



Mount Mary
UNIVERSITY



2022-2023 Academic Catalog

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MOUNT MARY UNIVERSITY

2022-2023 Academic Catalog

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

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

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

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

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

Mount Mary is a women's university at the undergraduate level. The accelerated BSN completion program is open to both women and men. Additionally both women and men not pursuing a degree at Mount Mary University may take courses within both the undergraduate and graduate programs. Inquiries regarding non-discrimination policies should be directed to: Director of Human Resources, Mount Mary University, 2900 North Menomonee River Parkway, Milwaukee, WI 53222. Phone: (414) 930-3627.

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

Introduction

Mount Mary University is an urban Catholic institution for women sponsored by the School Sisters of Notre Dame. At Mount Mary, we are dedicated to the development of the whole person through a program of studies based on the values of the liberal arts integrated with career preparation. Mount Mary fosters personal growth through creativity, social justice, and a solid curriculum for professional success. While the undergraduate degree program is limited to women, with the exception of the BSN completion program, our graduate degree programs are also open to men.

Nearly 1,250 students from a variety of backgrounds, representing numerous states and countries, attend Mount Mary University. The size of the University and the friendly openness of its concerned faculty and staff assist each student to address individual needs and attain personal, academic, and professional goals. Students can choose from more than 30 undergraduate majors leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Social Work degree. In addition to time spent in the classroom, many majors incorporate additional off-campus study arrangements such as clinical experiences, internships, fieldwork, and student teaching. Study abroad is available either through programs provided by Mount Mary University or through cooperation with other institutions.

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

Then and Now

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

Since its founding, a variety of programs and majors have been added to and deleted from the curriculum, reflecting the changing world around us. Some academic areas, such as history, art, philosophy, and theology, were among the first majors offered. Others, such as occupational therapy and fashion, were developed to fulfill a particular need, while programs such as entrepreneurship 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. Mount Mary's seven Master's degree programs are: art therapy, business administration (MBA), dietetics, education, food science, occupational therapy, and professional counseling. The doctoral programs include: Occupational Therapy, Art Therapy, and Counselor Education and Supervision.

Mount Mary's original buildings, Notre Dame Hall and Caroline Hall, remain in use today. Over the years, the facilities have been expanded and enhanced to better support evolving teaching and learning needs. Maintenance of the original designs and the natural surroundings create a beautiful, inviting atmosphere. Since 1929, Mount Mary University has prospered under the administration of thirteen presidents, including

the current president, Isabelle Cherney, Ph.D. Our administration, as well as our faculty, students, and staff are pleased to welcome you to the Mount Mary community.

Mission

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

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

Vision

Mount Mary University is a diverse and inclusive learning community that educates students to transform the world.

Values

A Mount Mary University education reflects a core group of values and is distinguished by the following characteristics:

- Competence** – a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates
- Community** – a shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education
- Compassion** – an overt expression of concern and purposeful action that fosters human development and unity
- Commitment** – a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change

Educational Philosophy

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

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

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

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

Accreditations

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

and Dietetics (ACEND), the Council on Social Work Education, the Council for Interior Design Accreditation (CIDA), the Council for Accreditation of Counseling and Related Educational Programs, and the Commission on Collegiate Nursing Education.

Affiliations

Among the organizations in which Mount Mary University holds institutional membership are the American Association of Colleges of Teacher Education (AACTE), The American Council on Education, the National Catholic Education Association, the Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE), the Council of Graduate Schools (CGS), the Council of Independent Colleges, the Council for the Advancement and Support of Education, the American Association of Collegiate Registrars and Admissions Officers, the National Association of University and College Business Officers, the National Association of Independent Colleges and Universities, and the Wisconsin Association of Independent Colleges and Universities.

Facilities

Mount Mary University is located on 80 wooded acres in a residential area of Milwaukee. The campus is only 15 minutes from downtown Milwaukee, 9 minutes from the Village of Wauwatosa, and 5 minutes from a popular shopping mall, restaurants, theaters, and other attractions. The city, located on the shores of beautiful Lake Michigan, offers a wide range of cultural and recreational activities: a major symphony; theater and dance companies; highly regarded art and natural history museums; a major zoo; beautiful parks, beaches and recreation trails; and numerous professional and college sports teams. Public transportation is readily available to and from campus.

Mount Mary University students find a stimulating learning environment in the cluster of campus buildings. Arches, inspired by traditional English Gothic buildings, unite many structures on campus, both architecturally and aesthetically. **Notre Dame Hall** houses administrative offices, classrooms, and art studios, Stiemke Hall, a chapel, and an interfaith center. The **Gerhardinger Center** houses the Natural Sciences and Occupational Therapy programs on the second and third floors. The first floor is a campus community center comprised of quiet and social lounges, a Cyber Café, a lecture hall, and meeting rooms. The **Bloechl Recreation Center** contains basketball and volleyball courts, as well as the Fitness Center. **Kostka Hall** and **Fidelis Hall** accommodate design studios for the fashion department and faculty offices.

The upper floors of **Caroline Hall** contain the resident students' rooms and lounges. The first floor of Caroline Hall is home to additional administrative offices, the Ewens Center meeting room and Helfaer Hall. The Marian Art Gallery, President's Dining Room, along with a Student Lounge and two additional dining spaces, comprise the remaining area of the first floor. The lower level houses the Barnes & Noble College Book Store, the Parkway Place, laundry facilities, and a new Health Sciences Learning Center and Nursing Skills Lab that supports the University's new four-year, onsite BSN degree. The Caroline Hall Gym features the Fitness Center.

Bergstrom Hall is connected to Caroline Hall. The Campus Mailroom and Public Safety Office can be found on the lower level, while the first floor is home to the Alumnae Dining Room and the North Dining Room.

The **Haggerty Library and Learning Commons** provide for information gathering, research, curricular support, and lifelong learning needs of the University community. The core collection includes books, periodicals and other resources, in both print and online formats. The library belongs to a consortium (SWITCH) of other academic libraries in the Milwaukee area. Members share resources and a combined online catalog called PRIMO. All student support offices are located on the first floor of the Library and are collectively referred to as the Student Success Center. The lower level (Fitzpatrick Level) houses music classrooms, the Computer Center, the Promise Program, and the Archives and Special Collections.

Trinity Woods, an intergenerational housing community for retired sisters and seniors, and an educational and supportive housing option for single mothers who are students at Mount Mary. This three-way venture between the School Sisters of Notre Dame Central Pacific Province, Mount Mary University, and the

Milwaukee Catholic Home opened during the 2021-2022 academic year. The intent of this community is twofold: To provide a vibrant, intergenerational living environment for School Sisters of Notre Dame and seniors and to provide an educational and supportive housing option for single mothers who are students at Mount Mary. The new housing community features 90 market-rate, independent-living apartments for individuals over the age of 62, 24 units for single mothers enrolled as students at Mount Mary University and their young children under the age of 12, and 52 private residences for the School Sisters of Notre Dame. All buildings are fully interconnected by a Town Center that incorporates numerous spaces to bring people together.

Grace Scholars Program

The Grace Scholars Program is a unique four-year scholarship opportunity for first-year, full-time undergraduate students from the Milwaukee/West Milwaukee area and is funded by The Burke Foundation. Each year, 30 young women who demonstrate leadership skills and meet the financial criteria are selected for the program.

Applications are accepted from July through April of the school year prior to admission to the University. Admission to Grace Scholars is on a first-come, first-served basis for those who meet the program eligibility requirements:

- Be accepted as a full-time student to Mount Mary University
- Have a 3.499 GPA or lower on their official high school transcript
- Be a resident of the City of Milwaukee or West Milwaukee and currently enrolled in or a recent graduate of high school
- Demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA)
- Demonstrate leadership experience through curricular and extracurricular activities
- Be under 21 years old
- Be a first-time college student
- Be a citizen or permanent resident of the United States
- Not be enrolled in Mount Mary's Nursing 1-2-1 program

The program provides Grace Scholars with academic, professional, and financial support through a group-learning model that encourages community building and leadership development. In conjunction with federal and state financial aid, the Grace Scholars Program covers 85% of tuition annually for four years (8 semesters). Other benefits as a Grace Scholar include:

- One-on-one regular advising and peer mentoring
- Academic, social, mental health, and financial support through various campus resources
- Enrollment in a special course with fellow Grace Scholars earning one additional credit per year
- Monthly professional developmental opportunities to assist with post-graduate preparation
- Belonging in a sisterhood that supports relationship-building and a sense of community

Grace Scholars attend a six-week Summer Bridge Program before their first semester at Mount Mary. This program helps students develop skills for success in- and outside of the classroom, as well as aiding in relationship-building and their transition to college. Students can earn up to three college credits during the Summer Bridge Program.

During the first year, Grace Scholars enroll in: (1) core courses reserved for Grace Scholars only; and (2) required major-field courses with other University students. Strong support services include whole group and personalized sessions with Grace Scholars Program staff.

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

support as needed and as identified by Grace Scholars as Sophomores, Juniors, and Seniors through graduation.

Promise Program

The Promise Program is a federally-funded TRIO Student Support Services program that serves first-generation and limited-income college students in an effort to help them remain in good academic standing, persist in college, and graduate with a baccalaureate degree. Promise Scholars benefit from resources such as academic and career coaching, mentoring, tutoring, academic and personal development workshops, FAFSA assistance, financial literacy information and training, and advanced degree planning. The Promise Program is individually tailored to meet the unique needs of each participant through the creation of a Personalized Success Plan. Promise Scholars meet regularly with a Promise Program Coach who offers support and guidance during students' studies at Mount Mary University.

The Promise Program serves students throughout their first undergraduate academic career. Enrollment in the program is limited to approximately 140 students. Students who would like to apply should contact the Promise Program directly. To be considered for participation in the Promise Program, students must:

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

Promise Program applications can be obtained in the Promise Program office located in Haggerty Library 019.

Admissions

Undergraduate Admissions

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

The Admissions Office serves the needs of the various undergraduate student populations seeking enrollment at Mount Mary University. Post- baccalaureate certificates and the BSN completion program are open to men as well as women.

Admission Classifications

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

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

Admission Requirements

The Mount Mary University admission process reflects the personal attention students can expect to receive in their college careers. 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 Admissions Office. Additional requirements are noted under the detailed description of admission classifications. Students may also submit an essay and activities or work resume as supplemental information.

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

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

First-Year Requirements

Admission to Mount Mary University will be determined after the applicant has submitted an official or unofficial high school transcript. An ACT (writing component not required) or SAT score is optional. Unofficial

transcripts can be accepted to determine admission, but official final transcripts are required prior to the start of the semester of enrollment. Students may be asked to complete a non-directed or directed self-placement process through Mount Mary University, if additional information is needed to determine academic ability. Applicants who did not graduate from a high school, but received a General Education Diploma (GED) or High School Equivalency Diploma (HSED), must provide verification of their GED or HSED. 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 other institutions attended during or since graduation from high school. Transcripts should come to Mount Mary University directly from the institution(s) attended.

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

Transfer Credits

Only coursework similar to that offered at Mount Mary University and with a grade of C (2.0) or better from another regionally accredited college or university will transfer. A maximum of 72 credits can be transferred from a junior college or two-year campus.

If a school does not have regional accreditation, the student may request evaluation of each course taken. The student should contact the Admissions Office for further information.

The final 30 credits toward the bachelor's degree must be earned at Mount Mary University. Credit is not granted for retroactive credits received at another university or college.

Post-baccalaureate Requirements

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

Post-baccalaureates pursuing a second major-certificate must submit all official college transcripts. High school transcripts are not required. 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 unless the World Language requirement can be fulfilled by world language courses completed in high school); earn at least 30 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.

The same attendance, grading, class involvement, work completion, academic standing, and other policies apply to post-baccalaureate students as to undergraduate students.

International Student Requirements

Mount Mary University is authorized under federal law to support individuals for F-1 Student visa status and to enroll international students in certain programs. Mount Mary University is not authorized to provide support for J-1 Scholar visas. International students need to apply as a full-time, first-year, transfer or post-baccalaureate student fulfilling the requirements previously listed.

English Proficiency Requirements

Students from non-English speaking countries are required to provide proof of English language proficiency. Mount Mary accepts any of the following for proof of English language proficiency:

TOEFL

TOEFL iBT: 68 for direct admission, 61-67 for individual admission review

TOEFL PBT: 520 for direct admission, 500-519 for individual admission review

TOEFL CBT: 190 for direct admission, 173-189 for individual admission review

TOEFL ITP: 520 for direct admission, 500-519 for individual admission review

IELTS: 6.0 for direct admission, 5.5 for individual admission review

WESLI: Completion of level 700 ELS: Completion of level 112

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 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 verification of English proficiency (such as TOEFL, IELTS or English language institute course completion such as WESLI / or ELS). 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. Certain programs may require detailed course syllabi or detailed course descriptions.

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

In addition to the above requirements, international students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000), and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary University's healthcare provider WPS or on the open market within the United States. Students can also carry an insurance policy from their home country, as long as it meets all the requirements. The policy and coverage must be in place at time of arrival in the United States. Information on this policy and costs can be obtained the Office of Student Affairs by contacting mmu-studentaffairs@mtmary.edu.

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 Mount Mary University may take a limited number of courses without being regularly admitted. This student is assigned special student status. If the special student seeks regular admission to the University and is formally admitted, special student status will be terminated. Special students (excluding Early College Credit Program students) are not required to submit transcripts.

Special students are subject to the same prerequisites for courses as any other student at the University. The status of a special student must be reviewed by the Dean of the School the courses are in after 12 credits have been taken. The special student may take up to 15 credits, but must be formally admitted to the University before exceeding that number.

In no case may a student graduate from the University without having been formally admitted. Taking courses at the University as a special student does not guarantee that the student will be admitted as a regular student. Special students are not eligible for financial aid.

Special students are required to pay a \$50 tuition deposit before they may register for classes during open registration. In the case of a student cancellation, this tuition deposit is non-refundable. Special students registering for a summer course are not required to pay a deposit and may proceed with course registration. Special students are also required to pay the general fee, based on full- or part-time status. Students taking fall or spring classes are eligible to enroll in a payment plan. Early College Credit Program students are not required to pay the tuition deposit or general fee.

Eligible employees who are enrolling as special students are not required to pay a tuition deposit, but their spouses or dependents are. The general fee is waived for eligible employees, but not for their spouses or dependents. These students are eligible to register during open registration. Employees may take more than 12 credits without being formally admitted to the University, but only 12 credits taken as a special student will count towards a degree program.

Tuition Deposit

To ensure enrollment at Mount Mary University, accepted students are required to submit a \$50 tuition deposit and a \$100 residence hall security deposit, if housing is desired. The tuition deposit is non-refundable after May 1st and the residence hall deposit is nonrefundable after August 1st for the fall semester, December 15th for the spring semester or within the 4 weeks prior to an accelerated term start date.

Placements for New Students

To ensure incoming students are placed into courses that challenge their abilities, first-year and transfer students are reviewed by the Admissions team for placement into appropriate Mathematics and English composition courses. Students' transfer credits, ACT (for first year students) and GPA may be used to determine direct placement or to fulfill core requirements. Students unable to be directly placed by the Admissions team will complete a directed self-placement process with appropriate department faculty. Students who desire to continue study of a language will have their transcripts reviewed by a member of the World Languages Department for assessment of their current level in that language.

Graduate Admissions

Application Requirements

All applicants must submit the following:

- A completed application form.
- A \$45 non-refundable application fee. Application fee is waived for Mount Mary University alumnae.
- Official transcripts: Official transcripts verifying completion of an undergraduate degree from a regionally accredited university or college are required. Official transcripts from all previous colleges or universities attended are also required if the applicant attended more than one college or university. All transcripts must be sent directly from the issuing institution to the Office of Graduate Admissions. Applicants with course work in progress toward the fulfillment of a degree are required to submit an official final transcript verifying receipt of their degree upon completion of degree requirements.
- Applicants who previously attended Mount Mary University need not request Mount Mary transcripts but are required to furnish transcripts from other schools they attended, if applicable.
- Have a minimum undergraduate grade point average of 2.75 based on a 4-point scale (refer to types of status for exceptions); individual program requirements may vary.
- Submit additional documentation as required by the specific degree program to which admission is sought (see each program section for additional requirements specific to the program of interest).

International Students

Mount Mary University is authorized under federal law to enroll international students but cannot offer visa support to students in the doctoral programs. International students need to fulfill the requirements previously listed. In addition:

- Non-native speakers of English are required to submit evidence of English proficiency. Evidence of proficiency may be met by providing one of the following:
 - Submit results of the Test of English as a Foreign Language (TOEFL). Minimum score requirements are
 - 550 on the paper version (PBT).
 - 250 on the computerized test (CBT)
 - 80 on the internet based test (iBT)
 - Level seven (7) score from the Wisconsin English as a Second Language Institute (WESLI).
 - 6.5 score on the International English Language Testing System (IELTS).
- There is no application fee for international students. International students are required to have their admission process completed by the stated deadline of individual graduate programs. Applications should be submitted with the original or officially certified copies of grade reports for all higher educational studies, any other pertinent academic records, or major examination scores, an official transcript evaluation from a recognized evaluation service and TOEFL or IELTS scores. Photocopies, scanned, or notarized copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by official (school-issued or certified) complete and literal English translation. The translation must include detailed course syllabi or detailed course descriptions.
- Prior to acceptance into the University, international students are required to submit an official verification of ability to cover all transportation, education, and living costs for the duration of the graduate program. Once this official financial verification is received, the University may issue the federal Certificate of Eligibility (Form I-20).
- International students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000) and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary University. Information on this policy and costs can be obtained the Office of Student Affairs by contacting mmu-studentaffairs@mtmary.edu or from the Mount Mary University website at <http://mtmary.edu/campuslife/resources/insurance.html>.

Health Requirements for Students in Human Service-Related Programs

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

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

eligible for certification or licensure in a profession. (Contact the Graduate Program Director for further information).

Graduate Student Admission Status

Minimum requirements for admission are listed below. **Please note that individual graduate programs may require higher standards.**

To be granted *Full Status* the minimum requirements are:

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

To be granted *Probationary Status* the minimum requirements are:

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

The letter of admission on probation will state the requirements the student must meet to be granted admission to *Full Status*.

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

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

Graduate Special Student Status

Assigned to persons who possess a baccalaureate degree and wish to engage in graduate study, but are not formally accepted to a graduate program. To have special student status, the applicant must provide evidence of a baccalaureate degree and meet the specific prerequisites for the graduate study desired. However, registration priority is given to degree-seeking graduate students in all graduate classes. A maximum of nine credits or 30% of a graduate program's degree requirements, whichever is greater, may be taken as a special student and applied towards a graduate degree. Application of credits completed as a Graduate Special must be approved by the Program Director.

Post-Masters Certification Student Status

Must meet the admission criteria specified by the graduate certificate program. Submit application materials to the Office for Graduate Admissions.

Occupational Therapy Doctorate Students Status

Must meet the admission criteria specified by the selected doctorate program. Submit application materials to the Office for Graduate Admissions.

Campus Visits

Applicants are encouraged to visit the campus and experience firsthand the many opportunities available at Mount Mary University. Individuals wishing to visit campus are encouraged to contact the Admissions Office at (414) 930- 3024 or schedule online at mymary.edu/visit. Student led-tours of the campus are offered Monday through Friday as well as select Saturdays. Appointments made in advance are strongly encouraged.

Financial Aid Information

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

Application Process

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

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

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

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

- Admitted as a degree candidate at Mount Mary University
- Enrolled at least half-time in their degree program
 - Undergraduate: Part-time status is a minimum of 6 credits. Full-time status is a minimum of 12 credits
 - Graduate: Part-time status is a minimum of 3 credits. Full-time status is a minimum of 6 credits.
- A U.S. citizen OR eligible noncitizen or in another eligible category (verification required)
- Graduate students may be eligible to receive financial aid for required undergraduate prerequisite courses. A graduate student may not receive financial aid for both undergraduate and graduate courses at the same time.

Student Consumer Information

Financial aid is awarded on a first-come, first-served basis. The University encourages students to apply as soon after October 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 is offered for the entire academic year (fall and spring) unless otherwise noted. All students must actively accept their financial aid offer under the "Finances" tab on MyMountMary before their financial aid can be disbursed. Financial aid is disbursed to a student's account in the Business Office within the first three weeks of the semester for which it applies.

Students who withdraw from the University or from individual courses during the semester may be required to return a portion of the financial aid funds received according to the University's refund policy. It is the student's responsibility to review the refund policy and to be aware of important dates before filing a change in registration. Further information regarding financial aid may be obtained by contacting the Financial Aid Office.

Satisfactory Academic Progress Policy

Mount Mary University and federal regulations require that a student must be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary University, including all Federal Title IV aid funds (Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Work-Study, Federal Direct Loans, and Federal Plus Loans) and State funds (Wisconsin Tuition Grant, Wisconsin Talent Incentive Program (TIP) Grants, and Wisconsin Minority Grants). The federal regulations published in the October 6, 1983 Federal Register Part 668.16 is the source

document governing the institutional policy. A copy of Mount Mary University's *Satisfactory Academic Progress Policy* is available in the Financial Aid Office. Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to keep a file of their grades and transcripts.

Scholarships and Grants

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

Federal/State Grants and Scholarships:

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

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

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

Undergraduate Institutional Scholarships and Awards

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

First-Year Academic Scholarship Program

The Mount Mary Scholarship Program has been developed to carry out the mission of Mount Mary University. It is designed not only to assist deserving students in pursuing their educational goals, but also to honor those whose contributions to Mount Mary University – as founders, administrators, and/or longtime, outstanding faculty – have enabled us to fulfill the University's mission. These scholarships are based on standardized test scores and cumulative grade point average (GPA). Scholarships are awarded at the time of acceptance.

Deans Scholarship \$19,000 per year (\$9,500 per semester), \$76,000 four-year total

Heritage Scholarship \$17,000 per year (\$8,500 per semester), \$68,000 four-year total

Vision Scholarship \$13,000 per year (\$6,500 per semester), \$52,000 four-year total

Transfer Academic Scholarship

This renewable scholarship ranging from \$11,000-\$16,000 per year is awarded based on academic ability in post-secondary work to eligible first-degree transfer students who enroll full-time.

Caroline Scholars Program

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

The Grace Scholars

This program provides substantial financial, academic, and social 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 under the age of 21. The program is open to incoming first-year students who meet the following criteria: academic ability (admission to the University is the first requirement); potential for leadership in an urban community; and financial need, as identified by the Free Application for Federal Student Aid (FAFSA). It requires a separate application and replaces all Mount Mary scholarships.

Frederick R. Layton Art Scholarship

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

Legacy Award

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

Departmental Awards and Scholarships (currently enrolled students only)

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

International Scholarship

First-year academic and transfer scholarship programs are offered to international students based on academic performance.

Institutional Grants

Institutional grants are awarded in varying amounts to full-time students during the academic year who demonstrate financial need. The Financial Aid Office determines eligibility and the amount of the grants are 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 (special programs).

Federal Work Study

On-campus work opportunities are available for students who demonstrate financial need. Work study awards are made as part of the student's financial aid offer; however, award amounts are not applied to the student's account.

Students must work to receive a paycheck for the amount earned. Students who do not earn their entire work study award do not receive the remaining funds.

Loans

Federal Parent Loan for Undergraduate Students (PLUS)

Federal Direct Subsidized Loan

Federal Direct Unsubsidized Loan

Wisconsin Minority Teacher Loan

Wisconsin Nursing Student Loan

Graduate Scholarships and Grants

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

Graduate Assistantships

A limited number of graduate assistantships are available. Contact the Office for Graduate Admissions.

Tuition and Fees 2022-2023

Please refer to our website <https://mtmary.edu/costs-aid/cost-of-attendance/index.html> for current tuition and fee information.

Undergraduate, Master's and Certificate Programs:

Benefit-eligible employees of corporate partners may receive funding toward a bachelor's degree, master's degree or post-baccalaureate certificate at Mount Mary University in the form of a grant. Amount of coverage varies depending on employer. Some companies may restrict this benefit to certain academic programs of study.

Please note:

- Summer school courses are excluded from tuition reductions and discounts (except for School Sisters of Notre Dame).
- Doctoral students are not eligible to receive discounts.

General Student Information

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

Student Rights and Responsibilities

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

Americans with Disabilities Act

Mount Mary University complies with all aspects of the Americans with Disabilities Act (ADA) and state disability laws. The University, therefore, will provide reasonable accommodations to qualified applicants, employees, and students with known documented disabilities, unless the accommodations would cause undue hardship to Mount Mary University. Mount Mary University complies with ADA for employees and Section 504 of the Rehabilitation Act for Students.

Mount Mary University is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Mount Mary University does not offer a specialized curriculum for persons with disabilities. Students at Mount Mary have access to tools and resources that will enable them to manage day-to-day life in the University. The services that are available will vary depending on the nature of the disability. Students can contact the Director of Accessibility Services, who is located in the Student Success Center, with questions or to inquire about support.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Mount Mary University is in compliance with this act, which has, as its purpose, the protection of the rights of a student to know what educational records are kept by the school; to inspect such records and, if necessary, to ask for the correction of such records; and to control the release of such information to those who are not involved in the educational process. Please note that upon a student's death, education records are not protected under FERPA. Mount Mary University maintains full discretion in deciding whether, and under what conditions, education records of deceased students should be disclosed. If you have questions concerning your rights under FERPA, please contact the [FERPA compliance officer](#).

Grievance Procedures

If a student feels that they have been discriminated against because of race, color, religion, age, physical or mental disability, or national origin, or if they believe that their rights have not been adequately protected, they may submit the grievance for settlement. Every effort will be made to settle the difficulty on a personal basis with those involved. If attempts to conciliate an issue fail, the student may initiate a formal procedure. Procedures for settling non-academic grievances are outlined in the Undergraduate and Graduate Student Handbook. The Vice President for Academic Affairs or the Vice President for Student Affairs can provide more detailed information for grievances. More detailed information concerning grievance procedures may be obtained from the Vice President for Academic Affairs or the Vice President for Student Affairs.

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

In compliance with Public Law 101-542, the University publishes annually a *Safety and Security Report* and website update, which provides updated information on campus security and crime statistics.

Sexual Harassment and Other Misconduct

Mount Mary University (“University”) promotes an atmosphere of care and respect grounded in the University’s core values, Christian principles, and mission to develop the whole person. As such, the University does not discriminate on the basis of sex in any of its education or employment programs or activities. Title IX of the Education Amendments Act of 1972 (“Title IX”), its regulations, and certain other federal and state laws prohibit discrimination in such a manner. Under Title IX, discrimination on the basis of sex includes sexual harassment.

Title IX’s requirement not to discriminate in any of the University’s education programs or activities applies to both students and employees and extends to both admission and employment.

The University is committed to fostering an environment free from discrimination on the basis of sex. To the extent that any other University policy regarding discrimination or harassment on the basis of sex (as defined by Title IX) conflicts with this policy, this policy shall control.

Any violation of this policy will not be tolerated in the University community.

[Read a full listing of the University’s policy on Sexual Harassment and Other Misconduct.](#)

Mount Mary University Title IX Coordinators

Keri Alioto
Vice President for Student Affairs
Caroline Hall 145
2900 Menomonee River Parkway
Milwaukee, WI 53222
aliotok@mtmary.edu
Phone: 414-930-3325

Tonya Vlasik
Senior Director of Human Resources
Notre Dame Hall 252
2900 Menomonee River Parkway
Milwaukee, WI 53222
vlasikt@mtmary.edu
Phone: 414-930-3627

Student Complaints

To comply with federal regulations, Mount Mary University maintains records of the formal, written student complaints filed with the Offices of the President and the Vice President for Academic Affairs. These records include information about the disposition of the complaints. These records will be made available to Higher Learning Commission comprehensive evaluation teams for review. Additional information is available on the Mount Mary website <https://mtmary.edu/about/fast-facts/heoa.html> or through the office of the Vice President for Academic Affairs.

Student Government

All students who are registered at Mount Mary University are members of the Student Government Association (SGA). The elected and appointed members of the SGA Board meet on a weekly basis throughout the year.

The SGA Board serves as a voice of the students to upper administration, faculty, and staff. The SGA Board consists of the President, Vice President, Secretary, Treasurer, and other elected and appointed constituency representatives.

Student Handbook

The Undergraduate and Graduate Student Handbook is available on the My Mount Mary [website](#). Hard copies are available, by special request, in the Office of the Vice President for Student Affairs. The Handbook describes all policies, regulations, services, and activities pertinent to student life at Mount Mary University. The Handbook serves as a supplement to the information in this Academic Catalog. Each student is responsible for reviewing the Handbook and becoming familiar with its contents. Enrollment in the University implies a student’s understanding of and consent to provisions in this Handbook.

Transgender and Non-Binary Policy

Mount Mary University (“MMU” or “the University”), sponsored by the School Sisters of Notre Dame, is a Catholic university that believes and acts in accordance to the tradition of caring, respect, and educational access. As such, MMU strives to create an environment that is inclusive of all gender identities and intersectionality. At the undergraduate level, all individuals who identify as women (including cisgender and transgender women), intersex individuals who do not identify as male, and non-binary individuals are eligible for admission to MMU. For graduate level programs, all individuals, regardless of gender, gender identification, or gender expression, are eligible for admission.

Once admitted, the University will continue to support students regardless of changes in their gender identity and/or gender expression.

The University shall use students’ preferred names and pronouns in accordance with a student’s gender identity while attending MMU and may change University records and diplomas if documentation of a legal name change is provided.

In accordance with Title IX of the Education Amendments of 1972 and the University’s *Policy Against Sexual Harassment and Associated Grievance Procedures*, the University has a responsibility to provide a safe and non-discriminatory environment for all students, including transgender and non-binary students. MMU has an obligation to provide students equal access to educational programs and activities, even in circumstances in which other students, parents, and community members raise objections or concerns.

As a NCAA Division III University, MMU adheres to current NCAA policies, including NCAA policies on transgender student athlete participation. In this context, different definitions of gender beyond the University’s control may apply. The University intends for this policy to be interpreted broadly, to the greatest extent possible. In the event there is a conflict between this policy and applicable law or regulation, the applicable law or regulation shall apply.

Campus Life

Bookstore

The University Bookstore, located on the ground level of Bergstrom Hall, is operated for the convenience of students, and faculty. The store stocks books and supplies needed for University 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.

Health Insurance

Mount Mary University encourages all students to be enrolled in a health insurance plan and provides students with a voluntary enrollment option, which is administered through WPS. Certain student groups are required to provide proof of their health insurance, including campus residents, athletes, and international students. Other academic programs may have insurance requirements of students.

All health insurance related information and forms can be found under the “Campus Life” tab in the “Student Health Insurance” section on My Mount Mary with login.

https://my.mtmary.edu/ICS/Campus_Life/Student_Health_Insurance.jnz

International Student Affairs

The Offices of the Director of International Studies, Admissions, and the International Student Club offers international students orientation, educational, and social experiences that facilitate their adjustment to and integration into a new culture.

New Student Registration and Orientation (Undergraduate)

Students attend New Student Registration events in the weeks prior to beginning their first semester at Mount Mary. On this day, they register for classes, meet faculty, staff, and new classmates, learn about Mount Mary's mission, and are introduced to the core-based curriculum.

New Student Orientation is a two-day long event in the fall and is incorporated with New Student Registration in the spring. Orientation's focus is to prepare and inform new, incoming students about Mount Mary's values, campus services, academic and involvement expectations, and to create stronger connections with their classmates.

Parking and Security

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

All vehicles parked on Mount Mary University property require a parking permit. All vehicles driven by students must be registered with the security department. Spaces for individuals that require handicapped access are available in all parking areas.

Permits are available in the Public Safety Office, Bergstrom Hall 78.

Residence Life

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

Caroline Hall provides accommodations for private occupancy, with or without a private bathroom; double occupancy, with or without a private bathroom; suite singles in which two residents share an adjoining bathroom; and triple occupancy rooms. Most 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 equipped with a micro-fridge. All residence hall rooms are wired for the internet and have cable capabilities.

The Lorenz House provides housing accommodations for upper-class Mount Mary students; this house accommodates three students and provides each student with an individual room and shared bath, living, and dining rooms.

Mary John Place provides housing accommodations for graduate Mount Mary students; four units include two-bedrooms, a bathroom, and kitchen, dining, and living areas for students.

Trinity Woods is a new, on-campus housing option for full-time, undergraduate, single mothers and their child(ren). Trinity Woods is an intergenerational housing community formed by a three-way partnership between Mount Mary University, the School Sisters of Notre Dame, and Milwaukee Catholic Home. The building features 24 two-bedroom apartments for students and up to two children (11 years old or younger).

All students residing in Caroline Hall are required to be on a meal plan, as stated in the housing contract that each resident student signs; students living in the Lorenz House and Mary John Place are not required to purchase a meal plan. Additional questions can be directed to the Office of Residence Life.

Religious Life

A major goal of Mount Mary, as a Catholic University, 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.

Student Success Services

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

Advising and Career Development

The Office of Advising & Career Development intentionally blends advising and career development to support students in connecting academic and career goals for lifelong success. Through a holistic, student-centered approach, students are empowered to transform the world utilizing their knowledge and gifts.

Advising & Career Development provides assistance to all students in making career-related decisions and in choosing and changing their academic programs by helping students make the connection between their skills, interests, values, major, and career options. Staff members prepare students professionally, with the ultimate goal of securing meaningful employment and positions of influence and impact.

Services are offered to provide support and advocacy to ensure a sense of belonging and success in and out of the classroom for all students. Mount Mary University is committed to developmental advising, utilizing a faculty-based advising model. Students receive assistance in all stages of academic and career planning.

Counseling Center

The Counseling Center provides individual, short-term counseling for students regarding a myriad of personal, family, relational, and academic problems. Students can receive counseling for their adjustment to university life as well as assisting with lifestyle transitions. Counselors can also provide referral information to community resources for those students seeking specialized or longer term treatment. Students can receive support for classroom achievement with liaison efforts between the student and faculty and/or other University resources. Counseling services are confidential and free to all Mount Mary University students. Staffed by licensed professional counselors and graduate interns, the Center is located in the Student Success Center of the Haggerty Library. The Counseling Center staff is also available to provide workshops, create programs, and facilitate groups on a variety of personal and professional topics.

Student Support Consultants

Student Support Consultants offer individual academic counseling and support for students regarding a wide range of issues. Students may self-serve services, while others are referred. Students work in partnership to problem solve, plan, and establish realistic academic goals. The Student Support Consultants serve as advocates for all students and assist in working with the University's academic and administrative departments.

Tutoring and Other Learning Services

Professional and peer tutoring are available to all Mount Mary students who wish to enhance their academic skills. In addition to specializing in content areas such as writing, reading, mathematics, and science, tutors work with students to teach strategies for study skills such as time management, test taking, and active reading. Tutoring may take place in an individual or group setting and tutors present academic workshops to various populations. Students can request tutoring at the Student Success Center, located in the Learning Commons, on the first floor of the Haggerty Library.

Students receiving accessibility accommodations are eligible for test taking in the Student Success Center.

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

Student Activities

Campus Ministry

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

All students are welcome to participate in the various religious activities and services that take place on campus. As a Catholic university, we celebrate Mass at various times in the week, on 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.

Cultural Activities and Opportunities

On-campus opportunities for cultural enrichment include lectures, films, and entertainers. Cross-cultural sharing among students and faculty occurs in class and in co-curricular activities using the strengths of Mount Mary University's multi-ethnic student body.

Students may also develop culturally through individual participation in artistic and literary projects. Concerts, recitals, student art exhibits, and an annual fashion show give further opportunities to demonstrate student artistic skills. Exhibits of the works of regional, faculty, and student artists are continually on display in the Marian Art Gallery in Caroline Hall.

The Greater Milwaukee area is a rich cultural center. The Milwaukee Symphony and Ballet, the Performing Arts Center, the Fiserv Forum, 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, Mexican Fiesta, Irish Fest, Black Arts Festival, PrideFest, Milwaukee Highland Games, Polish Fest, German Fest, The Milwaukee Air and Water Show, and Bastille Days.

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 university honor society. The candidates for membership must have completed four semesters of university or the equivalent and they must have earned 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 include Phi Alpha (Rho Nu Chapter), social work; Alpha Kappa Delta (Epsilon Chapter), sociology; Alpha Mu Gamma (Alpha Omega Chapter), world languages; Beta Beta Beta (Theta Alpha Chapter), biological sciences; Kappa Mu Epsilon (Wisconsin Alpha Chapter), mathematics; Lambda Pi Eta (Tau Iota Chapter), communication and public relations; Phi Alpha Theta (Delta Omega Chapter), history; Pi Theta Epsilon (Zeta Chapter), occupational therapy; Psi Chi, psychology; Sigma Tau Delta, English; and Theta Alpha Kappa, theology.

Intercollegiate Athletics

As members of National Collegiate Athletic Association (NCAA) Division III, Mount Mary University offers participation in six sports: volleyball, soccer, cross country, basketball, golf, 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 Bloechl Center on campus. The soccer team practices and competes on the vast, grassy space and the soccer field on campus. Softball, golf, and cross country teams train on campus and utilize county parks for competition. The Mount Mary athletic colors are navy blue and gold and the team nickname is the Blue Angels.

The mission of the Athletic Department parallels the mission of Mount Mary University. Just as the University seeks to provide an environment to develop the whole person, intercollegiate athletics, while focusing on the development of active women, seek to provide an environment for learning and healthy living through sports. Intercollegiate athletics encourage 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, student-athletes are expected to make a commitment to their teammates for the success of the team. Success is not measured by wins and losses, but by growth and maturity through group experiences and competition.

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

Organizations and Clubs

Students at Mount Mary University have the opportunity to get involved 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. A current listing of all clubs and organizations on campus is maintained by the Office of Student Engagement and is available on MyMountMary. 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.

Recreation and Fitness

Recreational and fitness activities are open to all students and are sponsored and coordinated through various campus departments. Students are encouraged to participate in these activities that provide opportunities to meet new friends and improve healthy lifestyles. The Fitness Center is located in the lower level of Caroline Hall and is open to all students. The Fitness Center contains treadmills, stationary bikes, rowing machines, weight machines and free weights. There is ample outdoor space for walking, jogging, biking 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.

Social Activities

Mount Mary University sponsors many social and recreational activities, including the Weeks of Welcome, the Student Clubs and Organizations Banquet, and retreats. These are coordinated by the Office of Student

Engagement and Residential Living, Student Government Association (SGA), Blue Angels Housing Association, and other campus groups. Events are not only held on campus, but also in the surrounding Milwaukee community. These events are geared for educational, social, and community engagement.

The University 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 amateur sports are also nearby including the Milwaukee Bucks, Brewers, Wave, and Admirals. There is also 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 Mount Mary's campus is located on the Menomonee River Parkway, which is a popular spot for running, walking, and biking.

Academic Policies

Changes in Regulations, Programs, or Policies

While the provisions of this catalog will ordinarily be applied as stated, Mount Mary University reserves the right to change any provisions listed in this Catalog, 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 Affairs, Registrar and Admissions. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

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

Academic Credit Policy

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

I. Credits Earned at Mount Mary University

a. *Lecture, seminar, quiz, discussion, recitation*

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

b. *Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)*

Where little or no outside preparation is expected, one semester credit hour is awarded for the equivalent of fifteen 150-minute sessions (2,250 minutes total) of such activity. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour.

Where such activity involves substantial outside preparation by the student, one semester credit hour is awarded for the equivalent of fifteen 100-minute sessions (1,500 minutes total).

c. *Short Sessions*

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

d. *Internships and Other Experiential Learning*

When life or work experience is a concurrent portion of an academic program, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.

40 hours = 1 credit

80 hours = 2 credits

120 hours = 3 credits

160 hours = 4 credits

e. *Full-time Independent Study (e.g., student teaching, practica, etc.)*

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

f. *Independent Study*

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

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

g. *Correspondence Course Credits (undergraduate only)*

Correspondence course credits through an accredited university or college are accepted on the recommendation of the student's academic advisor and with the prior approval of the Registrar. A maximum of nine credits may be earned by correspondence. All correspondence courses must be completed, the transcripts received at Mount Mary University, and the grade posted to the student's file one month prior to graduation. A student's last 30 credits must be completed at Mount Mary.

h. *Study at Other Institutions (undergraduate only)*

Before a course may be taken from another institution of postsecondary education, an *Off-Campus Course Approval Form* signed by the Department Chair of the student's major and the Registrar must be filed in the Registrar's Office. Mount Mary University will grant credit for courses taken at other institutions in which the student has earned a grade of C or above. A student's last 30 credits must be completed at Mount Mary.

II. Credits Earned Prior to Admission to Mount Mary

a. *Advanced Placement and International Baccalaureate (undergraduate only)*

Students who have taken advanced or college-level courses in high school and who score 3, 4, or 5 on the Advanced Placement Tests of the College Entrance Examination Board may receive college credit of up to four credits for each examination upon submission of official score reports. Scores printed on transcripts from other colleges and universities are not accepted, only the official advanced placement report. There is no fee for accepting advanced placement credits. Students who present higher-level (HL) examinations through the International Baccalaureate (IB) may receive subject credit for satisfactory work. If a student scores a five (5) or higher in an English HL course, she will receive equivalent credit. If a student scores a four (4) or higher in an HL course other than English, she will receive equivalent credit. There is no fee for accepting IB credits.

b. *Retroactive Credit for World Language Proficiency (undergraduate only)*

Mount Mary University students who have attained certain levels of ability in a language other than English (which can be assessed according to college-level proficiency) may be granted credits for that proficiency. Any student presenting high school background in a world language who completes a course in that same world language above the 101 level at Mount Mary University with a grade of B or better may receive three retroactive credits for each Mount Mary University world language course that she tests out of, up to a limit of 15 credits. If a student also earns credit from an Advanced Placement Test, an International Baccalaureate (Higher-Level)

Examination, or the College Level Examination Program, those credits will be subtracted from the total amount of retroactive credits awarded.

c. Credit for Military Coursework and Training

Up to 12 undergraduate credits may be awarded to service members/veterans for their basic military training and education. Credits may be awarded based upon American Council on Education (ACE) recommendations, as recorded on the official Joint Services Transcript (JST), for those who served in the U.S. Army, Marine Corps, Navy, or Coast Guard; or on the official Community College of the Air Force (CCAF) transcript for those who served in the U.S. Air Force. Only military education/training recommended by ACE as equivalent to at least lower division university level credit will be considered.

In order to receive credit, the service member/veteran must request that an official copy of the appropriate military transcript (JST or CCAF) be submitted to MMU for review and credit equivalency determination.

DANTES Standardized Subject Tests (DSST): Dantes standardized subject tests will be evaluated on an individual basis.

Military Occupational Specialties (MOS): MOS courses (on AARTS or SMART transcripts) are occupational in nature and therefore not accepted for transfer credit.

III. Nontraditional Means of Obtaining Undergraduate Credit

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

a. Credits by Examination

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

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

Also accepted for credit are selected subject exams administered through the ACT Proficiency Examination Program. (No tutoring or instruction on the part of the faculty involved is permitted.) For details contact the Registrar's Office.

Students taking courses at Mount Mary University are eligible to receive credit for any course in the University Catalog 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.

b. Credit for Prior Experiential Learning

Mount Mary University evaluates and awards credit when appropriate for what a person knows and can do as a result of non-college experience. Nontraditional students who have completed 12 credits at the University with a grade of C or above may apply for credit for prior experiential

learning in an area of competence. The following criteria are used: the students must be able to articulate what they have learned, relate it to a program at Mount Mary University and document it in writing. Contact the Director of Advising and Career Development who will coordinate the process with you, your advisor, and the Department Chair of the appropriate discipline.

IV. Transfer Credit

a. Undergraduate Students

Only coursework similar to that offered at Mount Mary University and with a grade of C (2.0) or better from another regionally-accredited college or university will transfer. There is no charge for transfer credits. A maximum of 72 credits can be transferred from a junior college or two-year campus. **Note:** The final 30 credits toward the bachelor's degree must be earned at Mount Mary University. Credit is not granted for retroactive credits received at another university or college.

b. Graduate Students

A maximum of 9 credits or 30% of total program credits, earned at a regionally accredited institution, whichever is greater, may be transferred with the approval of the Program Director. All transfer credits must be at a grade B or better and must be documented with official transcripts. Credit earned prior to admission will be evaluated during the admission process only. The 7-year time limit applies to such credit (See Degree Completion Requirements). Students desiring to earn transfer credit while enrolled in the program must have prior written approval from the Director of the Program. Official documentation of the grade(s) earned must be provided to the Registrar's Office prior to graduation.

c. Articulation Agreements

To ensure ease of transfer credits, Mount Mary University has numerous articulation agreements with technical colleges, including degree completion and program-to-program agreements with Waukesha County Technical College, Milwaukee Area Technical College, and Gateway Technical College. Further information about these agreements is available from the respective program directors at Mount Mary University. A current list of all agreements is available at [Articulation Agreements](#) on the Mount Mary University Web site.

Academic Honesty and Integrity Policy

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

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. 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 University.

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

Cheating

- Students shall be responsible for their own research, preparation, and final production of all portions of an assignment.
- Students enrolled in a course may not ask another individual to substitute for them during examinations.

- Students shall not use any prohibited or inappropriate means of assistance for assignments or examinations (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.
- Students may submit work based on a prior assignment only with the permission of the current instructor.

Plagiarism

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

Misrepresentation

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

Abetting

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

I. Procedure for Violations of Academic Integrity for Undergraduate and Post-Baccalaureate Students

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

Faculty and students should be familiar with the policy on Academic Integrity. This policy shall be enforced in each course. If a faculty member has reason to believe that a student has violated the integrity code, he or she will confront the action in a timely manner, following this procedure. If someone other than a faculty member suspects a violation of the *Academic Integrity Policy*, he or she contacts the School Dean of the school in which that class is offered and completes the *Documentation of Concern Form*. The School Dean will then involve any faculty member(s) who might be affected. The *Documentation of Concern Form* is posted on the Faculty tab of MyMountMary.

1. The faculty member shall, whenever possible, meet with the student to present and discuss the allegation.
2. The faculty member shall determine whether the student has violated a principle of academic integrity and, if this is the case, shall impose a disciplinary action.
3. Disciplinary action, depending on the seriousness of the offense, could include one or more of the following:
 - Issuing a warning;
 - Requiring the student to re-do the assignment;
 - Lowering the grade for the work turned in;
 - Giving a zero/no credit for the assignment/project;
 - Failing the student for the course.
4. A faculty member who imposes any of the above penalties (or a variation befitting the infringement) shall also submit a *Documentation of Concern Form* to the School Dean.

