It investigates the bearing technology has upon the formation of moral identity, moral communities, and the moral habitation of the planet. Among the issues it usually examines are 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 philosophical strengths and weaknesses of the central affirmations religion makes about the nature of reality, the existence of God, and the nature of the soul.

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 an aesthetics of cinematic experience as well as the utilization of specific films to explore philosophical questions. It 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 esthetic 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

"Plato is philosophy and philosophy Plato," said Emerson. 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 Global Philosophy**2-4 credits**

A study of a world regions' or cultures' 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 eyes of several 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. Among those usually considered are Kierkegaard, Nietzsche, Freud, Beauvoir, Foucault and Baudrillard.

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**2-4 credits**

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**2-4 credits**

Consent of department chair required. Offered as required by majors.

PHI 497 Senior Independent Study**2-2 credits**

Designed to provide philosophy majors with an in-depth reading of selected texts from the great philosophers. Permission of chair.

Theology Major

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 encouraged.

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 College. 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; 2.5 GPA in major and 2.3 GPA overall; ; Synthesis Seminar; exit interview.

Theology Major, Course Requirements: SEA101; two credits from THY 398, 498 (Synthesis Seminar); completion of three Theology Groups: Biblical, Historical, and Systematic; and additional THY coursework not previously taken to complete the 40 credit requirement.

Biblical Theology Group Requirements: (8 credits minimum) Four credits from THY 310 or 312; four credits from THY 330, 333, 338, 340, 342, 345, 372, or the THY 310, 312 course not previously taken.

Historical Theology Group Requirements: (7 credits minimum) Four credits from THY 326 or 328; three credits from THY 320, 346, 373, or the THY 326, 328 course not previously taken..

Systematic Theology Group Requirements: (7 credits minimum) Four credits from THY 220 or 230; three credits from THY 317, 318, 346, 348, 350, 355, 360, 370, 374.

Religious Education Major Requirements: 38 credits; SEA 101 Prerequisite; and Education Department Requirements.

Religious Education Course Requirements: Four credits in general biblical or Old Testament studies (THY 310, or 333 and 342); four credits in New Testament and related studies (THY 312, 318, 330, 338, 340); four credits in ethics (THY 348, 350, or an ethics course from the philosophy department); THY 317 (World Religions); 348 (Current Moral Issues or an ethics course from the Philosophy Dept.); 355 (Faith and Community); four credits in church history (THY 326, 328, or 373); a church history course; THY 398, 498 (Synthesis Seminar); and 8 credits of theology electives. synthesis seminar; eight credits of theology electives. See the Early Adolescence/Adolescence education section of this bulletin for education courses and admission requirements.

Theology Minor Requirements: 16 credits; SEA101 Prerequisite

Theology Minor Course Requirements (16 credits): Four credits in general biblical, Old Testament studies or New Testament studies (THY 310, 312, 330, 333, 338, 340, 342, 345, 372); twelve credits from any of the courses offered in the department.

Religious Education Minor Requirements: 28 credits; SEA 101 Prerequisite and Education Department Requirements.

Religious Education Minor Course Requirements: Four credits in general biblical or Old Testament studies (THY 310, or 333 and 342); four credits in New Testament and related studies (THY 312, 318, 330, 338, 340); THY 317 (World Religions); four credits in ethics (THY 348, 350, or an ethics course from the philosophy department); 348 (Current Moral Issues or an ethics course from the Philosophy Dept.); THY 355 (Faith and Community); 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

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

4 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

2-4 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

2-4 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

2-4 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

2-4 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

2-4 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

2-4 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 296-496 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.

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.

Prelaw

Prelaw at Mount Mary College is an advising service based on the recommendations of the American Bar Association and the Law School Admission Council. It does not entail a specific set of courses but rather is a selective process which encourages a student to engage in broad-based academic studies that are rigorous and well-grounded in the liberal arts as the optimum preparation for law school.

The faculty member designated as prelaw advisor works with students and their major academic advisors to assist in preparing the students for law school. Students are advised to take courses that, when reviewed by the law schools, fulfill three key criteria: create a context in which law may be better understood, demonstrate well-developed communication skills, and finally, demonstrate analytical skills. Departments whose offerings are recommended as being particularly appropriate for prospective law students include: English, History, Philosophy, World Languages, Behavioral Science, Business, Political Science and Justice.