5. The faculty member shall inform the student that an academic misconduct file will be created and maintained until the student's graduation, at which time the file will be destroyed.
6. If the *Documentation of Concern Form* submitted is not the first to be filed, then the School Dean, not the faculty member, shall determine the disciplinary action, which may include any of the above, or suspension or dismissal from the University.
7. If the *Documentation of Concern Form* submitted has been found to have merit, then the student's advisor(s) will be informed of the concerns presented and the actions taken.
8. Any appeal regarding a disciplinary action shall be made in writing to the Vice President for Academic Affairs (VPAA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPAA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPAA, who shall make a decision and notify the student and all others involved. The decision of the VPAA is final.

II. Procedure for Violations of Academic Integrity for Graduate Students

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

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

1. The faculty member shall, whenever possible, meet with the student to present and discuss the allegation.
2. The faculty member shall determine whether the student has violated a principle of academic integrity and, if this is the case, shall impose a disciplinary action.
3. Disciplinary action, depending on the seriousness of the offense, could include one or more of the following:
 - Issuing a warning;
 - Requiring the student to re-do the assignment;
 - Lowering the grade for the work turned in;
 - Giving a zero/no credit for the assignment/project;
 - Failing the student for the course.
4. A faculty member who imposes any of the above penalties (or a variation befitting the infringement) shall also submit a *Documentation of Concern Form* to the Dean of the School for the specific Graduate Program.
5. The faculty member shall inform the student that an academic misconduct file will be created in

the office of the Dean of the School for the specific Graduate Program until the student's graduation, at which time the file will be destroyed.

6. If the *Documentation of Concern Form* submitted is not the first to be filed, then the Dean of the School for the specific Graduate Program, not the faculty member, shall determine the disciplinary action, which may include any of the above, or suspension or dismissal from the University.
7. If the *Documentation of Concern Form* submitted has been found to have merit, the student's advisor(s) will be informed of the concerns presented and the actions taken.
8. Any appeal regarding a disciplinary action shall be made in writing to the Vice President for Academic Affairs (VPAA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPAA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPAA, who shall make a decision and notify the student and all others involved. The decision of the VPAA is final.

Academic Probation and Dismissal from the University (Undergraduate)

A full-time, degree-seeking undergraduate student will be placed on academic probation for failure to maintain a minimum cumulative 2.0 GPA.

- A student whose cumulative GPA stays the same or decreases in the probationary semester will be subject to dismissal.
- If the cumulative GPA increases but is still below 2.0, the student may be granted a second probationary semester to achieve the required 2.0 GPA
- Although summer coursework counts in the GPA, students receive a full fall or spring probationary semester to raise their GPA.
- A student who is dismissed, reinstated, and then dismissed again for failure to achieve a cumulative GPA of 2.0 or greater, will not be eligible for another reinstatement.

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

A student who is dismissed from the University for failure to maintain a minimum cumulative 2.0 GPA may appeal the decision if there are extenuating circumstances. The student must request a *Dismissal Appeal Form* from a Student Support Consultant. Appeals, along with supporting documentation, are due no later than 10 business days prior to the start of the semester for which a student wishes to enroll. The School Dean of the student's major will convene a panel to review the appeal and make the final decision. This written decision shall be sent to the student, panel members, and the Vice President for Academic Affairs within 7 business days from the decision of the panel appeal.

A student who is dismissed may also need to appeal a financial aid suspension. Those appeals use the same form and supporting documentation, but are conducted separately through the Office of Financial Aid.

Academic Probation, Warning, and Dismissal (Graduate)

A graduate student admitted on probation, who earns an additional grade of BC or below, may be dismissed from the University. Any graduate student who receives a grade of BC or below will be given an academic warning. A student who has received an academic warning and receives another grade of BC or lower may be dismissed. Failure to pass a practicum, fieldwork, or internship; a grade of Unsatisfactory

Progress (UP); or a grade of No Pass (NP) on a project or thesis shall be grounds for academic warning or dismissal. In all cases, the Dean of the associated school will review each case in consultation with the Program Director to determine if dismissal is appropriate.

Probationary Status Removed

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

Reinstatement after Dismissal

A student who is dismissed for failure to meet graduate program academic standards may request reinstatement by submitting a written appeal to the Vice President for Academic Affairs. The request should include relevant documentation and reasons why the reinstatement should be considered. The appeal must be submitted 10 business days prior to the start of the term.

The Vice President for Academic Affairs will review the request for reinstatement and all documentation submitted by the School Dean and Graduate Program Director relevant to the dismissal. The student must submit the appeal to the Vice President for Academic Affairs within 15 business days from receiving the notice of dismissal. In all cases, the Vice President makes the final decision and will notify the student and Graduate Program Director within 15 business days of receiving the students appeal.

A student who is dismissed, reinstated, and then dismissed again for failure to meet program academic standards will not be eligible for another reinstatement.

Academic Standing

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

Each undergraduate student is expected to maintain a minimum 2.0 grade point average. An undergraduate student whose cumulative average falls below the minimum requirement of 2.0 will be placed on academic probation. 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.

Each graduate student is expected to maintain a minimum 3.0 grade point average. A graduate student whose cumulative grade point average falls below the minimum requirement of 3.0 will be placed on academic probation.

Refer to the section **Academic Probation and Dismissal from the University** (above) for further information. Information about academic requirements of departments and majors is contained in the **Programs of Study** section of this catalog.

Accelerated Courses

Unlike the traditional academic program, which offers two 15-week semesters, the accelerated format offers 5 terms per year, each eight weeks in length, in both undergraduate and graduate divisions. Accelerated courses meet one night during the week or on Saturday for eight or four sessions (depending on the credit value for the course). Accelerated RN to BSN completion courses may also be offered during the day or online. To be eligible for the undergraduate level accelerated format, a student must be accepted to the University as a first-year, transfer or post-baccalaureate certificate student and meet the following criteria:

- Junior status or higher and 3.0 GPA, or
- admitted to the RN to BSN degree program

Students may request an exception to this policy through the Department Chair who is offering the course. NOTE: Registration, attendance, and withdrawal policies are specific for accelerated course and are noted in the appropriate sections below.

Accelerated Courses and Credit Load: Definition of part-time or full-time student status is based on the semester total, not a single term total. There are two subterms per semester. Subterm I credits + Subterm II credits = fall semester credit total. To be considered part-time, graduate accelerated students cannot exceed 5 credits in a semester. To be considered full-time, graduate accelerated students need to be registered for 6 or more credits in a semester, but cannot exceed 12 credits. If you have any questions, please contact the Dean of the School.

Advising

Academic advising at Mount Mary is based on a developmental advising model. Incoming students are assigned an advisor in their major department, with students pursuing double majors assigned advisors in both departments. Students who are exploring and have not yet declared a major or students in transition between majors, will be provided with an advisor with expertise in advising students in transition. To change or declare a major, students fill out a new *Declaration of Major/Minor Form* online. An advisor in the new major will be assigned.

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

Attendance Policy

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

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

Attendance Policy for Accelerated Courses

Accelerated courses have an assignment due the first night of class, at the beginning of the class. In order to complete this assignment, students must obtain their textbook and course syllabus from the Mount Mary University Bookstore prior to the first class.

For a 4-week accelerated course: If the student does not attend the first class the student is automatically dropped from the course. The student is responsible for any/all financial consequences the administrative withdrawal may have on financial aid.

For an 8-week accelerated course: If a student does not attend the first two classes the student is automatically dropped from the course. The student is responsible for any/all financial consequences the administrative withdrawal may have on financial aid.

Classification of Students

Undergraduate: 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.

Graduate: Graduate students are considered to be enrolled full-time if they carry at least six credits per semester, and part-time if they carry at least three credits per semester; includes the summer session.

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 Admissions Office.

Core Curriculum Requirements (Undergraduate)

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

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

The goals of the core curriculum are articulated in ten mission-based, general education, student-learning outcomes. The Mount Mary graduate will be able to:

- Investigate the human meaning of life through intellectual and/or religious traditions.
- Demonstrate self-knowledge and ethical reflection essential for self-advocacy and leadership for social justice.
- Employ symbols to communicate effectively, critically, and/or logically.
- Examine issues of social justice through human expression
- Demonstrate how human structures and systems function and how they can be used and changed to promote social justice.
- Examine the connection of self with society through the study of multiple social identities and locations.
- Investigate how creative expression can be a powerful means to impact change and advance social justice.
- Articulate ideas and interpretations and express those by
 - formulating original interpretation and developing a well-supported position.
 - engaging in artistic inquiry and developing artistic sensibilities.
- Apply the scientific method.
- Transfer and integrate knowledge within and between disciplines, demonstrating an awareness of social justice and its impact in the sciences

A minimum of 48 credits is required to meet the core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code in this catalog. For example, COM 104 (cm) counts in the Communication/Mathematics realm. Refer to the Academic Policies section of this Catalog for details on specific graduation 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/Mathematics (cm)** realm develops a student’s ability to express herself and translate others’ self-expression. Through the communication arts of composition, speech, linguistics, world language, mathematics, and computers, students learn to communicate the meanings they discover in other realms. Students are required to earn eight or more credits in the Communication/Mathematics realm. These credits must include an appropriate mathematics course, one semester of a world language, Composition II, and a minimum of two credits in a designated public speaking course.

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 **Literature/Fine Arts (lit/fa)** realm emphasizes the human relationship to beauty. Students study literature, music, art, and dance to understand and appreciate this relationship. Students are required to earn nine or more credits in the Literature/Fine Arts realm. These credits must include three or more credits in fine arts and three or more credits in literature.

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

All traditional age, first-year students **with fewer than 15 credits** are required to take **SYM 110 Leadership for Social Justice Seminar**. Some programs require this course for all of its students. This course may count toward the 48-credit core requirement, but does not satisfy a requirement in any specific realm.

Global Competency

All Mount Mary students are required to take one Mount Mary University “global-designated” course (3- 4 credits). Accepted courses are those with a global designation in the year the course was taken.

Course Load and Overload

Undergraduate: Although a typical course load is 15 credit hours each semester, full-time students may vary this by enrolling for 12 to 18 credit hours.

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

January Term and Summer Session: A normal credit load is approximately one credit per week of formal course work, with a maximum of eight credits within the six-week summer session. For undergraduate students, permission of the School Dean of a student’s major is required for overloads.

Graduate: The maximum course load for graduate students is 12 credits during a regular semester. During the summer session, maximum credit load is generally determined by the total number of weeks the students’ courses meet. The maximum is one credit for each week of the summer session students attend. An overload must be recommended by the Director of the specific Graduate Program in which the student is enrolled and approved by the Dean of the School for the specific Graduate Program.

Dean's List of Undergraduate Students

After the completion of each semester, the Vice President for Academic 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 six graded credits and have no incomplete or failing grades. The Dean's List is based only on graded credits earned at Mount Mary University.

Declaration of Majors and Minors (Undergraduate)

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 submitting it to the Registrar's Office. Students are not officially accepted into the department until the formal process has been completed and they have been accepted by the department. Students transferring to Mount Mary University at sophomore level or above must apply for admission to the department of their choice as well as to the University. Further information regarding the requirements for acceptance into the major can be found in the listings of the various academic departments.

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 submitted to the Registrar's Office.

Dual Baccalaureate and Master of Public Health Degrees

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

Early College Credit Program (ECCP)

The Early College Credit Program (ECCP) allows 9th through 12th-grade students attending a Wisconsin public or private high school to take college-level courses and receive both college and high school credit. ECCP is open to male and female high school students. ECCP courses are on college campuses, including Mount Mary University in Milwaukee. We encourage you to contact our Early College Credit Program Coordinator for specific information regarding admission criteria, credit limits, and course offerings.

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 120 semester hours of academic credit, is considered an elective.

Fieldwork for Accredited Academic Programs

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

Final Examinations

Final examinations are scheduled at the end of each semester. 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 School Dean of the student's major and individual arrangements will be made.

Grading Policies

Undergraduate 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		
A	Audit		
U	Withdrawn		
W			

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

Graduate Grading System

Graduate courses are graded as follows:

Grade	Quality Points	Numerical Equivalents	Description
A	4.0	95-100	Superior: above average for graduate students
AB	3.5	91- 94	Good
B	3.0	87- 90	Average for graduate students; minimum transferable grade
BC	2.5	83- 86	Passing: below average
C	2.0	79- 82	Not acceptable; graduate credit awarded; grounds for probation and/or dismissal
CD	1.5	75-78	No credit awarded
D	1.0	70- 74	No credit awarded
F	0.0		No credit awarded
W			Student Withdrew
I			Incomplete
P			Satisfactory completion of non- graded, credit work, including thesis, project and other culminating experiences
PD			Pass with Distinction; superior performance of thesis, project, or other culminating experience
AU			Audit
SP			Satisfactory progress in continuing credit course
UP			Unsatisfactory progress in continuing credit course
NP			No progress; did not complete requirements

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 assessed on the basis of work completed by the end of the grading period. 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.

Faculty cannot submit the grade of "I" online; the grade will be administratively granted based on the receipt of the *Course Completion Agreement Form*. When the work is completed, the faculty member should submit an online *Grade Change Form* to the Registrar's Office through MyMountMary.

Pass/Fail (Undergraduate)

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. Within these two years, a student may take up to 16 credits on the Pass/Fail system. A grade of Pass or Fail rather than a letter grade is given for each course. The credits for such courses apply toward graduation, but the Pass/Fail grades are not included in the student's curriculum average.

Students wishing to take a course for Pass/Fail must complete the *Pass/Fail Form* online before the end of the 9th week in 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.

Students wishing to take a course for Audit must complete the *Audit Form* online. The decision to audit is made at the time of registration; however, a change from audit to credit status may be made up to the end of the first week of class. A student may change from credit to audit status by the last day for withdrawal from classes, as listed in the academic calendar. See the **Tuition and Fees** website for tuition charges.

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.

Cumulative Grade Point Average

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

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

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

Academic Forgiveness: Grade Point Average for a Returning Undergraduate Student

An undergraduate student who withdraws from Mount Mary University for a minimum of 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 60 credits of course work.

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

Transfer Credit

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

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 highest grade earned, even if the most recent grade is lower than that received upon a previous attempt. Both grades will appear on the transcript but only the highest grade earned will be used in the calculation of the GPA.

Grade and Other Academic Appeals (Undergraduate)

Students and faculty should make every effort to resolve questions about academic decisions without seeking a formal appeal. The appeal process should be characterized by the Mount Mary leadership model values—competence, compassion, commitment, and community—to ensure that both students and faculty have access to procedures that ensure respectful and due process. Accordingly, the principles guiding this process are:

- Informal appeal occurs at the source of the academic decision.
- Formal appeal occurs at levels above the source of decision.
- Panel appeal occurs outside the source of decision.

At any step in the process, if the person to whom the student is appealing is unavailable during the time period specified, the student should proceed to the next step.

Valid ground for an academic appeal is an academic decision that reflects a significant departure from the instructor's published or announced standards for evaluating student work.

Step One: Informal Negotiation Appeal (within 10 business days)

The student must first attempt to resolve the matter directly with the instructor within the first 10 business days of the academic term immediately following the term in which the course was taken (includes summer). If the matter is not resolved within the next 10 business days, the student may proceed to Step Two.

Step Two: Formal Written Appeal to Faculty Member (within 5 business days of Step One decision)

The student submits

- A clear and succinct statement identifying the basis (see valid grounds above) for the appeal and
- Copies of all relevant documentation that supports that appeal (copies of the syllabus and all assignments, assessments, and instructor feedback related to the decision in question).

The faculty member shall provide the student with a written statement of the reason for her or his decision, returning the appeal packet with the written statement to the student, within 5 business days.

Step Three: Formal Written Appeal to Chair of the Department (within 5 business days of Step Two)

If the student is not satisfied with the result of Step Two, the student forwards

- The original written appeal with all of its original supporting documentation.

The faculty member, at the Chair's request, will provide

- The faculty member's written statement and
- The faculty member's supporting documentation

All documentation is due to the Chair of the Department responsible for the academic matter within 5 business days of the Step Two decision. The Chair shall provide the student and faculty member with a written statement of the reason for her or his decision within 5 business days of receiving the appeal. If the action which prompted the appeal involves the Chair of the Department, then the student proceeds to Step Four.

Step Four: Formal Written Appeal to School Dean (within 5 business days of Step Three)

If either the student or the faculty member is not satisfied with the result of Step Three, the student or faculty member appeals in writing to the School Dean. Such an appeal must be received by the School Dean within 5 business days of the Step Three decision.

The School Dean appoints a panel consisting of two faculty members from outside the involved department and one faculty member from the involved department. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 10 business days of receiving the appeal.

Within 5 business days after the hearing, the panel makes a written recommendation to the School Dean who shall make a decision which is final and binding. The Dean's written decision shall be sent to the student, faculty member, Chair of the Department, panel members, and the Vice President for Academic Affairs within 5 business days from the recommendation of the panel.

Grade and Other Academic Appeals (Graduate)

Students and faculty should make every effort to resolve questions about academic decisions without seeking a formal appeal. The appeal process should be characterized by the Mount Mary leadership model values—competence, compassion, commitment, and community—to ensure that both students and faculty have access to procedures that ensure respectful and due process. Accordingly, the principles guiding this process are:

- Informal appeal occurs at the source of the academic decision.
- Formal appeal occurs at levels above the source of decision.
- Panel appeal occurs outside the source of decision.

NOTE: Individual graduate programs may have policies and procedures that supersede the following

process in order to uphold discipline specific accreditation, licensure, certification or ethics code requirements. Please refer to specific graduate program handbooks for additional information.

At any step in the process, if the person to whom the student is appealing is unavailable during the time period specified, the student should proceed to the next step.

Valid grounds for an academic appeal are an academic decision that reflects a significant departure from the instructor's published or announced standards for evaluating student work.

Step One: Informal Appeal (within 10 business days)

The student must first attempt to resolve the matter directly with the instructor within the first 10 business days of the academic term immediately following the term in which the course was taken (includes summer). If the matter is not resolved within the next 10 business days, the student may proceed to Step Two.

Step Two: Formal Written Appeal to Faculty Member (within 5 business days of Step One decision)

The student submits:

- A clear and succinct statement identifying the basis (see valid grounds above) for the appeal and
- Copies of all relevant documentation that supports that appeal (copies of the syllabus and all assignments, assessments, and instructor feedback related to the decision in question).

The faculty member shall provide the student with a written statement of the reason for her or his decision, returning the appeal packet with the written statement to the student, within 5 business days.

Step Three: Formal Written Appeal to Chair of the Department (within 5 business days of Step Two)

If the student is not satisfied with the result of Step Two, the student forwards:

- The original written appeal with all of its original supporting documentation.

The faculty member, at the Chair's request, will provide:

- The faculty member's written statement and
- The faculty member's supporting documentation

All documentation is due to the Chair of the Department responsible for the academic matter within 5 business days of the Step Two decision. The Chair shall provide the student and faculty member with a written statement of the reason for her or his decision within 5 business days of receiving the appeal. If the action which prompted the appeal involves the Chair of the Department, then the student proceeds to Step Four.

Step Four: Formal Written Appeal to Dean of the School (within 5 business days of Step Three)

If either the student or the faculty member is not satisfied with the result of Step Three, the student or faculty member appeals in writing to the School Dean. Such an appeal must be received by the School Dean within 5 business days of the Step Three decision.

The School Dean appoints a panel consisting of two faculty members from outside the involved department and one faculty member from the involved department. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 10 business days of receiving the appeal.

Within 5 business days after the hearing, the panel makes a written recommendation to the School Dean who shall make a decision which is final and binding. The School Dean's written decision shall be sent to the student, faculty member, Chair of the Department, panel members, and the Vice President for Academic Affairs within 5 business days from the recommendation of the panel.

Graduate Courses

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

Mount Mary offers Master of Science, Master of Arts, and Doctoral degrees in selected fields. Graduate courses are also offered in other areas. They are intended as opportunities for professional growth, which do not require a commitment to an entire program of study.

Graduation Policies

Undergraduate Graduation Requirements

Effective Fall 2020 to qualify for graduation, all baccalaureate degree students must complete a minimum of 120 credits with a grade point average (GPA) of 2.0 or better. These credits must include the graduation course and competency requirements, a minimum of 48 core credits, a minimum of 24 credits in the major (the number varies among majors) and enough credits in elective courses to complete the 120-credit requirement. Each major also has specific course and GPA requirements. Students ordinarily apply for admission to a major department before their junior year. Many majors require additional off-campus study arrangements such as clinical experiences, internships, fieldwork, and student teaching.

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

Course and Competency Requirements

Writing Requirement

Students are expected to successfully complete ENG 120 College Research Writing 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. Individual departments may have earlier requirements on when students should complete the composition requirement. Additionally, the grade requirements to meet a major requirement for ENG 120: *College Research Writing* may vary.

Students placed into ENG 110: *Introduction to College Writing* may be required to register for a concurrent 1 credit-hour course, ENG 111: *College Writing Workshop*, depending on their placement score. Once students enrolled in ENG 110 have earned a grade of “C” or better, they may take ENG 120: *College Research Writing*.

Mathematics Requirement

All Mount Mary University students must successfully complete a mathematics course (minimum 3 credits) at the MAT 104 or above level. Core math courses are intended to challenge and grow a students’ mathematical thinking, thus students may utilize the directed self-placement tool to identify the placement category reflective of their abilities.

World Language Requirement

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

- Successful completion (passing grade) of at least three credits in an appropriate world language course(s) at Mount Mary University.
- Two years of study of the same language in high school with average grades of C or higher.
- Three or more years of study of the same language in high school with passing grades.
- Transfer of an appropriate college-level world language course with a grade of C or higher.

- Successful completion of a language proficiency exam. Students wishing to use this option must contact a testing center for a proficiency exam in their language. Some institutions may charge a fee for this exam. Students are responsible for ensuring the results of such an exam are communicated to the Admissions Office at Mount Mary University.
- A score on the TOEFL (Test of English as a Foreign Language) exam that qualifies a non-English speaking international student for admission to the University. (Available for international students only.)
- Documentation from the student's guidance counselor or advisor to indicate that the student is a non- native speaker of English (Available to all students).

Oral Communication Requirement

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

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

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

Global Competency Requirement

All Mount Mary students are required to take one Mount Mary University “global-designated” course (3- 4 credits). Accepted courses are those with a global designation in the year the course was taken.

Core Requirements

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

Major Requirements

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

Application for Graduation

Prior to their last semester before graduation, undergraduate students must consult with the Registrar’s Office for a credit evaluation/graduation audit. The credit evaluation consists of a review of the degree requirements.

No later than the beginning of their final semester, students are required to file a formal application for a degree online with the approval of their major, minor, and certificate advisors and to ascertain with the Business Office that they have met all their financial obligations to the University. 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 may result in postponement of the conferring of degree until the next graduation period.

Summary of Requirements for Undergraduate Degrees

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

Bachelor of Arts (B.A.), emphasizing the humanities, and
 Bachelor of Science (B.S.), emphasizing the sciences, and
 Bachelor of Business Administration (B.B.A.), and
 Bachelor of Science in Nursing (B.S.N.), and

Bachelor of Social Work (B.S.W.)

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

For baccalaureate degrees a student must:

- Complete satisfactorily a minimum of 120 credits;
- Fulfill the writing, math, communication, and world language course requirement;
- Fulfill the global competency requirement;
- Fulfill all core curriculum requirements;
- Maintain a cumulative grade point average of 2.0;
- Have been accepted into at least one recognized major area of study and have fulfilled all requirements of that major;
- Participate in the required assessment (core and major);
- Complete the required graduation audit of core (in the Registrar's Office) and of major (by department) credits;
- Complete, at minimum, the senior year or the last 30 semester credit hours at Mount Mary.

Graduate Degree Completion Requirements

Time Limit

Program completion must be accomplished within seven years from the beginning of coursework which meets a program requirement.

Research

Use of human subjects for research or instructional purposes is subject to review and approval by the Institutional Review Board (IRB) for the Protection of Human Subjects, a standing committee with members appointed by the Vice President for Academic Affairs. All research, in which human subjects are used, whether by faculty, staff, or students, must be approved in advance through the IRB process. The IRB publishes a set of guidelines in compliance with applicable federal statutes, which must be followed whenever human subjects are involved in research. Copies of the policies, procedures, and application may be obtained on MyMountMary.

Culminating Experience

A culminating experience is required for each student earning a graduate degree. The form of the experience (thesis, project, comprehensive exam, or other culminating experience) is determined by individual programs and must be approved by the Graduate Council.

Continuing Registration Requirement

In the event that a student is unable to complete the culminating experience requirement within the time frame of the allotted credits, continuing registration is required until the work is completed. By written petition to the Graduate Program Director, a student may be granted an extension of one calendar month without incurring the Continuing Registration requirement. Such continuing registration credits do not apply towards degree credit requirements. Continuing registration tuition underwrites the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library use, computer use, and statistical consultation.

Satisfactory Academic Progress

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

Graduation Requirements

To be eligible for the specified graduate degree, the student must satisfactorily complete the following:

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

Catalog of Graduation Requirements

Candidates for a master or doctoral degree graduate upon satisfactory completion of the requirements stated in the Catalog in effect at the time of their initial admission to a specific Mount Mary University Graduate Program. However, if the 7-year time limit for the degree is not observed, if the student has been inactive or if external accreditation requirements have changed, the student may be required to fulfill the requirements of a subsequent Catalog.

Students must have completed all graduation requirements and fulfilled their financial obligations to the University in order to participate in commencement exercises. Students may appeal to participate in the commencement ceremonies. Details are available online on My Mount Mary, Campus Life.

Graduation with Honors (Undergraduate)

To graduate with honors students must have earned at least 60 graded credits at Mount Mary University; have a cumulative grade point of 3.60 for *cum Laude*, 3.80 for *Magna cum Laude*, 3.90 for *Summa cum Laude*; and have fulfilled any special departmental requirements. Second degree recipients are eligible for graduation with honors only if they meet the above criteria and the cumulative grade point of their entire first undergraduate degree credits and the courses taken at Mount Mary University are sufficient to meet the criteria above. Students whose grade point average qualifies them for graduation with honors the semester prior to graduation will be recognized at the commencement ceremony. Honors designations are finalized when all grades are posted and the degree is conferred.

The University does not calculate honors for graduate degrees.

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

Honors Program (Undergraduate)

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

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

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

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

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

college may join the program. Returning students need to complete 12 credits with a 3.5 GPA before applying for admission to the program.

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

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

Internships for Non-Program Accredited Academic Programs (Paid and Unpaid)

Students involved in any course of study that requires or offers an optional internship experience must register for the internship during the semester in which the placement is scheduled. Early start and late end dates that are **required** by the internship site but fall within close proximity (e.g. 2-3 weeks prior to or after) to a specific semester may occur. In the case of a late end date that may extend beyond a deadline to submit grades, faculty and students must submit a *Course Completion Agreement Form* to the Registrar's office. Students participating in placements that require work over multiple semesters must register for the internship each semester.

Leave of Absence

Undergraduate students who anticipate leaving Mount Mary for no more than two consecutive semesters (inclusive of the semester in which a student leaves, but not including summer) may request an official *Leave of Absence* and return under the curriculum that was in place when they left. Students are not allowed to attend another educational institution while on *Leave of Absence*.

All leaves of absence from the University are processed through the Registrar's Office (Notre Dame Hall 153). For students who are currently enrolled, the last day to request a leave of absence from the University with grades of "W" coincides with the last day to withdraw from a course and is noted on the academic calendar.

The academic calendar is published on the Mount Mary website www.mtmary.edu and on my.mtmary.edu. Medical leaves and other exceptional leaves (with grades of "W") may occur up to the last day of classes and must receive approval from the School Dean of the student's major. In all cases, students are responsible for understanding the implications of a *Leave of Absence* on their progress towards graduation and their eligibility for federally-funded financial aid.

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

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

Majors (Undergraduate)

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

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

Students who have not yet declared a major –undeclared (UND) – are welcome at Mount Mary; have a place in the School of Humanities, Social Sciences, and Interdisciplinary Studies; and may contact the School Dean with questions and requests that require the School Dean of the student's major.

Each major has specific course and GPA requirements. Many majors require additional off-campus study arrangements such as clinical experiences, internships, fieldwork, and student teaching. Requirements for each of the major fields of study are provided in the Program of Study section of this Catalog.

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 has also been developed in the Sciences Department.

Liberal Studies Major

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

Student-Designed Majors

Students may design their own majors by seeking the sponsorship of two faculty members and preparing a rationale and proposal for the major to be approved by the departments involved and the Dean for the School of Humanities, Social Sciences, and Interdisciplinary Studies, who assists students in preparing the rationale and proposal and may serve as an academic advisor.

Double Majors

Any 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.

Concentration

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

Minors (Undergraduate)

A minor is generally understood to be a planned sequence of courses requiring a minimum of 18 credits in a field different from a student's major course of study. Departments that offer minors indicate this in the Catalog as a part of their departmental information. For a transfer student, the minimum number of credits taken toward the minor at Mount Mary is nine. For all students, the minor must have a minimum of nine (9) credits unique to the minor (i.e., credits that do not double-dip with the student's major).

Pre-baccalaureate Certificates

A credit certificate is awarded at the end of a course of study in a particular specialization to recognize that the student has gained expertise in that area. Typically credit certificates range between 12 and 24 credits. A certificate is outside of a formal degree program, such as a B.A., but can be combined with formal degrees to indicate an area of additional specialization. Students enrolling to pursue a credit certificate must meet all Mount Mary undergraduate admission requirements. Requirements are listed, respectively, in the World Languages and Sociology departmental sections.

Students may choose a Pre-Baccalaureate Certificate in Peacebuilding or Spanish for Native & Heritage Speakers.

Registration

Selection of courses for current students for the following semester begins in the current fall or spring semester. Registration information can be found online on MyMountMary under the My Academics tab in the

“My Registration and Add Drop” section. No one is permitted to attend class who has not registered. The names on the class list indicate to the instructor that these students have completed the registration process.

Students are responsible for observing the regulations regarding requirements for sequence of courses and for the degree. All registrations must be approved by the student’s advisor and registration clearance must be granted for undergraduate students. Graduate students do not need registration clearance. Any student making a change from that approved at registration is responsible for confirming the change with her advisor.

Changes in Course Registration (Adding/Dropping) Policy for Courses

Changes in course registration (adds & drops) must adhere to deadlines published in the academic calendar. Changes that cannot be made online generally require the instructor’s and advisor’s signature. The last day to drop a course with a “W” grade is ordinarily when approximately 60% of the course meetings (50% for short sessions) have been held. The exact date can be found in the official academic calendar, published online at MyMountMary (my.mtmary.edu). After the last day to withdraw from a course, the student earns a grade of “F.” Once a grade has been assigned, withdrawal from a course is not permitted.

Ceasing to attend a course, notifying the instructor or non-payment of tuition does not constitute authorized dropping of a course; such actions will result in academic and/or financial penalty, including a grade of “F” and liability for full tuition payment. “Add/Drop” for undergraduates can be done online until the census date. After that time forms are available from the Registrar’s Office and online on My Mount Mary until the last day to drop courses. Graduate students may add courses online until the census date and drop courses online until the last day to drop a 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 student may not receive credit for any course for which she is not officially registered.

Changes in Course Registration (Adding/Dropping) Policy for Accelerated Courses

Because of the nature of accelerated learning, there is a separate change of course registration policy and course withdrawal deadline for accelerated courses. Eligible students may register for an eight-week or four-week accelerated course up to the beginning of the first class session. There is no add period once the class begins.

For a 4-week course, a student may drop the class prior to the class start date and it will not appear on her record. A drop after the first or second class will result in a grade of “W” (withdrawal). After the third class session begins a student may not drop the course.

A student may withdraw any time before the seventh class of an 8-week course to receive a “W” grade. After the seventh class session begins a student may not drop the course.

Reserved Credit

An option for upper-level, high-achieving (generally 3.3 GPA or higher), undergraduate Mount Mary students is to earn *Reserved Graduate Credit*. The credits earned must be in excess of the 120 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 and may not be used towards a full-time course load for financial aid purposes.

Information and application materials may be obtained from the School Dean for the specific graduate program.

Residency Requirement (Undergraduate)

The last 30 semester hours of students’ degree programs must be completed at Mount Mary University. Students who have attained senior standing after completion of three years of residence and who have then

been accepted by a school of advanced professional study may secure a Mount Mary University degree as follows: In addition to Mount Mary University graduation requirements, candidates will be required to validate successful completion of the first year's work in the professional school in which they have enrolled. A Mount Mary University degree will be granted only after submission of a professional school transcript.

State Authorization Reciprocity Agreement (SARA)

The United States Department of Education requires that distance-delivered programs be authorized to provide education across state boundaries. Applicants who reside in a state other than Wisconsin are subject to institutional review with regard to the applicant's home state's regulations for reciprocity in distance education. This review may prohibit an applicant's eligibility for the program or result in additional costs. Mount Mary University supports the Midwestern Higher Education Compact that establishes reciprocity with other regions of the United States.

Study Abroad

International Programs

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

A student may write an appeal to the School Dean of the student's major to request a waiver to the **Residency Requirement** in order to study abroad in the last 30 semester hours.

Resources and advising concerning study abroad opportunities and procedures are available from the Director of International Studies.

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

- Rome, Italy - offered for three weeks in January of even numbered years
- Ireland - offered for three weeks in January of odd numbered years
- Paris, France - offered for three weeks in January of odd numbered years
- Costa Rica - offered in January of even numbered years

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

Additionally, Mount Mary University students may choose to participate in programs through Mount Mary University's partner institutions or affiliated program providers. There are also possibilities to intern abroad, either as the main focus or as part of a semester-abroad program. Finally, if a student has an interest in studying in a country where Mount Mary University does not have a program or affiliation, the Director of International Studies will work with the student to find an accredited program that fits the student's needs and interests.

Exchange Semester

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

Transcripts

Mount Mary University has authorized the National Student Clearinghouse to provide transcript ordering via the Web. Students and alumni can order transcripts using any major credit card. The payment method will only be charged after the order has been completed. To order an official transcript(s), log-in to the Clearinghouse secure site www.studentclearinghouse.org. Step-by-step directions for ordering, delivery options, and applicable fees are provided. A processing fee will be charged per recipient. Order updates will be

emailed and orders can be tracked online. For assistance, contact the National Student Clearinghouse's transcript ordering service help center or call 1-703-742-4200 or the Registrar's Office at mmu-registrar@mtmary.edu or 414-930-3062. All indebtedness to the University must be discharged before transcripts will be issued by the Registrar's Office.

Withdrawal

Withdrawals from the University are processed through the Registrar's Office (Notre Dame Hall 153). The last day to withdraw from the University with grades of "W" coincides with the last day to withdraw from a course and is noted on the academic calendar. If a student withdraws from a course after the last day to withdraw, a grade of "F" will be recorded for the course. The academic calendar is published on the Mount Mary Web site www.mtmary.edu and on my.mtmary.edu. Medical withdrawals and other exceptional withdrawals (with grades of "W") may occur up to the last day of classes and must receive approval from the School Dean of the student's program. In all cases, students are responsible for understanding the implications of a withdrawal on their progress towards graduation and their eligibility for federally-funded financial aid.

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

Re-entry to the University after a Withdrawal

Students who withdraw (or are administratively withdrawn) must apply for re-entry through the Admissions Office. A student who re-enters the University will be subject to the curricular requirements in place at the time of reinstatement.

Academic Programs

The academic program of Mount Mary serves the educational needs of contemporary women. It encourages students to develop their abilities and respond to society's challenges from an educated perspective. The curriculum is based on the human search for meaning.

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

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

In addition to the undergraduate programs, Mount Mary offers graduate programs leading to the Master of Science, the Master of Arts, the Professional Doctorate of Art Therapy, Doctor of Philosophy in Counselor Education and Supervision, or the Doctorate in Occupational Therapy.

Undergraduate Programs

Bachelor of Arts Degree

- Art Therapy
- Communication
 - Communication Studies Concentration
 - Health Communication Concentration
 - Integrated Marketing Concentration
 - Pre-MPH Health Communication Concentration
 - Public Relations Concentration
- Education
 - Early Childhood/Elementary
 - Early Childhood Concentration (EC)
 - Early Childhood through Middle Childhood Concentration (EC/MC)
 - Middle Childhood through Early Adolescence Concentration (MC/EA)
 - Educational Studies Concentration****
 - Early Childhood through Adolescence (EC/A)
 - Art Education (EC/A)
 - Spanish Education (EC/A)
 - Early Adolescence through Adolescence (EA/A)
 - Broad Field Language Arts/English Education (EA/A)
 - (with options for Journalism Education or Speech Communication)
 - Broad Field Social Studies/History Education (EA/A)
 - English Education (EA/A)
 - Mathematics Education (EA/A)
 - Religious Studies***
- English
 - Creative Writing Concentration
 - Literature Concentration
 - Writing for New Media Concentration Fashion Design

- Fashion Design
- Global Studies
- Graphic Design
- History
- Interior Architecture & Design
- Interior Merchandising
- Justice
 - Justice Studies Concentration
 - Criminal Justice Concentration
- Liberal Studies
- Mathematics
- Merchandise Management
- Philosophy
- Sociology
- Spanish
- Student-Designed Major
- Studio Art
- Theology
- User Experience (UX) Design

Bachelor of Science Degree

- Biology
 - Biology General Sequence
 - Environmental Sciences Sequence
 - Health Sciences Sequence
- Chemistry
- Food Science Chemistry
- Education
 - Early Adolescence through Adolescence (EA/A)
 - Biology Education (EA/A)
 - Broad Field Biology Education (EA/A)
 - Chemistry Education (EA/A)
 - Broad Field Chemistry Education (EA/A)
- Exercise Science
- Human Biology
 - Pre-Dietetics
 - Pre-Occupational Therapy
 - Pre-Pharmacy Concentration
- Psychology
 - Pre-Dietetics Concentration
 - Pre-Masters of Public Health Concentration
 - Pre-Occupational Therapy Concentration
- Student-Designed Major

Bachelor of Business Administration

- Accounting
- Business Administration

Bachelor of Science in Nursing Degree

- Pre-licensure BSN Program

- Nursing 1-2-1
- Nursing RN to BSN Completion

Bachelor of Social Work Degree

- Social Work

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

**** Does not lead to state teacher licensure.

Minors

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

- | | |
|--|---|
| • Anthropology/Sociology | • History/Political Science |
| • Art Therapy | • History/Political Science Education * |
| • Bilingual Education (Spanish)* | • International Studies Journalism Education* |
| • Biology | • Justice |
| • Biology Education * | • Mathematics |
| • Business Administration Business Merchandising | • Mathematics Education * |
| • Chemistry | • Medical Humanities |
| • Chemistry Education * | • Multidisciplinary Arts Philosophy |
| • Communication | • Psychology |
| • Creative Writing | • Science Education * |
| • English Education * | • Social Studies Education * |
| • English Language Arts Education* | • Speech Communication Education * |
| • Journalism | • Spanish |
| • Literature | • Spanish Education * |
| • Entrepreneurship | • Studio Art |
| • Graphic Design | • Theology |
| • History | • User Experience (UX) Design |
| • History Education * | • Writing for New Media |

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

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 | • Optometry |
| • Dentistry | • Osteopathic Medicine |
| • Law | • Veterinary Medicine |
| • Medicine | |

Post-baccalaureate Certificates

- | | |
|-----------------------------------|-------------------------|
| • Accounting | • Dietetics |
| • Adaptive Education ⁺ | • English |
| • Biology – Health Science | ○ Creative Writing |
| • Business Administration | ○ Literature |
| • Chemistry | ○ Writing for New Media |

- Fashion Design
- Food Science Chemistry
- Global Studies
- Graphic Design
- History
- Interior Architecture & Design
- Merchandise Management
- Spanish
- Studio Art
- Theology
- Education Certificates
 - Early Childhood/Elementary Education
 - Early Adolescence/Adolescence Education
 - Early Childhood/Adolescence Education

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

⁺ Refer to Department Chair for further information.

Pre-baccalaureate Certificates

Students may choose a Pre-baccalaureate Certificate in one of the following fields:

- Peacebuilding
- Spanish for Native & Heritage Speakers

Graduate Programs

- Art Therapy
 - Master of Science
 - Professional Doctorate (admissions suspended 2019-2020)
- Counseling
 - Master of Science
 - Clinical Mental Health Counseling Concentration
 - Clinical Rehabilitation Counseling Emphasis
 - School Counseling Concentration
 - Doctor of Philosophy in Counselor Education and Supervision
- Business Administration
 - Master of Business Administration
 - General Management Concentration
 - Health Systems Leadership Concentration
- Dietetics
 - Master of Science
 - Integrated Master of Science in Nutrition and Dietetics (Pre-Professional)
 - Dietetics Internship (Pre-Professional)
 - Dietetics (Post-Professional)
- Education
 - Master of Arts
- Food Science
 - Master of Science
 - Food Processing Chemistry Certificate
 - Food Safety and Toxicology Certificate
 - Food Science Research Certificate
 - Food Science Research Certificate with Emphasis in Education
 - Food Science Research Certificate with Emphasis in Business
- Occupational Therapy
 - Master of Science
 - Occupational Therapy Doctorate

Programs of Study

School of Arts and Design

Mount Mary University fosters a unique learning environment for artists and designers while educating them for creative lives and professional employment. The School of Arts and Design offers major programs and Fine Arts Core coursework in several arts and design disciplines. Each prepare students for participation in the creative world of professional artists, graphic designers, interior architects/designers, and interior merchandisers along with fashion designers and merchandise management. The School also provides elective programs in music, movement and dance and offers a Multidisciplinary Arts minor.

Graduates are employed in careers ranging from art directors, art teachers, studio artists, to interior designers, fashion designers, merchandisers, retail managers and graphic designers. The School faculty is dedicated to curriculums that cultivate awareness, appreciation, and responsiveness to traditional as well as emerging art and design forms while developing as professionals in their departments. The creation of a unique style of inspired expression reflects the student's individual experience, perceptions, and concepts as well as creative and critical judgment. The ability to use the language of art and design as a means of communication is developed.

Students enrolled in any School of Arts and Design major will take common foundation courses beginning in the first semester of the first year. Foundation courses introduce the students to the demands, expectations, and formal fundamentals of the creative professions, as well as provide an historical basis for understanding art and design. In addition to foundation competencies, majors in most School of Arts and Design programs are required to complete an internship and a capstone project based on the specific requirements of their major. Collaboration between School departments and other disciplines is encouraged. This adds to a student's appreciation of multiple art and design disciplines enabling broader understanding of how creative problem solving can be valued as a skill set. The Multidisciplinary Arts minor formalized these collaborations across the entire Fine Arts Core.

The School of Arts and Design programs enhance the quality of campus life and are dedicated to the promotion of experiences to meet the needs and interests of each individual today and in the future. For the non-major, there are opportunities to cultivate an interest in the study of music, dance or art through courses which meet the liberal arts core requirements. Specific information regarding minors as well as post-graduate certificates in several programs are noted in this catalog.

Undergraduate Departments & Programs in the School of Arts and Design

- Fashion
 - Fashion Design (Major & Post Baccalaureate Certificate)
 - Merchandise Management (Major & Post Baccalaureate Certificate)
- Interior Architecture and Design
 - Interior Architecture & Design (Major)
 - Interior Merchandising (Major)
- Music, Movement and Dance
 - Multidisciplinary Arts (Minor)
- Studio Art
 - Studio Art (Major, Minor, & Post Baccalaureate Certificate)
 - Graphic Design (Major, Minor, & Post Baccalaureate Certificate)

Fashion

The fashion department offers two distinct majors which integrate professional and industry related course work with a liberal arts core. The Fashion Design major appeals to students who have a passion for apparel construction and receive energy from the process of creating. The Merchandise Management major appeals to students whose love for fashion or retailing is derived from an instinctive understanding of trends, merchandising and styling.

To support these majors, the fashion department has developed unique collaborative relationships 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 Creative Suite, Optitex patternmaking software and Visual Retailing CAD software. The Fashion Archive at Mount Mary University includes over 10,000 garments and accessories ranging from the eighteenth century to contemporary designer garments. Internships are required of all majors. Students can compete in regional and national competitions.

The Fashion Design major builds student skills in drawing, computer aided design, patternmaking, apparel construction and fitting, leading to mastery of the design process. Graduates secure positions in textile design, garment design, technical design, patternmaking, quality assurance, or sourcing as well as the skills to work as entrepreneurs. All eligible Fashion Design students are required to present final garments/collections to a jury of industry professionals in order to be selected for the annual CREO fashion show.

The Merchandise Management major is designed to build a student's skill in, and understanding of, retail distribution channels, management principles, buying and assortment planning, trend analysis, and visual merchandising including store planning and design. Merchandise Management prepares graduates for careers in retail management, buying, assortment planning, visual merchandising, styling, store planning, fashion marketing, product development and event planning.

It is recommended that students in the Merchandise Management program have the option of obtaining a Business Merchandising minor specifically tailored for fashion majors or they may, with permission of their advisor, choose other minors that complement the fashion major including Communications, Writing for New Media, Studio Art and Graphic Design. A minor in these areas will require students to work closely with the chair of the chosen program and their major advisor to ensure that the proper classes are taken to fulfill the requirements. A Business Merchandising minor complements the Merchandise Management major incorporating business administration and entrepreneurship classes.

Acceptance to the fashion department is based on academic preparation as well as interpersonal and professional skills appropriate to the demands of the profession. Students must maintain a 2.5 cumulative GPA and a 2.5 major GPA to continue in the program. In addition to majors in either Fashion Design or Merchandise Management, postgraduate certificates are available in both areas. Certificate schedules are developed with the chair of the department to create a program that aligns the student's undergraduate degree and new career goals.