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.

For information on the preprofessional sequences for biology and chemistry majors, please see the Sciences section of this bulletin.

Social Sciences and Related Disciplines Division

Behavioral Science Majors

The Behavioral Science Department offers two interdisciplinary majors: Behavioral Science (combining anthropology, psychology, and sociology), and Psychology/Behavioral Science (an extension and strengthening of the psychology component of the Behavioral Science major. An interdisciplinary minor in Anthropology/Sociology (ANSO) and a certificate in Peacebuilding are also offered.

The interdisciplinary orientation of the Behavioral Science majors provides students with an understanding of individuals and the social structures that affect their lives. A cross-cultural analysis encourages students to develop a global perspective. An appreciation of diversity and exploration of social justice issues are an integral part of the curriculum. The study of quantitative and qualitative research methods enables students to develop critical thinking skills which can be used to better observe and evaluate situations encountered in everyday life.

The majors successfully prepare students for graduate school, careers in human services, and for productive lives as citizens of their country and world. Recent Behavioral Science majors have pursued graduate degrees in sociology, urban studies, library science, experimental psychology, counseling psychology, clinical psychology, rehabilitation counseling, gerontology, and child development. Graduates with bachelors' degrees in Behavioral Science are employed in a wide variety of settings, particularly in human services, government, commerce, research, and business. The Anthropology/Sociology (ANSO) minor provides students with a deeper understanding of culture and society. Students acquire the skills and knowledge to better understand global society by focusing on the structures of social systems, the diversity of human experience, and the comparative approach to social science. 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 the Behavioral Science Club, 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 study, and research assistantships in the majors.

Admission requirements for the Behavioral Science majors include completion of two courses in the major at Mount Mary College with a minimum average grade of BC, 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 College. A prospective major should contact the department chair as soon as possible. Courses in biology are strongly recommended for students pursuing a Psychology/Behavioral Science major.

Behavioral Science Major Requirements: 44-47 credits; 2.5 major GPA; 2.0 overall GPA; optional concentration advised for students planning to pursue graduate work.

Behavioral Science Major Course Requirements (44-47 credits): ANT 102; two courses from the following: ANT 248, 252, 305, 324, 340 or 367; PSY 103; two courses from the following: PSY 214, 303, 315, 320, 325, 337, 410, 420, 429, 456, 480 or 490; SOC 101 and 355; two courses from the following: SOC 220, 225, 240, 252, 301, 325, 336, 358, 363, 375 or 430; BES 200, 310 and 494.

Psychology/Behavioral Science Major Requirements: 48-51 credits; 2.5 major GPA; 2.0 overall GPA; concentration in psychology.

Psychology/Behavioral Science Course Requirements (48-51 credits): PSY 103, 214, 438 ; one course selected from the following: PSY 337, 410, 420, 480 or 490; one course selected from the following: PSY 320, 325, 429 or 456 ; ANT 102; two courses selected from the following: ANT 248, 252, 305, 324, 340, or 367; SOC 101; two courses selected from the following: SOC 201, 220, 225, 240, 252, 301, 325, 336, , 358, 363, 375, or 430; BES 200, 310 and 494.

Anthropology/Sociology Minor: 21-24 credits; students may transfer up to two courses from another college.

Anthropology/Sociology Minor Course Requirements: ANT 102, 324 and one additional anthropology course 200 level or above; SOC 101, and two additional sociology courses 200 level or above excluding SOC 356.

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; one course from the following: THY 345, 346 or THY 348; SOC 220 or 240; BES 250. Two additional courses are required; one selected from Area 1:

Cultural and Social Understanding (ANT 324, ANT 340, COM 235, GEO 310, HIS 280, IST 200, PSY 337, SOC 336, SYM 110, or THY 317) and one selected from Area 2: Social Issues (ANT/SOC 252, BIO 220, JUS 106, PHI 330, PHI 334, POS 326, PSY 315, SOC 150, SOC 240, THY 345, or THY 346, or THY 348). An additional elective course may be taken from Area 3: Advanced Skills (BES 350 or BES 479).

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. Prerequisite: ANT 102.

ANT 252 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.

ANT 305 bes Culture and Aging

3 credits

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

ANT 324 bes Comparative Minority Relations

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.

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 resumes and cover letters, 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 310/510 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 competency fulfilled, PSY 103, SOC 101 and one upper level psychology course.