FASHION DESIGN		MAJOR
Credits required: 63, not including prerequisites		Academic Year 2022-2023
Note: 2.5 GPA overall and 2.5 GPA in major courses.		
Course Code	Course Title	Credits
Prerequisites:		
MAT 104	Mathematics in our World (or above)	3
ART 101 or ART 313	Drawing or Figure Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3
Required Fashion courses:		
FSH 107	Fashion Concepts and Careers	2
FSH 110	Clothing Construction	3
FSH 160	Flat Patternmaking Fundamentals	4
FSH 212	Draping	4
FSH 215	Digital Fashion Art	3
FSH 220	Fashion Art	3
FSH 235	Textiles	3
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 342	Fashion Design I	3
FSH 344	Fashion Career Strategies	1
FSH 352	Junior Design Studio	4
FSH 355	Digital Patternmaking I	3
FSH 356	Digital Patternmaking II	3
FSH 363	Fashion Design II	3
FSH 398	Internship: Fashion Careers	2
FSH 462	Senior Capstone I	3
FSH 463	Senior Capstone II	3
Fashion Electives: Choose at least 4 credits from the following courses:		
FSH 115	Design Fundamentals Workshop	1
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 297	Introduction to Machine Knitting (offered every other Fall)	2
FSH 312	Tailoring (offered every other Fall)	3
FSH 372	Paris Design Seminar (offered every other J-Term)	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Merchandise Management	1-4
FSH 395	Special Topics in Fashion Design	1-4
FSH 397	Knitting Machine Techniques (offered every other Spring)	2

FSH 464	Advanced Clothing Construction (offered every other Spring)	2
ART 359	Fiber/Fabric Design	3

FASHION DESIGN		POST-BACCALAUREATE CERTIFICATION
Credits required: 32		Academic Year 2022-2023
Note: Individually designed in consultation with the Chair.		
Course Code	Course Title	Credits
Select a minimum of 32 credits from the following courses:		
FSH 107	Fashion Concepts and Careers	2
FSH 110	Clothing Construction	3
FSH 115	Design Fundamentals Workshop	1
FSH 160	Flat Patternmaking Fundamentals	4
FSH 212	Draping	4
FSH 215	Digital Fashion Art	3
FSH 220	Fashion Art	3
FSH 235	Textiles	3
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 297	Introduction to Machine Knitting (offered every other Fall)	2
FSH 312	Tailoring (offered every other Fall)	2
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 342	Fashion Design I	3
FSH 344	Fashion Career Strategies	1
FSH 352	Junior Design Studio	4
FSH 355	Digital Patternmaking I	3
FSH 356	Digital Patternmaking II	3
FSH 363	Fashion Design II	3
FSH 372	Paris Design Seminar (offered every other J-Term)	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Merchandise Management	1-4
FSH 395	Special Topics in Fashion	1-4
FSH 397	Knitting Machine Techniques (offered every other Spring)	2
FSH 398	Internship: Fashion Careers	2
FSH 462	Senior Capstone I	3
FSH 463	Senior Capstone II	3
FSH 464	Advanced Clothing Construction (offered every other Spring)	2
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3

MERCHANDISE MANAGEMENT		MAJOR
Credits required: 48, not including prerequisites		Academic Year 2022-2023
Course Code	Course Title	Credits
Prerequisites:		
ART 105	Two-Dimensional Design and Color Theory	3
MAT 111	Algebra II	4
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3
Major Courses Required:		
FSH 107	Fashion Concepts and Careers	2
FSH 235	Textiles	3
FSH 265	Global Retailing Principles	3
FSH 319	Visual Presentation	3
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 344	Fashion Career Strategies	1
FSH 367	CAD for Merchandisers	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Merchandise Management	2
FSH 398	Internship: Fashion Careers	2-6
FSH 418	Buying and Assortment Planning	3
BUS 111	Introduction to Software Applications	2
BUS 331	Principles of Marketing	3
BUS 340	Consumer Behavior	3
BUS 362	Principles of Management	3
Optional Fashion Electives:		
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 374	Paris Merchandising Seminar (offered every other J-Term)	3

MERCHANDISE MANAGEMENT		POST-BACCALAUREATE CERTIFICATION
Credits required: 32		Academic Year 2022-2023
Note: Individually designed in consultation with the Chair. College Algebra is a prerequisite for all Merchandise Management certificate students.		
Course Code	Course Title	Credits
Select a minimum of 32 credits from the following courses:		
FSH 107	Fashion Concepts and Careers	2
FSH 235	Textiles	3
FSH 265	Global Retailing Principles	3
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 319	Visual Presentation	3

FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 344	Fashion Career Strategies	1
FSH 367	CAD for Merchandisers	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Merchandise Management	2
FSH 398	Internship: Fashion Careers	2
FSH 418	Buying and Assortment Planning	3
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3
BUS 205	Personal Finance	2
BUS 209 or BUS 211	Survey of Financial Accounting or Financial Accounting	3 or 4
BUS 212	Managerial Accounting	3
BUS 250	Business Communication	3
BUS 260	Introduction to Entrepreneurship	3
BUS 301 or BUS 302	Microeconomics or Macroeconomics	4 or 3
BUS 303	International Business and Economics	3
BUS 309	Human Resource Management	3
BUS 331	Principles of Marketing	3
BUS 340	Consumer Behavior	3
BUS 360	Advertising and Promotion	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 462	Principles of Finance	3

Interior Architecture & Design

The Interior Architecture & Design Department offers two major options, a CIDA accredited Interior Architecture & Design major or an Interior Design Merchandising major.

Content within the Interior Architecture & Design major addresses the changing complexities of the design and construction industry. Preparing individuals for the National Council for Interior Design Qualification (NCIDQ) certification examination, this major provides students with multiple avenues to explore three-dimensional, interior spaces. The program aims to develop professional design skills while empowering students to identify, research and creatively solve design problems. The knowledge and skills learned establishes a solid foundation for successful design careers in many market sectors including sustainable design, healthcare, hospitality, corporate, and residential environments. The Interior Architecture & Design major is accredited by the Council for Interior Design Accreditation (CIDA) and focuses on both academic and professional development.

The Interior Merchandising major provides students with professional design communication and business knowledge and abilities. This degree enables students to work in specialized management and sales sectors within the design and construction industry. Merchandisers may be responsible for aspects within the design field including collaborations with design, production and marketing professionals on social media platforms, design communications and advertising visuals. The major provides understanding of industry trends such as color marketing, product and material sales and merchandising, and innovations in technology.

A Business Merchandising minor complements the Interior Merchandising major and the Fashion Department's Merchandise Management major incorporating business administration and entrepreneurship classes. Students in the Interior Merchandising program have the option of obtaining this Business Merchandising minor or they may choose other minors that complement the major including Communications, Writing for New Media, Studio Art and Graphic Design. A minor in these areas requires students to work closely with the Department Chair of the chosen program and their major advisor to ensure that the proper classes are taken to fulfill the requirements.

The department provides all students with exceptional opportunities in networking, community involvement, and real-world experience. Students interact with practicing interior professionals and related practitioners to establish realistic parameters and goals for educational experiences. Student-centered learning in small class settings and quality liberal arts studies educate students for successful and rewarding employment before and after graduation. A field-study internship, mandatory for graduation, assists the student in gaining practical and professional experience in Interior Architecture & Design and Interior Merchandising.

Faculty members are involved in their fields of expertise through professional practice and continuing education. The National Council for Interior Design Qualification (NCIDQ) exam, licensing, and Leadership for Energy and Environmental Design (LEED) are emphasized. The student ASID/IIDA Student Chapter is affiliated with the professional organizations ASID (American Society of Interior Designers) and IIDA (International Interior Designers Association). The group is engaged in professional networking and community service opportunities.

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

INTERIOR ARCHITECTURE & DESIGN		MAJOR
Credits required: 70, not including prerequisites		Academic Year 2022-2023
Course Code	Course Title	Credits
Prerequisite:		
ART 105	Two-Dimensional Design and Color Theory	3
Required Interior Design courses:		
INT 100	Professional Survey	1

INT 101	Studio I - Fundamentals	4
INT 103	Architectural Drafting	3
INT 110	Spaces, Proxemics and Planning	3
INT 130	History of Architecture and Interiors	3
INT 200	Professional Practices	1
INT 201	Studio II - Residential Design	4
INT 204	Building Construction	3
INT 225	Illuminated Environments	3
INT 226	Sketching, Rendering and Presentation	3
INT 232	Adobe Photoshop and Illustrator	3
INT 245	Textiles and Finish Materials	3
INT 301	Studio III - Commercial Design	4
INT 302	Studio IV - Special Topics	4
INT 325	Environmental Design & Construction Practices	2
INT 330	Advanced Graphic Communication	3
INT 342	Business Procedures	3
INT 398	Internship (three - 1 credit courses required)	3-6
INT 410	Contemporary Issues in Design	3
INT 420	Capstone Project - Research Principles	2
INT 421	Capstone Project - Design Development	3
GRD 461	Career Seminar	3
INT Elective: Choose 3 credits from the following courses:		
INT 340	Advanced Residential Design	3
INT 350	Furniture Design	3
INT 360	Interior Architecture	3
INT 370	Study Abroad Seminar	3
INT 496	Independent Study	1-3
	INT 496 may count for 1 INT elective with Chair's approval	
Art/Art History Elective: Choose 3 credits from the following courses:		
ART 212	Mixed Media	3
ART 220	Three-Dimensional Design	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3

INTERIOR MERCHANDISING		MAJOR
Credits required: 51, not including prerequisites		Academic Year 2022-2023
Course Code	Course Title	Credits
	Prerequisites:	
ART 105	Two-Dimensional Design and Color Theory	3
Major Courses Required:		
INT 100	Professional Survey	1
INT 101	Studio I - Fundamentals	4
INT 103	Architectural Drafting	3
INT 130	History of Architecture and Interiors	3
INT 200	Professional Practices	1
INT 232	Adobe Photoshop and Illustrator	3
INT 245	Textiles and Finish Materials	3
INT 350	Furniture Design	3
INT 398	Internship (three -1 credit courses)	3-6
INT 410	Contemporary Issues in Design	3
FSH 265	Global Retailing Principles	3
FSH 319	Visual Presentation	3
FSH 331	Trend Forecasting	3
FSH 367	CAD for Merchandisers	3
COM 205	Professional Presentations	3
BUS 331	Principles of Marketing	3
BUS 340	Consumer Behavior	3
Select 3 credits from the following courses:		
COM 231	Interpersonal Communication	3
COM 232	Small Group Communication	3
COM 235	Intercultural Communication	4
COM 320	Organizational Communication	3
COM 343	Persuasive Communication	3

Music, Movement and Dance

In keeping with Mount Mary University's mission, the School of Arts and Design provides music, movement and dance courses as a component of the Fine Arts core by contributing to the framework of the liberal arts education and career preparation of the students. The School offers a minor in Multidisciplinary Arts as well as courses in music, movement and dance that fulfill fine arts core requirements. Students may explore topics in music, movement and dance through introductory survey courses, private and group instruction.

Music Courses

Group and private instruction in piano and guitar are part of the University music curriculum along with group instruction in ukulele. The piano lab is equipped with twelve digital pianos with headphones and is available to all students who wish to practice on campus. Various music survey courses introduce music history as part of the Fine Arts core options.

Private Music Instruction and Music Ensembles

The following courses for private guitar and piano study are offered every semester and may be repeated. An hour lesson signifies one credit. Lesson fee in addition to tuition for private instruction. Tuition discounts are not applicable. The music ensemble courses are offered regularly and may be repeated.

- MUS 211 Private Instruction: Guitar (50-minute lesson per week) 1 credit
- MUS 213 Private Instruction: Piano (50-minute lesson per week) 1 credit
- MUS 250 MMU's Every Voice Choir 2 credit
- MUS 251 MMU's Every Voice Choir 1 credit

Movement and Dance Courses

Group instruction in Movement and Dance promotes physical and emotional health, wellness and balance in the busy university student's life. Physical activity enhances academic concentration, relieves stress and fatigue, increases physical fitness, and promotes an individual sense of empowerment and total well-being. Movement and Dance classes may not be repeated for credit.

MULTIDISCIPLINARY ARTS		MINOR
Credits required: 18		Academic Year 2022-2023
Note: This minor combines coursework from five disciplines; 1) Music, 2) Movement and Dance, 3) Studio Art, 4) Art Therapy and 5) English - Creative Writing. Students must take a minimum of one course from three of the five disciplines excluding their own major discipline. In addition, all students must take a minimum of 9 unique credits for this minor. The University defines a unique credit as one that is not counted toward fulfilling the requirements in a student's major course of study. The Music, Movement and Dance Department further requires that a unique credit for this minor is one that is not fulfilling credit requirements for the Fine Arts Core or another minor.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design & Color Theory	3
ART 111	Experiencing Art	3
ART 115	Art Appreciation	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3

ART 226	Painting	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 329	Art Education Instructional Methods	4
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art (minimum 3 credit course required)	1-3
ART 455	Printmaking	3
ART 460	Advanced Studies in Studio Art	3
ATH 275	Art for the Helping Professions	3
ATH 332	Multicultural Arts	3
ENG 125	Introduction to Writing for New Media	3
ENG 217	Introduction to Creative Writing	3
ENG 220	Special Topics in Writing (minimum 3 credit course required)	1-4
ENG 317	Advanced Creative Writing	4
ENG 325	Advanced Writing for New Media	4
ENG 420	Special Topics in Writing	4
MUS 101	Piano Class I	2
MUS 102	Piano Class II	2
MUS 117	Ukulele Class	2
MUS 205	Guitar Class	2
MUS 228	Women in Music	3
MUS 230	The American Musical	3
MUS 240	Experiencing Music	3
MUS 250	MMU's Every Voice Choir	2
MUS 270	Music in Film	3
MUS 280	American Popular Music	3
MUS 328	Music Cultures of the World	3
PED 220	Modern Dance I	2
PED 221	Modern Dance II	2
PED 224	Creating Dance	3
PED 250	Experiencing Dance	3
PED 256	Dance in Film	3
PED 280	Ballet I	2
PED 290	Intro to Jazz Dance	2

Studio Art

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

Students can opt to repeat select studio courses for additional credits to advance their knowledge in a particular art and graphic design method. Studio courses that can be repeated are designated as such in the course description. The student is expected to follow the schedule and assignments of the class, while applying individual interests and previous experience to advance the learning objectives of the class. The expected outcome is evidence of a new body of work and regular assessment by the faculty.

Studio Art students are involved in various activities outside of the classroom including visits to area art museums and galleries, studio exercises at local points of interest, community arts involvement and personal exhibitions.

Art Education Major (K-12)

The undergraduate art education program provides a foundation in the historical, critical, aesthetic, and production facets of art as it applies to elementary and secondary classrooms. It examines 21st century methodology, formulates objectives and lessons, provides hands-on practical art experiences on and off campus, and demonstrates a well-balanced sequential art program grounded in the developmental stages of art expression. *Please see the Education section of this catalog for curriculum guides for the Art Education Major and Post-Baccalaureate degrees.*

STUDIO ART		MAJOR
Credits required: 43		Academic Year 2022-2023
Note: Senior Exhibit Required. Internship highly recommended.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 320	Global Modern and Contemporary Art	3
ART 356	Photography	3
ART 455	Printmaking	3
ART 475	Career Seminar	3
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3

Choose 3 credits from the following studio courses:		
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 337	Art Metal	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3
ART 460	Advanced Studies in Studio Art	3

STUDIO ART		MINOR
Credits required: 18		Academic Year 2022-2023
Note: Elective options determined in Studio Art Minor advising session.		
Course Code	Course Title	Credits
	Select any 18 credits from the following courses:	
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 111	Experiencing Art	3
ART 115	Art Appreciation	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 329	Art Education Instructional Methods	4
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3
ART 455	Printmaking	3
ART 460	Advanced Studies in in Studio Art	3

STUDIO ART

Credits required: 43

POST-BACCALAUREATE CERTIFICATION

Academic Year 2022-2023

Note: Earned undergraduate degree required. Senior Exhibit.

Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 320	Global Modern and Contemporary Art	3
ART 356	Photography	3
ART 455	Printmaking	3
ART 475	Career Seminar	3
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3
Choose 3 credits from the following studio courses:		
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 337	Art Metal	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3
ART 460	Advanced Studies in in Studio Art	3

Note: A minor in Multidisciplinary Arts (including courses in Studio Art, Art Therapy, English – Creative Writing, and Music, Movement and Dance) is described in the Music, Movement and Dance section of this catalog.

Graphic Design

The Graphic Design major curriculum develops a strong skill base in the arts while encouraging individual creative growth in critical judgment and analytical clarity. The program extends beyond the classroom through interaction with professionals in the field and client-based projects. Working with a variety of non-profit client organizations in the metro Milwaukee area, the students build skills, confidence, and the ability to network within the profession.

Students explore the diversity of design while learning the fundamentals of applied iconic artistry, design, and technology. Building a solid foundation from these elements, students apply problem-solving strategies, research techniques, impeccable technical skills and idea refinement.

Students can opt to repeat select studio courses for additional credits to advance their knowledge in a particular art and graphic design method. Studio courses that can be repeated are designated as such in the course description. The student is expected to follow the schedule and assignments of the class, while applying individual interests and previous experience to advance the learning objectives of the class. The expected outcome is evidence of a new body of work and regular assessment by the faculty.

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

GRAPHIC DESIGN		MAJOR
Credits required: 64		Academic Year 2022-2023
Note: Senior Exhibit Required.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 220	Three-Dimensional Design	3
ART 356	Photography	3
GRD 200	Professional Practices	1
GRD 225	History of Design	3
GRD 232	Adobe Photoshop and Illustrator	3
GRD 248	Lettering and Typography	3
GRD 258	Adobe InDesign	3
GRD 310	Introduction to Web Design	3
GRD 325	Methods in Digital Imaging	3
GRD 330	Fundamentals of Illustrations	3
GRD 335	Ethics and Criticism in Graphic Design	3
GRD 345	Fundamentals of Motion Graphics	3
GRD 355	Three-Dimensional Graphic Design	3
GRD 450	Advanced Graphic Design I	3
GRD 451	Advanced Graphic Design II	3
GRD 454	Advanced Web Design	3
GRD 460	Advanced Motion Graphics	3
GRD 461	Career Seminar	3

GRD 498	Internship in Graphic Design	3
Art History elective: Choose 1 from the following courses:		
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 320	Global Modern and Contemporary Art	3

GRAPHIC DESIGN		MINOR
Credits required: 18		Academic Year 2022-2023
Note: Elective options determined in Graphic Design Minor advising session.		
Course Code	Course Title	Credits
Select 18 credits from the following courses:		
GRD 200	Professional Practices	1
GRD 225	History of Design	3
GRD 232	Adobe Photoshop and Illustrator	3
GRD 248	Lettering and Typography	3
GRD 258	Adobe InDesign	3
GRD 310	Introduction to Web Design	3
GRD 325	Methods in Digital Imaging	3
GRD 330	Fundamentals of Illustrations	3
GRD 335	Ethics and Criticism in Graphic Design	3
GRD 345	Fundamentals of Motion Graphics	3
GRD 355	Three-Dimensional Graphic Design	3
GRD 450	Advanced Graphic Design I	3
GRD 451	Advanced Graphic Design II	3
GRD 454	Advanced Web Design	3
GRD 460	Advanced Motion Graphics	3
ENG 258	Arches	1-4

GRAPHIC DESIGN		POST-BACCALAUREATE CERTIFICATION
Credits required: 64		Academic Year 2022-2023
Note: Earned undergraduate degree required. Senior Exhibit Required.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 220	Three-Dimensional Design	3
ART 356	Photography	3
GRD 200	Professional Practices	1
GRD 225	History of Design	3
GRD 232	Adobe Photoshop and Illustrator	3
GRD 248	Lettering and Typography	3

GRD 258	Adobe InDesign	3
GRD 310	Introduction to Web Design	3
GRD 325	Methods in Digital Imaging	3
GRD 330	Fundamentals of Illustrations	3
GRD 335	Ethics and Criticism in Graphic Design	3
GRD 345	Fundamentals of Motion Graphics	3
GRD 355	Three-Dimensional Graphic Design	3
GRD 450	Advanced Graphic Design I	3
GRD 451	Advanced Graphic Design II	3
GRD 454	Advanced Web Design	3
GRD 460	Advanced Motion Graphics	3
GRD 461	Career Seminar	3
GRD 498	Internship in Graphic Design	3
Art History elective: Choose 1 from the following courses:		
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 320	Global Modern and Contemporary Art	3

School of Business

Mount Mary University School of Business offers undergraduate majors in Accounting and Business Administration and minors in Business Administration and Entrepreneurship. The Business Merchandising minor is designed for Fashion Merchandise Management, Interior Design, and Graphic Design majors to meet the student's business knowledge requirements. These business programs offer students the opportunity to prepare for a variety of business related-careers.

The School of Business prepares undergraduate women and graduate women and men to be skilled professionals by helping them to acquire business acumen, problem-solving and critical thinking skills. Upon completion of any major within the School of Business, a student will have an understanding of an open market economy, be able to utilize technology appropriately, have thorough oral and written communication skills, be able to use quantitative and qualitative information in decision making, and understand ethical dilemmas and value systems appropriate for business decisions.

The School of Business works collaboratively with majors throughout the university to offer fundamental business courses. A special collaboration exists with the School of Arts and Design, where Merchandise Management majors in the Fashion and Interior Design programs earn a minor as part of their course of study. These options allow those with careers outside of business the ability to prepare themselves for the complexities of working in business allied with their major.

Post-graduate students can earn certificates in Accounting and Business Administration by completing all the requirements listed for a major.

See the graduate section for information on the Masters of Business Administration (MBA) Program, including its track in Health Systems Leadership.

To be admitted to the School of Business, a student must have:

- sophomore standing (30 credits); and
- completed four Mount Mary University business courses with the minimum grade point average for the chosen major, and have an overall grade point average of 2.0.
- We welcome transfer credits, although graduation requires at least 18 department credits on the MMU campus for a major and 9 credits on campus for a minor.

Once admitted, students must maintain a 2.0 overall grade point average with an average of 2.5 in Business Administration major courses, a 3.0 in Accounting major courses, and 2.5 in Business minor courses.

Undergraduate Department & Programs in the School of Business

- Business
 - Accounting (Major & Post Baccalaureate Certificate)
 - Business Administration (Major, Minor, & Post Baccalaureate Certificate)
 - Business Merchandising (Minor)
 - Entrepreneurship (Minor)

Accounting

The Accounting major provides students with the skills necessary to prepare, communicate, and interpret an organization's financial data. Mount Mary University requires a minimum of 120 credits to graduate. The Accounting Examining Board of the State of Wisconsin requires 120 college credit hours to take the CPA Exam, but 150 credits to achieve certification. These additional credits can be obtained through various undergraduate course offerings, as well as graduate courses in the Master of Business Administration program at Mount Mary University. Contact the chair of the Business Administration Department for further information.

ACCOUNTING		MAJOR
Credits required: 70		Academic Year 2022-2023
Note: 3.0 GPA in major courses required.		
Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	4
BUS 109	Data and Digital Literacy	3
BUS 205	Personal Finance	2
BUS 211	Financial Accounting (Grade of B required)	4
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 313	Intermediate Accounting I	3
BUS 314	Intermediate Accounting II	3
BUS 336	Accounting Information Systems	3
BUS 355	Cost Accounting	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 401	Income Tax I	3
BUS 402	Income Tax II	3
BUS 411	Auditing	3
BUS 451	Advanced Accounting	3
BUS 462	Principles of Finance	3
BUS 470	Strategic Management	3
BUS 485	Business Analytics	3
BUS 498	Internship	1-4

ACCOUNTING

Credits required: 70

POST-BACCALAUREATE CERTIFICATION

Academic Year 2022-2023

Note: 3.0 GPA in major courses required.

Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	4
BUS 109	Data and Digital Literacy	3
BUS 205	Personal Finance	2
BUS 211	Financial Accounting (Grade of B required)	4
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 313	Intermediate Accounting I	3
BUS 314	Intermediate Accounting II	3
BUS 336	Accounting Information Systems	3
BUS 355	Cost Accounting	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 401	Income Tax I	3
BUS 402	Income Tax II	3
BUS 411	Auditing	3
BUS 451	Advanced Accounting	3
BUS 462	Principles of Finance	3
BUS 470	Strategic Management	3
BUS 485	Business Analytics	3
BUS 498	Internship	1-4

Business Administration

The Business Administration major prepares students for managerial positions and graduate studies by developing skills in effective communication, logical problem solving, and responsible decision making.

The Business Administration minor provides a core of business knowledge for the non-business major. The Entrepreneurship minor is designed to give a non-business major an edge up in starting a small business in their chosen field. The Business Merchandising minor is designed for students majoring in Merchandise Management, Interior Design, and Graphic Design. Only the minor in Business Merchandising is available to students majoring in Merchandise Management.

BUSINESS ADMINISTRATION		MAJOR
Credits required: 58		Academic Year 2022-2023
Note: 2.5 GPA in major courses required.		
Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	4
BUS 109	Data and Digital Literacy	3
BUS 205	Personal Finance	2
BUS 211	Financial Accounting	4
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 331	Principles of Marketing	3
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 462	Principles of Finance	3
BUS 470	Strategic Management	3
BUS 485	Business Analytics	3
BUS 498	Internship	1-4
	BUS or COM Electives (at least 6 credits)	6

BUSINESS ADMINISTRATION		POST-BACCALAUREATE CERTIFICATION
Credits required: 58		Academic Year 2022-2023
Note: 2.5 GPA in major courses required.		
Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	4
BUS 109	Data and Digital Literacy	3
BUS 205	Personal Finance	2
BUS 211	Financial Accounting	4

BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 331	Principles of Marketing	3
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 462	Principles of Finance	3
BUS 470	Strategic Management	3
BUS 485	Business Analytics	3
BUS 498	Internship	1-4
	BUS or COM Electives (at least 6 credits)	6

BUSINESS ADMINISTRATION		MINOR
Credits required: 21		Academic Year 2022-2023
Note: 2.5 GPA in minor courses required.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
BUS 205	Personal Finance	2
BUS 209 or BUS 211	Survey of Financial Accounting or Financial Accounting	3 or 4
ENG 419	Technical and Business Communication	4
BUS 362	Principles of Management	3
Choose 1 of the following economics courses:		
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
BUS 306	Economics of Women and Work	3
	BUS or COM Electives (at least 3 credits)	3

ENTREPRENEURSHIP		MINOR
Credits required: 20		Academic Year 2022-2023
Note: 2.5 GPA in minor courses required.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
BUS 205	Personal Finance	2
BUS 209 or BUS 211	Survey of Financial Accounting or Finance Accounting	3 or 4
BUS 260	Introduction to Entrepreneurship	3
BUS 331	Principles of Marketing	3

BUS 362	Principles of Management	3
	BUS Elective (at least 3 credits)	3

BUSINESS MERCHANDISING		MINOR
Credits required: 19		Academic Year 2022-2023
Note: 2.5 GPA in minor courses required.		
Course Code	Course Title	Credits
BUS 205	Personal Finance	2
BUS 209 or BUS 211	Survey of Financial Accounting or Financial Accounting	3 or 4
ENG 419	Technical and Business Communication	4
BUS 260	Introduction to Entrepreneurship	3
	BUS or COM Elective (at least 7 BUS credits outside of the students major requirements)	7

School of Humanities, Social Sciences, & Interdisciplinary Studies

Work together, dare to discover and act with principle as you forward your education in Mount Mary's School of Humanities, Social Sciences and Education. Develop informed interpretations and effectively communicate conclusions about the human condition. Expand your ability to analyze, synthesize and critique as you prepare yourself for the working world. Mount Mary's School of Humanities, Social Sciences and Education is committed to a culture of innovation in teaching and exploration and collaboration in learning.

Undergraduate Departments & Programs in the School of Humanities, Social Sciences, and Interdisciplinary Studies

- Communication
 - Communication (Major & Minor)
 - Communication Studies Concentration
 - Health Communication Concentration
 - Integrated Marketing Concentration
 - Pre-MPH Health Communication Concentration
 - Public Relations Concentration
 - User Experience (UX) Design (Major & Minor)
- English
 - English (Major, Minor, & Post-Baccalaureate Certificate)
 - Creative Writing Concentration
 - Literature Concentration
 - Writing for New Media Concentration
 - English Journalism (Minor)
- Justice, Sociology, & History
 - History (Major, Minor, & Post-Baccalaureate Certificate)
 - Political Science (Minor)
 - Justice (Major & Minor)
 - Justice Studies Concentration
 - Criminal Justice Concentration
 - Sociology (Major)
 - Anthropology/Sociology (Minor)
- Theology & Philosophy
 - Philosophy (Major & Minor)
 - Theology (Major, Minor, & Post-Baccalaureate Certificate)
- World Languages and International Studies
 - Global Studies (Major, Minor, & Post-Baccalaureate Certificate)
 - Spanish (Major, Minor, & Post-Baccalaureate Certificate)
 - Spanish for Native & Heritage Speakers (Pre-Baccalaureate Certificate)
- Additional Programs:
 - Peace Building (Pre-Baccalaureate Certificate)
 - Medical Humanities (Minor)
 - Liberal Studies (Major)
 - Compass Year

Communication

Communication majors develop job-ready skills that support many careers. At Mount Mary, students majoring in Communication choose one of five concentrations:

- Communication Studies
- Health Communication
- Integrated Marketing
- Pre-MPH Health Communication
- Public Relations

Communication studies prepares students for careers in many areas of the communication field. Students learn to interact with clients and co-workers, work on teams or task forces, conduct training seminars, plan a special event, and use your skills for counseling, coaching or selling. Communications professionals are flexible, knowledgeable, and can work in a wide variety of settings. Recent graduates have found jobs as human resources specialists, communication outreach coordinators, directors of communication, and sales representatives.

Health communication explores how health and behavior are shaped by communication, information, and technology. A health communication specialist helps to improve health communication and promote healthy behaviors through strategic communication initiatives. Students find employment in patient advocacy, PR and health campaigns, health educator, health communication analyst, and community outreach.

Integrated Marketing provides students with the training and communication skills they will need to implement marketing campaigns across multiple platforms. Integrated marketing professionals utilize marketing, advertising, and communication practices to create effective strategies and tactics in a growing digital media environment. Graduates will find careers in roles like marketing coordinators, marketing and communication directors, and global marketing planners in a wide range of business and nonprofit organizations.

Public relations 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 develops plans of action that benefit the organization by helping it relate positively with its many publics. 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.

The Pre-MPH Health Communication concentration allows students to earn two degrees — a Bachelor of Arts and a Master of Public Health — in just five years. Mount Mary University and the Medical College of Wisconsin (MCW) have teamed up to offer a dual program. Students work toward an undergraduate degree in Communication with the Pre-MPH concentration at Mount Mary during their freshman, sophomore and junior years. In the senior year, students have dual enrollment at Mount Mary University and MCW and complete 15 credits of public health core courses that count toward both the undergraduate and graduate degree. Public health professionals are committed to improving public health through research, education, and advocacy.

All majors who concentrate in communication studies, health communication, integrated marketing, or public relations must complete an internship experience. Internships provide valuable opportunities for hands-on training and networking. Students in communication have interned at locations like Harley-Davidson, Susan G. Komen, Bader Philanthropies, Hoan Marketing, V100 Radio, TMJ4, and the American Heart Association.

Students must maintain a 2.0 overall grade point with an average of 2.5 in major or minor courses.

In addition, the department offers minors in communication and Education – Speech Communication (please see the education section of this catalog for more information on the speech communication education minor).

COMMUNICATION COMMUNICATION STUDIES CONCENTRATION Credits required: 40 Note: 2.5 GPA for courses in the major, internship.		MAJOR Academic Year 2022-2023
Course Code	Course Title	Credits
COM 220	Communication Theory	3
COM 231	Interpersonal Communication	3
COM 235	Intercultural Communication	4
COM 255	Introduction to Media Studies	3
COM 410	Research Methods	3
COM 494	Capstone Experience	2
COM 498	Internship	3
ENG 419	Technical and Business Communication	4
Minimum of 12 credits selected from the following courses:		
COM 232	Small Group Communication	3
COM 270	Integrated Marketing Communications	3
COM 285	Video Production I	3
COM 301	Introduction to Public Relations	3
COM 310	Gender Communication	4
COM 320	Organizational Communication	3
COM 330	Health Communication	3
COM 331	Media and Health Communication	3
COM 340	Digital Marketing and Social Media	3
COM 343	Persuasive Communication	3
COM 350	Global Marketing	3
COM 355	Crisis Communication	3
COM 365	Selected Topics in Communication	2-4
COM 385	Media in the Modern World	3
COM 386	Video Production II	3
COM 420	Brand Strategy	3
COM 491	Strategic Public Relations Management	3
ENG 220	Special Topics in Writing	1-4
ENG 422	From Babbling to Texting: Linguistics	4

COMMUNICATION HEALTH COMMUNICATION CONCENTRATION Credits required: 39 Note: 2.5 GPA for courses in the major, internship.		MAJOR Academic Year 2022-2023
Course Code	Course Title	Credits
COM 220	Communication Theory	3
COM 235	Intercultural Communication	4

COM 330	Health Communication	3
COM 331	Media and Health Communication	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 410	Research Methods	3
COM 494	Capstone Experience	2
COM 498	Internship	1-4
COM elective-choose 3 courses from the following:		
COM 231	Interpersonal Communication	3
COM 232	Small Group Communication	3
COM 270	Integrated Marketing Communications	3
COM 301	Introduction to Public Relations	3
COM 310	Gender Communication	4
COM 320	Organizational Communication	3
COM 340	Digital Marketing and Social Media	3
COM 350	Global Marketing	3
COM 420	Brand Strategy	3
COM 491	Strategic Public Relations Management	3
Interdisciplinary elective-choose 1 course from the following:		
COM 365	Selected Topics in Communication	2-4
PSY 323	Health Psychology	4
SOC 358	Introduction to Health Care Systems	3
PHI 332	Philosophy of Health	4
THY 350	Theological Ethics in Healthcare	4

COMMUNICATION

INTEGRATED MARKETING CONCENTRATION

Credits required: 41

MAJOR

Academic Year 2022-2023

Note: 2.5 GPA for courses in the major, internship. Students are strongly encouraged to select a minor in Writing for New Media, English Journalism, Business Administration, Graphic Design, or Entrepreneurship.

Course Code	Course Title	Credits
BUS 109	Data and Data Literacy	3
COM 220	Communication Theory	3
COM 255	Introduction to Media Studies	3
COM 270	Integrated Marketing Communications	3
COM 340	Digital Marketing and Social Media	3
COM 343	Persuasive Communication	3
COM 350	Global Marketing	3
COM 410	Research Methods	3
COM 420	Brand Strategy	3
COM 494	Capstone Experience	2
COM 498	Internship	3-4

PR electives-choose 1 course from the following:		
COM 301	Introduction to Public Relations	3
COM 355	Crisis Communication	3
COM 491	Strategic Public Relations Management	3
Electives-choose 2 courses from the following:		
BUS 260	Introduction to Entrepreneurship	3
BUS 331	Principles of Marketing	3
BUS 360	Advertising and Promotion	3
COM 231	Interpersonal Communication	3
COM 232	Small Group Communication	3
COM 235	Intercultural Communication	4
COM 285	Video Production I	3
COM 310	Gender Communication	4
COM 320	Organizational Communication	3
COM 330	Health Communication	3
COM 365	Selected Topics in Communication	2-4
COM 385	Video Production II	3
ENG 419	Technical and Business Communication	4
ENG 220	Special Topics in Writing	1-4
ENG 318	Editing for Publication	4
ENG 325	Advanced Writing for New Media	4
GRD 232	Adobe Photoshop and Illustrator	3

COMMUNICATION		MAJOR
PRE-MPH HEALTH COMMUNICATION CONCENTRATION		Academic Year 2022-2023
Credits required: 54		
<p>Note: Students should apply to the Master of Public Health (MPH) program at the Medical College of Wisconsin (MCW) by April 1 of their junior year. A 3.3 GPA overall, a writing sample, 3 letters of recommendation, a personal statement and other supporting documents will be required to apply to the (MPH) program. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a Bachelor of Arts degree from Mount Mary. After graduation from Mount Mary, these students continue as graduate students at the MCW for approximately one additional year until they complete the MPH program.</p> <p>*These courses must be <i>completed</i> by April 1st of junior year.</p>		
Course Code	Course Title	Credits
Choose 1 of the following BIO courses (may fulfill SCI core):		
BIO100*	Introduction to Cell and Molecular Biology	4
BIO102*	Introduction to Ecology and Evolutionary Biology	4
BIO105*	Current Concepts in Biology	3
Choose 1 the following Behavioral Science courses (may fulfill BES core):		
ANT 102*	Cultural Anthropology	4
ANT 395*	Topics in Anthropology	3-4
SOC 101*	Introductory Sociology	3

SOC 201*	Social Problems: Interventions and Theory	3
SOC 220*	Conflict Transformation and Peacebuilding	3
PSY 100*	Psychology of Human Adjustment	3
PSY 103*	Introductory Psychology	4
Choose 1 the following Statistics courses:		
MAT 208*	Statistical Literacy	3
MAT 216*	Statistics	4
PSY 310*	Behavioral Science Statistics	4
Required Communication Courses:		
COM 220	Communication Theory	3
COM 235	Intercultural Communication	4
COM 330	Health Communication	3
COM 331	Media and Health Communication	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 410*	Research Methods*	3
COM 494	Capstone Experience	3
	Communication elective	
Required MCW Courses:		
MCW 18200	Environmental Health	2
MCW 18201	Principles of Epidemiology	3
MCW 18203	Public Health Administration	3
MCW 18204	Introduction to Biostatistics	3
MCW 18212	Behavioral Science and Public Health	3

COMMUNICATION PUBLIC RELATIONS CONCENTRATION		MAJOR
Credits required: 42		Academic Year 2022-2023
Note: 2.5 GPA for courses in the major, internship.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
COM 220	Communication Theory	3
COM 255	Introduction to Media Studies	3
COM 301	Introduction to Public Relations	3
COM 340	Digital Marketing and Social Media	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 410	Research Methods	3
COM 491	Strategic Public Relations Management	3
COM 494	Capstone Experience	2
COM 498	Internship	1-4

ENG 419	Technical and Business Communication	4
Elective-choose 6 credits from the following courses:		
COM 235	Intercultural Communication	4
COM 270	Integrated Marketing Communications	3
COM 285	Video Production I	3
COM 320	Organizational Communication	3
COM 350	Global Marketing	
COM 365	Selected Topics in Communication	2-4
COM 385	Media in the Modern World	3
ENG 125	Introduction to New Media Writing	3
ENG 258	Arches	2
ENG 358	Arches	1
GRD 232	Adobe Photoshop and Illustrator	3

COMMUNICATION		MINOR
Credits required: 18		Academic Year 2022-2023
Note: 2.5 GPA in minor courses.		
Course Code	Course Title	Credits
	Choose 18 credits selected from the following courses:	
COM 220	Communication Theory	3
COM 231	Interpersonal Communication	3
COM 232	Small Group Communication	3
COM 235	Intercultural Communication	4
COM 255	Introduction to Media Studies	3
COM 270	Integrated Marketing Communications	3
COM 285	Video Production I	3
COM 301	Introduction to Public Relations	3
COM 310	Gender Communication	4
COM 320	Organizational Communication	3
COM 330	Health Communication	3
COM 331	Media and Health Communication	3
COM 340	Digital Marketing and Social Media	3
COM 343	Persuasive Communication	3
COM 350	Global Marketing	3
COM 355	Crisis Communication	3
COM 365	Selected Topics in Communication	2-4
COM 385	Media in the Modern World	3
COM 386	Video Production II	3
COM 410	Research Methods	3
COM 420	Brand Strategy	3
COM 491	Strategic Public Relations Management	3
COM 498	Internship	1-4

User Experience (UX) Design

The User Experience Design is an interdisciplinary-based curriculum centered in UX courses. UX is the interaction between humans and technology. A UX Designer investigates the human experience with technology and strives to design systems that are functional, accessible, and enjoyable. Diverse people creating human-technology interactions is necessary because interactive technology needs to be accessible to everyone. Students are strongly advised to select a minor.

Program Learning Outcomes

- Apply design thinking and UX principles to evaluate or create products and services.
- Demonstrate cultural competence, inclusiveness, and ethical responsibility during design process.
- Analyze existing and potential user needs by interviewing, studying, and interacting with users within cultural and design contexts.
- Evaluate competing design solutions in the context of user experience.
- Conduct usability testing, research, and analysis.
- Demonstrate proficiency with professional design and software tools.
- Successfully practice oral, written, interpersonal, and visual communication.
- Communicate and collaborate effectively with internal teams and external users.

USER EXPERIENCE (UX) DESIGN		MAJOR
Credits required: 53, not including prerequisites		Academic Year 2022-2023
Note: 2.5 GPA in minor courses.		
Course Code	Course Title	Credits
Prerequisites:		
ART 105	Two-Dimensional Design and Color Theory	3
PHI 334	Ethics, Technology, and Society	3
PSY 103	Introduction to Psychology	4
MAT 105	Algebra I	4
Required Major Courses:		
BUS 362	Principle of Management	3
COM 232	Small Group Communication	3
COM 270	Integrated Marketing Communication	3
ENG 419	Technical Writing	4
MAT 216	Statistics	4
UXD 101	Foundations of User Experience	3
UXD 210	Research for UX	3
UXD 232	Adobe Photoshop & Illustrator	3
UXD 248	Lettering and Typography	3
UXD 258	Adobe InDesign	3
UXD 310	Introduction to Web Design	3
UXD 355	Inclusive Design	3
UXD 356	Interface Design	3
UXD 377	Psychology of Design	3
UXD 412	Digital Technology and Human Application	3

UXD 455	Product Management	3
UXD 494	Capstone	3

USER EXPERIENCE (UX) DESIGN		MINOR
Credits required: 18		Academic Year 2022-2023
Note: 2.5 GPA in minor courses.		
Course Code	Course Title	Credits
Prerequisites:		
UXD 101	Foundations of User Experience	3
UXD 210	Research for UX	3
UXD 355	Inclusive Design	
Choose 9 additional credits from the following:		
UXD 232	Adobe Photoshop & Illustrator	3
UXD 248	Lettering and Typography	3
UXD 310	Introduction to Web Design	3
UXD 356	Interface Design	3
UXD 377	Psychology of Design	3
UXD 412	Digital Technology and Human Application	3
UXD 455	Product Management	3

English

Writing Requirement

Students are expected to successfully complete ENG 120 College Research Writing 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. Individual departments may have earlier requirements for when students should complete the composition requirement. Additionally, the grade requirements to meet a major requirement for ENG 120 College Research Writing may vary.

Students placed into ENG 110 Introduction to College Writing may be required to register for a concurrent 1 credit-hour course, ENG 111 College Writing Workshop, depending on their composition placement score. Once students enrolled in ENG 110 have earned a grade of “C” or better, they may take ENG 120 College Research Writing.

English Major

The English Department offers one English major with five concentrations:

- Creative Writing
- Literature
- Writing for New Media
- Education – English*
- Education - Broad Field LanguageArts/English*

The English department offers 6 minors:

- Creative Writing
- Literature
- Writing for New Media
- Journalism
- English Education*
- English/Language Arts Education (Middle Childhood/Early Adolescence)*

The English department offers 5 post-baccalaureate certificates:

- Creative Writing
- Literature
- Writing for New Media
- English Education*
- Broad Field Language Arts Education/English*

*Please see the Education section of this catalog for Education curriculum guides and program requirements.

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 develop writing and communication skills for use in the workplace through their coursework, internships, and extracurricular activities. We offer classes during the day, evening, and occasionally on Saturdays. We also offer online and hybrid courses.

English majors can enhance their professional development by working on Arches, the award-winning, student-produced feature magazine; joining Sigma Tau Delta, the international English honors society; speaking at our School conference; and attending special lectures and author events. Students may have their work published in *Paper Clips*, an anthology of the best student writing, or Arches. Arches is an All-American student publication, as designated by the Associated Collegiate Press, and is considered among the top 10 percent of student publications in the country. Recently, Arches was nominated for a Pacemaker award, commonly referred to as the Pulitzer Prize for student journalism, for its website, www.archesnews.com. It has also received numerous ACP Best of Show

awards, as well as national and regional awards for writing and design by the ACP, Milwaukee Press Club, and Wisconsin Newspaper Association.

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 declare a major with the University or the Department Chair as soon as they have determined an interest. Transfer students must complete at least 20 credits at Mount Mary for concentrations in creative writing, literature or writing for new media; 12 credits for a minor.

ENGLISH CREATIVE WRITING CONCENTRATION		MAJOR Academic Year 2022-2023
Credits required: 39		
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 125	Introduction to New Media Writing	3
ENG 220	Special Topics in Writing	3
ENG 225	Introduction to Linguistics	4
ENG 258	Arches: Workshop in Publication	3-4
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced Special Topics in Writing (can be repeated with change in topic)	4
ENG 485	Capstone Senior Portfolio and Career Preparation	3-4
Select a minimum of 3 credits from the English 200 series:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 3 credits from the English 300 series:		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
Select a minimum of 6 credits from the following:		
BUS 109	Data and Digital Literacy	3
ENG 220	Special Topics in Writing (may be repeated for credit with different topic)	3
ENG 358	Arches (may be repeated for credit)	3-4
ENG 325	Advanced New Media Theory and Composing	4
ENG 419	Technical and Business Communication	4
ENG 420	Special Topics in Writing (may be repeated for credit with different topic)	4

ENGLISH LITERATURE CONCENTRATION		MAJOR
Credits required: 43		Academic Year 2022-2023
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
ENG 225	Introduction to Linguistics	4
ENG 258	Arches: Workshop in Publication	3-4
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
ENG 485	Capstone Senior Portfolio and Career Preparation	3-4
ENG 492	Critical Reading, Theory, and Interpretation	4
Select a minimum of 3 credits from the English 200 series:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 6 credits from the following:		
BUS 109	Data and Digital Literacy	3
ENG 117	Introduction to Creative Writing	3
ENG 125	Introduction to New Media Writing	3
ENG 220	Special Topics in Writing	3
Select a minimum of 8 credits from the following:		
ENG 317	Advanced Creative Writing	4
ENG 325	Advanced Writing for New Media	4
ENG 419	Technical and Business Communication	4
ENG 420	Special Topics in Writing	4

ENGLISH WRITING FOR NEW MEDIA CONCENTRATION		MAJOR
Credits required: 41		Academic Year 2022-2023
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 125	Introduction to New Media Writing	3
ENG 220	Special Topics in Writing (may be repeated with different topic)	3
ENG 225	Introduction to Linguistics	4
ENG 258	Arches (may be repeated for credit)	4
ENG 325	Advanced New Media Theory and Composing	4
ENG 419	Technical and Business Communication	4
ENG 485	Capstone Senior Portfolio and Career Preparation	3-4
COM 340	Digital Marketing and Social Media	3

Select a minimum of 3 credits from the English 200 series:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 4 credits from the English 300 series:		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
Select a minimum of 4 credits from the following:		
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced Special Topics in Writing	4

Post-Baccalaureate Certifications are available in Creative Writing, Literature, Writing for New Media, English Education, and Broad Field Language Arts/English. Please see the Education section of this catalog for details on Education Post Baccalaureate Certifications.

ENGLISH		POST-BACCALAUREATE CERTIFICATION
CREATIVE WRITING CONCENTRATION		Academic Year 2022-2023
Credits required: 47		
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 125	Introduction to New Media Writing	3
ENG 220	Special Topics in Writing	3
ENG 225	Introduction to Linguistics	4
ENG 258	Arches: Workshop in Publication	3-4
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced Special Topics in Writing (can be repeated with change in topic)	4
ENG 485	Capstone Senior Portfolio and Career Preparation	3-4
Select a minimum of 3 credits from the English 200 series:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 4 credits from the English 300 series:		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
Select a minimum of 6 credits from the following:		
ENG 220	Special Topics in Writing (may be repeated for credit with different topic)	3
ENG 325	Advanced New Media Theory and Composing	4
ENG 358	Arches (may be repeated for credit)	3-4
ENG 419	Technical and Business Communication	4
ENG 420	Special Topics in Writing (may be repeated for credit with different topic)	4

**ENGLISH
LITERATURE**

Credits required: 43

Note: 2.5 GPA in major courses, graduation portfolio, internship.**POST-BACCALAUREATE CERTIFICATION**
Academic Year 2022-2023

Course Code	Course Title	Credits
ENG 225	Introduction to Linguistics	4
ENG 258	Arches: Workshop in Publication	3-4
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
ENG 485	Capstone Senior Portfolio and Career Preparation	3-4
ENG 492	Critical Reading, Theory, and Interpretation	4
Select a minimum of 3 credits from the English 200 series:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 6 credits from the following:		
BUS 109	Data and Digital Literacy	3
ENG 117	Introduction to Creative Writing	3
ENG 125	Introduction to New Media Writing	3
ENG 220	Special Topics in Writing	3
Select a minimum of 8 credits from the following:		
ENG 317	Advanced Creative Writing	4
ENG 325	Advanced Writing for New Media	4
ENG 419	Technical and Business Communication	4
ENG 420	Special Topics in Writing	4

**ENGLISH
WRITING FOR NEW MEDIA**

Credits required: 41

Note: 2.5 GPA in major courses, graduation portfolio, internship.**POST-BACCALAUREATE CERTIFICATION**
Academic Year 2022-2023

Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 125	Introduction to New Media Writing	3
ENG 220	Special Topics in Writing (may be repeated with different topic)	3
ENG 225	Introduction to Linguistics	4
ENG 258	Arches (may be repeated for credit)	4
ENG 325	Advanced New Media Theory and Composing	4
ENG 419	Technical and Business Communication	4
ENG 485	Capstone Senior Portfolio and Career Preparation	3-4

COM 340	Digital Marketing and Social Media	3
Select a minimum of 3 credits from the English 200 series:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 4 credits from the English 300 series:		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
Select a minimum of 4 credits from the following:		
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced Special Topics in Writing	4

ENGLISH CREATIVE WRITING		MINOR
Credits required: 18		Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 220	Special Topics in Writing	3
ENG 258	Arches: Workshop in Publication	4
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced Special Topics in Writing (can be repeated with change in topic)	4

ENGLISH LITERATURE		MINOR
Credits required: 18		Academic Year 2022-2023
Course Code	Course Title	Credits
Select a minimum of 6 credits from the following:		
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Select a minimum of 8 credits from the following:		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
Select a minimum of 4 credits from the following:		
ENG 258	Arches: Workshop in Publication	4
ENG 492	Critical Reading, Theory, and Interpretation	4

ENGLISH WRITING FOR NEW MEDIA Credits required: 18		MINOR Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 125	Introduction to New Media Writing	3
ENG 258	Arches (may be repeated for credit)	4
ENG 325	Advanced New Media Theory and Composing	4
ENG 419	Technical and Business Communication	4
Select a minimum of 3 credits from the following:		
ENG 220	Special Topics in Writing (may be repeated with different topic)	3
COM 340	Digital Marketing and Social Media	3

ENGLISH JOURNALISM Credits required: 18		MINOR Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 125	Introduction to New Media Writing	3
ENG 258	Arches: Workshop in Publication	4
ENG 358	Arches: Workshop in Publication	4
ENG 325	Advanced New Media Theory and Composing	4
COM 255	Introduction to Media Studies	3

Justice, Sociology & History

History and Political Science

The Mount Mary University Justice, Sociology & History Department offers majors in History, and Broad Field Social Studies/ History Education. Minors are offered in History, Political Science, Broad Field Social Studies/History Education and Political Science Education. A Post-Baccalaureate Certificate in History is also offered. Please see the Education section of this catalog for Education curriculum guides and program information.

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

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

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

Reacting to the Past is a pedagogy that engages students in historical events on a deeper level by including role-play. Students are given a character in an event, like the American Revolution, and asked to play that role throughout the course game. Students prepare and give speeches in character and make decisions about events in character. This is experiential learning at a high level. Students gain broad knowledge of an historical era while practicing critical thinking and public forms of expression. It is truly transformative for students.

Studies in history and political science prepare students for careers in politics, law, government, diplomatic service, archival, education, library, and information technology. 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. 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 School 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, senior thesis,

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
Credits required: 32		Academic Year 2022-2023
Course Code	Course Title	Credits
HIS 106	World Civilization Part I	3
HIS 107	World Civilization Part II	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
HIS 498 or HIS 499	Internship and Methods or Senior Thesis and Methods	2-3 or 3
Choose 2 of the following courses:		
HIS 277	Reacting to the Past	4
HIS 346	20th Century Europe	3
HIS 355	20th Century United States	3
HIS 377	Studies in World History	3
Choose 2 of the following courses:		
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose at least 2 additional History electives at the 300 or 400 level		
Additional History coursework at any level for a minimum of 32 credits		

HISTORY		POST-BACCALAUREATE CERTIFICATION
Credits required: 32		Academic Year 2022-2023
Course Code	Course Title	Credits
HIS 106	World Civilization Part I	3
HIS 107	World Civilization Part II	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
HIS 498 or HIS 499	Internship and Methods or Senior Thesis and Methods	2-3 or 3
Choose 2 from the following courses:		
HIS 277	Reacting to the Past	4
HIS 346	20 th Century Europe	3
HIS 355	20 th Century United States	3
HIS 377	Studies in World History	3

Choose 2 from the following courses:		
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose at least 2 additional History electives at the 300 or 400 level		
Additional History coursework at any level for a minimum of 32 credits		

HISTORY		MINOR
Credits required: 18		Academic Year 2022-2023
Course Code	Course Title	Credits
HIS 106 or HIS 107	World Civilization Part I or World Civilization Part II	3
HIS	HIS elective at 300-400 level	3
Choose 2 of the following courses:		
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 346	20 th Century Europe	3
HIS 355	20 th Century United States	3
Choose 1 of the following Non-Western History courses:		
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Additional History coursework for a minimum of 18 credits		

POLITICAL SCIENCE		MINOR
Credits required: 18		Academic Year 2022-2023
Course Code	Course Title	Credits
COM 320	Organizational Communication	3
HIS 277	Reacting to the Past	4
Choose 1 from the following courses:		
POS 213	American Government	3
POS 214 and POS 215	American Government: State Local Tribal and American Government: Federal	1 and 2
Choose remaining 8 credits from the following courses:		
COM 301	Introduction to Public Relations	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3

HUM 386	United Nations	3
JUS 106	History of American Justice	3
PHI 335	Social and Political Philosophy	4
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 350	Community Organizing	3

Justice Major

The Justice Major merges Mount Mary's liberal arts core with courses that prepare women to enter graduate school, law school, government service, nonprofit agencies or other careers in the law. The major provides a multi-disciplinary study of how the modern justice system operates. It focuses on building the essential skills of logical reasoning, communication, problem solving, and analysis. The Justice curriculum uses a variety of disciplines to better understand criminal behavior, global justice policy analysis, and legal issues. This degree develops pre-law skills and studies topics that prepare students for law school or post-graduate study in other fields such as public administration and business. The major has also attracted students currently working in the legal system who wish to expand their skill set and employment potential. Students who want to major in Justice should speak to the chair as early as possible in their college career. Students must maintain a 2.5 grade point average in the major.

The Bureau of Labor Statistics predicts a 29 percent growth in demand (occupational outlook 2014- 2024) for translators and interpreters, and many of these positions will be in the justice field. Students with interest or aptitude are encouraged to combine their Justice Major with a major or minor in a world language. Students in the department are also encouraged to consider study abroad opportunities.

All Justice Majors complete an internship that applies their skills and subject matter knowledge to practical settings. Past interns have worked for the Wisconsin State Crime Lab, the Vel Phillips Juvenile Justice Center, the Milwaukee County Clerk's Office, Voces de la Frontera (immigration law), the Wisconsin Public Defender's Office, Sojourner Family Peace Center (domestic violence prevention and advocacy), Safe and Sound (working with at-risk youth, restorative justice, and the Milwaukee Police Department), private law firms, and others. Justice classes often take field trips; examples include Taycheedah Women's Prison, Marquette University Law School, and Milwaukee County Drug Treatment Court. Classes also bring in guest speakers to represent the many professional opportunities for Justice Majors.

Justice - Prelaw

Law schools seek candidates with excellent work and study habits, emotional maturity, top-notch communication skills, who are problem solvers, and who have the ability to make ethical decisions. The prelaw determination means a student engages in broad-based academic studies to prepare for law school through interdisciplinary liberal arts courses and the development of skills in logical thinking, reading comprehension, and analytical reasoning.

Prelaw students at Mount Mary University take advantage of specialized advising services based on the recommendations of the American Bar Association and the Law School Admission Council.

The prelaw advisor works with students and their major academic advisors to prepare students for law school, which includes advising on preparation for the LSAT and law school application process. Prelaw students should take courses that fulfill three key criteria for law schools: these courses 1) create a context in which law may be better understood, 2) expect the student to demonstrate excellent written and oral communication skills, and 3) require analytical skills. Departments whose offerings are appropriate for prospective law students include: English, History/Political Science, Philosophy, World Languages, Psychology, Business, International Studies, and Justice and Sociology. This list is not exclusive; departments offer courses that can be tailored for prelaw needs, and students should speak with the prelaw advisor as soon as possible in their academic career to structure their course of study.

Areas of Focus:

The Justice major includes two concentrations that students choose between to focus their undergraduate studies:

Concentration in Justice Studies – Prepares students interested in graduate studies or work in justice or the law (e.g. attorney-at-law, legal research, legal services, prosecutors, or judicial). A Justice Studies Concentration includes courses generally considered important for successful entrance into law school or graduate studies (Economics, History, Logic, American Government). The required courses focus on justice broadly as a liberal arts area of study.

Concentration in Criminal Justice – Prepares students for work the justice system (parole/probation, policing/security, prisons, or nonprofit criminal justice organizations), or graduate studies in criminology or criminal justice. A Criminal Justice Concentration focuses on the criminal justice system: law enforcement, the courts, and corrections. This concentration emphasizes appropriate subject matter areas, as well as methods of evidence-based justice practices that are becoming essential for working in the criminal justice system.

JUSTICE		MAJOR
JUSTICE STUDIES CONCENTRATION		Academic Year 2022-2023
Credits required: 40		
Note: Justice students fulfill the global requirement with JUS 301. GPA of 2.5 in major courses required.		
Course Code	Course Title	Credits
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
JUS 101	Introduction to Justice	2
JUS 301	Comparative Justice	3
JUS 306	Abuse and the Law	3
JUS 405	Women as Professionals in Justice	2
JUS 497 and/or JUS 498	Justice Studies Capstone and/or Justice Internship	3 and/or 2-4
Critical Thinking and Writing: Choose 3 of the following courses:		
ANT 102	Cultural Anthropology	4
COM 343	Persuasive Communication	3
ENG 217	Introduction to Creative Writing	3
ENG 223	Survey of British Literature	4
ENG 233	Survey of American Literature	4
HIS 277	Reacting to the Past	4
JUS 106	History of American Justice	3
PHI 315	Logic and Language	4
PHI 330	Contemporary Issues in Ethics	3
Choose from 1 of the following courses:		
POS 213	American Government	3
POS 214 and POS 215	American Government: State Local Tribal and American Government: Federal	1 and 2
Choose remaining credits for the required 40 from the following courses:		

BUS 375	Business Law	3
HIS 357/358	Studies in American History	3
HIS 377	Studies in World History	3
JUS 201	Law Enforcement, Courts, and Corrections	4
JUS 295/495	Special Topics in Justice	2-4
JUS 356	Crime and Delinquency	3
JUS 401	Women, Crime and the Justice System	3
JUS 406	Correctional Alternatives and Therapies	3
PHI 316	Logic	3
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
SOC 479	Conflict Mediation for Professionals	3
SWK 210	Race, Gender, and Class	3

JUSTICE		MAJOR
CRIMINAL JUSTICE CONCENTRATION		Academic Year 2022-2023
Credits required: 40		
Note: Justice students fulfill the global requirement with JUS 301. GPA of 2.5 in major courses required.		
Course Code	Course Title	Credits
JUS 101	Introduction to Justice	2
JUS 106	History of American Justice	3
JUS 201	Law Enforcement, Courts, and Corrections	4
JUS 301	Comparative Justice	3
JUS 306	Abuse and the Law	3
JUS 405	Women as Professionals in Justice	2
JUS 406	Correctional Alternatives and Therapies	3
JUS 497 and/or JUS 498	Justice Studies Capstone and/or Justice Internship	3 and/or 2-4
PSY 103	Introductory Psychology	4
SOC 212	Introduction to Nonprofits	3
SOC 479	Conflict Mediation for Professionals	3
Choose remaining credits for the required 40 from the following courses:		
COM 235	Intercultural Communication	4
COM 355	Crisis Communication	3
HIS 106	World Civilization Part I	3
HIS 107	World Civilization Part II	3
HIS 277	Reacting to the Past	4
HIS 355	20th Century United States	3
JUS 295/495	Special Topics in Justice	2-4
JUS 356	Crime and Delinquency	3

JUS 401	Women, Crime and the Justice System	3
PHI 326	Theory of Ethics	4
PSY 214	Developmental Psychology	4
SOC 201	Social Problems: Interventions and Theories	3
SWK 210	Race, Gender, Class	3
THY 317	World Religions	4
THY 348	Current Moral Issues	2-4

JUSTICE		MINOR
Credits required: 20		Academic Year 2022-2023
Note: Justice students fulfill the global requirement with JUS 301. GPA of 2.5 in major courses required.		
Course Code	Course Title	Credits
JUS 101	Introduction to Justice	2
JUS 201	Law Enforcement, Courts, and Corrections	4
JUS 306	Abuse and the Law	3
JUS 401	Women, Crime and the Justice System	3
Choose 8 credits from the following courses:		
JUS 106	History of American Justice	3
JUS 295/495	Special Topics in Justice	2-4
JUS 301	Comparative Justice	3
JUS 356	Crime and Delinquency	3
PHI 326	Theory of Ethics	4
SOC 479	Conflict Mediation for Professionals	3
SWK 210	Race, Gender, and Class	3
THY 348	Current Moral Issues	2-4

Sociology Major

The Sociology major builds a scientific basis for the study of society, and social behavior. Understanding why there are inequities in our society and how we can address those inequities is central. In Sociology we focus on skills graduates need to build a stronger community. Sociology offers areas of concentration to prepare the student for career success. Students who want to major in Sociology should speak to the chair as early as possible in their college career. Students must maintain a 2.5 grade point average in the major.

The Bureau of Labor Statistics predicts a 29 percent growth in demand (occupational outlook 2014- 2024) for translators and interpreters, and many of these positions will be in the justice field. Students with interest or aptitude are encouraged to combine their Sociology Major with a major or minor in a world language. Students in the department are also encouraged to consider study abroad opportunities.

Building stronger communities is the goal of Sociology majors, Anthropology/Sociology minors, and Peacebuilding Certificate graduates. Many neighborhoods and communities are struggling to be safe, productive, pleasant places to live and work. Mount Mary's Sociology Program provides students with knowledge and skills to critically analyze the social structures, institutions, and cultural attributes that make a community successful. We study how communities develop in a positive way; we visit community agencies to see what works and what needs improvement; and we have students experience building strong communities. We want our students to be effective leaders of organizations that are characterized by diversity. The Sociology program helps students understand how

social systems work and affect lives of individuals and families locally and around the world. Students learn to understand social issues and how to work toward social justice.

The Anthropology/Sociology (ANSO) minor also enhances the skills of those who wish to work in helping professions, as service providers or in leadership roles. It provides students with an understanding of how culture and society affect human behavior. The minor enhances majors which prepare students to work with people in businesses, non-profit organizations, or the government.

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. Students also learn basic skills and knowledge related to global matters. Information on the Peacebuilding program can be found in the World Languages Department curriculum.

Admission requirements for the Sociology major includes completion of two courses in the major at Mount Mary University with a minimum grade point average of 2.5, and an over-all grade point average of 2.0. A 2.5 grade point average must be maintained in Sociology courses in order to remain in the major and at least 15 credits in the major must be taken at Mount Mary University. Students planning to pursue a major, minor, or certificate in the department should contact the Department Chair as soon as possible.

Upon graduating, students are prepared to work in public, private, and non-profit organizations within a community. Recent sociology majors have pursued graduate degrees in sociology, urban studies, non-profit management, counseling, and gerontology. We help students become leaders who can transform the world, one neighborhood at a time.

SOCIOLOGY		MAJOR
Credits required: 40		Academic Year 2022-2023
Note: 2.5 GPA in major required.		
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	4
PSY 103	Introductory Psychology	4
SOC 101	Introductory Sociology	3
SOC 201	Social Problems: Interventions and Theory	3
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 398	Internship	1-4
SOC 479	Conflict Mediation for Professionals	3
Choose at least 19 additional credits from the following courses:		
ANT	200-400 Level Course	3
COM 235	Intercultural Communication	4
COM 320	Organizational Communication	3
HIS 107	World Civilization Part II	3
HIS 277	Reacting to the Past	4
JUS 201	Law Enforcement, Courts, and Corrections	4
JUS 356	Crime and Delinquency	3
JUS 401	Women, Crime and the Justice System	3

PHI 335	Social and Political Philosophy	4
PSY 310	Behavioral Science Statistics	4
SOC 212	Introduction to Nonprofits	3
SOC 350	Community Organizing	3
SOC 358	Introduction to Health Care Systems	3
SOC 395	Special Topics in Sociology	3
SOC 497	Community Based Research	3
SWK 210	Race, Gender, and Class	3

ANTHROPOLOGY/SOCIOLOGY		MINOR
Credits required: 22		Academic Year 2022-2023
Note: 2.5 GPA in minor required.		
Course Code	Course Title	Credits
Anthropology Courses:		
ANT 102	Cultural Anthropology	4
	1 Anthropology course 200-400 level	3
Sociology Courses:		
SOC 101	Introductory Sociology	3
SOC 201	Social Problems: Interventions and Theory	3
SOC 220	Conflict Transformation and Peace-Building	3
SOC 479	Conflict Mediation for Professionals	3
Select 3 credits from the following courses:		
SOC 212	Introduction to Nonprofits	3
SOC 225	Diverse Families: Theory and Practice	3
SOC 295	Issues in Sociology	3
SOC 336	Comparative Societies	3

Theology & Philosophy

Philosophy Major

The philosophy program is designed to develop the student's ability to reflect and discuss philosophically about important issues concerning human life and inquiry. As such, the philosophy program prepares graduates to approach perennial human questions with intelligence and integrity. The program specifically seeks to develop ethically reflective students capable of the self-knowledge and critically creative thinking essential to leadership and social justice. Many philosophy majors have a second major which the philosophy program deepens and enriches. Those philosophy students who have the desire and ability for graduate work in philosophy will be given the skills and background preparation necessary for graduate study.

PHILOSOPHY		MAJOR
Credits required: 30		Academic Year 2022-2023
Course Code	Course Title	Credits
PHI 492	Critical Reading, Theory, and Interpretation	4
PHI 497	Senior Independent Study	2-4
SEA 101	Search for Meaning	4
	22-24 more credits in any PHI courses	22-24

PHILOSOPHY		MINOR
Credits required: 20		Academic Year 2022-2023
Course Code	Course Title	Credits
SEA 101	Search for Meaning	4
	16 more credits in any PHI courses	16

Theology Major

The Theology program maintains that a fully human life includes response in faith to God. This program of study 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 program 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 in religious education, in conjunction with the teacher education program, provides preparation for teaching in grades 6-12. Please see the Education section of this catalog for more information on the religious education major. A Certificate in Theology is available to students who have already earned an undergraduate degree and wish to obtain a major in theology. The requirements are the same as for a theology major. Self-designed independent readings courses offer students the opportunity to pursue areas of interest beyond the listed course options. Internships for majors are strongly encouraged and available for both majors and minors. The Theology program is also home to a chapter of Theta Alpha Kappa (TAK), the National Honor Society for Religious Studies and Theology. Those students who have completed 12 credits of theology and have a GPA of 3.5 or higher in theology courses may be inducted into the society. Students in the Theology program often choose to participate regularly in the activities and service-oriented opportunities offered by Mount Mary's Office of Campus Ministry.

Students seeking admission to the major (or minor) must receive program 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 9 credits of the major or minor, plus the Search for Meaning course, must be earned at Mount Mary University. Application is normally made prior to the junior year but can be done at any time as long as the requirements are fulfilled before graduation. The theology major culminates with a Synthesis Seminar (THY 398-498) and an “Exit Paper” and “Exit Interview,” usually done in the second half of the last semester before graduation.

THEOLOGY		MAJOR
Credits required: 40		Academic Year 2022-2023
Note: 2.5 GPA in major; 2.3 GPA overall; exit interview.		
Course Code	Course Title	Credits
SEA 101	Search for Meaning	4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Biblical Group (8 credits minimum)		
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament	4
Choose 4 credits from the following courses:		
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament (whichever course was not already taken)	4
THY 313	The Bible and Art	4
THY 330	The Gospel and Letters of John	2-3
THY 333	The Wisdom Literature	2
THY 338	The Letters of Paul	4
THY 340	The Synoptic Gospels	2-3
THY 342	The Psalms	2
THY 345	Biblical Perspectives on Justice	2
THY 372	Special Topics in Biblical Theology	2-4
Historical Group (7 credits minimum)		
THY 326 or THY 328	History of Christian Thought I or History of Christian Thought II	4
Choose 3 credits from the following courses:		
THY 320	Christian Classics	2-4
THY 324	Early Christianity in Rome	4
THY 326 or THY 328	History of Christian Thought I or History of Christian Thought II (whichever course was not already taken)	4
THY 346	Modern Christian Social Thought	2
THY 373	Special Topics in Historical Theology	2-4
Systematics/Ethics Group (7 credits minimum)		
THY 220	Christian Theological Foundations	2-4
Choose 3 credits from the following courses:		

THY 317	World Religions	2-4
THY 348	Current Moral Issues	2-4
THY 350	Theological Ethics in Healthcare	4
THY 352	Introduction to Moral Theology	3-4
THY 356	African-American Religious Thought	4
THY 370	Women and Theology	2-4
THY 374	Special Topics in Systematic Theology	2-4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Additional Theology coursework to complete the 40 credit requirement		

THEOLOGY		POST-BACCALAUREATE CERTIFICATION
Credits required: 40		Academic Year 2022-2023
Note: 2.5 GPA in major; 2.3 GPA overall; exit interview.		
Course Code	Course Title	Credits
SEA 101	Search for Meaning	4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Biblical Group (8 credits minimum)		
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament	4
Choose 4 credits from the following courses:		
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament (whichever course was not already taken)	4
THY 313	The Bible and Art	4
THY 330	The Gospel and Letters of John	2-3
THY 333	The Wisdom Literature	2
THY 338	The Letters of Paul	4
THY 340	The Synoptic Gospels	2-3
THY 342	The Psalms	2
THY 345	Biblical Perspectives on Justice	2
THY 372	Special Topics in Biblical Theology	2-4
Historical Group (7 credits minimum)		
THY 326 or THY 328	History of Christian Thought I or History of Christian Thought II	4
Choose 3 credits from the following courses:		
THY 320	Christian Classics	2-4
THY 324	Early Christianity in Rome	4
THY 326	History of Christian Thought I	

or THY 328	or History of Christian Thought II (whichever course was not already taken)	4
THY 346	Modern Christian Social Thought	2
THY 373	Special Topics in Historical Theology	2-4
Systematics/Ethics Group (7 credits minimum)		
THY 220	Christian Theological Foundations	2-4
	Choose 3 credits from the following courses:	
THY 317	World Religions	2-4
THY 348	Current Moral Issues	2-4
THY 350	Theological Ethics in Healthcare	4
THY 352	Introduction to Moral Theology	3-4
THY 356	African-American Religious Thought	4
THY 370	Women and Theology	2-4
THY 374	Special Topics in Systematic Theology	2-4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Additional Theology coursework to complete the 40 credit requirement		

THEOLOGY		MINOR
Credits required: 20		Academic Year 2022-2023
Note: Ordinarily, SEA 101 is required before taking any other theology course. Exceptions require Department Chair's approval.		
Course Code	Course Title	Credits
SEA 101	Search for Meaning	4
4 credits in general biblical, Old Testament studies or New Testament studies, from the following:		
THY 310	The Sacred Writings of Israel	4
THY 312	The New Testament	4
THY 313	The Bible and Art	4
THY 324	Early Christianity in Rome	4
THY 330	The Gospel and Letters of John	2-3
THY 333	The Wisdom Literature	2
THY 338	The Letters of Paul	4
THY 340	The Synoptic Gospels	2-3
THY 342	The Psalms	2
THY 345	Biblical Perspectives on Justice	2
THY 372	Special Topics in Biblical Theology	2-4
12 credits selected from any courses offered in the department		

World Languages and Global 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. In Spanish, students may choose to complete a major, a minor, a pre-baccalaureate certificate for native and heritage Spanish-speakers, or a post-baccalaureate certificate (for completion of major). For Global Studies, students may choose to complete a major, a minor, or a post-baccalaureate certificate (for completion of major). Note that the Global Studies major will require a second major or a minor in another area of study. Students majoring in Spanish (including Spanish Education) must attain the intermediate-high level on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency examination to graduate with the major. Majors (including those in Spanish Education) must also prepare a senior portfolio and present it formally to the department during their final year. Language teaching majors and minors must also fulfill the requirements of the Education Department. See the Education section of this bulletin for complete information. Study abroad (or equivalent immersion experience, such as work, service learning or internship), with residence among native speakers, is required of all majors (and teaching minors) in Spanish and Global Studies. A minimum of three 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, fine arts, or global. These are labeled in the course description sections.

Any student who successfully completed high school course work in a world language and who completes a language course above the Elementary I (101) level at Mount Mary University with a grade of B or better may receive retroactive credit. Retroactive credits may be received only one time and they count only as electives toward graduation. They do not count toward the Spanish major, minor or certificate or in the core curriculum. If a student also earns credit from an Advanced Placement Test, an International Baccalaureate (Higher-Level) Examination, or the College Level Examination Program, those credits will be subtracted from the total amount of retroactive credits awarded.

Retroactive credits may not be transferred in or out of the University. Please see the retroactive credit and CLEP exam sections of this Catalog for more information. (**Note:** CLEP exams are only given off-campus and a fee is charged)

Spanish Major

Qualified students may apply to major or minor in Spanish or Spanish Education at any time. Please see Education section of catalog for more details about the Spanish Educational majors, minors, and post- baccalaureate certifications. Students in the general program (Spanish major or minor) must maintain an overall grade point average of 2.0 and a 2.5 grade point average in Spanish courses for the major.

SPANISH		MAJOR
Credits required: 33, not including prerequisites		Academic Year 2022-2023
Note: Cumulative GPA of 2.0 or above; minimum GPA of 2.50 in the major; at least three weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country.		
Course Code	Course Title	Credits
Prerequisite courses 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3

Choose 1 writing course:		
SPA 222 or SPA 335	Spanish Composition or Advanced Composition	3
Choose 1 speaking course:		
SPA 223 or SPA 332	Conversation in Spanish or Advanced Conversation	3
Choose 1 linguistics course:		
SPA 333 or SPA 334	Phonetics or Syntax	3
Choose 1 advanced literature course:		
SPA 373 or SPA 483	Latin American Literature or Spanish Literature	3
Choose 1 advanced civilization course		
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3
SPA 227	Introduction to Hispanic Civilization & Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 326	The Hispanic American Experience	3
SPA 460	Senior Project	3
	Minimum of 6 additional credits of electives from FLA/GLO/SPA from FLA 200, GLO 200 or SPA 203 or above	6
Note: Students in the Spanish and Spanish Education (including Spanish teaching minors) major are required to study (or work for pay or credit) abroad for at least three weeks in a Spanish-speaking country. Students who have extreme circumstances that prevent them from participating in study abroad may petition for alternative arrangements.		

SPANISH		POST-BACCALAUREATE CERTIFICATION
Credits required: 33, not including prerequisites		Academic Year 2022-2023
Note: Cumulative GPA of 2.0 or above; minimum GPA of 2.50 in the major; at least three weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country.		
Course Code	Course Title	Credits
Prerequisite courses - 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
Choose 1 writing course:		
SPA 222 or SPA 335	Spanish Composition or Advanced Composition	3
Choose 1 speaking course:		

SPA 223 or SPA 332	Conversation in Spanish or Advanced Conversation	3
Choose 1 linguistics course:		
SPA 333 or SPA 334	Phonetics or Syntax	3
Choose 1 advanced literature course:		
SPA 373 or SPA 483	Latin American Literature or Spanish Literature	3
Choose 1 advanced civilization course:		
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3
SPA 227	Introduction to Hispanic Civilization & Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 326	The Hispanic American Experience	3
SPA 460	Senior Project	3
	Minimum of 6 additional credits of electives from FLA/GLO/SPA from FLA 200, GLO 200 or SPA 203 or above	6
Note: Students earning the Spanish and Spanish Education post-baccalaureate certifications are required to study (or work for pay or credit) abroad for at least three weeks in a Spanish-speaking country. Students who have extreme circumstances that prevent them from participating in study abroad may petition for alternative arrangements.		

SPANISH FOR NATIVE AND HERITAGE SPEAKERS		PRE-BACCALAUREATE CERTIFICATION
Credits required: 18, all taken at Mount Mary		Academic Year 2022-2023
Note: This certificate is available for Mount Mary pre-baccalaureates (undergraduates).		
Course Code	Course Title	Credits
SPA 227	Introduction to Hispanic Civilization and Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 326	The Hispanic-American Experience	3
SPA 332 or SPA 335	Advanced Conversation or Advanced Composition	3
	Minimum of 6 additional credits of electives from FLA/GLO/SPA from FLA 200, GLO 200 or SPA 203 or above	6

SPANISH		MINOR
Credits required: 21, not including prerequisites		Academic Year 2022-2023
Course Code	Course Title	Credits
Prerequisite courses - 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
Choose 1 writing course:		
SPA 222 or SPA 335	Spanish Composition or Advanced Composition	3
Choose 1 speaking course:		
SPA 223 or SPA 332	Conversation in Spanish or Advanced Conversation	3
Choose 1 linguistics course:		
SPA 333 or SPA 334	Phonetics or Syntax	3
SPA 227	Introduction to Hispanic Civilization & Culture	3
SPA 228	Introduction to Hispanic Literature	3
	Minimum of 6 additional credits of electives in FLA/GLO/SPA from FLA 200/GLO 200/SPA 203 or above	6

Global Studies Major

The Global Studies major is designed to help students develop the skills required to compete in an increasingly global society. In addition to a study abroad experience, the major requires courses in business and the social sciences as well as exposure to languages other than English. A second major or minor in a different field of study is required for the Global Studies major. Secondary majors and minors in other fields may include business, communication, English, history, political science, or Spanish depending on the student's career interest. Students may apply to major or minor in Global Studies at any time.

The Global Studies major creates a broad range of career opportunities including: government service, international business, international law, diplomatic service, international education, travel industry, intercultural communication, translating/interpreting, and graduate study in a variety of fields. A Global Studies minor is also available and the minor requires some of the courses from the major and only two semesters of language study instead of an entire language major/concentration within it.

GLOBAL STUDIES		MAJOR
Credits required: 41		Academic Year 2022-2023
Note: 2.50 GPA, world language study, study abroad, and a second major or minor are required.		
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	4
BUS 302	Macroeconomics	3

BUS 303	International Business and Economics	3
COM 235	Intercultural Communication	4
GEO 310	World Regional Geography	3
HUM 386	United Nations	3
GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
POS	Any 3 credits in Political Science	3
Choose 1 of the following Non-Western History courses:		
HIS 107	World Civilization Part II	3
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose 1 of the following Conflict Mediation courses:		
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 242	Peace and Conflict in the International Context	3
SOC 479	Conflict Mediation for Professionals	3
	2 semesters World Language (not ASL)	6

GLOBAL STUDIES		POST-BACCALAUREATE CERTIFICATION
Credits required: 41		Academic Year 2022-2023
Note: 2.50 GPA; world language study; study abroad, and a second major or minor are required.		
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	4
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
COM 235	Intercultural Communication	4
GEO 310	World Regional Geography	3
HUM 386	United Nations	3
GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
POS	Any 3 credits in Political Science	3
Choose 1 of the following Non-Western History courses:		
HIS 107	World Civilization Part II	3
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose 1 of the following Conflict Mediation courses:		
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 242	Peace and Conflict in the International Context	3

SOC 479	Conflict Mediation for Professionals	3
	2 semesters World Language (not ASL)	6

GLOBAL STUDIES		MINOR
Credits required: 26		Academic Year 2022-2023
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	4
BUS 302	Macroeconomics	3
COM 235	Intercultural Communication	4
GEO 310	World Regional Geography	3
GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
	2 semesters World Language (not ASL)	6

Additional HSSI Programs

PEACEBUILDING		PRE-BACCALAUREATE CERTIFICATION
Credits required: 18		Academic Year 2022-2023
Note: Relevant experiential learning – 30 hours of Community Service, a study abroad program, or participation in an approved peace event (e.g., peaceful march or protest) – is required. A minimum of 2.5 GPA in Peacebuilding curriculum is required at the time of graduation. Students are encouraged to pursue study in world languages and participate in a study abroad opportunity. Courses selected should represent diverse disciplines.		
Course Code	Course Title	Credits
	Foundational courses (required):	
SOC 220 or SOC 479	Conflict Transformation and Peacebuilding or Conflict Mediation for Professionals	3
IST 200 or IST 400	Introduction to International Studies or Senior Seminar in International Studies	3
	Two semesters of World Language (4 years in High School, 2 semesters of the same language in college, or 1 semester each of 2 different languages)	0-6
Area 1: Cultural & Social Understanding (at least 1 course):		
ANT 102	Cultural Anthropology	4
ATH 332	Multicultural Arts	3
COM 235	Intercultural Communication	4
ENG 307	World Literature	2 or 4
HIS 260	Latin American History & Culture	3
HIS 270	Modern Asian History & Culture	3
HIS 275	African History & Culture	3
HIS 280	Middle East History & Culture	3
PSY 256	Social Psychology	4
SWK 210	Race, Gender, and Class	3
SOC 336	Comparative Societies	3
SPA 326	The Hispanic American Experience	3
THY 317	World Religions	4
Area 2: Issues in Social Justice (at least 1 course):		
BIO 220	Contemporary Environmental Issues	3
INT 410	Contemporary Issues in Design	3
JUS 106	Introduction to Justice	3
JUS 306	Abuse and the Law	3
PHI 330	Contemporary Issues in Ethics	3
SOC 201	Social Problems: Interventions and Theory	3
SYM 110	Leadership for Social Justice Seminar	3
THY 345	Biblical Perspectives on Justice	2
THY 346	Modern Christian Social Thought	2

THY 348	Current Moral Issues	2-4
Area 3: Peacebuilding and Community Development (at least 1):		
ATH 397	Creative Community Development	3
COM 232	Small Group Communication	3
HUM 386	United Nations	3
GLO 200 or GLO 400	Introduction to Global Studies or Global Studies Seminar (if not used to fulfill IST requirement)	3
PHI 335	Social and Political Philosophy	4
PSY 315	Psychology of Peace	3
SOC 220 or SOC 479	Conflict Transformation and Peacebuilding or Conflict Mediation for Professionals (if not used to fulfill SOC conflict requirement)	3
SOC 242	Peace & Conflict in the International Context (study abroad)	3
SOC 350	Community Organizing	3
SOC 352	Gender and Conflict	3
SOC 363	Environmentally Sustainable Communities	3

Medical Humanities Minor

It is the vision of Mount Mary to education women to transform the world. We also prepare women for careers. The women we send into the medical professions must have something that also marks them as Mount Mary students. The Medical Humanities Minor will give students an extra edge in their career preparation and at the same time, transform them into leaders in their fields. Many of the courses required for this minor will also fulfill core requirements, helping students with completion. This minor will serve students in Occupational Therapy, Dietetics, Nursing, Biological Sciences and could be a nice companion program for Psychology and Sociology, as well as a good foundation for students who plan to pursue the Master's in Public Health.

MEDICAL HUMANITIES		MINOR
Credits required: 18		Academic Year 2022-2023
Note: Other special topic classes as offered.		
Course Code	Course Title	Credits
Choose at least 18 credits from the following		
PHI 332	Philosophy of Health	4
PHI 347	Philosophy of Science	3
THY 350	Theological Ethics in Healthcare	4
HIS 377	Studies in World History: History of Medicine	3
HIS 377	Studies in World History: History of Disease	3
ENG 285	Special Topics in Literature: Lessons in Literature, Life and Loss	1-4
ENG 285	Special Topics in Literature: Literature of Healing	1-4
COM 330	Health Communication	3

Liberal Studies Major

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

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

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

Students may transfer in up to 72 credits from an associate degree program. To obtain the B.A., students must complete approximately 48 core courses, including a concentration in a liberal arts area, and reach 120 credits total. Students must have earned a C or higher for a course to transfer. The structure of the major allows the student considerable freedom in choosing major coursework and allows the student to highlight academic strengths and intellectual interests. Depending on the primary areas of study chosen, a liberal arts degree can prepare students for a wide variety of careers. Students seeking to complete a Liberal Studies degree should contact the Dean for the School of Humanities, Social Sciences, and Interdisciplinary Studies.

Liberal Studies Major Requirements: 12 Credits, including SYM 110 and a nine-credit concentration in one of the core realms, and completion of Mount Mary University Core Curriculum.

To gain depth, students will complete a concentration by taking at least 9 additional credits in one of the realms to reach the minimum of 120 total credits. These 9 credits must be at the 200 or above level and at least 6 of the credits must be at the 300 or above level.

LIBERAL STUDIES		MAJOR
Credits required: 12 + Core Curriculum (60)		Academic Year 2022-2023
Course Code	Course Title	Credits
SYM 110	Leadership for Social Justice Seminar	3
	Concentration of 9 credits in one of the core realms (3 credits at 200 level or higher and at least 6 credits at the 300 level or higher)	9
Note: Any student who declared a Liberal Studies major under the previous curriculum (not requiring an Associate Degree) and who want to change Catalog years in order to take advantage of the change in total credit requirements from 128-120 credits to graduate, may change Catalog years and maintain the previous curriculum, including core and major requirements.		

Compass Year

The Compass Year Program is an evidence-based program designed to help college students find their majors while progressing toward a degree, reducing their time to completion (graduation). Any student who has not declared a major is eligible to participate in the specialized events, coaching, programming, workshops and classes.

Features of the Undecided Program include

- Evidence-based and Strengths-based programming
- Major exploration through
 - Classes which also count toward their degree
 - Guest speakers from many professions

- Experiential Learning (job shadowing, internships)
- Cohort model (which also leads to better persistence to graduation)

Compass Year students also benefit from specially trained admissions counselors, faculty advisors, and the Academic and Career Development staff who all offer support and guidance throughout students' studies at Mount Mary University.

Summer Jump Start

The week prior to the Fall semester starting, first year students enrolled in the Compass Year Program will engage in team building activities, field trips and career discernment assignments and events to get a "jump start" on choosing a major. The summer session is heavily made up of self-exploration including assessing for interests, values, skills and personality in an engaging, cohort based format. *Required for all students receiving a Compass Year Scholarship.

School of Natural and Health Sciences and Education

We prepare students to transform the world through strong academic programs that are student-centered and experiential. Students learn evidence-based knowledge and concepts, and then creatively apply those concepts to real-world problems. Our goal is to help students be able to improve themselves and their communities to make the world a better place.

In the Natural Sciences we have majors in Chemistry, Biology and Mathematics and in the Health Sciences we offer Dietetics, Occupational Therapy, and Public Health. Our alumni have helped:

- A company use safer and more environmentally friendly chemicals
- An older adult with diabetes improve their nutrition and health
- A young adult with traumatic injuries rehabilitate and return to work
- Create a faster way to detect viruses
- A child with autism learn along-side classmates
- Create systems that make health care more affordable

If you are curious about how the world works, or if you are interested in helping people make healthier choices, or if you want to help people have better lives, then science and health care may be for you!

Undergraduate Departments & Programs in the School of Natural and Health Sciences & Education

- Art Therapy (Major & Minor)
- Dietetics
 - Human Biology Pre-Dietetics (Major)
- Education
 - Early Childhood/Elementary Education (Major & Post-Baccalaureate Certificate)
 - Early Childhood (EC) Concentration
 - Early Childhood/Middle Childhood (EC/MC) Concentration
 - Middle Childhood/Early Adolescence (MC/EA) Concentration
 - Educational Studies Concentration
 - Bilingual Education (Spanish) (Minor)
 - English Education (Minor)
 - Mathematics Education (Minor)
 - Science Education (Minor)
 - Social Studies Education (Minor)
 - Spanish Education Minor
 - Biology Education – Early Adolescence/Adolescence (EA/A) (Major, Minor, & Post-Baccalaureate Certificate)
 - Broad Field Biology Education - Early Adolescence/Adolescence (EA/A) (Major & Post-Baccalaureate Certificate)
 - Chemistry Education - Early Adolescence/Adolescence (EA/A) (Major & Post-Baccalaureate Certificate)
 - Broad Field Chemistry Education - Early Adolescence/Adolescence (EA/A) (Major & Post-Baccalaureate Certificate)
 - English Education - Early Adolescence/Adolescence (EA/A) (Major, Minor, & Post-Baccalaureate Certificate)
 - Broad Field Language Arts/English Education - Early Adolescence/Adolescence (EA/A) (Major & Post-Baccalaureate Certificate)
 - Journalism Education - Early Adolescence/Adolescence (EA/A) (Minor)
 - Speech Communication Education - Early Adolescence/Adolescence (EA/A) (Minor)

- Broad Field Social Studies/History Education - Early Adolescence/Adolescence (EA/A) (Major & Post-Baccalaureate Certificate)
- History Education - Early Adolescence/Adolescence (EA/A) (Minor)
- History – Political Science Education - Early Adolescence/Adolescence (EA/A) (Minor)
- Mathematics Education - Early Adolescence/Adolescence (EA/A) (Major & Post-Baccalaureate Certificate)
- Art Education (Major & Post-Baccalaureate Certificate)
- Spanish Education (Major & Post-Baccalaureate Certificate)
- Religious Studies Education (Major & Post-Baccalaureate Certificate)
- Mathematics (Major & Minor)
- Nursing
 - Pre-Licensure Nursing (Major)
 - Nursing 1-2-1 (MATC) (Major)
 - RN to BSN Completion
- Psychology
 - Psychology (Major & Minor)
 - Psychology Pre-Dietetics Concentration
 - Psychology Pre-Occupational Therapy Concentration
 - Psychology Pre-Masters of Public Health Concentration
- Sciences
 - Biology
 - Biology General Sequence (Major & Minor)
 - Biology Health Sciences Sequence (Major & Post-Baccalaureate Certificate)
 - Biology Environmental Sciences Sequence (Major)
 - Human Biology Pre-Occupational Therapy Concentration (Major)
 - Human Biology Pre-Pharmacy Therapy Concentration (Major)
 - Chemistry (Major, Minor, & Post-Baccalaureate Certificate)
 - Exercise Science (Major)
 - Food Science Chemistry (Major, 3+2, & Post-Baccalaureate Certificate)
- Social Work (Major)

Art Therapy

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

The undergraduate Art Therapy program 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 program prepares students with the ability to collaborate and respond with compassion. Artistic and experiential engagement develops self-awareness and builds community. Interdisciplinary coursework in Studio Arts, Behavioral Science and Communication provide a strong academic foundation. Working together with peers, artists, activists and art therapists, students learn what it means to participate in our multicultural, global world through such opportunities as community-based internships, study abroad, and self-directed senior capstone projects.

The Art Therapy major fulfills all of the prerequisite requirements for graduate study of professional art therapy and other helping professions. Mount Mary University's Art Therapy programs are nationally recognized for quality and leadership in art-based art therapy education.

ART THERAPY		MAJOR
Credits required: 61		Academic Year 2022-2023
Note: 3.0 GPA Internship in the community and a capstone senior project are required.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 226	Painting	3
	Choose 1 additional 3 credit course from Studio Art offerings	3
Choose 6 credits of Art History:		
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 320	Global Modern and Contemporary Art	3
SWK 210 or SOC 220	Race, Gender, and Class or Introduction to Conflict Transformation	3
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
PSY 325	Psychopathology	4
COM 231 or COM 235	Interpersonal Communication or Intercultural Communication	3
ATH 201	Introduction to Art Therapy	3

ATH 250	Responding to Life's Calling	1
ATH 332	Multicultural Arts	3
ATH 345 or ATH 495	Service Learning or Internship	2 or 1-3
ATH 350	Art and Spirituality	3
ATH 375	Special Topics in Art Therapy	1
ATH 397	Creative Community Development	3
ATH 497	Professional Development in Art Therapy	1
ATH 498	Senior Capstone Project	1

ART THERAPY		MINOR
Credits required: 18		Academic Year 2022-2023
Course Code	Course Title	Credits
ATH 201 or ATH 275	Introduction to Art Therapy or Art for the Helping Professions	3
ATH 332	Multicultural Arts	3
ATH 345	Service Learning	2
ATH 350	Art and Spirituality	3
ATH 397	Creative Community Development	3
ATH 498	Senior Capstone Project	1
	Additional 3 credits of Studio Art or ATH electives	3

Note: A minor in Multidisciplinary Arts (including courses in Studio Art, Art Therapy, English – Creative Writing, and Music, Movement and Dance) is described in the Music, Movement and Dance section of this catalog.