BES 350 Community Organizing

1 credit

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. Prerequisite: BES 250.

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.

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 College 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, interpersonal communication, 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 and social 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 consent of the instructor.

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 peace building 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 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. Prerequisite: 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**

Introduction to 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 456 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 and one upper level psychology course.

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

Introduction to 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 the discipline. Broad categories 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. Offered every semester.

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. **For non-majors only.**

SOC 220 bes Introduction to Conflict Transformation

3 credits

Development of a deeper understanding of the ways in which conflict emerges and the available strategies for addressing conflict among individuals and groups. Draws widely on the behavioral and social sciences across disciplines to explore the nature of conflict and its resolution. Opportunity to explore personal experiences of conflict and peace processes on the global stage.

SOC 225 bes Families in the Social Context

4 credits

Analysis of the function and history of family structures. Emphasis on families in the United States with selected comparisons to other countries. Theories concerning gender roles in relationship to family are explored. Prerequisite: SOC 101.

SOC 240 bes (g) Global Conflicts and Social Transformation

4 credits

Focus on the development and escalation of conflicts within and between states and peoples, and the possibilities for de-escalation and creative transformation. Covers topics such as conflicts over resources, values, human rights, and cultural beliefs, and the possible role of international, regional and local organizations in peaceful social transformations. Prerequisite: SOC 101 OR ANT 102 OR PSY 103.

SOC 252 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,

SOC 301 bes Introduction to Gerontology**3 credits**

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

SOC 325/525 bes Death and Dying**3 credits**

Basic background on historical and contemporary perspectives on death and dying. Attention is given to current American practices regarding death, as well as cross-cultural interpretation. Practical, philosophical, familial and societal aspects of death and dying are covered.

SOC 336 bes Comparative Societies**3 credits**

Comparison of different societies around the world, with a focus on how globalization affects these societies. Social institutions, social inequality, values, and perspectives of three to five societies will be considered, compared to one another and the United States.

SOC 355 Research Methodology**4 credits**

Comprehensive introduction to research design using basic quantitative and qualitative approaches. Topics covered include descriptive statistics, survey design, interviewing, unobtrusive measures, and action research. Students develop their own research and learn to locate and critically read journal articles in the Behavioral Sciences. Prerequisite: SOC 101, BES 310 and one upper level SOC or ANT course.

SOC 358 bes Medical Sociology**3 credits**

Analysis of how humans experience health and illness; political, economic, and environmental circumstances that threaten health; and societal forces that impact on the medical care system and on people's responses to illness. Prerequisite: SOC 101.

SOC 363 bes Urban Sociology**4 credits**

Examination of "the city" in the local and global context as well as processes of urbanization, suburbanization, and trends in population shifts. A general introduction to the processes of tracking and using demographic data. Special consideration is given to environmental issues related to urban regions and the possibilities for sustainable urban communities. Prerequisite SOC 101.

SOC 412 Applied Social Research**2-4 credits**

Opportunity to creatively design and execute original research. Topic may be related to student's proposal study from the previous methods course. Ongoing consultation through the research process. Prerequisites: SOC 101; SOC 355 or SWK 362.

SOC 430 bes Social Theory

4 credits

Interdisciplinary study of the ideas of social theorists from the mid- 19th century to the present. Emphasis on reading and interpreting theory as a continuous process of understanding our world and ourselves. In addition to traditional theory, the contributions of women, people of color, and indigenous peoples to the understanding and analysis of the social world are included. Prerequisite SOC 101 and one other upper-level BES 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 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's Counseling Program is on a preapproved list of institutions meeting educational requirements necessary for prelicensure for LPCs in the state of Wisconsin by the Department of Regulation and Licensing.

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. Curriculum content is selected to provide the student 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 College has a long tradition of preparing students for social work practice. The College 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, shelters for the homeless, 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 many social work graduate programs.

The Social Work Department has two student organizations: the Social Work Club and Alpha Delta Mu. 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. Alpha Delta Mu is the Social Work Honor Society. It is open to junior level students who have achieved a cumulative GPA of 3.0 or above, who have completed at least six 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; self-study paper.

Social Work Major Course Requirements: (68Credits); SOC 101; PSY 103, 214; POS 214,215; ANT 324; BIO 105; BES 310, 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**

Students are placed in community social work agencies for 12 hours weekly of closely supervised field learning. Students are given responsibility for work with culturally diverse populations including individuals, families, groups or the larger community. Field settings include child and family services, schools, correctional agencies, shelters, neighborhood centers, nursing homes, and others. A weekly 2-hour seminar increases students' 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 350 The African American Family

2 credits

The African American family viewed from a broad perspective: historical, desegregation implications, sex roles, family life and child rearing, and socioeconomic characteristics. Prerequisites: SOC 101, SWK 231 or consent of instructor.

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 professional learning capacity 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 limited to social work majors.

SWK 492 Field Education III

5 credits

A continuation of Field Education II. The weekly seminar encourages group analysis of field learning experiences as well as individual analysis of one's professional use of self. The course 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.

History

The History Department offers majors in history, history teaching, and social studies teaching. Minors are offered in history, political science, 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

The history and political science majors study the people and history of United States, Western and non-Western societies, from political, social and cultural perspectives. From this viewpoint, history and political science are 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.

Studies in history and political science prepare students for careers in politics, law, government, diplomatic

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

History Teaching Major (EA/A) Course Requirements (57 Credits): HIS 106, 107, 153, 154, 301, 346, 355, 360, 485; 260, 270, or 275; BUS 301, 302; GE0 210, 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.

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.

Social Studies Teaching Major: History Major or Minor; Education Department Requirements. The social studies major includes a history major or minor, 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 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 306 his Crime and Justice in America**3 credits**

An historical examination of the developments, theories, and institutions of the Justice system in the United States. Prerequisite: one course at the 100 level or consent of the History Department chair. Offered in online format. 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.

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.

Justice Major

The justice major merges Mount Mary's liberal arts core with an academic program that is designed to prepare women for entry into graduate school, law school, government service, nonprofit agencies or career involvement in the justice field. The major provides a multi-disciplinary study of the structure, administration and dynamics of the justice system. Courses in the Justice curriculum also include an understanding of the relevance of the disciplines of history, political science, psychology, and sociology to the issues of justice, criminal behavior, and the law. The required courses provide an understanding of the nature of crime and societies' reactions to crime, as well as the various components within justice systems. This degree incorporates pre-law coursework that helps prepare students planning on attending law school.

Students intending to major in justice should contact the 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 justice credits reviewed and evaluated by the chair.

Justice Major Requirements: 55-56 credits; 2.5 GPA in major; 2.2 GPA overall

Justice Major Course Requirements (55-56 credits): JUS 101, 106, 201, 301, 405, 498; COM 104 or 231, HIS 153, 154; POS 214, 215; PSY 103, 214, 325; SOC 101; PHI 326 or 330; and two of the following courses: JUS 356, JUS 401, JUS 306, JUS 406, or JUS 495.

Justice Courses

JUS 101 Introduction to Justice**2 credits**

Introduction to the three branches of the adult and juvenile justice systems. Survey of the goals and requirements of the program. Topics include: crime, criminal law/procedure, law enforcement, courts, corrections, juvenile justice, and employment opportunities.

JUS 106 History of American Justice**3 credits**

An historical examination of the developments, theories, and institutions of law and justice in the United States. Subtopics include: classical and contemporary approaches to the administration of justice and understanding of the nature of the law. Emphasis on problem areas where law has been ineffective in providing equal justice to all people, especially women, children, and people of culturally diverse backgrounds.

JUS 201 Organization and Administration of Justice**4 credits**

A critical review of the actors, structures, processes, and philosophies present in the federal, state, and local judicial systems. Particular emphasis is placed on how these factors influence the enforcement of law and the distribution of justice to persons of diverse backgrounds.

JUS 301 (g) Comparative Justice**3 credits**

Examination of organizations, structures and processes in justice systems in other nations and in the international arena. Emphasis on understanding the historical, political, social, economic and other factors that influence legal trends and justice systems around the world. Comparative analysis of contending approaches to common issues. Note: This course satisfies the College's (g) global curriculum requirement.

JUS 306 Abuse and the Justice System**3 credits**

A survey of the response by the justice system to physical and sexual abuse, with an emphasis on abuse perpetrated against children, women, and the elderly. Includes analysis of the law, law enforcement, prosecution, courts and corrections.