Dietetics

The Dietetics Department offers the undergraduate degree program, Human Biology Pre-Dietetics concentration, which leads to the accredited Integrated Masters of Science in Nutrition and Dietetics. The latter is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). The undergraduate degree Psychology Pre-Dietetics concentration is also offered by the Psychology Department. The Human Biology Pre-Dietetics concentration is described below. The Psychology Pre-Dietetics concentration is described in the Psychology Department section of the bulletin.

Human Biology Pre-Dietetics Concentration

On January 1, 2024, all entry-level dietitians must hold an advanced degree to be verified for the Registered Dietitian Exam. To prepare students for the Integrated Masters of Science in Nutrition and Dietetics, we are offering the undergraduate Human Biology Pre-Dietetics concentration degree. In the Human Biology Pre-Dietetics concentration degree, students will earn graduate credits during the senior year, which will count toward the Integrated Masters of Science in Nutrition and Dietetics.

Students must receive a minimum grade of “BC” in all DTS courses and exhibit professional behavior as determined by the Professional Development Assessment. Documentation of a physical examination with proof of immunities, flu shot, 10-panel drug screen, TB test and a background check are required during the junior and senior years. The Covid vaccination may be required as well, based on local health department and placement site requirements. Supervised experiential learning affiliation fees are assessed.

Pre-college competencies include high school biology, chemistry, and mathematics including algebra.

HUMAN BIOLOGY PRE-DIETETICS CONCENTRATION		MAJOR
Credits required: 84		Academic Year 2022-2023
Note: Need to earn a “BC” or better in DTS courses. Need to earn a “C” or better in other courses required for the major. Before taking DTS 564, students have the option of taking an online medical terminology course (OCT 201) or a departmental medical terminology exam to demonstrate competency in this area. In the senior year of the undergraduate degree, students enter Master’s level courses where students needs to earn a minimum of a “B”. To progress into the Integrated Masters of Science in Nutrition and Dietetics program, a minimum overall grade point average of 3.0 is required.		
Course Code	Course Title	Credits
DTS 152	The Profession of Dietetics	1
DTS 201	Food Science	3
DTS 250	Nutrition Principles	4
DTS 354	Applied Nutrition	3
DTS 362	Quantity Food Procurement and Production	3
DTS 465	Community Nutrition	3
DTS 505	Advanced Human Nutrition: Macronutrients, Micronutrients	3
DTS 520	Management and Leadership	3
DTS 564	Medical Nutrition Therapy I	4
DTS 566	Medical Nutrition Therapy II	4
DTS 574	Nutrition Research I	3
DTS 575	Counseling Skills	2
DTS 576	Nutrition Communication and Education	2

Optional Courses:		
	Dietetics Electives	3
Other Courses Required:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 250	Cell Biology	3
BIO 325	Microbiology	4
BIO 337	Genetics	4
CHE 113	General Chemistry I	4
CHE 206	Organic and Biochemistry	4
PSY 103	Introductory Psychology	4
SOC 101	Introductory Sociology	3
MAT 111	Algebra II	4
MAT 216 or PSY 310	Statistics or Behavioral Science Statistics	4

Graduate Program in Dietetics

Program requirements and course descriptions are included in the Graduate Program section of the Catalog. For more information, contact the Office for Graduate Admissions, located in Notre Dame Hall room 148, (414-930-3049) Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597.

Education

In keeping with Mount Mary University's mission, the mission of the Education Department is to provide programs that prepare teachers to be reflective decision-makers in elementary, middle and secondary schools; these programs are designed for both pre-service and in-service teachers. To achieve the mission, the department has developed a set of program outcomes based on the Wisconsin Department of Public Instruction's Ten Standards for Teacher Development and Licensure, the Interstate Teacher Assessment and Support Consortium (InTASC), and the demands of the state-mandated assessment requirements. The beliefs that form a basis for the programs, and standards are delineated in the *Education Department Guide for Students*, which can be obtained from the Education Department.

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

The teacher education programs of the university are approved by the Wisconsin Department of Public Instruction (WDPI). The University is accredited by the Higher Learning Commission of the North Central Association. Students who satisfactorily complete one of the programs can be endorsed for licensure in Wisconsin at the level for which they have prepared. Students planning to teach in states other than Wisconsin should review the Wisconsin Department of Public Instruction's License Portability information (<https://dpi.wi.gov/licensing/general/license-portability>).

Programs are offered in the following categories: early childhood (focuses on birth through age 8 – teaching PreK-3rd grades), early childhood/middle childhood (prepares students to teach pupils from birth to age 11 – approximately pre-kindergarten, kindergarten and grades 1-6); middle childhood/early adolescence (leads to general certification for ages 6 to 12 or 13 – approximately grades 1-8); early adolescence/adolescence, including biology, broad field science, chemistry, English, broad field language arts, history, broad field social studies, mathematics; and early childhood /adolescence, including art, and Spanish. Certifications in adaptive and bilingual education are also available through the Education Department. A concentration in Educational Studies is offered, which provides a background in educational topics but does not prepare students for a teaching license.

Many of the education courses are taught in classrooms designed with technology stations in which students can practice using the latest presentation and research technologies. The Haggerty Library also maintains a collection of teacher resources. These materials are for the use of our students and graduates as well as teachers in the community.

Advising

Students in early childhood education, early childhood/middle childhood education, middle childhood/early adolescence education programs and educational studies will be assigned an advisor in the Education Department. Students in all other programs (e.g., Art Education, Mathematics Education, etc.) will have an advisor in their major and/or minor areas of study and in the Education Department.

Clinical Experiences

Prior to student teaching, all students must complete approximately 100 hours of approved clinical experience. Mount Mary University courses which require clinical experiences are: EDU 210, 300, 303, 312, 321, 322, 324, 330, 340, 365, and 411. As part of, or in addition to education department course fieldwork, students need to demonstrate knowledge and understanding of equity through direct involvement with various racial, cultural, language and economic groups in the United States to fulfill the statutory WDPI licensure requirements.

Several of the programs require more than 120 credits for completion. With careful planning 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 Wisconsin Department of Public Instruction and the school districts in which students are placed. Some districts have additional requirements. Students enrolled in EDU 312, EDU 321, and EDU 401 will be charged a \$17.00 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. Post baccalaureate students must fulfill the same requirements as undergraduate students unless specifically noted otherwise. For admission to any program, students are required to:

1. Complete at least 40 university credits including *Mount Mary Core Curriculum* courses. Post baccalaureate students must provide evidence of having completed a general education program as part of a bachelor's degree. Courses completed over 10 years ago may not be accepted.
2. Submit a completed *Application to the Education Department* form.
3. Achieve an overall cumulative grade point average of 2.5 or better.
4. Early Childhood/Adolescence and Early Adolescence/Adolescence education students must achieve a cumulative grade point of 2.5 or better in the teaching major and minor.
5. Earn a grade of C or better in each required EDU course.
6. Adequate progress toward degree for undergraduate students including Mount Mary core curriculum (general studies).
7. Exhibit personal and professional qualities essential to successful teaching: human relations, integrity/commitment, reflective thinking, and responsibility
 - a. As indicated by university faculty and Department Chairperson evaluations,
 - b. As observed by the Education Department faculty and cooperating school personnel.
8. Successfully pass a Criminal Background Check.
9. Submit results of a current (within 2 years) TB test.

Following admission to an Education Department program, requirements will be evaluated semester by semester while the student remains in the program. This includes on-going evaluation by Education Department faculty and, when appropriate, content area faculty as well.

These criteria, as well as those for retention in a program, are found in the *Education Department Guide for Students*.

Admission to Student Teaching

In order to student teach, a student must be admitted by action of the Teacher Education Committee. To be formally admitted to Student Teaching, students fulfill the following qualifications.

Requirements include:

1. Complete at least 100 university credits, including current or previous enrollment in methods courses.
2. Earn full admission status (all requirements have been met) to the Education Department.
3. Submit a completed Application for Student Teaching form.
4. Successful completion of approximately 100 hours of fieldwork with children/adolescents.
5. Minimum cumulative grade point average of 2.75 by the end of the semester in which the application is submitted.
6. Minimum grade of C in each of the EDU courses.
7. Demonstrate proficiency in content and methods by completing required course work in the major(s) and minor(s) (if applicable) as outlined in the Education Department Curriculum.
 - a. Earn a grade of C or better in each EDU course required for the teaching major(s) and minor(s).
8. Demonstrate knowledge in subject area(s) related to licensure.
 - a. For EC, EC/MC, and MC/EA licenses:

- i. OPTION 1
 - 1. GPA of 3.0 or better in designated Mount Mary coursework
- ii. OPTION 2 - Praxis II Content Knowledge Exam
 - 1. EC and EC/MC: Elementary Education Content Knowledge (5018); Passing Score: 157
 - 2. MC/EA: Middle School Content Knowledge (5146); Passing Score: 146
- b. For EA/A and EC/A (Art) licenses:
 - i. OPTION 1
 - 1. GPA of 3.0 or better in discipline-based Mount Mary coursework
 - a. Courses vary by major. See discipline-based courses (not EDU courses) required for the major as outlined in the MMU Catalog.
 - b. Courses taken more than 10 years prior to application may not be accepted.
 - 2. OPTION 2 - Praxis II Content Knowledge Exam
 - a. Tests vary by major. See ETS web site for Tests Required for Specific Licensure Areas in Wisconsin (www.ets.org/praxis/wi/requirements)
 - c. For EC/A (Spanish) licenses:
 - i. Successful completion of the ACTFL World Language Test as currently required by the state of Wisconsin (Oral Proficiency interview (OPI-OPic) and Writing Proficiency Test (WPT) with a qualifying score on both tests as "Intermediate High") is required.
- 9. Elementary majors must provide a passing score on the Wisconsin Foundations of Reading Test.
- 10. Exhibit personal and professional qualities essential to successful teaching: communication, interpersonal skills, responsibility, reflective thinking and commitment-integrity
 - a. As indicated by university faculty and Department Chairperson evaluations,
 - b. As observed by the Education Department faculty and cooperating school personnel.

ALL courses (or equivalent transfer college courses) in this section must be taken within 10 years of application for admission to student teaching. Students must achieve a GPA of at least 3.0 or better on this specific set of courses with no individual course grade lower than a C.

No exceptions are granted to these requirements. Students must complete content knowledge requirements the semester before student teaching is to occur. For those who are required to take the standardized tests, students must have attempted the exams before the start of the student teaching semester. Students will not be endorsed for licensure until they have met the requirements of all necessary content exams.

General Education

Students in all teacher education programs must meet general education requirements as part of their bachelor's degree program. At Mount Mary University, this means the Mount Mary Core Curriculum. Transfer credits may be accepted if they meet content requirements and have been completed within the past ten (10) years with a grade of C or better. The students should consult their Education Department advisor, and their academic departments or other advisors, for the specific courses to meet the remaining requirements, some of which also meet requirements in the student's major. These requirements are also included in the *Education Department Guide for Students*.

As outlined in Wisconsin Statutes 118.19 and PI 34.002, all students in teacher education are required to demonstrate knowledge and understanding of cooperatives (for licenses in social studies); environmental education, including the conservation of natural resources (for licenses in early childhood, regular education, elementary and middle school regular education, science and social studies); equity; conflict resolution; teacher responsibilities; reading and language arts including phonics (for licenses at the early childhood and elementary and middle school levels); children with disabilities; and professional responsibilities including mandatory reporting requirements.

Program Completion

To be endorsed for licensure, all students must satisfactorily complete an approved major/minor. All students need to achieve an acceptable score on the Foundations of Reading Test (for early childhood or elementary licenses), and state required content tests or earn a 3.0 GPA on designated Mount Mary coursework. 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 endorsed for licensure. A student also needs to achieve a "Pass" in student teaching, and receive a passing score on the Student Teaching Portfolio. Students who transfer into the university and wish to be endorsed for initial teacher certification by the university need to earn a minimum of 15 credits at Mount Mary University and be observed by university personnel in at least two field placements before they may apply to student teach.

The degree of Bachelor of Arts is granted to an undergraduate student completing the early childhood, early childhood/middle childhood program or the middle childhood/early adolescence education program. The degree of Bachelor of Arts or Bachelor of Science is granted to an undergraduate student completing other teacher education programs, according to the major field pursued.

Note: Since the Wisconsin Department of Public Instruction may revise its requirements for teacher education programs at any time, the university's teacher education programs, as described in this Catalog, are subject to change.

Early Childhood/Elementary Education Major

Students must choose a concentration:

Early Childhood (EC) Concentration (UG): 74 credits;

2.75 GPA overall Praxis Exam or B or better GPA in the designated Mount Mary coursework, Foundations of Reading Test, Student Teaching, Student Teaching Portfolio. Upon successful completion of the program the student would be eligible for the teaching license for the early childhood level (approximate ages birth through 8, approximate grade levels PreK-3rd).

Early Childhood/Middle Childhood (EC/MC) Concentration (UG): 71 credits;

2.75 GPA overall Praxis Exam or 3.0 GPA or better in the designated Mount Mary coursework, Foundations of Reading Test, Student Teaching, Student Teaching Portfolio. Upon successful completion of the program the student would be eligible for the teaching license for early childhood through middle childhood levels (approximate ages birth through 11, approximate grade levels PreK-6).

Early Childhood/Middle Childhood (EC/MC) Concentration (UG) Optional Minor: 24-30 credits;

A minor (18-30 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. Please also see the relevant content area's section of this catalog for more information on specific departments and courses. Only bilingual WDPI certification is available for minors taken by EC/MC Teacher Education Majors. Minors will be indicated on transcripts.

Middle Childhood/Early Adolescence (MC/EA) Concentration (UG): 71 credits;

A 18-30 credit minor; 2.75 GPA overall and major/minor GPA; Praxis Exam or 3.0 GPA or better in the designated Mount Mary coursework; Foundations of Reading Test; Student Teaching; Student Teaching Portfolio. Upon successful completion of the program the student would be eligible for the teaching license for middle childhood through early adolescence levels (approximate ages of 6 through 12 and 13 and approximate grade levels 1 through 8).

Middle Childhood/Early Adolescence (MC/EA) Concentration (UG) Course Requirements:

Minors are available in: bilingual education (Spanish), English, mathematics, science, social studies, and Spanish. Each of these minors leads to additional specific certification. English, mathematics, science, social studies, and bilingual minors are endorsed if the candidate meets all of the requirements for the MC/EA license. Students who wish to be certified in Spanish also must pass the ACTFL exam with oral and written proficiency tests.

Educational Studies Concentration (UG): 25 credits;

2.0 GPA overall. Designed for those interested in working with children, but not as a licensed teacher (e.g. daycare centers, museums, zoos, etc.). This concentration does not lead to teacher certification.

EDUCATION		ALL PROGRAMS Academic Year 2022-2023	
Education Programs	Major with Concentration	Certification	
The following Education programs are available for <i>early childhood/elementary</i> grade levels:			
Early Childhood/Elementary Education - Early Childhood Concentration	X	X	
Early Childhood/Elementary Education - Early Childhood/Middle Childhood Concentration	X	X	
Early Childhood/Elementary Education - Middle Childhood/Early Adolescence Concentration (minor required)	X	X	
Early Childhood/Elementary Education - Educational Studies Concentration	X		
The following Education programs are available for <i>early childhood/elementary through secondary</i> education grade levels:			
Education - Art	X	X	
Education - Spanish	X	X	
The following Education programs are available for <i>middle school through secondary</i> education grade levels:			
Education - Biology	X	X	
Education - Broad Field Biology	X	X	
Education - Broad Field Chemistry	X	X	
Education - Broad Field Language Arts/English	X	X	
Education - Broad Field Social Studies-History	X	X	
Education - Chemistry	X	X	
Education - English	X	X	
Education - Mathematics	X	X	
The following minors are available in conjunction with <i>elementary or secondary</i> education programs:		Elementary	Secondary
Bilingual Spanish	X		X
Biology (with a major in another science)			X
Chemistry (with a major in another science)			X
Speech Communication			X
English			X
English Language Arts	X		
History			X

Journalism Education		X
Mathematics	X	
Political Science		X
Science	X	
Social Studies	X	
Spanish	X	X
SUPPLEMENTAL LICENSE (available for any major/certification)		
Education - Adaptive	X	X

EARLY CHILDHOOD/ELEMENTARY EDUCATION EARLY CHILDHOOD CONCENTRATION (EC) Credits required: 77-78		MAJOR Academic Year 2022-2023
Course Code	Course Title	Credits
COM 104 or COM 210	Public Speaking or Speech Communication for Classroom Teachers	2
SCI 216 or BIO 220	Environmental Science or Waters of Life: Limnology	3
GEO 310	World Regional Geography	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
MAT 201	Mathematics for Early Childhood/Elementary/Middle School I	4
MAT 202	Mathematics for Early Childhood/Elementary/Middle School II	4
POS 213	American Government	3
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	The Psychology of Teaching and Learning	3
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1
EDU 340	Infants and Toddlers (fieldwork)	3
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3
EDU 380	Instruction and Assessment	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456	Relationships with Families	3
EDU 470	Integrating the Arts	3
EDU 490	Student Teaching in Early Childhood	3-12

EARLY CHILDHOOD/ELEMENTARY EDUCATION EARLY CHILDHOOD/MIDDLE CHILDHOOD CONCENTRATION (EC/MC)		MAJOR
Credits required: 77-78		Academic Year 2022-2023
Course Code	Course Title	Credits
COM 104 or COM 210	Public Speaking or Speech Communication for Classroom Teachers	2
SCI 216 or BIO 220	Environmental Science or Waters of Life: Limnology	3
GEO 310	World Regional Geography	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
MAT 201	Mathematics for Early Childhood/Elementary/Middle School I	4
MAT 202	Mathematics for Early Childhood/Elementary/Middle School II	4
POS 213	American Government	3
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	The Psychology of Teaching and Learning	3
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1
EDU 365	Early Childhood Education (fieldwork)	3
EDU 380	Instruction and Assessment	3
EDU 401	Student Teaching Seminar	1
EDU 405	Introduction to Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456	Relationships with Families	3
EDU 470	Integrating the Arts	3
EDU 490 or EDU 493	Student Teaching in Early Childhood or Student Teaching in Elementary School	12

EARLY CHILDHOOD/ELEMENTARY EDUCATION MIDDLE CHILDHOOD/EARLY ADOLESCENCE CONCENTRATION (MC/EA)		MAJOR
Credits required: 74-75		Academic Year 2022-2023
Note: A minor is required in addition to the coursework for the major.		
Course Code	Course Title	Credits
COM 104	Public Speaking	2

or COM 210	or Speech Communication for Classroom Teachers	
SCI 216 or BIO 220 or BIO 220	Environmental Science or Waters of Life: Limnology or Contemporary Environmental Issues	3
GEO 310	World Regional Geography	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
MAT 201	Mathematics for Early Childhood/Elementary/Middle School I	4
MAT 202	Mathematics for Early Childhood/Elementary/Middle School II	4
POS 213	American Government	3
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	The Psychology of Teaching and Learning	3
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 329	Teaching in Middle School	3
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1
EDU 380	Instruction and Assessment	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456	Relationships with Families	3
EDU 470	Integrating the Arts	3
EDU 493 or EDU 494	Student Teaching in Elementary School or Student Teaching in Middle School	12
MINOR Required – Choose one from the following:		
	Bilingual (Spanish)	22
	English/Language Arts	18
	Mathematics	25
	Science	18
	Social Studies	26
	Spanish	30

EARLY CHILDHOOD/ELEMENTARY EDUCATION EDUCATIONAL STUDIES CONCENTRATION		MAJOR
Credits required: 29 + Core requirements + additional electives to total 120		Academic Year 2022-2023
Note: This concentration does not lead to teacher certification. To become a state licensed teacher additional requirements would be needed, including approximately 100 hours of fieldwork, a semester of student teaching, additional coursework and passing scores on several state required assessments. Contact the Education Department for further information.		
Course Code	Course Title	Credits
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 312	The Psychology of Teaching and Learning	3
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3
EDU 405	Exceptional Learners	3
EDU 456	Relationships with Families	3
ELECTIVES – choose a minimum of 9 credits: (P = practicum, must be taken with “parent” course)		
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1
EDU 340	Infants and Toddlers	3
EDU 380	Instruction and Assessment	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 470	Integrating the Arts	3

BILINGUAL EDUCATION (SPANISH)		MINOR
Credits required: 22		Academic Year 2022-2023
Course Code	Course Title	Credits
SPA 326	Hispanic - American Experience	3
SPA 333	Phonetics	3
SPA 334	Syntax	3
SPA 486/586	Bilingualism/Biculturalism	3
EDU 332/532	Teaching English as a Second Language	3
EDU 382/582	Teaching Reading, Writing and Content Areas in Spanish	3
ENG 225	Linguistics	4

ENGLISH EDUCATION		MINOR
Credits required: 21		Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 103	Introduction to Literature	3
ENG 107	Myths, Legends, and Heroes	3
ENG 213	Literature across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Choose 2 of the following courses (8 credits):		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4

MATHEMATICS EDUCATION		MINOR
Credits required: 23		Academic Year 2022-2023
Course Code	Course Title	Credits
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
MAT 203	Concepts of Geometry	3
MAT 204	Concepts of Mathematics	3
MAT 216	Statistics	4
MAT 251	Calculus I	4
EDU 315	Early Childhood/Middle Childhood/Early Adolescence Mathematics Curriculum and Methods	3

SCIENCE EDUCATION		MINOR
Credits required: 18-21		Academic Year 2022-2023
Course Code	Course Title	Credits
EDU 324	Instructional Methods: Subject	3
SCI 216 or BIO 220 or BIO 220	Environmental Science or Waters of Life: Limnology or Contemporary Environmental Issues	3
Minimum 3 credits of Biology:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 105	Current Concepts in Biology	3
Minimum 3 credits of Chemistry:		
CHE 113	General Chemistry I	4
Minimum 3 credits of Physics:		
PHY 201	General Physics I	4
PHY 202	General Physics II	4

Minimum 3 credits of Earth Science:		
BIO 216	Environmental Science	3

SOCIAL STUDIES EDUCATION		MINOR
Credits required: 25-266		Academic Year 2022-2023
Course Code	Course Title	Credits
SOC 101	Introductory Sociology	3
POS 213	American Government	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
GEO 310	World Regional Geography	3
ANT 102	Cultural Anthropology	4
Choose 1 of the following courses:		
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
HIS 377	Studies in World History: Environmental & Geographical History	3
Choose 1 of the following courses:		
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
BUS 300/500	Economics for Educators	3-4
	3 credit elective in History (other than American History)	3

SPANISH EDUCATION		MINOR
Credits required: 21		Academic Year 2022-2023
Note: As determined by the Wisconsin Department of Public Instruction, ACTFL (American Council on the Teaching of Foreign Languages) World Language Tests are required for all Spanish Education majors and minors. Wisconsin requires both the Oral Proficiency interview (OPI-OPic) and Writing Proficiency Test (WPT). The qualifying scores for licensure in Wisconsin on both tests are "Intermediate High."		
Course Code	Course Title	Credits
SPA 222	Spanish Composition	3
SPA 223	Conversation in Spanish	3
SPA 227	Introduction to Hispanic Civilization and Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 333/533	Phonetics	3
SPA 334/534	Syntax	3
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3

Early Adolescence/Adolescence (EA/A) Teacher Education (Undergraduate)

44 Credits and content area course requirements; 2.75 GPA overall and major/minor GPA; Praxis Exam or 3.0 GPA or better in required subject-area courses (does not include EDU courses); Student Teaching; Student Teaching Portfolio. See subject area for course listings and more information about content-specific programs.

Upon successful completion of the program the student would be eligible for the teaching license for early adolescence through adolescence levels (approximate ages of 10 through 21 and approximate grade levels 6-12).

The early adolescence/adolescence teacher education program prepares students to teach in middle and secondary schools. Teaching majors are offered in the following areas: biology, chemistry, broad field science, English, broad field language arts, history, broad field social studies, and mathematics. Teaching minors are available in biology, chemistry, English, speech communication, history, political science, journalism and Spanish. Please also see the relevant content area's section of this catalog for more information on specific departments and courses.

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. Please see the Biology section of this Catalog for more information.

BIOLOGY EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A) Credits required: 60 Science + 38-39 Education		MAJOR Academic Year 2022-2023
Course Code	Course Title	Credits
MAT 216	Statistics	4
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 218	Biodiversity	4
BIO 216	Environmental Science	3
BIO 337	Genetics	4
BIO 494	Biology Seminar	1
Choose 1 from the following courses:		
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
Choose 15-16 credits with at least 8 at the 300-400 level:		
BIO 211	Human Anatomy	4
BIO 220	Contemporary Environmental Issues	3
BIO 325	Microbiology	4
BIO 356	Developmental Biology	4
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
Choose 8 elective credits from the following courses:		
CHE 206	Organic & Biochemistry	4
CHE 216	Environmental Science	3
CHE 222	Instrumental Quantitative Analysis	4

CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods	3
EDU 322P	Instructional Methods for Early Adolescence/Adolescence: General	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

BROAD FIELD BIOLOGY EDUCATION		MAJOR
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 50 Science + 38-39 Education		
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	8 credits of BIO electives at the 200 level or above (BIO 104 and BIO 105 may not be included.)	8
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
	8 credits of CHE electives at 200 level or above (CHE 105, CHE 112, and CHE 206 may not be included.)	8
PHY 201	General Physics I	4
PHY 202	General Physics II	4
MAT 216	Statistics	4
6 credits of Earth Science from the following courses:		
BIO 216	Environmental Science	3
BIO 217	Waters of Life: Limnology	3
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 314	Child and Adolescent Development or Developmental Psychology	3 or 4

EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

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 (55 credits) for the Chemistry Major.

CHEMISTRY EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MAJOR
Credits required: 55 Science + 38-39 Education		Academic Year 2022-2023
Course Code	Course Title	Credits
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 216	Environmental Science	3
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4
CHE 435	Inorganic Chemistry	4
CHE 443	Physical Chemistry	4
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
MAT 216	Statistics	4
PHY 201	General Physics I	4
PHY 202	General Physics II	4
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3

EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

BROAD FIELD CHEMISTRY EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MAJOR
Credits required: 57 Science + 38-39 Education		Academic Year 2022-2023
Note: This special major is designed for students preparing to teach biology, chemistry, earth science or physics.		
Course Code	Course Title	Credits
Chemistry (24 credits):		
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4
CHE 222	Instrumental Quantitative Analysis	4
Biology (15-16 credits):		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	8 additional Biology credits, excluding BIO 105	8
MAT 216	Statistics	4
Physics (8 credits):		
PHY 201	General Physics I	4
PHY 202	General Physics II	4
6 credits of Earth Science from the following courses:		
BIO 216	BIO 216	BIO 216
BIO 217	BIO 217	BIO 217
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1

EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

BIOLOGY EDUCATION

MINOR

EARLY ADOLESCENCE/ADOLESCENCE (EA/A)

Academic Year 2022-2023

Credits required: 19

Note: 2.2 GPA in the minor and 2.0 GPA overall. This minor is restricted to Education majors at the secondary (middle/high school) level who are majoring in another science.

Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
Choose a minimum of 11 additional Biology credits from the following courses:		
BIO 212	Human Physiology	4
BIO 216	Environmental Science	3
BIO 217	Waters of Life: Limnology	3
BIO 220	Contemporary Environmental Issues	3
BIO 250	Cell Biology	3
BIO 325	Microbiology	4
BIO 337	Genetics	4
BIO 356	Developmental Biology	4
BIO 442	Advanced Microbiology	4
BIO 448	Animal Behavior	4
BIO 457	Ecology	4

CHEMISTRY EDUCATION

MINOR

EARLY ADOLESCENCE/ADOLESCENCE (EA/A)

Academic Year 2022-2023

Credits required: 19

Note: 2.2 GPA in the minor and 2.0 GPA overall. This minor is restricted to Education majors at the secondary (middle/high school) level who are majoring in another science.

Course Code	Course Title	Credits
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 333	Organic Chemistry I	4
Choose 2 of the following courses:		
CHE 222	Instrumental Quantitative Analysis	4

CHE 352	Biochemistry	4
CHE 435	Inorganic Chemistry	3
CHE 443	Physical Chemistry Fundamentals	4

ENGLISH EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MAJOR
Credits required: 38-40 English + 38-39 Education		Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 220	Special Topics Writing	3
ENG 225	Introduction to Linguistics	4
ENG 254	Shakespeare	3-4
ENG 258	ARCHES: Workshop in publication	3-4
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
Choose 2 of the following courses (ENG 219 preferred):		
ENG 103	Introduction to Literature	3
ENG 107	Myths, Legends, and Heroes	3
ENG 213	Literature Across Cultures	3
ENG 285	Special Topics in Literature	3
Choose 1 of the following courses:		
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced special topics in writing	4
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

Broad Field Language Arts/English Education Concentration:

The English and Broad Field Language Arts/English licenses allow graduates to teach English in grades 6-12 and journalism and speech communication in grades 7-10. The option to earn a license in Journalism and/or Speech Communication is required to teach those content areas in grades 11-12, in addition to grades 7-10. Praxis II (English Content Test) or earning a 3.0 GPA or better in subject-area courses is required for all four options. 2.5 GPA in major courses and portfolio also required. Students completing the English Broad Field Language Arts concentration have four licensing options:

- English and Broad Field Language Arts/English (2 licenses - 45 credits)
- English, Broad Field Language Arts/English, and Journalism (3 licenses - 52 credits)
- English, Broad Field Language Arts/English, and Speech Communication (3 licenses - 51 credits)
- English, Broad Field Language Arts/English, Journalism, and Speech Communication (4 licenses - 58 credits)

BROAD FIELD LANGUAGE ARTS/ENGLISH EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MAJOR
Credits required: 44 Language Arts + 38-39 Education		Academic Year 2022-2023
Note: The option to earn a license in Journalism and/or Speech Communication is available with this major.		
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 220	Special Topics Writing	3
ENG 225	Introduction to Linguistics	4
ENG 254	Shakespeare	3-4
ENG 258	ARCHES: Workshop in publication	3-4
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
COM 255	Introduction to Media Studies	3
COM 343	Persuasive Communication	3
Choose 2 of the following courses:		
ENG 103	Introduction to Literature	3
ENG 107	Myths, Legends, and Heroes	3
ENG 213	Literature Across Cultures	3
ENG 219	The Expansiveness of the Essay: Intermediate Composition (preferred)	3
ENG 220	Special Topics in Writing	3-4
ENG 285	Special Topics in Literature	3-4
ENG 385	Special Topics in the Novel	3-4
Choose 1 of the following courses:		
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced special topics in writing	4
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2

EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

ENGLISH EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MINOR
Credits required: 23		Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 117	Introduction to Creative Writing	3
ENG 225	Introduction to Linguistics	4
Choose 2 of the following courses:		
ENG 103	Introduction to Literature	3
ENG 107	Myths, Legends, and Heroes	3
ENG 213	Literature across Cultures	3
ENG 254	Shakespeare	3-4
ENG 285	Special Topics in Literature	3
Choose 2 of the following courses:		
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4

JOURNALISM EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MINOR
Credits required: 18		Academic Year 2022-2023
Course Code	Course Title	Credits
ENG 218	Writing for Print and Web	4
ENG 258	Arches (reporter)	1-4
ENG 358	Arches (designer)	1-4
COM 255 or ENG 318	Introduction to Media Studies or Editing for Publication	4
Additional coursework required to complete 18 credits		

SPEECH COMMUNICATION EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MINOR Academic Year 2022-2023
Credits required: 18		
Course Code	Course Title	Credits
COM 104	Public Speaking	2
COM 231	Interpersonal Communication	3
COM 232	Small Group Communication	3
COM 255	Introduction to Media Studies	3
COM 343	Persuasive Communication	3
ENG 218	Writing for Print and Web	4

BROAD FIELD SOCIAL STUDIES/HISTORY EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		MAJOR Academic Year 2022-2023
Credits required: 47 Social Studies + 38-39 Education		
Course Code	Course Title	Credits
HIS 106 or HIS 107	World Civilizations Part I or World Civilizations Part II	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 346	20 th Century Europe	3
HIS 355	20 th Century United States	3
HIS 360	History of Wisconsin	3
POS 213	American Government	3
HIS 485	Historiography and Historical Method	3
GEO 310	World Regional Geography	3
ANT 102	Cultural Anthropology	4
SOC 101	Introductory Sociology	3
PSY 103	Introductory Psychology	4
Choose 1 of the following courses:		
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
HIS 377	Studies in World History: Environmental & Geographical History	3
Choose 1 of the following courses:		
HIS 260	Latin American History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
Choose 1 of the following courses:		
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
HIS 301	Cooperatives	1
EDUCATION COURSES:		

EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

HISTORY EDUCATION		MINOR
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 18		
Note: This minor is the same as the History minor.		
Course Code	Course Title	Credits
HIS 106 or HIS 107	World Civilization Part I or or World Civilization Part II	3
HIS	HIS elective at 300-400 level	3
Choose 1 of the following courses:		
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 346	20 th Century Europe	3
HIS 355	20 th Century United States	3
Choose 1 of the following Non-Western History courses:		
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
	Additional History coursework for a minimum of 18 credits	

HISTORY - POLITICAL SCIENCE EDUCATION		MINOR
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 18		
Course Code	Course Title	Credits
POS 213	American Government	3
HIS 301	Cooperatives	1
Choose 1 of the following courses:		
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
HIS 377	Studies in World History: Environmental & Geographical History	3
Additional coursework in Political Science for a minimum of 18 credits		

MATHEMATICS EDUCATION		MAJOR
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 31 Mathematics + 38-39 Education		
Note: Praxis II Content Exam in mathematics.		
Course Code	Course Title	Credits
MAT 251	Calculus I	4
MAT 252	Calculus II	4
MAT 325	Discrete Math	4
MAT 331	Abstract Algebra	4
MAT 333	Linear Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
Choose at least 1 of the following courses:		
MAT 203	Concepts of Geometry	3
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 321	Differential Equations	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496	Independent Study	4
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods	3

EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

Early Childhood/Adolescence (EC/A) Teacher Education (Undergraduate):

44 Credits and content area course requirements; 2.75 GPA (post-baccalaureate students need a 3.0 GPA) overall and major/minor GPA; Praxis Exam or earn a 3.0 GPA in subject-area courses for Art Education (not including EDU courses), or ACTFL test for Spanish Education; Student Teaching; edTPA Portfolio.

Upon successful completion of the program, the student would be eligible for the teaching license for early childhood through adolescence levels (all ages and approximate grade levels PK-12) in a specific content area. Art Education and Spanish Education are the areas offered at Mount Mary University.

See Department descriptions for information about required content courses.

ART EDUCATION		MAJOR
Credits required: 53 Art + 35-36 Education		Academic Year 2022-2023
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	History of Art I	3
ART 232	History of Art II	3
ART 313	Figure Drawing	3
ART 320	History of Contemporary Art	3
ART 329	Art Education Instructional Methods	4
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 455	Printmaking	3
ART 475	Career Seminar	3
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215	Child and Adolescent Development	3

or PSY 214	or Developmental Psychology	or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/ Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 485 or EDU 497	Student Teaching of Art in Middle/Secondary School or Student Teaching of Art in Elementary School	3-12

SPANISH EDUCATION		MAJOR
Credits required: 27 Spanish + 38-39 Education		Academic Year 2022-2023
Note: Cumulative GPA of 2.0 or above; minimum GPA of 2.50 in the major; at least three weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country; prepare a senior portfolio and present it formally to the World Languages department during final year of study. As determined by the Wisconsin Department of Public Instruction, ACTFL (American Council on the Teaching of Foreign Languages) World Language Tests are required for all Spanish Education majors and minors. Wisconsin requires both the Oral Proficiency interview (OPI-OPIc) and Writing Proficiency Test (WPT). The qualifying scores for licensure in Wisconsin on both tests are "Intermediate High."		
Course Code	Course Title	Credits
SPA 222 or SPA 335	Spanish Composition or Advanced Composition	3
SPA 223 or SPA 332	Conversation in Spanish or Advanced Conversation	3
SPA 227	Introduction to Hispanic Civilization and Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 333	Phonetics	3
SPA 334	Syntax	3
SPA 373 or SPA 483	Survey of Latin American Literature or Survey of Spanish Literature	3
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3
SPA 460	Senior Project	3
	Study Abroad	
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215	Child and Adolescent Development	3

or PSY 214	or Developmental Psychology	or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 476	Student Teaching in World Languages	3-12
Note: Students in the Spanish Education major or Spanish teaching minors are required to study (or work for pay or credit) abroad in a Spanish-speaking country. Students who have extreme circumstances that prevent them from participating in study abroad may petition for alternative arrangements.		

RELIGIOUS STUDIES EDUCATION		MAJOR
Credits required: 34 Theology + 38-39 Education		Academic Year 2022-2023
Note: The Wisconsin Department of Public Instruction (WDPI) no longer certifies teachers in Religious Studies. The Milwaukee Archdiocese has set up their own guidelines for teachers. Interested students should contact the Chair of the Education Department.		
Course Code	Course Title	Credits
SEA 101	Search for Meaning	4
THY 317	World Religions	2-4
THY 356	African-American Religious Thought	4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Biblical or Old Testament Studies - 4 credits from the following courses:		
THY 310	The Sacred Writings of Israel	4
THY 333	The Wisdom Literature	2
THY 342	The Psalms	2
THY 345	Biblical Perspectives on Justice	2
THY 372	Special Topics in Biblical Theology	2-4
New Testament Studies - 4 credits from the following courses:		
THY 312	The New Testament	4
THY 330	The Gospel and Letters of John	2-3
THY 338	The Letters of Paul	4
THY 340	The Synoptic Gospels	2-3
THY 372	Special Topics in Biblical Theology	2-4
Ethics - 4 credits from the following courses:		
THY 348	Current Moral Issues	2-4

THY 350	Theological Ethics in Healthcare	4
THY 352	Introduction to Moral Theology	4
THY 374	Special Topics in Systematic Theology	2-4
PHI	An ethics course from the Philosophy Department	2-4
Historical Theology - 4 credits from the following courses:		
THY 320	Christian Classics	2-4
THY 324	Early Christianity in Rome	4
THY 326	History of Christian Thought I	4
THY 328	History of Christian Thought II	4
THY 346	Modern Christian Social Thought	2
THY 373	Special Topics in Historical Theology	2-4
	Additional 8 credits of Theology coursework	
EDUCATION COURSES:		
EDU 210	Foundations of Education	3
EDU 215 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 245	Culturally Competent Teaching in a Diverse Society	2
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (Early Adolescence/Adolescence)	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	12

Post-baccalaureate Certification Programs

A person who holds a bachelor's degree from an accredited college or university wishing to work for teacher certification in any of our post-baccalaureate programs is eligible to apply to the Mount Mary University Post-Baccalaureate Certification to Master's Program. The first step in the application process is to submit transcripts from previous degrees or coursework for evaluation in light of Mount Mary program requirements. Although the student needs to fulfill the same professional requirements for certification as the undergraduate, some of these requirements may be fulfilled through previous coursework, through Praxis exams, or through graduate courses which can be applied toward Mount Mary's Master of Arts in Education: Professional Development.

EARLY CHILDHOOD/ELEMENTARY EDUCATION EARLY CHILDHOOD CONCENTRATION (EC)		POST-BACCALAUREATE CERTIFICATION
Credits required: 40-41 + 4-13 Student Teaching		Academic Year 2022-2023
Note: General Education program as part of the bachelor's degree, 2.75 or better GPA; passing Praxis II Exam score or 3.0 GPA in approved coursework; Foundations of Reading Test, Student Teaching; Student Teaching Portfolio. Upon successful completion of all program requirements, the student would be endorsed for the teaching license for early childhood levels (approximate ages of birth through 8 and approximate grade levels PreK-3 rd).		
Course Code	Course Title	Credits
EDU 300/510	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	The Psychology of Teaching and Learning	3
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1
EDU 340	Infants and Toddlers (fieldwork)	3
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3
EDU 380/680	Instruction and Assessment	3
EDU 401	Student Teaching Seminar	1
EDU 411/511	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 490	Student Teaching in Early Childhood	3-12
EDU 570	Integrating the Arts	3
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3

EARLY CHILDHOOD/ELEMENTARY EDUCATION EARLY CHILDHOOD/MIDDLE CHILDHOOD CONCENTRATION (EC/MC)		POST-BACCALAUREATE CERTIFICATION
Credits required: 40-41 + 4-13 Student Teaching		Academic Year 2022-2023
Note: General Education program as part of the bachelor's degree, 2.75 or better GPA; passing Praxis II Exam score or 3.0 GPA in approved coursework; Foundations of Reading Test, Student Teaching; Student Teaching Portfolio. Upon successful completion of all program requirements, the student would be endorsed for the teaching license for early childhood through middle childhood levels (approximate ages of birth through 11 and approximate grade levels PreK-6 th).		
Course Code	Course Title	Credits
EDU 300/510	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	The Psychology of Teaching and Learning	3
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1
EDU 340	Infants and Toddlers	3
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3
EDU 380/680	Instruction and Assessment	3
EDU 401	Student Teaching Seminar	1
EDU 411/511	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 490 or EDU 493	Student Teaching in Early Childhood or Student Teaching in Elementary School	3-12
EDU 570	Integrating the Arts	3
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3

EARLY CHILDHOOD/ELEMENTARY EDUCATION MIDDLE CHILDHOOD/EARLY ADOLESCENCE CONCENTRATION (MC/EA)		POST-BACCALAUREATE CERTIFICATION
Credits required: 37-38 + 4-13 Student Teaching		Academic Year 2022-2023
Note: A minor is required in addition to the coursework for the major.		
Course Code	Course Title	Credits
EDU 300/510	Teaching Literacy in Elementary and Middle School Classrooms	4
EDU 312	The Psychology of Teaching and Learning	3
EDU 312P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 329	Teaching Middle School	3
EDU 330	Teaching Mathematics	3
EDU 330P	Practicum in Teaching Mathematics	1

EDU 380/680	Instruction and Assessment	3
EDU 401	Student Teaching Seminar	1
EDU 411/511	Teaching Literacy in Early Childhood Classrooms	4
EDU 493 or EDU 494	Student Teaching in Elementary School or Student Teaching in Middle School	3-12
EDU 570	Integrating the Arts	3
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
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. Please also see curriculum guides for each of these minors in the MC/EA undergraduate majors section of this bulletin. Please see the relevant content area's section of this bulletin for more information about specific departments and courses. Each of these minors leads to additional specific certification for ages 6-12 or 13. English, mathematics, science, bilingual, and social studies minors are endorsed if the candidate earns a passing score on the specified Praxis II middle school content test or earns a 3.0 GPA in approved coursework. Students who wish to be certified in Spanish also must pass The ACTFL language exam with oral and written proficiency tests.		
	MINOR Required – Choose one from the following:	
	Bilingual (Spanish)	22
	English/Language Arts	18
	Mathematics	25
	Science	18
	Social Studies	26
	Spanish	30

Early Adolescence/Adolescence (EA/A) Teacher Education (Post-baccalaureate)

Content area course requirements; General Education program as part of the bachelor's degree; 2.75 or better GPA; passing Praxis Exams scores or 3.0 GPA in approved coursework; Student Teaching; Student Teaching Portfolio.

Upon successful completion of all program requirements, the student would be endorsed for the teaching license for early adolescence through adolescence levels (approximate ages of 10 through 21 and approximate grade levels 6-12). Teaching majors are offered in the following areas: biology, chemistry, broad field science, English, broad field language arts, history, broad field social studies and mathematics. Teaching minors are available in biology, chemistry, English, speech communication, history, political science, journalism and Spanish. Please see curriculum guides for each of these minors in the EA/A undergraduate majors section of this catalog. Please also see the relevant content area's section of this catalog for more information about specific departments and courses.