JUS 356 Crime and Delinquency**4 credits**

This course will examine delinquent behaviors of children, including theories for such behaviors and society's diverse responses to them. Examination of the historical development, current organization, and functioning of the juvenile justice system. Emphasis on prevention and rehabilitation programs. Cross-listed with SWK 356.

JUS 401 Women, Crime, and Justice**3 credits**

Presentation of the nature of female crime and societal response as reflected in the treatment of female victims and offenders within the justice systems. Discussions incorporate the classical context of female criminality as well as contemporary issues such as sexual exploitation, incarcerated mothers, and rehabilitation.

JUS 405 Women as Professionals in the Justice System**2 credits**

The focus of this course is on women and their ethical and legal role and responsibilities as professionals in the justice system. Includes discussion regarding employment opportunities in the justice system and preparation for entry into the field.

JUS 406 Correctional Alternatives and Therapies**3 credits**

Examination of alternatives to incarceration (probation, fines, house arrest, electronic surveillance, restitution programs, sentencing to service, community residential facilities, parole and supervised release) and the major

rehabilitation therapies used by correctional treatment practitioners who work with offenders and their families. Special attention is given to the needs of women and juveniles.

JUS 495 Special Topics

2-4 credits

A research and discussion course devoted to the study of select issues and problems within the context of the justice systems. May be repeated for credit with a different topic. Prerequisite: JUS 101.

JUS 296-496 Independent Study

2-4 credits

In-depth examination of a topic of specific interest to student. May be repeated for credit with a different topic. Consent of chair required.

JUS 498 Justice Internship

3 credits

Opportunity for the student to engage in work in a justice-related agency, including government agencies, community-based and nonprofit organizations. Students must apply the semester before they take the internship. Prerequisite: Background check; major GPA of at least 2.5, junior or senior status; and signature of chair.

Mount Mary College

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Administration

Academic and Student Affairs

David Nixon, Vice President, Academic and Student Affairs: B.A., Indiana University; Ph.D., University of Wisconsin-Madison.

Eugene Baer, Academic Technology Leader: B.S., Dr. Martin Luther College; M.S., University of Wisconsin-Oshkosh; D.A., Illinois State University.

Peter Clark, Computer Systems Administrator.

Linda Delgadillo, Director, Urban Education Fellows Program: B.A., M.S., Ph.D., University of Wisconsin-Milwaukee.

Jody Garber, Fieldwork Coordinator, Occupational Therapy: B.S., University of Wisconsin-Madison; M.S., Mount Mary College.

April Holland, Director, Advising and Career Development: B.S., M.S., Eastern Illinois University.

Tracy Isaacson, Director, Childcare Center: B.S., University of Wisconsin-Whitewater.

Kenneth Kalfas, Evening Reference Librarian: B.Mus.Ed., DePaul University; M.Mus.Ed., Illinois State University.

Julie Kamikawa, Assistant Director, Head of Technical Services, and Chief Cataloger, Library: B.S., University of Wisconsin-Oshkosh; M.A., M.L.I.S., University of Wisconsin-Milwaukee.

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.

Mary Lou Klecha, Serials Librarian/PS Coordinator: B.A., University of Michigan; M.L.S., University of Maryland.

Joy Klotz, Coordinator, Academic Resource Center: B.A., Concordia College, Illinois; M.A., Carroll College.

Jennifer Looyen, Coordinator, Academic Counseling: B.A., University of Wisconsin-Whitewater; M.S., Concordia University.

Janae Magnuson, Director, Athletics: B.A., University of Washington.

T. Todd Masman, Associate Dean, Student Affairs: B.A., West Virginia Wesleyan College; M.A., Bowling Green State University.

Katy Matola, Coordinator, Service Learning: B.A., University of Wisconsin-Madison.

Wendy J. McCredie, Associate Dean, Academic Affairs: B.A., Yale University; M.A., Ph.D., University of Texas.

Florence McCutchin, Director, Computer Services: B.A., M.I.S., University of Wisconsin-Milwaukee.

Ann McIntyre, Archivist: B.S., M.S.E., University of Wisconsin-LaCrosse; M.L.S., University of Wisconsin-Milwaukee.

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

Kelsi Miller, Assistant Director, Athletics, Coordinator, Athletic Facilities, and NCAA Senior Woman Administrator: B.S., Utah Valley University; M.A.Ed., University of Phoenix, Salt Lake City.

Michelle Mueller, Computer Database Administrator: B.A., B.S., Mount Mary College.

Marci Ocker, Coordinator, Student Disabilities Services: B.S., University of Wisconsin-Eau Claire; M.S.S.W., University of Wisconsin-Madison.

Ann Osmanski, Assistant Registrar for Records and Institutional Research: B.S., University of Wisconsin-Milwaukee; M.B.A., Cardinal Stritch University.

Ryan Parker, Interlibrary Loan Librarian: B.S., M.L.I.S., University of Wisconsin-Milwaukee.

Isabel Maria Piana, Post-baccalaureate Supervisor, Education Department and Director, Teacher Education Center/Archdiocesan Resource Center: B.A., M.A., Mount Mary College.

Sandra Ruesink, Fieldwork Coordinator, Education Department: B.A., University of Wisconsin-Milwaukee; M.A., Cardinal Stritch University.

Donna Schmidt, Recruitment Coordinator, Urban Education Fellows Program: B.A., John Carroll University; M.A., Cardinal Stritch University.

Beth Schoenwetter, Coordinator, Residence Life and Student Engagement: B.A., University of Wisconsin-Oshkosh; M.S., Western Illinois University.

Pamela Schoessling, Director, Campus Ministry: B.A., M.A., Mount Mary College.

Michelle Simons, Outreach Coordinator, College in the Community: B.S., M.S., University of Wisconsin-Milwaukee.

Greg Talaska, Computer Network Specialist: B.S., University of Wisconsin-Stevens Point.

Yang Zhuo, Reference Librarian: B.A., Wuhan University, China; M.L.I.S., University of Wisconsin-Milwaukee.

Enrollment

David Wegener, Vice President, Enrollment Services: B.A., Lakeland College; M.B.A., Cardinal Stritch University.

Heidi Blossy, Financial Aid Counselor: B.S., University of Wisconsin-Milwaukee.

Judith Borawski, Admission Counselor, Graduate and Accelerated Programs: B.A., Eastern Michigan University; M.S., University of Wisconsin-Milwaukee.

Debra Duff, Director, Financial Aid: B.A., Mount Mary College.

Katie Eippert, Assistant Director, Admission: B.A., University of Wisconsin-Madison; M.A., Mount Mary College.

Rachel Gonnering, Admission Counselor: B.A., St. Norbert College.

Andrea Kurtz, Admission Counselor: B.S., University of Evansville.

Lorissa Najera-Lester, Admission Counselor and Coordinator, Midtown Campus Enrollment: B.A., Mount Mary

College.

Erin Ortiz, Admission Counselor: B.A., Mount Mary College.

Karen Siegel, Associate Director, Admission: B.S., University of Wisconsin-Stout.

Antje Streckel, Assistant Director, Admission: B.A., Info Neuss, Germany.

Jenifer Wessels, Admission Counselor: B.A., St. Norbert College.

Andrea White, Data and Technology Administrator, Admission: B.A., Marquette University.

Erica White, Data and Technology Administrator, Financial Aid: B.S., Carroll College.

Business Affairs

Reyes Gonzalez, Vice President, Finance and Administration: B.S., Illinois Institute of Technology; M.B.A., DePaul University; CPA.

Teri Cox, Director, Human Resources: B.A., M.A., University of Wisconsin-Milwaukee; M.B.A., University of Phoenix.

Sandra Griesbach, Staff Accountant: B.A., Lakeland College.

Kathleen Hauck, Coordinator, Employee Benefits and Well-Being: B.A., Mount Mary College, PHR.

Sister Georgeann Krzyzanowski, SSND, Director, Buildings and Grounds: B.A., Mount Mary College; M.S., University of Wisconsin-Milwaukee.

Fredric Lex, Controller: B.B.A., University of Wisconsin-Milwaukee; CPA.

Cindy Meier, Manager, Bookstore: B.S., University of Wisconsin-Madison.

External Relations

Donna Gastevich, Vice President, External Relations: B.A., Purdue University; M.P.A., Indiana University.

Beth Bacik, Manager, Campus Facilities Use: B.A., Alverno College.

Tyler Curtis, Grant Writer: B.A., Marquette University.

Cynthia Echols, External Relations and Campaign Manager: B.A., Bucknell University; M.A., University of Chicago.