BIOLOGY EDUCATION		POST-BACCALAUREATE CERTIFICATION
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 57 Biology + 26-27 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 218	Biodiversity	4
BIO 337	Genetics	4
BIO 494	Biology Seminar	1
MAT 216	Statistics	4
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
Choose 1 of the following courses:		
BIO 442	Advanced Microbiology	4
BIO 451	Exploring Science through Research Methods	4
BIO 457	Ecology	4
Choose 15-16 credits with at least 8 at the 300-400 level:		
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 215	Botany	4
BIO 216	Environmental Science	3
BIO 218	Biodiversity	4
BIO 220	Contemporary Environmental Issues	3
BIO 256	Developmental Biology	4

BIO 325	Microbiology	4
BIO 442	Advanced Microbiology	4
BIO 451	Exploring Science through Research Methods	4
BIO 457	Ecology	4
Choose 8 elective credits from the following:		
CHE 206	Organic and Biochemistry	4
CHE 216	Environmental Science	3
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	3

BROAD FIELD BIOLOGY EDUCATION		POST-BACCALAUREATE CERTIFICATION
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		
Credits required: 50 Biology + 26-27 Education + 4-13		Academic Year 2022-2023
Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	8 credits of BIO electives at the 200 level or above	8
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
	8 credits of CHE electives at 200 level or above (CHE 206 may not be included.)	8
PHY 201	General Physics I	4

PHY 202	General Physics II	4
MAT 216	Statistics	4
Choose 6 credits of Earth Science:		
SCI 208	Modern Science	3
SCI 210	Earth and Space	3
BIO/CHE/ SCI 216	Environmental Science	3

CHEMISTRY EDUCATION		POST-BACCALAUREATE CERTIFICATION
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 55 Chemistry + 26-27 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
	PROFESSIONAL EDUCATION REQUIREMENTS:	
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 216	Environmental Science	3
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	3
CHE 435	Inorganic Chemistry	4
CHE 443	Physical Chemistry	4
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
PHY 201	General Physics I	4

PHY 202	General Physics II	4
MAT 216	Statistics	4

BROAD FIELD CHEMISTRY EDUCATION		POST-BACCALAUREATE CERTIFICATION
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 58 Chemistry + 26-27 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4
CHE 222	Instrumental Quantitative Analysis	4
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	8 additional Biology credits, excluding BIO 105	8
PHY 201	General Physics I	4
PHY 202	General Physics II	4
MAT 216	Statistics	4
Choose 6 credits of Earth Science:		
SCI 208	Modern Science	3
SCI 210	Earth and Space	3
BIO/CHE/ SCI 216	Environmental Science	3

ENGLISH EDUCATION		POST-BACCALAUREATE CERTIFICATION
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 38-40 English + 26-27 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 700	Diversity Among Learners	3
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
ENG 117	Introduction to Creative Writing	3
ENG 220	Special Topics Writing	3
ENG 225	Introduction to Linguistics	4
ENG 254	Shakespeare	3-4
ENG 258	ARCHES—workshop in publication	3-4
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
COM 255	Introduction to Media Studies	3
COM 343	Persuasive Communication	3
Choose 2 of the following courses:		
ENG 103	103 Introduction to Literature	3
ENG 107	107 Myths, Legends, and Heroes	3
ENG 213	213 Literature Across Cultures	3
ENG 219	The Expansiveness of the Essay: Intermediate Composition (preferred)	3
END 285	Special Topics in Literature	3-4
ENG 385	Special Topics in the Novel	3-4
ENG 420	Special Topics in Writing	4
Choose 1 of the following courses:		

ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced special topics in writing	4

BROAD FIELD LANGUAGE ARTS/ENGLISH EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		POST-BACCALAUREATE CERTIFICATION
Credits required: 44 Language Arts + 26-27 Education + 4-13 Student Teaching		Academic Year 2022-2023
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
ENG 117	Introduction to Creative Writing	3
ENG 220	Special Topics Writing	3
ENG 225	Introduction to Linguistics	4
ENG 254	Shakespeare	3-4
ENG 258	ARCHES—workshop in publication	3-4
ENG 306	Studies in British Literature	4
ENG 307	Studies in World Literature	4
ENG 308	Studies in American Literature	4
COM 255	Introduction to Media Studies	3
COM 343	Persuasive Communication	3
Choose 2 of the following courses:		
ENG 103	103 Introduction to Literature	3
ENG 107	107 Myths, Legends, and Heroes	3
ENG 213	213 Literature Across Cultures	3
ENG 219	The Expansiveness of the Essay: Intermediate Composition (preferred)	3
ENG 220	Special Topics in Writing	3-4
END 285	Special Topics in Literature	3-4

ENG 385	Special Topics in the Novel	3-4
ENG 420	Special Topics in Writing	4
Choose 1 of the following courses:		
ENG 317	Advanced Creative Writing: Poetry	4
ENG 420	Advanced special topics in writing	4

BROAD FIELD SOCIAL STUDIES/HISTORY EDUCATION EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		POST-BACCALAUREATE CERTIFICATION
Credits required: 47 Social Studies + 26-27 Education + 4-13 Student Teaching		Academic Year 2022-2023
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
HIS 106 or HIS 107	World Civilizations Part I or World Civilizations Part II	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 346	20 th Century Europe	3
HIS 355	20 th Century United States	3
HIS 360	History of Wisconsin	3
HIS 485	Historiography and Historical Method	3
POS 213	American Government	3
SCI 208	Modern Science	3
GEO 310	World Regional Geography	3
ANT 102	Cultural Anthropology	4
SOC 101	Introductory Sociology	3

PSY 103	Introductory Psychology	4
Choose 1 of the following courses:		
HIS 260	Latin American History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
Choose 1 of the following courses:		
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
HIS 301	Cooperatives	1

MATHEMATICS EDUCATION		POST-BACCALAUREATE CERTIFICATION
EARLY ADOLESCENCE/ADOLESCENCE (EA/A)		Academic Year 2022-2023
Credits required: 31 Mathematics + 26-27 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
MAT 251	Calculus I	4
MAT 252	Calculus II	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 325	Discrete Math	4
MAT 331	Abstract Algebra	4
MAT 333	Linear Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
Choose at least 1 of the following courses:		
MAT 203	Concepts of Geometry	3

MAT 261	Calculus III	4
MAT 321	Differential Equations	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496	Independent Study	4

Early Childhood/Adolescence (EC/A) Teacher Education (Post-baccalaureate)

Content area course requirements; General Education program as part of the bachelor's degree; passing Praxis Exam score (art) or 3.0 GPA in approved coursework, or intermediate-high ACTFL exam (Spanish); Student Teaching; eStudent Teaching Portfolio. Upon successful completion of all program requirements, the student would be endorsed for the teaching license for early childhood through adolescence levels (all ages in public schools and approximate grade levels PreK-12).

ART EDUCATION		POST-BACCALAUREATE CERTIFICATION
Credits required: 53 Art + 23-24 Education + 4-13 Student Teaching		Academic Year 2022-2023
Note: Final assessment through student teaching, education portfolio and senior exhibit.		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 401	Student Teaching Seminar	1
EDU 485 or EDU 497	Student Teaching of Art in Middle/Secondary School or Student Teaching of Art in Elementary School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	History of Art I	3
ART 232	History of Art II	3
ART 313	Figure Drawing	3

ART 320	History of Contemporary Art	3
ART 329	Art Education Instructional Methods	4
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 455	Printmaking	3
ART 475	Career Seminar	3
GRD 200	Professional Practices	1
GRD 232	Adobe Photoshop and Illustrator	3

SPANISH EDUCATION		POST-BACCALAUREATE CERTIFICATION
Credits required: 27 Spanish + 26-27 Education + 4-13 Student Teaching		Academic Year 2022-2023
Note: Study or work (paid, service learning and/or internship) in a Spanish-speaking country; prepare a senior portfolio and present it formally to the World Languages department during final year of study. ACTFL (American Council on the Teaching of Foreign Languages) World Language Tests are required for all Spanish Education majors and minors. Wisconsin requires both the Oral Proficiency interview (OPI-OPIc) and Writing Proficiency Test (iWPT). The qualifying scores for licensure in Wisconsin on both tests are "Intermediate High."		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 476	Student Teaching in World Languages	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
MAJOR COURSES REQUIRED:		
SPA 222 or SPA 335	Spanish Composition or Advanced Composition	3
SPA 223 or SPA 332	Conversation in Spanish or Advanced Conversation	3
SPA 227	Introduction to Hispanic Civilization and Culture	3
SPA 228	Introduction to Hispanic Literature	3

SPA 333	Phonetics	3
SPA 334	Syntax	3
SPA 373 or SPA 483	Survey of Latin American Literature or Survey of Spanish Literature	3
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3
	Study Abroad	

Note: Students earning the Spanish Education post-baccalaureate certifications are required to study (or work for pay or credit) abroad in a Spanish-speaking country. Students who have extreme circumstances that prevent them from participating in study abroad may petition for alternative arrangements.

RELIGIOUS STUDIES EDUCATION

Credits required: 34 Theology + 26-27 Education
+ 4-13 Student Teaching

POST-BACCALAUREATE CERTIFICATION

Academic Year 2022-2023

Note: The Wisconsin Department of Public Instruction (WDPI) no longer certifies teachers in Religious Studies. The Milwaukee Archdiocese has set up their own guidelines for teachers. Interested students should contact the Chair of the Education Department.

Course Code	Course Title	Credits
SEA 101	Search for Meaning	4
THY 317	World Religions	2-4
THY 356	African-American Religious Thought	4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Biblical or Old Testament Studies - 4 credits from following courses:		
THY 310	The Sacred Writings of Israel	4
THY 315	Time and Place in Biblical Theology	4
THY 333	The Wisdom Literature	2
THY 342	The Psalms	2
THY 345	Biblical Perspectives on Justice	2
THY 372	Special Topics in Biblical Theology	2-4
New Testament Studies - 4 credits from the following courses:		
THY 312	The New Testament	4
THY 330	The Gospel and Letters of John	2-3
THY 338	The Letters of Paul	4
THY 340	The Synoptic Gospels	2-3
THY 372	Special Topics in Biblical Theology	2-4
Ethics - 4 credits from the following courses:		
THY 348	Current Moral Issues	2-4
THY 350	Theological Ethics in Healthcare	4
THY 352	Introduction to Moral Theology	4

THY 374	Special Topics in Systematic Theology	2-4
PHI	An ethics course from the Philosophy Department	2-4
Historical Theology - 4 credits from the following courses:		
THY 320	Christian Classics	2-4
THY 324	Early Christianity in Rome	4
THY 326	History of Christian Thought I	4
THY 328	History of Christian Thought II	4
THY 346	Modern Christian Social Thought	2
THY 373	Special Topics in Historical Theology	2-4
	Additional 8 credits of Theology coursework	
PROFESSIONAL EDUCATION REQUIREMENTS:		
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Psychology Applied to Teaching	3
EDU 321P	Practicum in Educational Psychology (EC/MC/EA)	1
EDU 322	Instructional Methods	3
EDU 322P	Practicum in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in Secondary School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners	3
EDU 701 or PSY 214	Child and Adolescent Development or Developmental Psychology	3 or 4
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3

Title II Reporting

Teachers certified by the State of Wisconsin are required to demonstrate content knowledge in 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. This requirement may also be met with a GPA of 3.0 or higher in related coursework. The Foundations of Reading Test (FoRT) is required for those certified in early childhood or elementary areas, and the ACTFL written and oral exams is required for those certified in Spanish. Each college is required to report pass rates on these tests to the Wisconsin Department of Public Instruction each year.

WDPI, in turn, reports the University's program completer pass rates to the U.S. Department of Education. The pass rate for all Mount Mary University program completers is 100%. Approximately 93 percent of our program completers gained employment in education over the past five years.

Mathematics

The mission of the Mathematics Department reflects the Mount Mary University mission in its commitment to excellence in teaching and learning with an emphasis on critical thinking. The department promotes analytical and quantitative thinking through courses offered in its curricula and in support of other programs. The major programs are designed to prepare students for successful careers requiring a strong foundation in mathematics, mathematics teaching at the secondary level, or for graduate study.

The department offers majors in mathematics and through the Education Department, 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. Please see the Education section of this Catalog for more details.

Students majoring or minoring in math are expected to maintain 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. For the University mathematics graduation requirements please see Academic Policies/Graduation requirements.

MATHEMATICS		MAJOR
Credits required: 30		Academic Year 2022-2023
Note: Admission and retention require a cumulative grade point average of 2.0 and a grade point average of 2.5 in major or minor courses.		
Course Code	Course Title	Credits
MAT 251	Calculus I	4
MAT 252	Calculus II	4
MAT 261 or MAT 325	Calculus III or Discrete Math	4
Choose at least 5 electives from the following courses:		
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 321	Differential Equations	4
MAT 325	Discrete Mathematics	4
MAT 328	Numerical Analysis	4
MAT 331	Abstract Algebra	4
MAT 333	Linear Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496	Independent Study	2-4
MAT 498	Internship	2-4
	Additional Mathematics coursework, if necessary, for a minimum of 30 credits	

MATHEMATICS		MINOR
Credits required: 18		Academic Year 2022-2023
Note: 2.0 overall GPA; 2.5 minor GPA.		
Course Code	Course Title	Credits
MAT 251	Calculus I	4
MAT 252	Calculus II	4
Choose at least 3 electives from courses above MAT 252:		
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 321	Differential Equations	4
MAT 325	Discrete Mathematics	4
MAT 328	Numerical Analysis	4
MAT 331	Abstract Algebra	4
MAT 333	Linear Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496 or MAT 498	Independent Study or Internship	2-4

Nursing

There are three distinct nursing programs at Mount Mary University: the pre-licensure Bachelor of Science in Nursing Program, the Nursing 1-2-1 Program and the RN to BSN Completion Program. The Nursing 1-2-1 and pre-licensure BSN Program are separate majors with their own individual four year plans and coursework. Nursing courses in the Nursing 1-2-1 and pre-licensure BSN program majors are specific to each program and do not meet the degree requirements for the other programs. The baccalaureate degree program in nursing at Mount Mary University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

Pre-licensure BSN Program

The pre-licensure BSN Nursing program is a four-year Bachelor of Science in Nursing (BSN) degree program. All four years of the pre-licensure BSN program are at Mount Mary University. The pre-licensure BSN program prepares students to take the National Council Licensure Examination (NCLEX). Passing the NCLEX allows program graduates to be eligible for licensure as a Registered Nurse (RN) by the Wisconsin Board of Nursing (BON).

Nursing education programs are mandated by boards of nursing as well as accreditors to provide students with clinical experiences. Clinical facilities require that students provide evidence of their health status in order to protect the health of clients and employees. Specific health and vaccination requirements must be met prior to the clinical experience. This includes clinical agency requirements for COVID-19 vaccination. Students who do not meet required health and vaccination requirements including for COVID-19 may be unable to attend clinical and therefore unable to progress or complete the program.

Nursing 1-2-1 Program

The Mount Mary University Nursing 1-2-1 Program is a program in which students complete courses to meet the pre-requisites to enter the Associate Degree in Nursing (ADN) at Milwaukee Area Technical College (MATC), complete the ADN at MATC, and complete their Bachelors of Nursing (RN to BSN) degree at Mount Mary University. Specific admission and progression criteria apply.

To be eligible for the Nursing 1-2-1 program, students must complete at least 12 credits of the pre-requisite courses to enter the MATC ADN Program at Mount Mary University. In addition, once a student begins in the Nursing 1-2-1 Program, the student's remaining pre-requisite courses to enter MATC ADN Program need to be taken at Mount Mary University.

To be eligible to begin coursework at the Technical College partner, students must complete other pre-requisites to enter the ADN Program such as Cardiopulmonary Resuscitation (CPR), health requirements such as CastleBranch®, nursing assistant training, and nursing pre-entrance exam requirements. Technical College partner pre-requisites may change and students must meet the Technical College partner school's most current requirements, regardless of the Mount Mary catalog year they began in.

RN to BSN Completion Program

The Mount Mary University RN to BSN completion program prepares registered nurses (RNs) with a baccalaureate degree (Bachelor of Science in Nursing) with an emphasis on nursing leadership. This program builds on nurses' knowledge and experience to prepare the next generation of nurse leaders and offers coursework designed to meet the Essentials of Baccalaureate Education for Professional Nursing Practice required by the American Association of Colleges of Nursing.

PRE-LICENSURE BSN PROGRAM

Credits required: 84 Major Credits

MAJOR

Academic Year 2022-2023

Progression Requirements:

- A grade of BC or better is required for BIO 100, BIO 211, BIO 212, BIO 325, and all NUR coded courses. A grade of C or better is required in remaining major courses.
- A "Pass" grade is required in all clinical courses
- A student can repeat an individual NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program
- In addition, the following are required to begin NUR clinical courses: Approved Exxat Clearance (drug screen, caregiver background check, & immunization requirements) & Cardiopulmonary Resuscitation (CPR) Basic Life Support (BLS), Healthcare Provider level by the American Heart Association.

Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
CHE 113	General Chemistry 1	4
BIO 325	Microbiology	4
PSY 103	Introductory Psychology	4
MAT 109	Math for Health Professions	3
MAT 209	Experiential Nursing Math	1
Choose 1 of the following Statistics courses:		
MAT 208	Statistical Literacy	3
MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4
Nursing (NUR) Core Courses		
NUR 102 + L	Introduction to Nursing Concepts	3
NUR 200 + L	Health Assessment, Promotion, & Nutrition	3
NUR 240	Pharmacology	3
NUR 250 + L	Foundations and Application of Nursing Practice	3
NUR 251C	Nursing Clinical Foundations	3
NUR 260	Pathophysiology	3
NUR 310	Evidence Based Practice	3
NUR 350 + L	Nursing Care for Chronic Conditions	3
NUR 351C	Nursing Clinical Chronic	3
NUR 356	Technology & Interprofessional Communication	3
NUR 360	Nursing Across the Lifespan	3
NUR 370 + L	Nursing Care for Acute Conditions	3
NUR 371C	Nursing Clinical Acute	3
NUR 401	Healthcare Economics and Regulation	3
NUR 402	Nursing Care in the Community	3
NUR 420	Nursing Leadership I	3
NUR 490	Nursing Transitions	2
NUR 491C	Nursing Clinical Transitions	3

NURSING 1-2-1 PROGRAM - MATC**MAJOR**

Credits required: 70 for Associate Degree in Nursing (ADN)
27 for Bachelor of Science in Nursing (BSN)

Academic Year 2022-2023

Note: This is a four-year program in which students complete the pre-requisite courses at Mount Mary University (MMU), the ADN at MATC, and the BSN degree at MMU. Specific admission criteria apply. Some additional pre-requisites may be required depending on student's entry level. For example, CHE 113 is a pre-requisite for BIO 325, and MAT 105 or 109 is a pre- or co-requisite for CHE 113. To remain in good standing in the program, a grade of C or better is required for all courses, except those noted below. *Students must meet MATC's most recent required courses and other pre-requisites, regardless of the Mount Mary University catalog in which they began.

Course Code	Course Title	Credits
Pre-requisite courses to enter MATC ADN Program:		
BIO 100	Introduction to Cell and Molecular Biology (grade ≥ BC req.)	4
BIO 211	Human Anatomy (grade ≥ BC req.)	4
BIO 212	Human Physiology (grade ≥ BC req.)	4
BIO 325	Microbiology (grade ≥ BC req.)	4
CHE 113	General Chemistry 1	4
English Writing Competency		
ENG 110 or ENG 120	Introduction to College Writing or College Research Writing (required for BSN)	3
PSY 103 or PSY 214	Introductory Psychology or Developmental Psychology	4
Other pre-requisites to enter MATC ADN Program:		
	Approved CastleBranch© Clearance	
	Nursing entrance exam minimum score, number of attempts, and due date set by MATC	
	Completion of a nursing assistant course	
	Cardiopulmonary Resuscitation (CPR) Certification offered by the American Heart Association for Healthcare Providers	
Required courses completed at MATC in ADN Program*:		
NRSAD-101	Nursing: Fundamentals	2
NRSAD-102	Nursing: Skills	3
NRSAD-103	Nursing: Pharmacology	2
NRSAD-104	Nursing: Introduction to Nursing Practice	2
NRSAD-105	Nursing: Health Alternations	3
NRSAD-106	Nursing: Health Promotion	3
NRSAD-107	Nursing: Clinical Care Across the Lifespan	2
NRSAD-108	Nursing: Introduction to Clinical Management	2
NRSAD-109	Nursing: Complex Health Alterations	3
NRSAD-110	Nursing: Mental Health Community Concepts	2
NRSAD-111	Nursing: Intermediate Clinical Practice	3
NRSAD-112	Nursing: Advanced Skills	1

NRSAD-113	Nursing: Complex Health Alterations II	3
NRSAD-114	Nursing: Management Concepts	2
NRSAD-115	Nursing: Advanced Clinical Practice	3
NRSAD-116	Nursing: Clinical Transition	2
Required courses for ADN Program (may be completed at MATC or MMU):		
SOC 101 or SOCSCI-203	Introductory Sociology (MMU) or Introduction to Sociology (MATC)	3
Choose 1 of the following Oral Communications courses:		
COM 104	Public Speaking (MMU)	2
COM 205	Professional Presentations (MMU)	3
SPEECH-201	Elements of Speech (MATC)	3
Required courses for MMU RN to BSN (NUR courses level 300 and above) require an RN degree:		
SYM 110	Leadership for Social Justice Seminar	3
NUR 310	Evidence Based Practice	3
NUR 356	Technology and Interprofessional Communication	3
NUR 401	Healthcare Economics and Regulation	3
NUR 402	Nursing Care in the Community	3
NUR 420	Nursing Leadership I	3
NUR 421	Nursing Leadership II	3
NUR 485	Capstone	3
Choose 1 of the following Statistics courses:		
MAT 208	Statistical Literacy	3
MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4

RN to BSN COMPLETION PROGRAM		MAJOR
Credits required: 27		Academic Year 2022-2023
Course Code	Course Title	Credits
SYM 110	Leadership for Social Justice Seminar	3
NUR 310	Evidenced Based Practice	3
NUR 356	Technology and Interprofessional Communication	3
NUR 401	Healthcare Economics and Regulation	3
NUR 402	Nursing Care in the Community	3
NUR 420	Nursing Leadership I	3
NUR 421	Nursing Leadership II	3
NUR 485	Capstone	3
Choose 1 of the following courses:		
MAT 208	Statistical Literacy	3
MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4

Psychology

Psychology is the exploration of factors that affect behavior and mental processes. Students have an opportunity to learn about many fascinating topics, including human development, psychological disorders, cognition, learning, health, emotions, personality, and the biological basis of behavior and thought. Psychology students also examine the role that experience plays in shaping the unique characteristics of individuals and groups, and how human behavior and thought is shaped by sociocultural contexts. The development of critical thinking and research competence enables a deeper understanding of these topics and enhances the skills employers value. An undergraduate degree in Psychology is excellent preparation for rigorous graduate study in the field, developing skills and knowledge that can be applied to a wide variety of occupations, as well as providing a foundation to better understand other disciplines that require knowledge of complex behavioral and cognitive processes.

The Psychology minor is a strong supplement to other programs in the sciences and helping professions or any major in which greater understanding of the biological and social bases of behavior and thought would be beneficial. Students gain insight into how psychological principles can be applied to human interactions and everyday life.

Recent department majors have pursued graduate and professional degrees in pediatric neuropsychology, experimental psychology, clinical psychology, mental health counseling, occupational therapy, medicine, criminal justice, urban studies, health psychology, law, and child development. Graduates with bachelors' degrees are employed in a wide variety of settings, mainly in human services, government, commerce, research, and business.

Opportunities for enrichment outside of the classroom include research projects with faculty in the department, activities sponsored by Psi Chi (the International Honor Society in Psychology), and student attendance and presentations at conferences on and off campus. Students are strongly encouraged to take advantage of opportunities for directed research, research assistantships, internships, and independent studies in the major.

Admission requirements for the Psychology major include completion of two psychology courses at Mount Mary University with a minimum grade point average of 2.5 in the psychology major courses, and an overall grade point average of 2.0. A 2.5 overall grade point average must be maintained in Psychology major courses in order to remain in the major, and at least 15 credits in the major must be taken at Mount Mary University. Students planning to pursue a major or minor in the department should contact the Department Chair as early in their academic career as possible. Courses in biology are strongly recommended for students pursuing a Psychology major.

Psychology – Pre-Dietetics Concentration

Students interested in pursuing the Integrated Master of Science in Nutrition and Dietetics are able to take graduate dietetics courses in their senior year of undergraduate studies. Students who are accepted into the graduate program, after applying in their junior year, are able to complete the Master's degree in an additional year (including summer) of graduate courses after completing their undergraduate degree.

Psychology – Pre-Masters of Public Health Concentration

Students who are interested in pursuing a Master's in Public Health are able to fulfill the prerequisite courses for admission to the MPH program at the Medical College of Wisconsin through the completion of the pre-Masters of Public Health concentration in the Psychology department. There are some prerequisite courses that have specific minimum grade requirements.

Psychology – Pre-Occupational Therapy Concentration

Students interested in pursuing a doctoral degree in occupational therapy are able to fulfill all the prerequisites for admission to the program through completion of the pre-occupational therapy concentration in the Psychology department. Specific minimum grade requirements exist for some prerequisite courses.

PSYCHOLOGY		MAJOR
Credits required: 47		Academic Year 2022-2023
Note: 2.5 GPA required in major courses.		
Course Code	Course Title	Credits
PSY 103	Introductory Psychology	4
PSY 200	Introduction to Careers in Psychology	1
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
PSY 438	Experimental Psychology	4
PSY 493	Psychology Capstone Seminar	3
Select 3 Lab-based courses from the following:		
PSY 337	Cognitive Psychology	4
PSY 410	Physiological Psychology	4
PSY 420	Psychology of Emotion	4
PSY 480	Sensation and Perception	4
PSY 490	Psychology of Learning	4
PSY 492	Special Topics (lab-based)	3-4
Select 3 Content-based courses from the following:		
PSY 256	Social Psychology	4
PSY 320	History and Systems of Psychology	4
PSY 323	Health Psychology	4
PSY 325	Psychopathology	4
PSY 429	Psychology of Personality	4
PSY 430	Foundations of Sports Psychology	4
PSY 491	Special Topics (content-based)	3-4
Select 1 from the following courses:		
ANT 102	Cultural Anthropology	4
ANT 248	Profiles of Cultures	4
ANT 340	Border Crossings: Immigrants, Refugees, Tourists	4
ANT 367	Anthropology of Women	4
ANT 395-495	Topics in Anthropology (minimum of 3 credits)	3-4
SOC 101	Introductory Sociology	3
SOC 150	Social Problems	3
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 225	Diverse Families: Theory and Practice	3
SOC 242	Peace and Conflict in the International Context	3
SOC 301	Elders and Community	3
SOC 325	Death and Dying	3
SOC 336	Comparative Societies	3
SOC 358	Introduction to Health Care Systems	3
SWK 210	Race, Gender and Class	3

**PSYCHOLOGY
PRE-DIETETICS CONCENTRATION**

MAJOR
Academic Year 2022-2023

Credits required: 75-76

Note: Need to earn a "C" or better in courses required for the major prior to program admission (ENG120 College Research Writing and MAT111 College Algebra). Need to earn a BC or better in DTS courses after program admission. Students must pass an exam in medical terminology and provide proof of moderate computer skills OR take additional coursework in these areas.

Course Code	Course Title	Credits
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
PSY 438	Experimental Psychology	4
PSY 493	Psychology Capstone Seminar	3
Select 1 Lab-based courses from the following:		
PSY 337	Cognitive Psychology	4
PSY 410	Physiological Psychology	4
PSY 420	Psychology of Emotion	4
PSY 480	Sensation and Perception	4
PSY 490	Psychology of Learning	4
Select 1 Content-based courses from the following:		
PSY 256	Social Psychology	4
PSY 320	History and Systems of Psychology	4
PSY 323	Health Psychology	4
PSY 325	Psychopathology	4
PSY 429	Psychology of Personality	4
Additional required courses:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 212	Human Physiology	4
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4
CHE 206	Organic and Biochemistry	4
DTS 152	The Profession of Dietetics	1
DTS 190	Culinary Skills for Healthy Living	3
DTS 201	Food Science	3
DTS 250	Nutrition Principles	4
DTS 354	Applied Nutrition	3
DTS 362	Quantity Food Procurement and Production	4
DTS 465	Introduction to Community Nutrition	3
DTS 505	Advanced Human Nutrition: Macronutrients, Micronutrients	3
DTS 520	Food & Nutrition Systems Management	1
DTS 521	Leadership in Food & Nutrition Systems Management	2
DTS 564	Medical Nutrition Therapy I	4
DTS 566	Medical Nutrition Therapy II	4
DTS 570	Community Nutrition Program Management	2
DTS 574	Nutrition Research I	2
DTS 576	Nutrition Communication and Education	2

DTS 577	Counseling Skills	2
	Dietetics Electives	1-2
MAT 111	Algebra II	4
SOC 101	Introductory Sociology	3

PSYCHOLOGY

MAJOR

PRE-MASTERS OF PUBLIC HEALTH CONCENTRATION

Academic Year 2022-2023

Credits required: 42 (57 with MPH courses)

Note: 2.5 GPA required in major and 3.0 GPA overall to apply to the Masters of Public Health (MPH) program. Students should apply to the MPH program by April 1 of their junior year. Three letters of recommendation and a personal statement will be required along with other supporting documents. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a BA. In order to complete this MPH program, additional classes will be required at MCW. *These courses must be completed by April 1st of junior year.

* Pre-requisite courses for the MCW MPH program

Course Code	Course Title	Credits
PSY 103*	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310*	Behavioral Science Statistics	4
PSY 438*	Experimental Psychology	4
PSY 493	Psychology Capstone Seminar	3
Select 2 Lab-based courses from the following:		
PSY 337	Cognitive Psychology	4
PSY 410	Physiological Psychology	4
PSY 420	Psychology of Emotion	4
PSY 480	Sensation and Perception	4
PSY 490	Psychology of Learning	4
Select 2 Content-based courses from the following:		
PSY 256	Social Psychology	4
PSY 320	History and Systems of Psychology	4
PSY 323	Health Psychology	4
PSY 325	Psychopathology	4
PSY 429	Psychology of Personality	4
Select 1 from the following courses:		
ANT 102	Cultural Anthropology	4
ANT 395	Topics in Anthropology (minimum of 3 credits)	3-4
SOC 101	Introductory Sociology	3
SOC 201	Social Problems: Interventions and Theory	3
SOC 220	Conflict Transformation and Peacebuilding	3
Select 1 from the following courses:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 105	Current Concepts in Biology	3
*MCW courses (all are required)		
MCW 18200	Environmental Health	3
MCW 18201	Principles of Epidemiology	3
MCW 18203	Public Health Administration	3

MCW 18204	Introduction to Biostatistics	3
MCW 18212	Behavioral Science and Public Health	3

PSYCHOLOGY PRE-OCCUPATIONAL THERAPY CONCENTRATION		MAJOR
Credits required: 58		Academic Year 2022-2023
Course Code	Course Title	Credits
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
PSY 325	Psychopathology	4
PSY 438	Experimental Psychology	4
PSY 493	Psychology Capstone Seminar	3
2 Lab-based courses selected from the following:		
PSY 337	Cognitive Psychology	4
PSY 410	Physiological Psychology	4
PSY 420	Psychology of Emotion	4
PSY 480	Sensation and Perception	4
PSY 490	Psychology of Learning	4
2 Content-based courses selected from the following:		
PSY 256	Social Psychology	4
PSY 320	History and Systems of Psychology	4
PSY 323	Health Psychology	4
PSY 429	Psychology of Personality	4
Natural Science courses		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
PHY105	Foundations of Physical Science	3
Communication course		
COM 205	Professional Presentations	3
Select 1 from the following courses:		
SOC 101	Introductory Sociology	3
ANT 102	Cultural Anthropology	4
Occupational Therapy courses		
OCT 101	OT Orientation	1
OCT 201	Medical Terminology	1

PSYCHOLOGY		MINOR
Credits required: 24		Academic Year 2022-2023
Note: 2.5 GPA in minor required.		
Course Code	Course Title	Credits
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4

PSY 438	Experimental Psychology	4
Select 1 Lab-based course from the following:		
PSY 337	Cognitive Psychology	4
PSY 410	Physiological Psychology	4
PSY 420	Psychology of Emotion	4
PSY 448	Animal Behavior	4
PSY 480	Sensation and Perception	4
PSY 490	Psychology of Learning	4
PSY 492	Special Topics (Lab-based)	3-4
Select 1 Content-based course from the following:		
PSY 256	Social Psychology	4
PSY 320	History and Systems of Psychology	4
PSY 323	Health Psychology	4
PSY 325	Psychopathology	4
PSY 340	Foundations of Sports Psychology	4
PSY 429	Psychology of Personality	4
PSY 491	Special Topics (Content-based)	3-4

Sciences

In the sciences department, we empower you to transform the world as you observe, create and experiment within our physical and natural environment. The Sciences Department offers five majors: Biology, Chemistry, Exercise Science, Food Science Chemistry, and Human Biology. Within the Biology major, a student may choose the General Sequence, Health Sciences Sequence, Education Sequence, or the Environmental Sciences Sequence. Within the Chemistry Major a student may choose the General Sequence or the Education Sequence. Within the Food Science Chemistry major, a student may choose a concentration in business or sustainability. Within the Human Biology major, a student may choose the pre-Occupational Therapy concentration, or the pre-Pharmacy concentration. For students interested in Dietetics, the description of the Human-Biology pre-dietetics concentration is described in the Dietetics Department section of the Bulletin and the Psychology pre-dietetics concentration is described in the Psychology Department section of the bulletin. Post- baccalaureate students wishing to pursue a Biology Major Certificate should contact the chair of the Sciences Department. For transfer students, 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.

Education 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 the Science Minor for elementary educators (please see the Education section of this catalog for Education curriculum guides and program information.)

The science programs foster a collaborative learning environment that supports discovery-oriented courses. Small class sizes promote 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 majors explore complexity of life from cells through ecosystems. Biology courses emphasize data analysis and problem solving, along with broad scientific literacy, basic biological laboratory techniques and computer applications. In the General Sequence, each student works with a Biology faculty advisor to choose elective courses that best match her post-baccalaureate goal. Students who are interested in moving into environmental science, conservation or ecology are recommended to take the Environmental Science Sequence. Students planning on continuing their education at a medical, dental, veterinary or other professional or graduate school should choose the Health Sciences Sequence, Human-Biology pre-dietetics concentration (listed in the Dietetics Department section of this catalog), Human-Biology pre-occupational therapy concentration, or the Human-Biology pre-pharmacy concentration. The Biology-Broad Field Science Major is a special major designed for students preparing to teach biology, chemistry, earth science or physics.

Biology majors in good academic standing must maintain a 2.2 GPA in all courses required for the Biology major and a cumulative GPA of 2.0. During the junior and senior years, 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.

BIOLOGY GENERAL SEQUENCE		MAJOR
Credits required: 57		Academic Year 2022-2023
Note: 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 catalog.		
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 218	Biodiversity	4
BIO 337	Genetics	4
BIO 493	Biology Seminar	1
BIO 494	Biology Seminar	1
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Chemistry courses:		
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
Must take at least 1 of the following courses:		
BIO 411	Exercise Physiology	3
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
Choose 15-16 credits (at least 7 credits at the 300-400 level):		
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
BIO 250	Cell Biology	3
BIO 307	Field Studies in Costa Rica	3
BIO 325	Microbiology	4
BIO 356	Developmental Biology	4
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
Choose 7-8 elective credits from the following courses:		
CHE 206	Organic and Biochemistry	4
CHE 216	Environmental Science	3
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4

PHY 201	General Physics I	4
PHY 202	General Physics II	4

BIOLOGY HEALTH SCIENCES SEQUENCE		MAJOR
Credits required: 66		Academic Year 2022-2023
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 218	Biodiversity	4
BIO 325	Microbiology	4
BIO 337	Genetics	4
BIO 356	Developmental Biology	4
BIO 493	Biology Seminar	1
BIO 494	Biology Seminar	1
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Chemistry courses:		
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
Required Physics courses:		
PHY 201	General Physics I	4
PHY 202	General Physics II	4
Choose 2 from the following courses:		
BIO 411	Exercise Physiology	3
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
Choose 3-4 credits from the following courses:		
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
BIO 250	Cell Biology	3
BIO 307	Field Studies in Costa Rica	3

BIOLOGY ENVIRONMENTAL SCIENCES SEQUENCE		MAJOR
Credits required: 62		Academic Year 2022-2023
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 216	Environmental Science	4
BIO/CHE 217	Limnology	3
BIO 218	Biodiversity	3
BIO 220	Contemporary Environmental Issues	3
BIO 325	Microbiology	4
BIO 356	Developmental Biology	4
BIO 457	Ecology	4
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Chemistry courses:		
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 206	Organic and Biochemistry	4
CHE 222	Instrumental Quantitative Analysis	4
Geography courses:		
GEO 310	World Regional Geography	3
Elective courses to reach 62 credits required:		
BIO 212	Human Physiology	4
BIO 307	Field Studies in Costa Rica	3
PHY 201	General Physics I	4
FSC 255	Sustainable Food Nutrition	3

Human Biology Pre-Occupational Therapy

Occupational therapy is a health profession that focuses on redesigning daily occupations to maximize independence in living. Its practitioners provide services to individuals and populations of all ages who have physical, developmental and psychosocial deficits. The program emphasizes the biological, behavioral and social sciences. Mount Mary University offers two degree tracks that prepare students to enter either the Master of Science (M.S.) in Occupational Therapy (Professional Entry) program or the Occupational Therapy Doctorate (OTD) (Professional Entry) program. However, any undergraduate degree earned at the University, along with the completion of all required prerequisite courses, will prepare students for entry into the Graduate Occupational Therapy program.

HUMAN BIOLOGY PRE-OCCUPATIONAL THERAPY CONCENTRATION		MAJOR
Credits required: 51		Academic Year 2022-2023
Course Code	Course Title	Credits
BIO 100	Introduction to Cell & Molecular Biology	4
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 250	Cell Biology	3
BIO 356	Developmental Biology	4
BIO 411	Exercise Physiology	3
CHE 113	General Chemistry I	4
COM 205	Professional Business Presentations	3
OCT 101	Orientation to Occupational Therapy	1
OCT 201	Medical Terminology	1
OCT 536	Neuroscience for Rehabilitation	2
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 325	Psychopathology	4
Choose one of the following:		
SOC 101	Introductory Sociology	3
ANT 102	Cultural Anthropology	4
Choose one of the following:		
MAT 208	Statistical Literacy	3
PSY 310	Behavioral Science Statistics	4

HUMAN BIOLOGY PRE-PHARMACY CONCENTRATION		MAJOR
Credits required: 87		Academic Year 2022-2023
Note: In this program, students complete courses at Mount Mary University and the Medical College of Wisconsin Pharmacy Doctorate Program in order to earn a Mount Mary University undergraduate degree and a PharmD degree from Medical College of Wisconsin.		
Course Code	Course Title	Credits
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
MAT 216	Statistics	4

MAT 251	Calculus I	4
BIO 100	Introduction to Cell & Molecular Biology	4
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 250	Cell Biology	3
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4
PHY 201	General Physics I	4
OCT 201	Medical Terminology	1
Choose 1 of the following Economics courses:		
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
Medical College of Wisconsin Courses:		
PRM 510	Biochemistry	3
PRM 511	Genetics and Clinical Immunology	3
PRM 512	Human Anatomy and Physiology	3
PRM 561	Principles of Drug Action and Pharmacogenetics	5
PRM 562	Infectious Disease I	5
PRM 564	Infectious Disease II	5

BIOLOGY HEALTH SCIENCES SEQUENCE		POST-BACCALAUREATE CERTIFICATION
Credits required: 66		Academic Year 2022-2023
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 218	Biodiversity	4
BIO 325	Microbiology	4
BIO 337	Genetics	4
BIO 356	Developmental Biology	4
BIO 493	Biology Seminar	1
BIO 494	Biology Seminar	1
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Chemistry courses:		
CHE 113	General Chemistry I	4

CHE 114	General Chemistry II	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
	Required Physics courses:	
PHY 201	General Physics I	4
PHY 202	General Physics II	4
	Choose 2 from the following courses:	
BIO 411	Exercise Physiology	3
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
	Choose 3-4 credits from the following courses:	
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
BIO 250	Cell Biology	3
BIO 307	Field Studies in Costa Rica	3

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. *Curriculum guides for teacher certification are listed under the Education Department section of this catalog.*

BIOLOGY		MINOR
Credits required: 19		Academic Year 2022-2023
Note: 2.2 GPA in the minor and 2.0 GPA overall.		
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	Take 11 additional Biology credits	
	(BIO 104 and BIO 105 may not be included.)	

Chemistry

The Chemistry Program invites you to explore interactions of atoms and molecules in the world around you. 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. (Please see the Education section of this bulletin for Education curriculum guides and program information.) Students majoring in Chemistry are advised to choose courses within the General Sequence or the Education Sequence. During the junior and senior year, 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.

CHEMISTRY		MAJOR
Credits required: 60		Academic Year 2022-2023
Note: 2.2 GPA in the major and 2.0 GPA overall. Grade point average and other requirements for students in the Chemistry Major-Education Sequence or the Chemistry-Broad Field Science Major are described in the Education Department section of this catalog.		
Course Code	Course Title	Credits
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4
CHE 435	Inorganic Chemistry	3
CHE 443	Physical Chemistry Fundamentals	4
CHE 493	Chemistry Seminar	1
CHE 494	Chemistry Seminar	1
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	8 credits of Biology with at least 4 credits above the 200 level	8
	(BIO 104 and BIO 105 may not be included.)	
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Physics courses:		
PHY 201	General Physics I	4
PHY 202	General Physics II	4
	2-4 credits of independent work recommended Suggested courses include CHE 396, 398, 496, 498.	

CHEMISTRY		POST-BACCALAUREATE CERTIFICATION
Credits required: 60		Academic Year 2022-2023
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 334	Organic Chemistry II	4
CHE 352	Biochemistry	4

CHE 435	Inorganic Chemistry	3
CHE 443	Physical Chemistry Fundamentals	4
CHE 493	Chemistry Seminar	1
CHE 494	Chemistry Seminar	1
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
	8 credits of Biology with at least 4 credits above the 200 level (BIO 104 and BIO 105 may not be included.)	8
Required Mathematics courses (select 1 option)		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Physics courses:		
PHY 201	General Physics I	4
PHY 202	General Physics II	4
	2-4 credits of independent work recommended Suggested courses include CHE 396, 398, 496, 498.	

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 (55 credits) for the Chemistry Major. Curriculum guides for teacher certification are listed under the Education Department section of this catalog.

CHEMISTRY		MINOR
Credits required: 19		Academic Year 2022-2023
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
Choose 1 of the following courses:		
CHE 352	Biochemistry	4
CHE 435	Inorganic Chemistry	3
CHE 443	Physical Chemistry Fundamentals	4

Exercise Science

The Exercise Science Program prepares students to professionally apply the theory and principles of exercise and health for the personal, social, educational, and vocational development of others. The primary focus of exercise science is to educate graduates to enter a variety of institutions and cultures to support others on their health and fitness journeys. The program integrates the opportunity to prepare for Personal Training Certification, Group Fitness Instructor Certification Preparation, and the American College of Sports Medicine Exercise Physiologist Certification exams. Our goal is for graduates to be prepared so they can enter a variety of careers and graduate programs.

Exercise Science majors in good academic standing must maintain a 2.2 GPA in all courses required for the Exercise Science major and a cumulative GPA of 2.0. During the junior and senior years, Exercise Science majors must compile a portfolio of their work that demonstrates comprehension of science concepts, proficiency in the scientific method and skill in computer applications.

EXERCISE SCIENCE		MAJOR
Credits required: 65-67		Academic Year 2022-2023
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Exercise Science Courses:		
EXS 130	Introduction to Exercise and Sport Science	1
EXS 255	Health Care Teams: Evidence-based Practice	1
EXS 265	Fitness Formats and Trends	3
EXS 275	Strength Training & Conditioning Methods	3
EXS 335	Kinesiology and Biomechanics	4
EXS 355	Exercise Testing and Prescription	4
EXS 361	Motor Learning and Control	3
EXS 375	Care and Prevention of Athletic Injuries	3
EXS 385	Modern Health and Wellness	2
EXS 401	Health Care Teams: Opportunities and Challenges with Special Populations	1
EXS 420	National Trends of Disease	2
EXS 461	Fieldwork	2
EXS 462	Fieldwork	4
EXS 485	Capstone	1
Choose one of the two following courses:		
EXS 285	Personal Training Certification Preparation	4
EXS 286	Group Fitness Instructor Certification Preparation	3
Required Biology Courses:		
BIO 211	Human Anatomy	4
BIO 212	Human Physiology	4
Required Dietetics Courses:		
DTS 250	Nutrition Principles	4
DTS 530	Exercise Physiology	3
Choose one of the two following courses:		
MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4
Required Psychology Courses:		
PSY 103	Introduction to Psychology	4
Choose one of the two following courses:		
PSY 340	Foundations of Sport Psychology	3-4
PSY 323	Health Psychology	3-4
Required Occupational Therapy Courses		
OCT 201	Health Care Teams: Foundations and Medical Terminology	1

Food Science Chemistry

The Food Science Chemistry Program prepares students for careers in food and beverage industries, food entrepreneurship, and food related careers. Food Science Chemistry applies biological and physical sciences to study the composition of food, stability and causes of deterioration, the fundamentals of food processing, and analysis of food. These fundamentals are taught in the context of improving food nutrition, safety and taste for the public.

This degree includes connections with industry and integrates the “idea to product” continuum. There is an emphasis on training professional skills needed for successful communication and teamwork. Student will choose between three concentrations: Baking, Business or Sustainability that broaden their skills and knowledge in Food Science. Post-baccalaureate students wishing to pursue a Food Science Chemistry Major Certificate should contact the chair of the Sciences Department.

FOOD SCIENCE CHEMISTRY		MAJOR
Credits required: 76		Academic Year 2022-2023
Note: A Business, Baking, or a Sustainability concentration is required.		
Course Code	Course Title	Credits
FSC 100	Food Scientist Careers	1
FSC 200	Regulatory and Quality Standards	2
FSC 362	Food Science Nutrition	3
FSC 410	Food Chemistry I	4
FSC 412	Food Chemistry II	4
FSC 432	Food Processing and Analysis	3
FSC 440	Principles of Food Engineering	3
FSC 442	Advanced Food Microbiology	4
FSC 450	Trends in Food Science (Internship or Capstone Product Development)	3
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Dietetics course:		
DTS 201	Food Science	3
Required Science courses:		
BIO 100	Introduction to Cellular and Molecular Biology	4
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 352	Biochemistry	4
CHE 493	Chemistry Seminar	1
CHE 494	Chemistry Seminar	1

Required Baking Concentration courses (in collaboration with WCTC):		
FSC 110	Applied Food Service Sanitation	1
FSC 121	Science of Baking Principles	2
FSC 123	Cake Production and Decorating	2
FSC 140	Fundamentals of Baking 1	2
FSC 143	Pies and Confections	2
Required Business Concentration courses:		
BUS 250	Business Communication	3
BUS 331	Introduction to Marketing	3
BUS 362	Principles of Management	3
Required Sustainability Concentration courses:		
FSC 120	Contemporary Issues in Food	3
FSC 255	Sustainable Food Nutrients	3
SOC 363	Environmentally Sustainable Societies	3

FOOD SCIENCE CHEMISTRY		POST-BACCALAUREATE CERTIFICATION
Credits required: 76		Academic Year 2022-2023
Note: A Business, Baking, or a Sustainability concentration is required.		
Course Code	Course Title	Credits
FSC 100	Food Scientist Careers	1
FSC 200	Regulatory and Quality Standards	2
FSC 362	Food Science Nutrition	3
FSC 410	Food Chemistry I	4
FSC 412	Food Chemistry II	4
FSC 432	Food Processing and Analysis	3
FSC 440	Principles of Food Engineering	3
FSC 442	Advanced Food Microbiology	4
FSC 450	Trends in Food Science (Internship or Capstone Product Development)	3
Required Mathematics courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Dietetics course:		
DTS 201	Food Science	3
Required Science courses:		
BIO 100	Introduction to Cellular and Molecular Biology	4
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4
CHE 114	General Chemistry II	4
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4

CHE 352	Biochemistry	4
CHE 493	Chemistry Seminar	1
CHE 494	Chemistry Seminar	1
Required Baking Concentration courses (in collaboration with WCTC):		
FSC 110	Applied Food Service Sanitation	1
FSC 121	Science of Baking Principles	2
FSC 123	Cake Production and Decorating	2
FSC 140	Fundamentals of Baking 1	2
FSC 143	Pies and Confections	2
Required Business Concentration courses:		
BUS 250	Business Communication	3
BUS 331	Introduction to Marketing	3
BUS 362	Principles of Management	3
Required Sustainability Concentration courses:		
FSC 120	Contemporary Issues in Food	3
FSC 255	Sustainable Food Nutrients	3
SOC 363	Environmentally Sustainable Societies	3

Food Science Chemistry (3+2)

The Food Science Chemistry Program prepares students for careers in food and beverage industries, food entrepreneur, and food-related careers. Food Science Chemistry applies biological and physical sciences to study the composition of food, stability and causes of deterioration, the fundamentals of food processing, and analysis of food. These fundamentals are taught in the context of improving food nutrition, safety and taste for the public.

A GPA of 3.0 in the food science chemistry major courses, would ensure direct admittance to the Food Science Chemistry 3+2 Program.

FOOD SCIENCE CHEMISTRY (3+2)		MAJOR
Credits required: 60 Undergraduate + 30 Graduate		Academic Year 2022-2023
Course Code	Course Title	Credits
FSC 100	Food Science Careers	1
FSC 362	Food Science Nutrition	3
FSC 442	Advanced Food Microbiology	4
FSC 450	Trends in Food Science (Internship or Capstone Product Development)	3
Required Mathematics Courses (select 1 option):		
PSY 310 and MAT 111	Behavior Science Statistics and Algebra II	4 and 4
MAT 216	Statistics	4
Required Dietetics Course:		
DTS 201	Food Science	3
Required Science Courses:		
BIO 100	Introduction to Cellular and Molecular Biology	4
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4

CHE 114	General Chemistry II	4
CHE 222	Instrumental Quantitative Analysis	4
CHE 333	Organic Chemistry I	4
CHE 352	Biochemistry	4
Required Concentration courses (select 1 option)		
Baking Concentration courses (in collaboration with WCTC):		
FSC 110	Applied Food Service Sanitation	1
FSC 121	Science of Baking Principles	2
FSC 123	Cake Production and Decorating	2
FSC 140	Fundamentals of Baking 1	2
FSC 143	Pies and Confections	2
Sustainability Concentration Courses:		
FSC 120	Contemporary Issues in Food	3
FSC 255	Sustainable Food Nutrients	3
SOC 363	Environmentally Sustainable Societies	3
Business Concentration Courses:		
BUS 250	Business Communication	3
BUS 331	Introduction to Marketing	3
BUS 362	Principles of Management	3
Required Graduate Courses:		
FSC 525	Food Chemistry and Analysis	3
FSC 535	Principles of Food Processing and Engineering	3
FSC 526	Food Science Statistics	3
FSC 542	Seminar in Food Processing Chemistry	1
FSC 551	Food Microbiology and Toxicology	3
FSC 642	Regulatory Systems in Food Science (includes PCQI certification)	3
FSC 601	Seminar in Food Safety and Toxicology	1
FSC 626	Research Methods in Food Science	2
Required Graduate Course for Thesis/Non-Thesis Track		
FSC 660	Research in Food Science I	5
FSC 661	Research in Food Science II	5
FSC 602	Seminar in Food Science Research	1
OR		
EDU 700	Diversity Among Learners	3
EDU 715	Policy Issues in Education	3
EDU 742	Instructional Strategies	3
OR		
BUS 610	Managerial Communication	3
BUS 620	Leadership	3
BUS 630	Managerial Economics	3

Pre-Professional Studies

Pre-professional 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 pre-professional 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.

Pre-Pharmacy Program

There are two options for students who are interested in pursuing a pharmacy degree (PharmD). One option is through an agreement between Mount Mary and the Medical College of Wisconsin that is open to first-year students who apply to the PharmD early assurance admission program. In this program, students who satisfy requirements (courses and programming) are assured admittance to the Medical College of Wisconsin PharmD program. The second option is for students to complete the pre-requisites and/or degree from Mount Mary University and apply to a pharmacy school of their choice.

Pre-Medical, Pre-Dental, & Pre-Veterinary

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.

Social Work

Preparation for entry level generalist social work practice is the primary goal of the Social Work Department. Graduates are eligible to apply for recognition as a Certified Social Worker (CSW) by the Wisconsin Department of Safety and Professional Services (DSPS). Curriculum content is selected to provide students with skills useful in diverse settings and across various systems levels including 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 450 hours in field instruction developing social work skills through educationally directed practice. Mount Mary University has a long tradition of preparing students for social work practice. The University has held constituent membership in the Council on Social Work Education since 1963. The baccalaureate Social Work Department is accredited by the Council on Social Work Education (CSWE). This accreditation has been continuous since 1974.

A wide variety of employment opportunities exist for social workers with a bachelor's degree. Graduates of the Social Work Department have been employed by hospitals and nursing homes, homeless shelters, family and children's services, substance abuse programs, rehabilitation centers, jails, probation and parole offices, and legislative and advocacy services. In addition, many graduates of the department have completed master's degree programs in social work; advanced standing is available to our alumnae in numerous social work graduate programs nationwide.

The Social Work Department has two student organizations: the Social Work Club and Phi Alpha. The club promotes a sense of community while providing opportunities for socializing and sharing common interests and concerns through community service, fundraisers, food and clothing drives, as well as social and political action. Phi Alpha is the Social Work Honor Society. It is open to junior and senior level students who have achieved a cumulative GPA of 3.0 or above and a GPA of 3.25 or above in social work courses, who have completed at least eight 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 Goodness of Fit exercise, 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
Credits required: 67		Academic Year 2022-2023
Note: 2.7 GPA in major and 2.3 GPA overall; 450 hours of fieldwork.		
Course Code	Course Title	Credits
SWK 210	Race, Gender and Class	3
SWK 231	Introduction to Social Work	3
SWK 232	Social Welfare Policies and Services	3
SWK 330	Human Behavior and Social Environment	3
SWK 340	Generalist Practice I	3
SWK 342	Field Education I	5

SWK 343	Generalist Practice II	3
SWK 362	Research for Social Work	3
SWK 453	Field Education II	5
SWK 455	Social Policy and Generalist Practice	4
SWK 492	Field Education III	5
SWK 494	Senior Social Work Seminar	2
BIO 105	Current Concepts in Biology	3
POS 213	American Government	3
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
PSY 325	Psychopathology	4
SOC 101	Introductory Sociology	3

Graduate Programs

Graduate Education at Mount Mary University

For over 30 years, Mount Mary University has been offering graduate education. Beginning with the Dietetics program in 1982, additional programs have been developed over the years in response to the changing nature of the professions, workplace demands, employer expectations, and demographic and market trends. The programs grew out of the strengths of undergraduate programs, faculty expertise, and involvement in their professions.

Mount Mary provides administrative support for graduate programs throughout the University, embraces new and emerging technologies, and promotes excellence in graduate education for students and faculty.

Graduate Education Mission Statement

Graduate Education at Mount Mary University provides academic and professional advancement opportunities to women and men consistent with the institutional mission of the University. The graduate programs offer degrees, professional continuing education, and advanced personal enrichment courses of study. Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars, ethical and just human beings with global perspective, and leaders who put knowledge into transforming action. The goals of graduate scholarship and research are

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

Graduate Division Vision

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

Art Therapy

Master of Science in Art Therapy with Emphasis in Counseling

Introduction

Art Therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship.

Art Therapy, facilitated by a professional art therapist, effectively supports personal and relational treatment goals as well as community concerns. Art Therapy is used to improve cognitive and sensory-motor functions, foster self-esteem and self-awareness, cultivate emotional resilience, promote insight, enhance social skills, reduce and resolve conflicts and distress, and advance societal and ecological change.

Art therapists are master-level clinicians who work with people of all ages across a broad spectrum of practice. Guided by ethical standards and scope of practice, their education and supervised training prepares them for culturally proficient work with diverse populations in a variety of settings. Honoring individuals' values and beliefs, art therapists work with people who are challenged with medical and mental health problems, as well as individuals seeking emotional, creative, and spiritual growth.

Through integrative methods, art therapy engages the mind, body, and spirit in ways that are distinct from verbal articulation alone. Kinesthetic, sensory, perceptual, and symbolic opportunities invite alternative modes of receptive and expressive communication, which can circumvent the limitations of language. Visual and symbolic expression gives voice to experience, and empowers individual, communal, and societal transformation.

American Art Therapy Association, updated June 2017. See <https://arttherapy.org/about-art-therapy/>

About the Master's Program

Mount Mary's 60-credit Master of Science in Art Therapy features:

- **A fully approved program**—Mount Mary's art therapy program is the only art therapy graduate degree program in Wisconsin approved by the [American Art Therapy Association](https://arttherapy.org/).
- **Integrated learning approach**—Courses promote hands-on experiential learning to integrate aesthetic, academic and clinical studies with professional practice. The program offers a supportive and collaborative environment of learners.
- **Direct access to faculty**—Work side-by-side with internationally recognized faculty who are theorists, practitioners and leaders at the forefront of the art therapy profession. Mount Mary University's art therapy faculty members are highly experienced artists and therapists in the field of art therapy and bring their real-world experiences into the classroom.
- This program is approved by the Educational Program Approval Board (EPAB) of the American Art Therapy Association. Eighteen of the 60 credits are taught in the Counseling Department at Mount Mary University. The hybrid core curriculum for the Master of Science in Art Therapy Program is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.
- **Licensure**—Many states have laws that regulate the practice of art therapy and counseling. Students are responsible for knowing the competency areas and licensure criteria of the state in which they intend to practice. **The Graduate Art Therapy Program at Mount Mary University has received official confirmation that it is an Approved 60 Credit Educational Program in Professional Counseling in the state of Wisconsin. The Professional Counselor Section of the Joint Board of Marriage and Family Therapy, Professional Counseling, and Social Work has determined that the Mount Mary Graduate Art Therapy Program has met the educational requirements needed for licensure per MPSW 14.01 of the Wisconsin Administrative

Code. Applying for approval does not guarantee that approval will be granted. Although the MMU Art therapy program meets the requirements for equivalency requirement criteria for a degree in Professional Counseling as a related profession in the state of Wisconsin, LPC eligibility may vary state by state. For more information about state-by-state licensing efforts for art therapy, see the following link: <https://arttherapy.org/state-advocacy/>

- **Registration and Board Certification**—The Mount Mary graduate art therapy program prepares students to qualify academically for their professional credentials in art therapy. Registration (ATR) and Board Certification (BC) are administered nationally by the Art Therapy Credentials Board. Currently, Art Therapy is not licensed in most states. For a current list of states that license art therapists and information about state-by-state licensing efforts for art therapy, see the following link: <https://arttherapy.org/state-advocacy/>

Integrated learning approach

The Master of Science in Art Therapy is founded on a belief that creativity is inherent in every individual. Courses promote experiential learning to integrate aesthetic, academic and clinical studies with professional practice. Students are offered a process-oriented program in which they learn to formulate theory and practice within the context of their lives, thus preparing them to help others find their own paths toward growth and change. The program offers a supportive and collaborative atmosphere. A dynamic classroom environment presents sophisticated theoretical models and encourages students to find their voice, articulate their visions for practice and express themselves. Students will gain strong clinical skills through hands-on practicum and internship experiences that integrate theory and practice. They will learn how to use the arts in therapy and collaborate with a diverse community of artists, clinicians and learners.

Master of Science in Art Therapy with an Emphasis in Counseling 60 credits

Introduction

The Graduate Art Therapy Program utilizes an art-based clinical training approach to graduate-level art therapy education. The faculty and students strive to create a community of learners in which all members share a commitment to meaningful participation in graduate level academic, artistic, clinical, intra- and inter-personal study.

Full- and Part-Time Study

The program is designed to be completed in three years of full-time study. Students may choose to participate in part-time study upon approval of the program director, if their circumstances warrant. The degree program must be completed within seven years from the beginning of required coursework.

Goals

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

- Develop a sophisticated professional identity as an art therapist and counselor.
- Become skilled in the unique knowledge and practices of art therapy.
- Integrate artistic, academic, and clinical studies with professional practice experiences.
- Respond to critical and creative challenges by formulating questions, developing hypotheses, assembling and evaluating information, and presenting ideas with clarity to others.
- Develop compassionate and ethical leadership skills and a profound appreciation for the diversity, creativity, and dignity of all human beings.

Admission Requirements and Procedures

The Master of Science in Art Therapy is open to any student with an undergraduate degree in art, art education, psychology, or other related field. A grade point average of at least 3.0 is preferred of all applicants for admission.

Prerequisite Coursework

Art therapy is a profession founded on visual art and psychology theories and frameworks. Applicants must have sufficient undergraduate preparation in these areas. Prerequisite coursework listed below follows the approved

educational standards of the American Art Therapy Association. Applicants must complete prerequisite coursework before full admission to the degree program is granted.

- A. Studio Art (minimum 18 credits)
Design, Drawing, Painting, Ceramics, Sculpture or 3-D Design, & other electives in studio art
- B. Psychology (minimum 12 credits)
General Psychology, Developmental or Educational Psychology, Abnormal Psychology, & Personality (recommended; or electives in psychology)

Admission Procedures

How to Apply

1. **Complete and submit the online [Graduate Student Application](#).**
2. **Submit the nonrefundable application fee** (\$45 for domestic students). You can submit the payment online by credit card or e-check through Transact Payments on the [MyMountMary](#) portal. Note: The application fee is waived for Mount Mary alumnae. If you're an alumna, contact your [graduate admission counselor](#) to obtain the waiver code prior to submitting your application.
3. **Submit your official transcripts from all colleges or universities attended.** You will need to contact each institution (typically the registrar's office) to have your transcript sent directly to Mount Mary University. If you are in the process of completing a bachelor's degree, send your current transcript at the time of application and then send your final transcript once your degree is conferred. If you previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:
Graduate Admission Office, Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
mmu-admissop@mtmary.edu
4. **Submit three letters of recommendation.** The recommendations should be a reference person who can speak to your potential for graduate study. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. **Submit an artwork portfolio.** The portfolio should include 15-20 images (submitted in JPEG format via flash drive, web-based portfolio, PDF, or PowerPoint) in at least three studio areas confirming your range of media competence and creativity and should include work in two-dimensions, three-dimensions and color.
6. **Write and submit a career goals statement.** The two- to five-page statement should specify your professional skills, your reason for pursuing professional education in art therapy and past experiences contributing to your decision to pursue this course of study. Please include your name on the statement. Using APA format for publication is advised.
7. **Provide a sample of written academic work.** Submit at least one academic paper for review. A paper in art therapy or a related art such as psychology or education is acceptable.

When to Apply

The application deadline is January 15. Admission decisions will be made after all application materials are received and candidates complete an interview with Art Therapy faculty. Applications completed after the January 15 deadline will be reviewed on a case-by-case basis dependent upon program capacity. A limit of 24 students are accepted each year to begin in the fall term.

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

**Program requirements are subject to change in response to the ACATE and State of Wisconsin educational standards for art therapy and professional counseling.*

Alignment of Academic Program Courses with State of Wisconsin MPSW 14.01 Standards

Required Courses	COURSE	CREDITS
Supervised Practicum	ATH 737 Supervised Practicum and Internship	3
Supervised Internship	ATH 738 Supervised Internship ATH 739 Supervised Internship	3 3
Counseling Theory	ATH 758 Theories of Counseling	3
Human Growth & Development	ATH 545 Human Growth and Development	3
Social and Cultural Foundations	ATH 772 Multicultural Issues	3
Helping Relationship	ATH 774 Techniques of Practice in the Helping Professions	3
Group Dynamics Processing & Counseling	ATH 762 Group & Institutional Dynamics	3
Lifestyle & Career Development	CON 611 Career Development	3
Assessment & Testing	ATH 782 Assessment	3
Research & Evaluation	ATH 780 Research & Evaluation	3
Professional Counseling Orientation	ATH 773 Ethical & Professional Issues	3
Foundations in Clinical Mental Health Counseling	CON 785 Advanced Issues in CMCH	3
Clinical Mental Health Counseling Diagnosis & Treatment Planning	ATH 761 Clinical Treatment	3
Crisis & Trauma Counseling	CON 650 Trauma Counseling	3
Abnormal Behavior & Psychopathology	CON 770 Psychopathology	3
Addictions Counseling	CON 714 Addictions	3
Family, Partnership, & Couples Counseling	CON 741 Family Systems	3
Total Credits from Required Courses		54
Elective Courses		

ATH 790 Culminating Project	3
ATH 540 History of Art Therapy	3
Total Credits from Elective Courses	6
Total Program Credits	60

Example of Full-Time Sequence 60 credits

<i>Fall Semester, Year I</i>	<i>Spring Semester, Year I</i>	<i>Summer, Year I</i>
ATH 545	ATH 764	CON 611
ATH 758	ATH 772	
ATH 540	ATH 773	
ATH 762		

<i>Fall Semester, Year II</i>	<i>Spring Semester, Year II</i>	<i>Summer, Year II</i>
ATH 737	ATH 738	
ATH 782	ATH 761	
CON 770	CON 650	

<i>Fall Semester, Year III</i>	<i>Spring Semester, Year III</i>
ATH 739	ATH 790
CON 741	CON 785
ATH 780	CON 714

Business Administration

Master of Business Administration

Introduction

The Master of Business Administration (MBA) is designed to develop professional, competent, and ethical leaders for the global business environment. The MBA is a 33 credit degree program emphasizing strong quantitative skills coupled with qualitative proficiency. Students complete four core certificates (24 credits), choose two elective certificates (8 credits), and an applied capstone project (one credit). The program provides in-depth skills and knowledge in the functional areas of business. Emphasizing leadership, ethics, and communication skills within a global environment, the MBA program flows from and supports the Mount Mary University Mission and the Graduate Education Mission.

Courses are delivered in an 8-week, accelerated format. The accelerated format is designed to accommodate working students who may have other personal responsibilities. Some courses meet once a week and other courses meet less often in a hybrid format. Students have the option of attending any class on campus or joining the class remotely. This option gives students the flexibility of remotely joining a few classes, all eight classes in a term, or their entire program.

MBA students must complete prerequisite undergraduate coursework in financial accounting and statistics before enrolling in BUS 640 and BUS 680, respectively. (See Prerequisite Coursework Section).

Mission

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

Student Outcomes

Upon completion of an MBA degree, a student should:

1. Use and adapt leadership strategies to evaluate, motivate oneself and others, and facilitate collaboration in teams.
2. Target effective and appropriate messages to different audiences, including peers, stakeholders, decision-makers, and external business partners.
3. Create strategies and identify policies and processes that use technology for innovative business opportunities, solutions to problems, and effective marketing.
4. Develop business strategies that adapt to global environments and evaluate their impact on cultural values, legal and ethical issues, and diversity and inclusion.
5. Demonstrate critical thinking in the data-driven decision-making process by researching and assessing data for credibility and usefulness, using appropriate quantitative analyses, solving problems, and analyzing consequences resulting from decisions.
6. Plan and allocate resources for competing projects, determine means for evaluating project success, and adjust operations strategies to increase efficiency and meet customer requirements.
7. Integrate functional areas of business to strategically assess, plan, and manage the organization using organizational policies, strategies, and tactics that sustain competitive advantage.

Admission Requirement and Procedures

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

- Submit official transcripts for all undergraduate, post-baccalaureate, and graduate work.
- Have earned a minimum undergraduate grade point average (GPA) of 2.75 on a 4-point scale; students with strong supporting materials may be admitted on a probationary status with a GPA below 2.75; see General Information Section of admission categories and requirements.
- Have completed Algebra II (MAT 111) or its equivalent, earning a grade of C or better prior to enrolling in the Mount Mary MBA program.
- Provide a personal statement of educational and professional goals for pursuing the MBA (maximum of 250 words).
- Provide two letters of recommendation from professionals and/or professors able to comment on abilities and commitment, preferably one from the current employer.

Submit required materials to:

Office for Graduate Admissions
 Mount Mary University
 2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
 (414) 930-3049
mmu-gradinfo@mtmary.edu

Prerequisite Coursework

Prerequisite courses are necessary for adequate preparation for success in the MBA program. MBA students must complete prerequisite undergraduate coursework in financial accounting and statistics before enrolling BUS 640 and BUS 680, respectively. Mount Mary University offers these undergraduate courses in an accelerated format. Students must earn a grade of C or higher in the prerequisite courses. Determination of appropriate prerequisite coursework will be made by the Program Director.

A college level algebra course equivalent to MAT 111 College Algebra at Mount Mary University is required before admission.

Master of Business Administration Degree Requirements

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

To earn the MBA degree, students complete all four core certificates (6 credits each), two elective certificates (4 credits each), and a one credit applied capstone project.

MBA Core Certificates (6 credits each)

Economics and Information Technology Certificate

- BUS 630 Managerial Economics (3 credits)
- BUS 635 Information Technology (3 credits)

Accounting and Finance Certificate

- BUS 640 Accounting Analysis and Control (3 credits)
- BUS 670 Corporate Finance (3 credits)

Communication and Marketing Certificate

- BUS 610 Managerial Communication (3 credits)
- BUS 625 Marketing Management (3 credits)

Operations and Analytics Certificate

- BUS 660 Competitive Operations Strategy (3 credits)
- BUS 680 Business Analytics (3 credits)

MBA Elective Certificates (4 credits each)

BUS 700 Leadership and Organizational Behavior

BUS 701 Small Business Management

BUS 710 Human Resource Management: People and Strategy

BUS 711 Human Resource Management: Talent and Organizational Culture

BUS 720 Healthcare Leadership

BUS 721 Healthcare Informatics and Operations

Build Your Own Certificate*

**at least 4 graduate credits outside of the School of Business, for MBA degree-seeking students only*

Graduate Certificate Requirements

Students can also complete graduate certificates, including both core certificates and elective certificates. The Build Your Own Certificate is an option for degree-seeking students only. Certificates apply towards the MBA program. Most certificates, including all elective certificates, can be completed without any prerequisite coursework. The Accounting and Finance Certificate requires prerequisite undergraduate coursework in financial accounting and the Operations and Analytics Certificate requires prerequisite undergraduate coursework in statistics.

Counseling

Master of Science in Professional Counseling

Introduction

The Professional Counseling Program has two concentrations: Clinical Mental Health Counseling (60 credits) and School Counseling (54 credits). The Clinical Mental Health Counseling concentration also includes a Clinical Rehabilitation Counseling emphasis option (6-9 additional credits). Post-master's certificates are available in each counseling concentration and emphasis.

Graduates of the program may find employment in mental health centers, private, community and non-profit counseling agencies, addictions treatment centers, child counseling clinics, family counseling centers, vocational rehabilitation settings, academic and career advising or rehabilitation services in higher education, adjunct teaching positions, correction settings, hospitals, K-12 schools, Veteran Affairs and business and industry.

Mission

The mission of the Professional Counseling Program is to develop a diverse holistic learning community that prepares students for professional practice while developing a strong counselor identity, advocacy and leadership skills, integrity, and a deep sense of social justice. Students are trained to become multiculturally conscious trauma responsive practitioners who are committed to the values and ethical principles of Mount Mary University and the counseling profession. The program fosters students' development of self-awareness, knowledge and the use of culturally inclusive practices to work with individuals, groups, and families in mental health, rehabilitation, and school settings.

Program Objectives

The following objectives are relevant to all students in the program regardless of area of counseling concentration. The objectives are met through students' involvement with course work, experiential learning, and practicum/internship.

1. Students will acquire knowledge of the history and philosophy of counseling: professional roles, collaboration, professional organizations, credentialing, ACA ethical standards and wellness. Students will know about public and private policy issues and advocacy processes.
2. Students will acquire knowledge of how culture, ethnicity, nationality, race, age, gender, sexual orientation, and other factors impact an individual, family, or group. Students will gain self-awareness regarding their culture, in addition to developing a personal understanding social justice, advocacy, ethical, and legal issues.
3. Students will acquire knowledge of adaptive and maladaptive individual and family development, developmental crises, disability, psychopathology, and theories of individual and family development. Students will apply theories of learning, personality development, and strategies for helping individuals throughout the lifespan. Ethical and legal issues that arise when counseling children, adolescents, and the elderly are addressed.
4. Students will know and apply career development theories, decision making models, occupational information, gender issues, assessment, ethical issues, and legal issues. Students will understand basic career development program planning, organization, implementation, administration, and evaluation.
5. Students will demonstrate basic and advanced interviewing and counseling skills, including developing goals, counseling preventions/interventions, and consultation. Students will apply the ethical and legal principals in counseling and will gain awareness of how their own perspectives may affect the counseling relationship.
6. Students will know group theory and gain an experiential understanding of group development, dynamics, and leadership styles. Students will learn about various types of groups, ethical and legal issues in group work, and group counseling methods.

7. Students will develop the ability to conduct individual and group assessment and evaluation, including suicide risk, and standardized and non-standardized testing. Students will know statistical concepts, reliability, validity, multicultural issues in assessment, ethical & legal issues, as well as learn bio-psychosocial assessment, case conceptualization, principles of diagnosis, and use of the current DSM.
8. Students will acquire knowledge of research methods, statistical analyses, needs assessment, and counseling program evaluation, including qualitative and quantitative methods, technology uses, and ethical and legal issues; apply evaluation results and research to inform evidence-based counseling practice.
9. Students will demonstrate the advanced knowledge necessary to practice in chosen counseling concentration (i.e. clinical rehabilitation, clinical mental health, and school). Students will develop and demonstrate clinical skills related to concentrated-specific field experience/internships. Students will develop and demonstrate clinical skills through internship experiences.

Admission Requirements and Procedures

- Baccalaureate degree from a regionally accredited college or university.
- Have an academic background in the behavioral sciences, including an undergraduate statistics course (Generally a minimum of 18 credits in communications, education, psychology and sociology are required.)
- Demonstration of ability to handle academic work of graduate-level rigor as evidenced by previous academic performance with a 3.0 minimum GPA; or equivalent evidence of successful academic achievement (e.g. GRE, MAT, 3.0 GPA in post-baccalaureate course work).
- Career goals congruent with earning a master's in counseling.
- Global disposition—suitability for a career in a helping profession, as evidenced by any of the following: quality of interview, personal data, quality of written statement, and/or letters of recommendation.

Applicants to the post-master's certification program must meet the following admission requirements:

1. Master's degree from a regionally accredited college or university in an appropriate field.
2. Three letters of recommendation.
3. Written Career Goal Statement
4. Personal interview.

Applicants should be aware that admission into any graduate program is granted on a competitive basis. Students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.

Application deadlines -

May 1 (for fall semester entry)

October 1 (for spring semester entry)

March 1 (for summer semester entry)

How to Apply:

1. **Complete and submit the online [Graduate Student Application](#).**
2. **Submit the nonrefundable application fee.** Submit the payment online by creditcard or e-check through Transact Payment on the [MyMountMary](#) portal. Note: The application fee is waived for Mount Mary University alumnae. Alumni should contact a [graduate admission counselor](#) to obtain the waiver code prior to submitting the application.
3. **Submit official transcripts from all colleges or universities attended.** Contact each institution (typically the Registrar's Office) to have transcripts sent directly to Mount Mary University. If in the process of completing a bachelor's degree, send a current transcript at the time of application and then send the final transcript once the degree is conferred. Mount Mary University alumni do not need to request Mount Mary transcripts, but should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:

Graduate Admission Office, Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597

mmu-admissop@mtmary.edu

4. **Submit three letters of recommendation.** The recommendation letters should be from professionals and/or professors able to comment on the applicant's abilities and commitment. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. **Write and submit a career goals statement.** The statement should specify your professional career/goals and relevant volunteer/work experience, and a discussion how your education and/or work has been enhanced by exposure to diverse people, places, or experiences. Please include your name on the statement.
6. **Complete and submit a criminal background check.** Submit a criminal background check received from the Wisconsin Department of Justice (or state of residence) or through [CastleBranch](#).

Submit all application materials via postal mail or email to:

Mount Mary University, Graduate Admission Office, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597

mmu-admissop@mtmary.edu

Master of Science in Professional Counseling Program Degree Requirements

Overview

The Master of Science in Professional Counseling Program uses the most relevant and recent research in the field to guide curriculum development. It includes a common core of foundational coursework and then more specialized courses that correspond to each of the specializations offered within the program. The core curriculum is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, the Professional Counseling Program includes coursework in each of the eight core curricular areas:

Eight Core Curricular Areas (All courses are 3 credits unless otherwise specified).

1. Professional Orientation and Ethical Practice
 - CON 600 Professional Identity & Ethics
 - CON 601 Orientation to School Counseling/Orientation to Practicum-Internship (0 credits)
2. Social & Cultural Diversity
 - CON 700 Multicultural Counseling
3. Human Growth & Development
 - CON 750 Counseling Across the Lifespan
4. Career Development
 - CON 611 Career Development; or
 - CON 711 Academic and Career Planning and Development
5. Helping Relationships
 - CON 610 Theories of Counseling
 - CON 612 Techniques of Counseling
 - CON 741 Family Systems Theory, Assessment, and Practice
6. Group Work
 - CON 740 Group Procedures in Counseling
7. Assessment
 - CON 720 Counseling Assessment
 - CON 770 Psychopathology
8. Research & Program Evaluation
 - CON 630 Statistics, Research & Program Evaluation

Context, Knowledge, and Skills (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 622 Diagnoses and Treatment Planning (formerly Advanced Counseling Techniques)
CON 640 Medical & Psychosocial Aspects of Disabilities
CON 650 Trauma Counseling 1
EDU 703 Exceptional Learners
CON 712 Counseling Children and Adolescents
CON 714 Addictions Counseling
CON 730 Counseling in Schools
CON 760 Psychiatric Rehabilitation & Intervention
EDU 742 Instructional Strategies
CON 775 Psychopharmacology
CON 785 Advanced Issues in Clinical Mental Health Counseling

Clinical Instruction (All courses are 3 credits unless otherwise specified).

CON 795 Supervised Practicum
CON 796 Counseling Internship 1
CON 797 Counseling Internship 2
CON 798 Counseling Internship 3 (1-3 credits)

Research/Thesis Option

Students who are interested in developing their research skills or are committed to pursuing a Ph.D. in Counselor Education and Supervisor have the option of completing a thesis by registering for CON 790 Research or Thesis (1-3 credits) for a minimum of six credits over a minimum of two semesters.

Clinical Mental Health Counseling Concentration - 60 credits

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is on the list of approved education programs meeting the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DSPS).

Required Courses (All courses are 3 credits unless otherwise specified).

CON 600 Professional Identity & Ethics
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling
CON 611 Career Development (allowed to substitute with CON 711)
CON 612 Techniques of Counseling
CON 622 Diagnoses and Treatment Planning (formerly Advanced Counseling Techniques)
CON 630 Statistics, Research, Program Evaluation
CON 650 Trauma Counseling 1
CON 700 Multicultural Counseling
CON 714 Addictions Counseling
CON 720 Counseling Assessment
CON 740 Group Procedures in Counseling
CON 741 Family Systems Theory, Assessment and Practice
CON 750 Counseling across the Lifespan
CON 770 Psychopathology
CON 775 Psychopharmacology
CON 785 Advanced Issues in Clinical Mental Health Counseling

CON 795 Supervised Practicum
CON 796 Counseling Internship 1
CON 797 Counseling Internship 2

Elective Courses (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 651 Trauma Counseling 2
CON 652 Trauma Counseling 3
CON 659 Conflict Mediation for Professionals
CON 679 Special Topics in Counseling (1-3 credits)
CON 680 Human Sexuality and Counseling
CON 712 Counseling Children & Adolescents
CON 715 Professional Issues in Addictions Counseling
CON 780 Independent Reading (1-3 credits)
CON 790 Research or Thesis (1-3 credits)

Emphasis area in Clinical Rehabilitation Counseling – 6-9 credits

Students who complete an Emphasis in Clinical Rehabilitation Counseling are required to take three (3) additional 3-credit courses, one of which may fulfill the elective requirement:

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 640 Medical & Psychosocial Aspects of Disability
CON 760 Psychiatric Rehabilitation

Students who complete the emphasis in Clinical Rehabilitation Counseling are eligible to become a Certified Rehabilitation Counselor (CRC) upon graduation and after passing the national Certified Rehabilitation Counselor Exam (CRCE). A passing score on the CRCE meets the examination requirement for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services.

School Counseling Concentration - 54 credits

The School Counseling program is approved by the Wisconsin State Department of Public Instruction (WDPI).

Required Courses (All courses are 3 credits unless otherwise specified).

CON 600 Professional Identity & Ethics
CON 601 Orientation to Practicum-Internship (0 credits) CON 610 Theories of Counseling
CON 612 Techniques of Counseling
CON 630 Statistics, Research, Program Evaluation
CON 650 Trauma Counseling 1
CON 700 Multicultural Counseling
CON 711 Academic/Career Planning & Development
CON 712 Counseling Children & Adolescents
CON 730 Counseling in Schools
CON 740 Group Procedures in Counseling
CON 741 Family Systems Theory, Assessment and Practice
CON 750 Counseling across the Lifespan
CON 795 Supervised Practicum
CON 796 Counseling Internship 1 (School placement)
CON 797 Counseling Internship 2 (School placement)
EDU 703 Exceptional Learners (Required for students without WI teaching certification)

EDU 742 Instructional Strategies (Required for students without WI teaching certification)

Elective Courses (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 640 Medical & Psychosocial Aspects of Disabilities
CON 651 Trauma Counseling 2
CON 652 Trauma Counseling 3
CON 659 Conflict Mediation for Professionals
CON 679 Special Topics in Counseling (1-3 credits) CON 714 Addictions Counseling
CON 715 Professional Issues in Addictions Counseling
CON 720 Counseling Assessment
CON 770 Psychopathology
CON 775 Psychopharmacology
CON 780 Independent Reading (1-3 credits)
CON 790 Research or Thesis (1-3 credits)

Additional Program Requirements

1. Students must follow all rules and procedures as specified in the Mount Mary University Graduate Student Handbook.
2. Prior to starting Practicum or Internship, students must register for CON 601 "Orientation to Practicum/Internship". Orientation is a zero-credit course that is offered in a one-time three-hour workshop format.
3. "*Application of Intent to Start Practicum/Internship*" must be completed at least two semesters prior to starting Practicum. Students must confirm that all prerequisites have been completed.
4. Each fall, all practicum/internship students accompany the Practicum/Internship Program Coordinator to a Ropes and Challenge Course. A fee for each student may be assessed at the start of the semester and is based on the number of students participating. Only post-master's students and students enrolled in CON 798 (Internship III) are exempt from this requirement.
5. All students complete 100 clock hours on-site of supervised practicum.
6. Internship I & II are intended to be 300 hours EACH. The essential criterion is that a student's hours must add up to 600 by the end of CON 797 Internship 2. Students in the School Counseling Concentration complete a year-long (August/September to June), 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school).
7. Students in the Clinical Mental Health Counseling concentration are required to pass the CPCE.
8. Students in the School Counseling concentration are required to pass the PRAXIS II Professional School Counselor Exam.
9. Complete Exit Survey followed by an Exit Interview with graduate advisor.
10. Application for Graduation must be filed with the Department Chair and the Registrar by the date established by the Registrar.

Post-Master's Certificates

Post-Master's Certificates in Counseling are designed for students who have previously received a master's degree in the counseling field and who seek an additional emphasis or area of concentration in which to be licensed. In most cases specific licenses are granted by state regulating and licensing boards and, in some cases, licensing or credentialing may be awarded by a national professional organization.

Post-Master's Certificates are designed to meet the needs of the individual student. Requirements may vary based on length of time since obtaining the original master's degree, type of credentialing/licensure seeking, and curriculum content of the original master's degree. In most cases, if the time period since obtaining the original

counseling degree has been less than 7 years, students will typically need to complete 21-33 credit hours of course work. In some cases, students may also need to complete a minimum of 700 hours in a relevant practicum /internship experience.

Post-Master's Certificates Curriculum Needs Based on Previous Degree

	CERTIFICATE CONCENTRATION:		
	CLINICAL MENTAL HEALTH	SCHOOL	CLINICAL REHABILITATION
CURRENT M.S. DEGREE			
COMMUNITY	15-24 credits needed: CON 650, 714, 715 or 622, 741, 775, 785 & up to 700 hours in a clinical mental health counseling internship, dependent on previous internship placement (CON 796 & 797)	Non-certified teachers (approx.. 21-24 credits needed): CON 601, 650, 712, 730, 741 EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797) Certified teachers (approx. 15-18 credits needed)- CON 601, 650, 712, 730 741 & 600 hours in a school counseling internship (CON 796 & 797)	27-30 credits needed: CON 615, 622 or 715, 640, 650, 714, 741, 760, & up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 795, 796 & 797)
CLINICAL MENTAL HEALTH	-----	18 credits needed: CON 601, 712, 730, EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797)	9-15 credits needed: CON 615, 640, 760, & up to 700 hours in a clinical rehabilitation internship or 12-24 months of supervised qualifying employment, dependent on previous internship placement (CON 796 & 797) and work experience
SCHOOL	27-30 credits needed: CON 650, 714, 622, 720, 741, 770, 775 785, & up to 700 hours in a clinical mental health/addictions internship (CON 795, 796 & 797)	-----	30-36 credits needed: CON 615, 622, 640, 650, 714, 720, 770, 741, 760 & up to 700 hours in a clinical rehabilitation internship or 12-24 months of supervised qualifying employment, dependent on previous internship placement (CON 795, 796 & 797) and work experience

OTHER	Curriculum Based On Previous Degree. Must meet equivalent or complete: 600, 610, 611 or 711, 612, 630, 700, 720, 740, 741, 750, 795	Curriculum Based On Previous Degree. Must meet equivalent or complete: 600, 610, 611 or 711, 612, 630, 700, 720, 740, 741, 750, 795	Curriculum Based On Previous Degree. Must meet equivalent or complete: 600, 610, 611 or 711, 612, 630, 700, 720, 740, 741, 750, 795
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Licensure and Certification

The **Clinical Mental Health Counseling concentration** is on the approved list of institutions meeting the educational requirements necessary to obtain the Licensed Professional Counselor – Initial Training license (LPC-IT) in the state of Wisconsin by the Department of Safety and Professional Services. There are additional requirements for full licensure as an LPC, including obtaining a training license, completing 3,000 hours of post-master's supervised clinical experience, and successfully passing the National Counselor Exam (NCE), Certified Rehabilitation Counselor Exam (CRCE), or National Clinical Mental Health Counselor Exam (NCMHCE). Mount Mary University's Master of Science in Professional Counseling Program is a participant in the National Board for Certified Counselors national certification program - Graduate Student Administration - National Counselor Certification Examination (GSA-NCC Exam) for currently enrolled clinical mental health students. The NCC credential is the only master's level, professional counselor certification that students can apply for while enrolled in University. Complete information regarding application and requirements for licensing are available from DSPS's website at <https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>.

The **Clinical Rehabilitation Counseling emphasis** prepares students for eligibility to apply for several credentials as a result of successful completion of the training. Graduates are eligible to become a Certified Rehabilitation Counselor (CRC) by passing the national Certified Rehabilitation Counselor Exam. Further national certification may also include Certificated Disability Management Specialist (CDMS) and Certified Case Manager (CCM).

The **School Counseling concentration** is approved by the Wisconsin State Department of Public Instruction (WDPI). Curriculum is consistent with nationally recognized training standards and qualifies graduates of the program for a Provisional Educator license: School Counselor, License Code 7054, under PI 34 in the State of Wisconsin. All students will be licensed at the K-12 grade levels. Additional information about requirements for licensing is available from the WDPI website at <https://dpi.wi.gov/tepd/elo/in-state>. Students in the school concentration will need additional course work, as well as internship experiences, to meet the academic requirements for licensure as an LPC in the State of Wisconsin.

General Disclosure Statement: Not every state grants reciprocity for certification or licensure to applicants lacking prior credentials and/or experience. Students who plan to seek employment as counselors in states other than Wisconsin are advised to contact the entity in that state which certifies or licenses counselors in the appropriate setting. <https://mtmary.edu/about/fast-facts/heoa.html>

Ph.D. in Counselor Education and Supervision

Introduction

The Ph.D. in Counselor Education & Supervision is a 48-78 semester credit program. The primary focus of counselor education is the training and preparation of multiculturally conscious professional counselors; this includes recruiting and training the future generations of academic professionals who will teach the curriculum of counseling theory and practice. In addition, the program is designed to provide students with a comprehensive multicultural and social justice education that can be seen in all layers of the environment in which students learn.

Licensed Professional Counselors, School Counselors, Rehabilitation Counselors, and other master's level mental health professionals are eligible to apply to the Ph.D. program in Counselor Education & Supervision.

The Ph.D. in Counselor Education & Supervision (CES) program is designed to prepare graduates to work as counselor educators, supervisors, researchers, administrators, and practitioners in academic and clinical settings. In accordance with Council for Accreditation in Counseling and Related Education Programs (CACREP; www.cacrep.org), our goal is to graduate counselor educators and supervisors who have:

1. The knowledge base of the counseling profession in a climate of scholarly inquiry
2. Prepare students to inform professional practice by generating new knowledge for the profession
3. Support faculty and students in publishing and/or presenting the results of scholarly inquiry, and
4. Equip students to assume positions of leadership in the profession and/or their area(s) of specialization.

Mission

The mission of the Counselor Education & Supervision program at Mount Mary University is to develop a diverse holistic learning community that prepares students as counselor educators and supervisors with a strong counselor identity, advocacy and leadership skills, integrity, and a deep sense of social justice. The Ph.D. in Counselor Education & Supervision Program prepares highly ethical and advocacy driven counselor educators, administrators, supervisors, researchers, clinicians and leaders by providing students with a comprehensive multicultural and social justice education.

Program Objectives

The following objectives are relevant to all students in the PhD program, regardless of area of concentration. The objectives are met through students' involvement with course work, related experiences, practicum, and the internship. The objectives of the program are:

1. Preparing students to effectively integrate theory and clinical counseling practice;
2. Preparing students to become effective multicultural clinical supervisors;
3. Preparing students to become skilled multicultural teachers, acquiring knowledge and skills in pedagogy and teaching methods that constitute best practice in counselor education;
4. Preparing students to conduct rigorous research on important questions relevant to the counseling;
5. Preparing students to engage in counseling leadership; and
6. Preparing students to engage in critical self- reflection regarding diversity and multiculturalism and acquire both the skills and the commitment to effectively advocate at the individual, group and system level.

Admission Requirements

To be admitted to the Ph.D. in Counselor Education and Supervision program, a candidate must at minimum meet the following standards:

- A master's degree in Counseling or a related field
- A minimum GPA of 3.30 or higher on a 4.0 scale in master's degree coursework. A GRE score is required for applicants who have a GPA below 3.30 in master's degree coursework.

- Be licensed as a School Counselor or Licensed Professional Counselor (LPC) in Wisconsin, or be School Counselor, LPC or LPC-IT eligible.
- Submit all required application materials (see details below)

International Students: See [additional application requirements and procedures](#) or contact your [graduate admission counselor](#) for questions.

Application Deadline: February 1

How to Apply

1. Complete and submit the [Doctoral Student Application](#).
2. Submit the nonrefundable application fee. You can submit the payment online by credit card or e-check through Transact Payment on the MyMountMary portal. Note: The application fee is waived for Mount Mary alumnae. If you're an alumna, contact your graduate admission counselor to obtain the waiver code prior to submitting your application.
3. Submit your official transcripts from all colleges or universities attended. You will need to contact each institution (typically the registrar's office) to have your transcript sent directly to Mount Mary University. If you previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:
 - Mount Mary University, Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
 - mmu-admissop@mtmary.edu
4. Submit three letters of recommendation. The recommendations should be from professionals and/or professors able to comment on abilities and commitment to Ph.D. scholarly work. Letters should also be addressed to the MMU Ph.D. Admissions Committee. Please use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. Submit a Curriculum Vitae (CV).
6. Submit an application essay. Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The purpose of this essay is to gauge your critical and analytical thinking as well as your writing, editing skills, and general reasoning skills, your ability to reflect on your education and work experience as they related to a social justice philosophy of counselor education.

Writing Guidelines

- Provide a 6-9 page response to the prompts below. Approximately two – three pages per writing prompt
- Text should be double-spaced, Times New Roman, 12 point font with 1 inch page margins
- Running header on each page with applicant name and page numbers
- Use major heading for each question prompt and subheadings as appropriate for your response
- Submit PDF file format document

Using the above criteria as a guide, please answer the following questions:

- Please identify and discuss your personal, educational, and career goals. How do you think a Ph.D. in Counselor Education & Supervision will help you achieve your career goal(s)? Please discuss your previous academic and clinical training that will provide the foundation of your doctoral studies. How will these inform your doctoral program?
- What does multiculturalism, social justice, and intersectionality of identity mean to you? How do you practice this in your professional counseling?

- Please share your research interest/s, any professional leadership you have engaged in, and any advocacy experiences/projects that you have been a part of.
- 7. Complete and submit a criminal background check. Submit a criminal background check received from the Wisconsin Department of Justice (or state of residence) or through [CastleBranch](#). If completed via CastleBranch, the Professional Counseling Department will have access to the results of your background check. It is not necessary to email the results of your background check if completed via CastleBranch.
- 8. Complete an interview with the Professional Counseling department.

Submit all application materials via postal mail or email to:

- Mount Mary University, Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
- mmu-admissop@mtmary.edu

Once you submit all application materials, the Program Director will contact you to schedule an interview. Admission decisions will be made after all application materials are received and the interview is completed.

Ph.D. in Counselor Education and Supervision Degree Requirements

The Ph.D. in CES is a 78-semester hour program with the possibility of up to 30 semester credit hours being transferred from a master's program in counseling. Embedded in the curriculum are counseling practicum and internships. The practicum experience includes, individual counseling, and group counseling and a rotation of on-call crisis work on the Mount Mary University campus. Internship experiences include supervision and teaching, as well as counseling, research or leadership and are spread out over the course of the first two years of the program.

A total of 30 credits of coursework may be transferred in from a completed master's degree in counseling. A minimum of three credits of equivalent coursework in each of the eight core curricular areas, based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, is required.

Eight Core Curricular Areas (All courses are 3 credits unless otherwise specified).

1. Professional Orientation and Ethical Practice
CON 600 Professional Identity & Ethics
2. Social & Cultural Diversity
CON 700 Multicultural Counseling
3. Human Growth & Development
CON 750 Counseling Across the Lifespan
4. Career Development
CON 611 Career Development; or
5. Helping Relationships
CON 610 Theories of Counseling
CON 612 Techniques of Counseling
CON 741 Family Systems Theory, Assessment, and Practice
6. Group Work
CON 740 Group Procedures in Counseling
7. Assessment
CON 720 Counseling Assessment
CON 770 Psychopathology
8. Research & Program Evaluation
CON 630 Statistics, Research & Program Evaluation

A minimum of 48 credits of doctoral-level coursework is required for the degree.