Sister Aloyse Hessburg, SSND, Executive Director, Friends of Fashion: B.S., Mount Mary College; M.S., Drexel University.

Sister Marilyn Kesler, SSND, Planned Giving Officer and Coordinator, Special Events: B.A., Mount Mary College; M.A., Marquette University.

Sameera Kulkarni, Manager, Accounting and Database Support: B.Com., M.Com., University of Poona, India.

Yvonne Lumsden-Dill, Executive Director, Women's Leadership Institute: B.A., Brooklyn College.

Mary McCann, Discovery Officer: B.A., Mount Mary College; M.A., St. Mary's University.

M. Kate Nava, Major Gifts Officer: B.S., University of Oregon; M.B.A., University of Notre Dame.

Erica Neuberger, Assistant Director, Marketing and Public Relations for Website and Recruitment: B.B.A., University of Wisconsin-Oshkosh.

Susan Nieberle, Coordinator, Alumnae Activities: B.A., University of Wisconsin-Madison.

Mara Riebau, Manager, Annual Giving: B.A., Mount Mary College.

M. Susan Seiler, 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, Website and Photo Manager: B.A., University of Wisconsin-Milwaukee.

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

Anne Wright, Director, Grant and Scholarship Stewardship: B.A., Mount Holyoke College; M.A., New York University.

Faculty

Patricia Ahrens: B.A., Albertus Magnus College; Ph.D., University of Virginia, Charlottesville; Professor, Natural Sciences/Biology; Chairperson, Health and Sciences Division.

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

Jordan Acker Anderson: B.F.A., University of Nebraska at Omaha; M.A. and 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; Assistant Professor, English.

Roxanne Back: B.A., Florida Southern College; Ph.D., Auburn University; Assistant Professor, 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 A. Bernard: B.F.A., Milwaukee Institute of Art and Design; M.F.A., University of Mississippi, Oxford; 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; Assistant Professor, Chairperson, Communication.

James J. Conlon: B.A., Seattle University; M.A., Ph.D., Marquette University; Professor, Philosophy; Program Director, Liberal Studies.

Colleen Conway: B.A., Knox College; M.S., Ph.D., University of Wisconsin-Madison; Associate Professor, Natural Sciences/Chemistry.

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

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.

Lynn Diener: B.A., Bard College; Ph.D., University of Wisconsin-Madison; Assistant Professor, Biology.

Joseph Dooley: B.A., Miami University, Ohio; 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 Division.

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

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 Division.

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-Chicago; 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; B.A., University of Texas, Austin; Instructor, English.

Jennifer Hockenbery: B.A., Bowdoin College; M.A., Ph.D., Boston University; Associate Professor, Chairperson, Philosophy.

Wendy Honey: B.A., West Virginia Wesleyan College; M.A., Michigan State University; Assistant Professor, Fashion.

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

Judith Johnson: B.S., University of Wisconsin-Stevens Point; M.A., Pepperdine University; R.D., C.D.; Assistant Professor, Dietetics.

Lela A. Joscelyn: B.A., University of Hawaii; M.A., Ph.D., University of Windsor-Ontario; Associate Professor, Behavioral Science and Social Work/Psychology.

Julie Kamikawa: B.S., University of Wisconsin-Oshkosh; M.A., M.L.I.S., University of Wisconsin-Milwaukee.

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

Sandra Keiser: B.S., M.S., University of Wisconsin-Stout; Associate Professor, Chairperson, Fashion.

Dennis K. Klopfer: B.S., M.U.P., University of Wisconsin-Milwaukee; Associate Professor, Interior Design.

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, Urbana-Champaign; Associate Professor, Foreign Languages/Spanish; Chairperson, World Languages.

Jennifer Laske: B.S., Santa Clara University; M.A., The Catholic University of American; Ph.D., Marquette University; Assistant Professor, Chairperson, Theology.

Steven Levsen: B.S., University of Wisconsin-Platteville; Ph.D., Marquette University; Associate Professor, Program Director, Natural Sciences/Chemistry.

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, Natural 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.

Ariane Machin: B.A., Franklin and Marshall College; M.A., University of Minnesota, Minneapolis; Ph.D., University of North Texas, Denton; Assistant Professor, Behavioral Science and Social Work/Counseling.

Beth Masch: B.A., Alverno College; M.S.; Cardinal Stritch College; Ph.D., Nova Southeastern University; Associate Professor, Business Administration.

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.

Bruce Moon: B.S., Wright State University, Dayton, Ohio; M.A., M.Div., Methodist Theological School; Ph.D., The Union Institute; Associate Professor, Chairperson and 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.

Sister Patricia Ann Obremski: B.S., Mount Mary College; M.S., Marquette University; Associate Professor, Director, Physics Program, Natural 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, Urbana-Champaign; M.F.A., Indiana University, Bloomington; Assistant Professor, English.

Aeran Park: B.S., M.S., Chung-Ang University, Korea; Associate Professor, Fashion.

Sister Joanne Poehlman: B.A., Mount Mary College; M.A., St. Louis University; Ph.D., University of Minnesota; Associate Professor, Behavioral Science/Anthropology.

Donald Rappé: B.A., St. Mary's University, Minnesota; M.A., St. John's University; Ph.D., Marquette University; Associate Professor, Theology; Chairperson, Philosophy and Theology Division.

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, Chairperson, English.

Catherine Ritterbusch: B.A., Marquette University; J.D., Marquette University Law School; Assistant Professor, Chairperson, Justice.

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, Graduate Program Director, English; Chairperson, Language, Literature and Communication Division.

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 Division.

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.

Mary Ann Suppes: B.S., M.S.W., University of Wisconsin-Milwaukee; A.C.S.W.; Professor, Chairperson, Social Work.

Julie Tatlock: B.S., Wisconsin Lutheran College; M.A., University of Wisconsin-Milwaukee; Ph.D., Marquette University; Instructor, Mathematics.

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.

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; Assistant Professor, 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; Associate Professor, Behavioral Science/Sociology.

Toni Wulff: A.B., Mount Holyoke College; M.A., Ph.D., Syracuse University; Associate Professor, Foreign Languages/French.

Part-Time Faculty

The following faculty members offer part-time instruction within the discipline specified.

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

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

Shannon Duval: B.A., Furman University; Ph.D., Pennsylvania State University, Associate Professor, Philosophy.

Sister Angelee Fuchs: B.A., Notre Dame College of St. Louis; M.A., University of Notre Dame; Associate Professor, Art.

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

Margaret Otwell: B.M., The Catholic University of America; M.M., D.M.A., University of Maryland, College Park; Assistant Professor, Music.

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 Mirenda: 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 2011-2012 Calendar

2011 Fall Semester

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

Monday, December 12-	Exam week
Friday, December 16	(Friday only classes meet December 16 th)
Saturday, December 17	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

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MOUNT MARY COLLEGE 2011-2012 Calendar

2012 Spring Semester

Monday, January 16	MARTIN LUTHER KING DAY—COLLEGE CLOSED
Tuesday-Monday, January 17-23	Accelerated Term 3 begins
Wednesday, January 18	All College Workshop
Friday, January 20	Orientation
Monday, January 23	Regular semester classes begin, 1 st Quarter begins
Monday, January 30	Last day to add semester classes
Friday, February 3	Last day to apply for May 2012 Graduation
Monday, February 27	Last day to drop 1 st quarter class
Saturday, March 10- Friday, March 16	Spring break
Monday, March 19	Accelerated Term 3 ends
Tuesday-Monday, March 20-26	Accelerated Term 4 begins
Thursday, March 22	1 st Quarter ends
Monday, March 26	2 nd Quarter begins
Thursday-Monday April 5-9*	Easter break
*Monday, April 9	Accelerated classes must meet
Thursday, April 12	Evening Only Registration (Accelerated and evening only students) Graduate students register online.
Monday, April 16	Last day to drop full semester classes
Monday-Friday, April 16-20	Priority Registration
Monday, April 23	Open Registration
Monday, April 30	Last day to drop 2 nd quarter classes
Saturday, May 11	Last day of full semester classes/Deadline for Removal of Incompletes from Fall 2011
Monday-Thursday, May 14-17	Exam week
Thursday, May 17	2 nd Quarter ends
Thursday, May 17	Accelerated Term 4 ends
Saturday, May 19	Graduation

2012 Summer Sessions

Early session	Monday, May 21 through Friday, June 15
Regular summer session	Monday, June 18 through Wednesday, August 1
Summer accelerated Term 5	Monday, June 4 through Wednesday, August 1

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

10/21/2011