Required Courses

CON 800 Supervision in Counselor Education

CON 810 Instructional Strategies in Counselor Education & Supervision

CON 820 Advanced Multicultural & Social Justice Counseling and Supervision

CON 825 Advanced Multicultural & Social Justice in Teaching, Leadership, and Research

CON 830 Advanced Statistics in Counselor Education & Supervision

CON 840 Quantitative Research Methods and Design

CON 841 Applied Quantitative Analysis

CON 845 Applied Qualitative Analysis, Research Methods and Design

CON 850 Advanced Counseling Theories

CON 860 Counselor Education, Leadership, and Advocacy

CON 875 Advanced Counseling Practicum

CON 880 Internship in Counselor Education & Supervision (Counseling, Supervision, Teaching) (1.5 credits;
total of 6 credits required)

CON 890 Dissertation

Dietetics

Mount Mary University has an 80-year history of quality dietetic education. The mission of the graduate program in dietetics is to strengthen the knowledge base and develop the analytical, creative, and critical thinking skills of dietitians so that they may excel as practitioners in a variety of settings.

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a graduate degree in order to take the registration examination for dietitians with didactic and supervised practice eligibility requirements (<https://www.cdrnet.org/graduatedegree>).

Mount Mary University offers three master's level programs in Dietetics:

1. Pre-professional: The Integrated Masters of Science in Nutrition and Dietetics is designed for students who enter with any bachelor's degree and results in being able to take the registered dietitian (RD) exam.
2. Pre-professional: The Dietetics Internship is designed for students who require 1000 hours of supervised experiential learning in order to be able to take the registered dietitian (RD) exam. Dietetics Internship courses are at the master's level and students may choose to attain their master's degree with the program described in #3.
3. Post-professional: Masters in Dietetics is designed for students with an RD that are interested in attaining a master's degree.

Pre-Professional: Integrated Master of Science in Nutrition and Dietetics (IMSND)

The Integrated Master of Science in Nutrition and Dietetics (IMSND) at Mount Mary University is ACEND-accredited and completion will enable the student to take the Registered Dietitian (RD) Examination. Exam requirements are set by the Commission on Dietetic Registration (CDR.) See: <https://www.cdrnet.org/rd-eligibility>.

When graduates achieve the RD or RDN designation, they may then apply to the credentialing board for certification or licensure in the state in which they intend to practice.

The process for state certification and licensure may be different depending on the state and is a separate from becoming registered (RD) by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics. Please visit the website: <https://www.cdrnet.org>.

The IMSND curriculum prepares students for the variety of career options in dietetics. The program equips students for leadership in three main areas of dietetics which include clinical nutrition, community dietetics, and foodservice management. Students obtain the "hands-on," supervised, experiential learning experience while in the program. Although full-time student status is advised, students are able to be part-time as long as the student completes the program in 150% of the time allotted. The program is based in Milwaukee at this time, but there are online education options for several classes.

Admission Information

Integrated Master of Science in Nutrition and Dietetics (IMSND): Direct and Regular Admission Policies

The Integrated Master of Science in Nutrition and Dietetics (IMSND) is accredited to serve a cohort of 36 students each year. To be eligible for the Mount Mary University Integrated Master of Science in Nutrition and Dietetics graduate program, you must meet the following minimum requirements:

- have a bachelor's degree or equivalent from a regionally accredited college or university
- have a minimum undergraduate GPA for 2.75 on a 4.0 scale
- meet specific admission requirements for early or regular admission (see below)

- submit all required application materials (see details below)

Students who meet requirements will be eligible for early admission. Other applicants will be reviewed and granted regular admission by the Dietetics Faculty Review Board after March 1, 2023.

International Students: See [additional application requirements and procedures](#) or [contact your graduate admission counselor](#) for questions.

How to Apply to the Integrated Masters of Science in Nutrition and Dietetics (IMSND)

There are three routes to becoming a Registered Dietitian Nutritionist (RDN) through the IMSND at Mount Mary University. Please see below for details regarding the application process for:

- Mount Mary University undergraduate students majoring in Human Biology Pre-Dietetics concentration and Psychology Pre-Dietetics concentration
- Students with a dietetic or nutrition science degree and with or without a verification statement
- Students with a non-nutrition degree

For information regarding the Human Biology Pre-Dietetics concentration and direct admission to the Integrated Master of Science in Nutrition and Dietetics, <https://mtmary.edu/majors-programs/undergraduate/dietetics/index.html>

Undergraduate Human Biology Pre-Dietetics Major

For the policy regarding early and regular admission for Mount Mary University undergraduate students majoring in Human Biology Pre-Dietetics, please visit the [Admissions](#) website.

To apply:

1. **Complete and submit the online [Graduate Student Application](#).**
2. **Write and submit a personal statement.** The statement should specify your objectives, experience and/or skills contributing to your decision to pursue graduate study in nutrition and dietetics. Please include your name on the statement.
3. **Submit three letters of recommendation.** The recommendations should be from professionals and/or professors able to comment on abilities and commitment. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
4. **Submit a resume.**

Submit all application materials via postal mail or email to:

- Mount Mary University, Graduate Admission Office, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
- mmu-admissop@mtmary.edu

Dietetic or Nutrition Science Degree and With or Without a Verification Statement

For the policy regarding early and regular admission for students with a dietetic or nutrition science degree and/or a verification statement,

To apply:

- **Complete and submit the online [Graduate Student Application](#).**
- **Submit the nonrefundable application fee.** You can submit the payment online by credit card or e-check through Transact Payment on the [MyMountMary](#) portal.
- **Submit your official transcripts from all colleges or universities attended.** You will need to contact each institution (typically the Registrar's Office) to have your transcript sent directly to Mount Mary University. If you are in the process of completing a bachelor's degree, send your current transcript

at the time of application and then send your final transcript once your degree is conferred. If you previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:

1. Graduate Admission Office, Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
2. mmu-admissop@mtmary.edu

- **Write and submit a personal statement.** The statement should specify your objectives, experience and/or skills contributing to your decision to pursue graduate study in nutrition and dietetics. Please include your name on the statement.
- **Submit three letters of recommendation.** The recommendations should be from professionals and/or professors able to comment on abilities and commitment. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
- **Submit a resume.**

Submit all application materials via postal mail or email to:

- Mount Mary University, Graduate Admission Office, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
- mmu-admissop@mtmary.edu

Non-Nutrition Degree

The following pre-requisite courses must be completed or in progress when the student seeks admission:

PRE-REQUISITES

- General Chemistry with Lab (4 credits)
- Physiology 1 & 2 with Lab (8 credits) or Physiology 4 credits
- Medical Terminology (1 credit)
- Intro Biology (4 credits)
- Organic & Biochemistry (4 credits)
- Algebra II and Statistics (6 credits)
- Microbiology (4 credits)
- Introduction to Nutrition (4 credits)
- Life Cycle Nutrition/Applied Nutrition (3 credits)
- Quantity Food Service (3 credits)
- Community Nutrition (3 credits)
- Intro to Psychology or Sociology (3 credits)
- Food Science (3 credits)

EARLY ADMISSION: Students who enroll at Mount Mary University for needed pre-requisite courses will be granted early admission upon completion of 30 credits with a “BC” or better and an overall GPA of 2.75 on a 4.0 scale. Granting of early admission is done by an email process between the student, faculty advisor, and Program Director at the point the student becomes eligible.

REGULAR ADMISSION: Applications will be accepted each March 1 or December 1 for admission during the upcoming fall or spring semester respectively. Applicants will be graded competitively with all other applicants to the program and will be notified of acceptance by May 1.

Applicants will be evaluated by the faculty review board in a competitive, objective process based on the factors as follows:

1. Work experience in food service and/or health care
2. Service and/or leadership experiences
3. Attendance in courses
4. Application form, personal statement, resume, and three references
5. Overall GPA, GPA in DTS courses and related courses (minimum 2.75 cumulative GPA and minimum 2.75 GPA in required dietetics/nutrition courses)

Students will not be admitted on probation or waitlisted for admission the following semester. Students who are not admitted may reapply the following year. Students may only reapply to the Integrated Master's Program in Nutrition & Dietetics.

To apply:

1. **Complete and submit the online Graduate Student Application.**
2. **Submit the nonrefundable application fee.** You can submit the payment online by credit card or e-check through Transact Payment on the MyMountMary portal.
3. **Submit your official transcripts from all colleges or universities attended.** You will need to contact each institution (typically the Registrar's Office) to have your transcript sent directly to Mount Mary University. If you are in the process of completing a bachelor's degree, send your current transcript at the time of application and then send your final transcript once your degree is conferred. If you previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:
 - Graduate Admission Office, Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
 - mmu-admissop@mtmary.edu
4. **Write and submit a personal statement.** The statement should specify your objectives, experience and/or skills contributing to your decision to pursue graduate study in nutrition and dietetics. Please include your name on the statement.
5. **Submit three letters of recommendation.** The recommendations should be from professionals and/or professors able to comment on abilities and commitment. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
6. **Submit a resume.**

Submit all application materials via postal mail or email to:

Graduate Admission Office
Mount Mary University
2900 Menomonee River Parkway
Milwaukee, WI 53222-4597
mmu-admissop@mtmary.edu

Degree Requirements

DTS 505 Advanced Human Nutrition: Macronutrients and Micronutrients	3 credits
DTS 520 Management and Leadership	3 credits
DTS 564 Medical Nutrition Therapy I	4 credits
DTS 566 Medical Nutrition Therapy II	4 credits
DTS 570 Community Nutrition Program Management	3 credits
DTS 574 Nutrition Research I	3 credits

DTS 575 Counseling Skills	2 credits
DTS 576 Nutrition Communications and Education	2 credits
DTS 605 Leadership in Dietetics	3 credits
DTS 675 Seminar in Management and Community	1 credit
DTS 676 Supervised Experiential Learning in Medical Nutrition Therapy	4 credits
DTS 677 Supervised Experiential Learning in Management or Community	6 credits
DTS 714 Research Design and Analysis II	3 credits
DTS 770 Applied Graduate Research	2-4 credits

Electives (as needed) 0-9 credits

Electives

DTS 560 Nutrition Assessment	1 credit
DTS 571 Life Cycle Nutrition: Infancy/Childhood	2 credits
DTS 578 Nutrition in the Older Adult	3 credits
DTS 620 Adult Weight Management	1 credit
DTS 621 Pediatric Weight Management	1 credit
DTS 700 Nutrigenetics	1 credit
DTS 721 Nutritional Epidemiology	2 credits
DTS 744 Integrative and Functional Nutrition	2 credits
DTS 746 Nutritional Supplements	1 credit
DTS 750 Topics in Dietetics	1-3 credits
DTS 751 Nutrition Support Across the Life Cycle	3 credit
DTS 761 Cardiovascular & Respiratory Diseases	1 credit
DTS 762 Diabetes & Renal Diseases	1 credit
DTS 763 GI & Ancillary Systems	1 credit
DTS 765 Oncology	1 credit

Counseling Electives

DTS 577 Advanced Nutrition Counseling	2 credits
*CON 610 Theories of Counseling	3 credits
*CON 612 Techniques of Counseling	3 credits
CON 679 Special Topics in Counseling – Eating Disorders	3 credits
CON 700 Multicultural Counseling	3 credits
CON 712 Counseling Children and Adolescents	3 credits
CON 740 Group Procedures in Counseling	3 credits
CON 750 Counseling Across the Lifespan	3 credits

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

Management Electives

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

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

Nutrition & Fitness Electives

DTS 530 Exercise Physiology	3 credits
DTS 535 Fitness Assessment and Exercise Program Design	3 credits
DTS 550 Sports Nutrition	3 credits

Pre-Professional: Dietetics Internship

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a graduate degree instead of a bachelor's degree in order to take the registration examination for dietitians (RD). All other didactic and supervised practice eligibility requirements will remain the same. (link:

<https://www.cdrnet.org/graduatedegree>). Interns accepted in spring 2022 will need to complete the Internship before 2024 in order to be eligible to take the RD exam. Interns have the opportunity to complete the Master of Science in Dietetics online through Mount Mary University after completing the dietetic internship program.

The mission of the Dietetic Internship (DI) prepares competent, creative, analytical dietitians with the agility to adapt to a rapidly changing environment and excel as socially minded, evidence-based practitioners in a variety of settings. The dietetic internship program strengthens the academic background of interns with 18 graduate credits and provides diverse experiences with a concentration in disease prevention and health promotion.

Goals of the Dietetic Internship

- Prepare competent, entry-level dietitians.
- Stimulate interns to continue their professional growth through graduate education completion, certification in specialized areas of dietetics and professional activities.
- Meet interns' individual learning needs and interests through internship placement sites and graduate course work that promote excellence in practice.

Admission Requirements: Dietetic Internship (DI)

Interns are full-time graduate students and earn 18 graduate credits during the 9½-month internship that count toward the 37-39 credits required to complete the MS in Dietetics. DI Dietetics Practice courses (DTS 601, 602, 603, and 604) are Monday through Friday, approximately 40 hours per week. The other credits are earned from elective graduate courses taken in the evening and/or on Saturdays with other graduate dietetics students. Part-time employment is possible during the internship, but work hours should be limited and must fit around the internship program schedule.

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

- Complete a Bachelor of Science or Bachelor of Arts degree prior to the start date of the program.
- Complete all Didactic Program in Dietetics (DPD) program requirements prior to the start date of the program. Didactic requirements will normally have been completed no more than two years prior to applying.
- Obtain a signed Intent to Complete form (if you have not yet completed DPD requirements) or a Verification Statement from your program director.
- Obtain a minimum grade point average (GPA) of 3.0 on a 4.0 scale and a minimum of a "C" grade for any course required for the undergraduate dietetics/nutrition major.
- Work experience (paid or volunteer) related to health care and/or food service is highly preferred.

Application Process

- The Mount Mary University Dietetic Internship Program uses the on-line Dietetic Internship Centralized Application System, DICAS, which may be accessed at <https://portal.dicas.org>, or by email DICASinfo@DICAS.org. In addition to the application, resume, personal statement, official transcripts, and

three references required by DICAS, an additional Mount Mary University specific personal statement is required. For further information about application deadlines, fees and requirements refer to the Mount Mary University Dietetic internship Program website at www.mtmary.edu.

- Register online to participate in the computer matching system managed by D&D Digital Systems at <http://www.dnddigital.com/index.html> or contact D&D Digital Systems at 304 Main St., Ames, IA 50010-6148, 515-292-0490.
- Comply with all computer match procedures and select dietetic internship priority choices by the designated date and time for the spring match, typically 11:59 p.m. Central Time on February 15. The fee is currently \$50.00, regardless of how many programs you apply to. The fee is \$50 for the first application submitted, and \$25 for each additional application. Students are notified at the April match date of the outcome of their application. For the most current information about application deadlines refer to the Mount Mary University Dietetic Internship Program website at www.mtmary.edu.

Note: No separate application to the Mount Mary University Graduate Program in Dietetics is required unless the applicant is computer matched with Mount Mary University. The application fee for the graduate program is then waived.

Selection Process

- The Dietetic Internship Selection Committee selects participants based on academic performance, work experience, the letter of application, letters of recommendation, and compatibility of the applicant's goals with the design of the Mount Mary University Dietetic Internship program.
- Applicants are notified of the computer match results on D&D Digital's website in April, using a personal login and password. Matched applicants must confirm or decline acceptance to the program by contacting the Mount Mary University Dietetic Internship Director by 5:00 p.m. Central Time on the designated date posted on the D&D Digital website.
- Once matched to Mount Mary's internship, dietetic interns must also successfully complete a background information disclosure that is in compliance with the Wisconsin Caregiver Law. The criminal records check may affect eligibility to participate in the required experiences and thus affect internship completion.

Additional Internship Information

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

The internship is 9 1/2 months in length beginning in mid- August and continuing through the end of May. Students are expected to work the schedule assigned by the cooperating institutions, which may include early, late, and weekend assignments. The assigned schedule is normally 32- 40 hours per week at the practice site, with bi-weekly meetings weekdays on campus. Additional disease prevention/health promotion activities are carried out throughout fall and spring semester, primarily during the day. Assignments and projects will require additional time to complete. Computer and internet access are required to complete most assignments.

A Graduate Assistantship is available each year to successful applicants to help cover the cost of tuition. It requires working a specified number of hours of work each week in settings on campus or at local affiliations. The application and job description for the assistantship are available after the computer match and throughout the year as positions become available.

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

Upon successful completion of the DI, interns will be issued a Verification Statement and be eligible to apply to take the Commission on Dietetic Registration national registration exam.

Applicants must keep in mind the graduate degree standard beginning in 2024, that is required to take the registered dietitian (RD) exam.

Degree Requirements: Dietetic Internship

The Dietetics Internship requirements are listed below.

Students can work with their advisor on an emphasis if desired and feasible. Emphasis areas are designed to help students gain expertise in specialty areas of dietetics. Students take a minimum of 9 credits from the selected emphasis area.

- **Counseling Emphasis:** This emphasis will better enable dietitians to provide nutritional counseling to their clients, in particular to those with psychosocial issues that accompany chronic diseases and eating disorders.
- **Management Emphasis:** The management emphasis provides in-depth skills and knowledge that emphasize leadership and communication skills within a global environment.
- **Nutrition and Fitness Emphasis:** This emphasis expands the dietitian's knowledge and skills related to energy capacity, exercise performance, body composition, energy balance and weight control, fitness assessment, exercise programs, and food for optimal performance.

The Dietetic Internship (DI) track requires a total of 18 graduate credits.

Required Dietetic Internship Courses:

DTS 601 Principles of Dietetic Practice I	2 credits
DTS 602A Dietetic Practice: Management Placement	1 credits
DTS 602B Dietetics Practice: Community Placement	2 credit
DTS 603 Principles of Dietetic Practice II	2 credits
DTS 604A Dietetic Practice II: MNT placement	3 credits
DTS 604B Dietetic Practice II: Elective placement	1 credit

Nutritional Sciences Courses (7 credits)

Additional courses may be available in this category and the Internship Program Director will advise.

DTS 505 Advanced Human Nutrition Macronutrients and Micronutrients	3 credits
DTS 535 Fitness Assessment and Exercise Program Design	3 credits
DTS 530 Exercise Physiology	3 credits
DTS 550 Sports Nutrition	3 credits
DTS 575 Advanced Nutrition Counseling	3 credits
DTS 578 Nutrition in the Older Adult	3 credits
DTS 751 Nutrition Support across the Life Cycle	3 credit
DTS 762 Diabetes & Renal Diseases	3 credit
DTS 790 Special Topics in Dietetics Leadership	1 credit
Total for Dietetics Internship	18 credits

Emphasis Courses (if chosen):**Emphasis: Counseling**

DTS 575 Advanced Nutrition Counseling	2 credits
*CON 610 Theories of Counseling	3 credits
*CON 612 Techniques of Counseling	3 credits
CON 679 Special Topics in Counseling – Eating Disorders	3 credits
CON 700 Multicultural Counseling	3 credits
CON 712 Counseling Children and Adolescents	3 credits
CON 740 Group Procedures in Counseling	3 credits
CON 750 Counseling Across the Lifespan	3 credits

**Designates a required course for this emphasis, and a prerequisite for other counseling courses.*

Emphasis: Management

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

**Designates a required course for this emphasis, and a prerequisite for other management courses.*

Emphasis: Nutrition & Fitness

DTS 530 Exercise Physiology	3 credits
DTS 535 Fitness Assessment and Exercise Program Design	3 credits
DTS 550 Sports Nutrition	3 credits
DTS 575 Advanced Nutrition Counseling	2 credits

Dietetics Internship completing Masters of Science in Dietetics degree:

After completing the internship, 18 credits (not counting emphasis courses) apply to the 37-39 credits of the Masters of Science in Dietetics degree. If emphasis courses are chosen, 9 additional credits apply to the 37-39 credits of the Masters of Science in Dietetics degree. Remaining required courses are listed below:

Required Nutritional Sciences Courses

DTS 574 Nutritional Research I	3 credits
DTS 714 Research Design & Analysis II	3 credits
DTS 722 Issues and Problems in Healthcare	3 credits
DTS 770 Applied Graduate Research (project or thesis)	1-3 credits

Additional nutritional science courses (as needed)

DTS 505 Advanced Human Nutrition Macronutrients and Micronutrients	3 credits
DTS 560 Nutrition Assessment	1 credit
DTS 571 Life Cycle Nutrition: Infancy/Childhood	2 credits
DTS 578 Nutrition in the Older Adult	3 credits
DTS 620 Adult Weight Management	1 credit
DTS 621 Pediatric Weight Management	1 credit
DTS 700 Nutrigenetics	1 credit
DTS 721 Nutritional Epidemiology	2 credits
DTS 744 Integrative and Functional Nutrition	2 credits
DTS 746 Nutritional Supplements	

DTS 750 Topics in Dietetics	1-3 credits
DTS 751 Nutrition Support in the Life Cycle	3 credits
DTS 761 Cardiovascular & Respiratory Diseases	1 credit
DTS 762 Diabetes & Renal Diseases	1 credit
DTS 763 GI & Ancillary Systems	1 credit
DTS 765 Oncology	1 credit
Total credits 37-39 credits	

Post Professional: Master of Science in Dietetics

Through successful completion of the Graduate Program in Dietetics the student will be able to:

- Through speculative exploration, demonstrate an understanding of the social, cultural, and political economic systems as they impact the profession of dietetics.
- Demonstrate synthesis of knowledge and resourcefulness in applying skills in selected areas of nutritional science.
- Conduct guided research to demonstrate the application of advanced knowledge to dietetic practice.

Master of Science in Dietetics – Thesis Option

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

Master of Science in Dietetics – Non-thesis Option

This option is for students who seek excellence in practice in their professional career through application of specialized knowledge to the work environment. Students explore, analyze, and critique a selected issue by developing a research proposal, Evidence Analysis Library consensus statement or other project approved by advisor.

This path is often preferred by working professionals seeking advanced training through an accredited degree, but who do not have the opportunity for a comprehensive research project. The student orally presents the project to peers, faculty, and the project committee.

Admission Requirements: Post Professional

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

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

Submit required materials to:

Office for Graduate Admissions
Mount Mary University

2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

Application deadlines: Applications accepted at any time

Degree Requirements

The Post Professional Masters in Dietetics is a flexible online degree designed for the RD/RDN. This degree requires a total of 33 graduate credits, including the following required courses:

DTS 574 Nutrition Research I	3 credits
DTS 714 Research Design & Analysis II	3 credits
DTS 722 Issues and Problems in Healthcare	3 credits
DTS 770 Applied Graduate Research (project or thesis)	2-4 credits
Nutritional Sciences Courses	8 credits
Additional nutritional science courses or emphasis courses (if chosen)	9 credits
Additional nutritional science courses or emphasis courses (as needed)	0-6 credits
Total: 33 credits	

Nutritional Sciences Courses

DTS 505 Advanced Human Nutrition: Macronutrients and Micronutrients	3 credits
DTS 560 Nutrition Assessment	1 credit
DTS 571 Life Cycle Nutrition: Infancy/Childhood	2 credits
DTS 578 Nutrition in the Older Adult	3 credits
DTS 620 Adult Weight Management	1 credit
DTS 621 Pediatric Weight Management	1 credit
DTS 700 Nutrigenetics	1 credit
DTS 721 Nutritional Epidemiology	2 credits
DTS 744 Integrative and Functional Nutrition	2 credits
DTS 746 Nutritional Supplements	1 credit
DTS 750 Topics in Dietetics, includes Nutrition Entrepreneurship	1-3 credits
DTS 751 Nutrition Support in the Life Cycle	1 credit
DTS 761 Cardiovascular & Respiratory Diseases	1 credit
DTS 762 Diabetes & Renal Diseases	1 credit
DTS 763 GI & Ancillary Systems	1 credit
DTS 765 Oncology	1 credit

Emphasis: Counseling

DTS 575 Advanced Nutrition Counseling	2 credits
*CON 610 Theories of Counseling	3 credits
*CON 612 Techniques of Counseling	3 credits
CON 679 Special Topics in Counseling – Eating Disorders	3 credits
CON 700 Multicultural Counseling	3 credits
CON 712 Counseling Children and Adolescents	3 credits
CON 740 Group Procedures in Counseling	3 credits
CON 750 Counseling Across the Lifespan	3 credits

**Designates a required course for this emphasis, and a prerequisite for other counseling courses.*

Emphasis: Management

*BUS 610 Managerial Communication	3 credits
BUS 615 Managing in a Global Environment	3 credits
*BUS 620 Leadership	3 credits
BUS 625 Marketing Management (prerequisite: Marketing)	3 credits
BUS 630 Managerial Economics (prerequisite: Macro or Micro-economics)	3 credits
BUS 635 Information Technology for a Competitive Environment	3 credits
<i>*Designates a required course for this emphasis, and a prerequisite for other management courses.</i>	

Emphasis: Nutrition & Fitness

DTS 530 Exercise Physiology	3 credits
DTS 535 Fitness Assessment and Exercise Program Design	3 credits
DTS 550 Sports Nutrition	3 credits
DTS 575 Advanced Nutrition Counseling	2 credits

Education

Master of Arts in Education

Introduction

Mount Mary University's Master of Arts in Education (M.A.) degree program offers teachers the opportunity to strengthen their knowledge base and to broaden their repertoire of instructional skills. The 30-credit program offers professional development for teachers at all grade levels and subject areas. Technical college teachers also may benefit.

The Graduate Program in Education is an extension of an area in which the University has expertise based on a long and impressive history in the School Sisters of Notre Dame tradition of preparing teachers for the public, charter, private and parochial schools. Teaching children and adolescents is a noble, demanding, challenging, and creative undertaking. The role of a teacher of children and young people is essentially a leadership role. Therefore, those engaged in teaching need to have a broad and deep intellectual life, to be increasingly knowledgeable about the content they teach, and to be more cognizant of children as learners and of the craft of teaching – the reflective bringing together of learners, content they are to understand, and skills they are to develop. Teachers can profit greatly from guidance, direction and support from other professional educators in the continuing development of instructional skills teachers already possess.

Courses within the program are open to women and men holding baccalaureate degrees and having specific course prerequisites. It is expected that applicants work in an educational setting, but not necessarily in a traditional classroom. Courses are offered in the summer session, and during the fall and spring terms beginning in late August and January respectively. Various scheduling patterns are used to accommodate teachers' time commitments and preferences.

Mission

The mission of the Graduate Program in Education is to deepen the teacher's self-efficacy as a professional, to enhance reflective practice that is rooted in in-depth knowledge, theoretical and empirical findings, and specialized skills, and to foster teachers' development as reflective decision-makers who view their practice through a variety of critical lenses.

Goals

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

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

Admission Requirements and Procedures

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

- Submission of an autobiographical statement of purpose, specifying objectives, and experience or skills contributing to the decision to pursue graduate study in education.
- Two letters of recommendation from within the professional field of education, indicating potential for graduate study. One letter from the applicant's present principal or supervisor.
- Reading Teacher License or Adaptive Education License ONLY: Minimum GPA of 2.75 at time of admission; Submission of a successfully completed background check.

NOTE: Applicants for the Great Lakes Waldorf Institute's Waldorf Teaching Certificate or the Urban Learning Collaborative's (formerly Milwaukee Teacher Education Center) Initial Certification Program must meet the admission requirements for those organizations in addition to those for graduate study at Mount Mary University.

Additional information may be obtained from:

Great Lakes Waldorf Institute
Urban Learning Collaborative

Submit required materials to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

Masters of Arts in Education Degree Requirements

The Structure and Curriculum of the Program

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

Component 1 - Required Education Courses (12 credits)

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

EDU 700 Diversity Learners - 3 credits

EDU 715 Seminar: Policy Issues in Education - 3 credits

EDU 740 Curriculum Design- 3 credits

EDU 742 Instructional Strategies - 3 credits

Component 2 – Professional Expertise (12 credits)

Strengthens the teacher's understanding of the subject/content area or grade level currently taught or contributes to the teacher's general professional expertise. Students may choose relevant graduate courses from across graduate programs or select a focus on:

- Reading Teacher Certification (1316 supplementary license)
 - EDU 502 Literacy in Content Areas – 3 credits

- EDU 510 Teaching Literacy in Elementary and Middle School Classrooms – 4 credits
- EDU 411/511 Teaching Literacy in Early Childhood Classrooms (fieldwork) – 4 credits
- EDU 523 Reading and Learning Disabilities – 3 credits
- EDU 559 Assessment and Instruction of Literacy Difficulties – 3 credits
- Adaptive Education (859 supplementary license)
 - EDU 650 Adapting the Curriculum for Special Needs (Required) – 3 Credits
 - EDU 651 Practicum in Inclusive Strategies (Required) – 3 credits
 - EDU 652 Teaching Students with ADHD (Option) – 1 credit
 - EDU 653 Teaching Students with Autism (Option) – 1 credit
 - EDU 654 Assessment (Option) – 3 credits
 - EDU 703 Exceptional Learners (Required) – 3 credits
 - ASL 101 Sign Language (Option) – 4 credits
- Waldorf Education (partnership with Great Lakes Waldorf Institute)
- Teaching Practice (partnership with Urban Learning Collaborative)

NOTE: According to the Wisconsin Department of Public Instruction, PI 34.33 applicants for the 1316 Reading Teacher license must have completed an approved program of study, hold a tier II, III, or IV teacher license, and have two years of successful regular classroom teaching experience.

Component 3 - Inquiry and Instructional Project (6 credits)

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

EDU 705 Introduction to Professional Inquiry - 3 credits

EDU 706 Instructional Project - 3 credits total (credits may be divided between multiple semesters)

Urban Learning Collaborative Partnership ***(formerly Milwaukee Teacher Education Center [MTEC])***

Mount Mary University partners with the Urban Learning Collaborative (ULC) to offer opportunities to earn an initial Wisconsin state teaching license and the Master of Arts in Education degree.

Initial state teacher certification is endorsed by the Urban Learning Collaborative (ULC), while the master's degree is awarded by Mount Mary University. More information about available license areas and requirements is available on the ULC web site.

Certification Requirements:

The ULC Initial Certification requires 18 credits, including the following courses:

- EDU 670: Managing the Learning Environment (3 credits)
- EDU 603: Reading/Language Arts Methods (3 credits)
- EDU 604: Teaching Mathematics (3 credits)
- EDU 654: Assessment (3 credits)
- EDU 703: Exceptional Learners (3 credits)
- EDU 742: Instructional Strategies (3 credits)

The complete ULC program requires additional learning experiences facilitated by ULC. Follow the link to their website for more information: <https://urban-learning.org/about/>

Initial Certification & Master's Degree Program Curriculum Requirements

Those who wish to achieve both initial state certification and earn a Master of Arts in Education degree, must complete all of the above requirements, plus these additional 15 credits:

- EDU 700 Diversity Among Learners (3 credits)
- EDU 715: Seminar – Policy Issues in Education (3 credits)
- EDU 740: Curriculum Design (3 credits)
- EDU 705: Introduction to Professional Inquiry (3 credits)
- EDU 706: Instructional Project (3 credits)

How to Apply to the ULC Initial Teacher Certification Program

The process begins with an application through the Urban Learning Collaborative. Visit their web site for more information: <https://urban-learning.org/about/>

Waldorf Teacher Certificate

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

The following courses are required by Great Lakes Waldorf Institute for certification as a Waldorf teacher. Students in the Master's Program also may choose these courses as electives for Component 2. All are 2 credit courses.

- EDU 630 Human Development Birth to 21
- EDU 631 GRADS: Essentials of Waldorf Grades Teaching
- EDU 632 Artistic Work In the Waldorf Schools I
- EDU 633 The Inner Life of the Waldorf Teacher
- EDU 635 Teaching Math in the Waldorf School
- EDU 640 Artistic Work in the Waldorf Schools II
- EDU 641 Child Development and Child Study
- EDU 642 Teaching Science in the Waldorf School
- EDU 643 Artistic Work in the Waldorf School III
- EDU 645 Early Childhood: Essentials of a Waldorf Kindergarten
- EDU 646 Early Childhood: Meeting the Needs of the Young Children in the Kindergarten
- EDU 647 Early Childhood: Deepening our Work & Preparing Children for First Grade

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

Waldorf Teaching Certificate & Master's Degree Program Curriculum Requirements

Those who wish to achieve both the Waldorf teaching certificate and earn a Master of Arts in Education degree, must complete all of the above requirements, plus these additional 9 credits:

- EDU 715: Seminar – Issues & Problems Affecting Education (3 credits)
- EDU 705: Introduction to Professional Inquiry (3 credits)
- EDU 706: Instructional Project (3 credits)

How to Apply to the Great Lakes Waldorf Institute Waldorf Teacher Certificate Program? The process begins with an application through the Great Lakes Waldorf Institute. Visit their web site for more information:
<http://www.greatlakeswaldorf.org>.

Post-Baccalaureate Teacher Certification to Master's Program

A student who holds a bachelor's degree from a regionally accredited University or College is eligible to apply to the Mount Mary University Post-Baccalaureate Program. Mount Mary University offers Wisconsin teacher certification programs in Early Childhood/Middle Childhood (birth – age 11), Middle Childhood/Early Adolescence (age 6 – age 12 or 13), Early Adolescence/Adolescence (age 10 - age 21), and Special Subjects (all ages in K12 systems). Although the student needs to fulfill the same professional requirements for certification as the undergraduate, some of those requirements may be fulfilled through graduate courses, which can be applied toward Mount Mary's Master of Arts in Professional Development (see Degree Completion Requirements). These courses include EDU 715 Seminar: Policy Issues in Education, which fulfills the Foundations requirement, requirement, and EDU 700 Diversity Among Learners, which fulfills the multicultural education requirement including the study of Native American tribes in Wisconsin. Other graduate level courses may serve as electives within the master's program. Completers in Mount Mary University's certification programs have successfully fulfilled all of the requirements of the Wisconsin Department of Public Instruction.

Additional information about this program may be obtained from the Education Department Chair.

Food Science

Master of Science in Food Science

Introduction

The Master of Science in Food Science is designed for the working professional who is balancing a career with a busy schedule. Students of food science have an interest in the chemical and physical properties of food during production and storage. Both men and women interested in the graduate degree have further interests in research, problem-solving, and independent learning, which addresses a specific problem in food production or storage. Principles presented through on-line lectures are reinforced with a short block of time on weekends where students experiment with food concepts using technologically advanced instruments.

The Mount Mary graduate program in food science is committed to providing the student with a relevant and practical education that prepares the graduate for an advanced career in the food industry. In pursuit of this goal, many of the faculty members are those who are currently working in the food industry and are experts in their field. Small class sizes allow students to interact with faculty personally and learn from their experiences directly. Graduates may find advancement opportunities in their current career or find employment elsewhere in the food industry as a senior food scientist, food safety specialist, product development manager, quality control specialist, or director of sensory evaluation divisions, to name just a few.

Courses within the program are open to women and men holding baccalaureate degrees and having successfully completed specific course prerequisites. Courses are offered during the fall and spring terms beginning in late August and January respectively; time for research and writing are provided during the summer sessions. Students may choose one of two degree-tracks: thesis or non-thesis. Students who chose the thesis-based master's degree will be expected to conduct original research (either at the company of employment or on-campus), write a thesis document, and defend the research to a master's degree committee. Those students who chose the non-thesis master's degree will have a concentration of study in Business or Education and also conduct scholarly research on a topic of interest using peer-reviewed publications to build a manuscript. The manuscript will lay the foundation for connections between variables, issues, or events, and propose further research. Granting of the degree is dependent on the defense of the manuscript to the master's degree committee.

The degree can also be built by completing three stackable Professional Development Certificates. With this approach, students fulfill the same coursework, research, and requirements; however, the pathway to completion is divided into 3 distinct, recognized portions that can be completed independently. Successful completion of all three Professional Development Certificates within a 7- year time limitation is the equivalent of the M.S. in Food Science. Students will choose a thesis-based or non-thesis degree path and earn a Professional Development Certificate in Food Processing Chemistry, Food Safety and Toxicology, and Food Science Research. The Professional Development Certificates can stand alone, or be stackable toward the master's degree. Students who are following the traditional 2-year completion pathway will also be recognized with Professional Development Certificates as they complete each requirement.

Mission

The Master of Science in Food Science invites students to an advanced level of professional and creative achievement in food science. The curriculum draws on the philosophical tradition that stresses the importance of thought, expression, and ethical action in society. Skilled professional food scientists are able to communicate effectively, exert leadership, perform advanced scientific research, analyze and effectively confer actionable insights to scientific data, and foster social justice. Students prepare to assume professional leadership positions, become published authors, advance within their current professions, and become educators in the field of food science.

Goals

Through participation in the Master of Science in Food Science, students will be able to:

- Demonstrate their knowledge of the theory, principles, and execution of scientific research.
- Demonstrate their knowledge and advanced understanding of the essential and fundamental concepts in the development, productions, and manufacturing of food.
- Demonstrate, through written analysis, the ways in which scientific literature and scientific data informs those within the profession of food science, as well as the public, of actionable insights to the production and manufacture of healthy and safe food.
- Demonstrate their ability to analyze and critique data collected by peers in the field of food science through the review of published, peer-reviewed literature.
- Demonstrate their ability to critique and edit their own work as evidenced by the final product and earlier revisions of their thesis or manuscript.
- Demonstrate their ability to use the appropriate technology in the field of food science.
- Demonstrate their ability to conduct the types of research that inspire, inform, and support future development of new or improved healthful foods.

Admission Requirements and Procedures

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

- Submission of an autobiographical statement of purpose, specifying objectives, and experience or skills contributing to the decision to pursue graduate study in food science.
- Two letters of recommendation from within the professional field of food science, indicating potential for graduate study.
- An interview with the Program Director.

Submit required materials to:

Office for Graduate Admissions

Mount Mary University

2900 North Menomonee River Parkway Milwaukee, WI 53222-4597

(414) 930-3049

mmu-gradinfo@mtmary.edu

Master of Science in Food Science Degree Requirements

The Structure and Curriculum of the Program

The Master of Science degree in Food Science is built by completing three stackable Professional Development Certificates. Students/candidates choose a thesis-based or non-thesis degree and would earn a certificate in Food Processing Chemistry, Food Safety, and Toxicology. A thesis-based degree would include a Certificate in Food Science Research from a bench-top research project. If the student/candidate chooses the non-thesis route they would earn a certificate in Food Science Research with an emphasis in either Business or Education. The certificates can stand alone, or be stackable toward the master's degree.

Professional Development Certificates

The Stackable Certificates consist of the following courses:

- Food Processing Chemistry Certificate (FPC)
 - FSC 525 Food Chemistry and Analysis 3 credits
 - FSC 526 Food Science Statistics and Sensory Evaluation 3 credits
 - FSC 535 Principles of Food Processing and Engineering 3 credits

- FSC 542 Seminar in Food Processing Chemistry 1 credits
TOTAL: 10 credits
- Food Safety and Toxicology Certificate (FST)
 - FSC 551 Food Microbiology and Toxicology 3 credits
 - FSC 601 Seminar in Food Safety and Toxicology, 1 credit
 - FSC 602 Seminar in Food Science Research OR 1 credit
 - FSC 603 Seminar in Food Science for Business or Education concentration
 - FSC 642 Regulatory Systems in Food Safety (Includes PCQI certification) 3 credits
TOTAL: 8 or 9 credits
- Food Science Research Certificate (FSR)
 - FSC 626 Research Methods in Food Science 2 credits
 - FSC 660 Research in Food Science I 5 credits
 - FSC 661 Research in Food Science II 5 credits
This is the thesis-based option TOTAL: 12 credits
- Food Science Research Certificate (FSR) with Emphasis in Education (EDU)
 - FSC 626 Research Methods in Food Science 2 credits
 - EDU 700 Diversity Among Learners 3 credits
 - EDU 715 Policy Issues in Education 3 credits
 - EDU 742 Instructional Strategies 3 credits
This is a non-thesis-based option. TOTAL: 11 credits
- Food Science Research Certificate (FSR) with Emphasis in Business (BUS)
 - FSC 626 Research Methods in Food Science 2 credits
 - BUS 610 Managerial Communication 3 credits
 - BUS 620 Leadership 3 credits
 - BUS 630 Managerial Economics 3 credits
This is a non-thesis-based option. TOTAL: 11 credits

Certificates required for the thesis and non-thesis options:

Degree	Certificates required
Master's degree – Thesis	FPC(10) + FST(8) + FSR(12) = 30 credits
Master's degree – Non Thesis	FPC(10) + FST(7) + FSR with emphasis in either BUS or EDU(13)=32 credits

Most of the courses are offered in an online format. Some classes are online discussions in which the faculty member(s) and students can be seen and heard; other courses are pre-recorded lectures that can be viewed during the week, followed by an on-campus laboratory class on the weekend. There is no requirement to complete all three certificates unless the student plans to earn the MS in Food Science degree. Some students may feel the need to complete only one certificate for continuing education credits and career advancement. A student may return and complete another certificate at any time without the need to reapply as long as the second certificate has been commenced within 3 years of the completion of the first certificate. In order to receive the MS degree in Food Science, students must complete all three certificates within 7 years.

Thesis Track – Course requirements (30 credits)

Core Courses (19 credits)

FSC 525 Food Chemistry Analysis	3 credits
FSC 526 Food Science Statistics and Sensory Evaluation	3 credits

FSC 535 Principles of Food Processing and Engineering	3 credits
FSC 542 Seminar in Food Processing Chemistry	1 credit
FSC 551 Food Microbiology and Toxicology	3 credits
FSC 601 Seminar in Food Safety and Toxicology	1 credit
FSC 626 Research Methods in Food Science	2 credits
FSC 642 Regulatory Systems in Food Science (includes PCQI certification)	3 credits

-AND-

Thesis-specific Courses (11 credits)

FSC 660 Research in Food Science	5 credits
FSC 661 Research in Food Science	5 credits
FSC 602 Seminar in Food Science Research	1 credit

Non-Thesis Track – Course requirements (30 credits)

Core Courses (19 credits)

FSC 525 Food Chemistry Analysis	3 credits
FSC 526 Food Science Statistics and Sensory Evaluation	3 credits
FSC 535 Principles of Food Processing and Engineering	3 credits
FSC 542 Seminar in Food Processing Chemistry	1 credit
FSC 551 Food Microbiology and Toxicology	3 credits
FSC 601 Seminar in Food Safety and Toxicology	1 credit
FSC 626 Research Methods in Food Science	2 credits
FSC 642 Regulatory Systems in Food Science (includes PCQI certification)	3 credits

-AND -

Non-Thesis Specific Courses with Emphasis in Business (11 credits)

BUS 610 Managerial Communication	3 credits
BUS 620 Leadership	3 credits
BUS 630 Managerial Economics	3 credits
FSC 603 Seminar in Food Science with an emphasis in Business	2 credits

-OR-

Non-Thesis Specific Courses with Emphasis in Education (11 credits)

EDU 700 Diversity Among Learners	3 credits
EDU 715 Policy Issues in Education	3 credits
EDU 742 Instructional Strategies	3 credits
FSC 603 Seminar in Food Science with an emphasis in Education	2 credits

Occupational Therapy

Professional Entry Programs:

Master of Science in Occupational Therapy (MSOT)

Occupational Therapy Doctorate (OTD)

Professional Entry Program (MSOT)

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 or other barriers, to occupational performance. 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.

The mission of the occupational therapy program of Mount Mary University 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.

Occupational therapy has two professional entry tracks that serve as preparation for initial certification as an occupational therapist. Once admitted to the professional entry program, students engage in learning opportunities designed to assist them in determining a 'best fit' for either the MSOT or OTD track. Students declare their decision in the second semester in the program and follow the declared track to degree completion.

Master of Science in Occupational Therapy (MSOT)

The MSOT track is a Master of Science (M.S.) program in which students complete 21 months at Mount Mary University focusing on professional skills and then participate in a university-arranged fieldwork experience for six months, putting their knowledge into practice. Following fieldwork, students complete a one-month culminating fieldwork project concluding the 28 month, 73 credit program. Students who graduate in the MSOT program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The program has maintained full accreditation since its inception in 1941.

Admission Requirements and Procedures

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

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

Fieldwork

Fieldwork experiences provide an opportunity for the student to apply educational background to occupational therapy practice. The department agrees to recommend for placement in the fieldwork 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 qualified students with a disability that may affect performance of technical standards in occupational therapy. Fieldwork sites require that students provide evidence of their health status and meet all health requirements in order to protect the health of clients and employees. The student is responsible for obtaining the required tests and immunizations (including a drug panel) and for providing evidence of health status, as requested. Fieldwork sites require a criminal background check to determine if there is a potential danger to clients. A felony conviction may prohibit a student from completing required Level I or II fieldwork in some settings. Level I fieldwork is completed in OCT 545 and OCT 655. Level II fieldwork is completed in OCT 698A and OCT 698B. Additional fieldwork guidelines are stated in the Occupational Therapy Program Handbook.

Professional Entry Program (MSOT) Program Requirements

Prerequisite Courses:

BIO 211 Human Anatomy (4 credits)
BIO 212 Human Physiology (4 credits)
PSY 103 Introductory Psychology (4 credits)
PSY 214 Developmental Psychology (4 credits)
PSY 325: Psychopathology (4 credits)
OCT 201 Medical Terminology (1 credit)
SOC 101 Introduction to Sociology (4 credits) or ANT 101: Cultural Anthropology (4 credits)
ENG 120 College Composition II (3 credits)
MAT 208 Statistical Literacy (3 credits) or PSY 310 Behavioral Science Statistics (4 credits)
PHY 105 Foundations of Physical Science (3 credits)
COM 104 Public Speaking (3 credits) or COM 205 Professional Presentations (3 credits)
OCT 101: OT Orientation (1 credit) *recommended, not required

Total Prerequisite Credits: 37-39 credits

Program Courses (Master of Science)

OCT 530 Therapeutic Occupations	3 credits
OCT 532 Theoretical Principles	4 credits
OCT 534 Applied Kinesiology	3 credits

OCT 536 Neuroscience for Rehabilitation	2 credits
OCT 540 Therapeutic Skills	1 credit
OCT 545 Clinical Reasoning Level I Fieldwork	2 credits
OCT 551 Psychosocial Practice	3 credits
OCT 553 Pediatrics	3 credits
OCT 555 Gerontology	2 credits
OCT 577 Health Care Research	3 credits
OCT 580 Population Services	2 credits
OCT 650 Rehabilitation Skills	3 credits
OCT 655 Clinical Problem Solving Level I Fieldwork	2 credits
OCT 662 Physical Medicine	4 credits
OCT 663 Orthopedics	4 credits
OCT 664 Neuroconcepts	2 credits
OCT 665 Neurorehabilitation	3 credits
OCT 675 Professional Ethics and Practice	2 credits
OCT 679 Management and Leadership	2 credits
OCT 681,682,683 Advanced Practice (2) One advanced practice class required (Wellness, Pediatrics, Productive Aging)	
OCT 686, 688 Practice (2) One additional practice class required (Hands, Physical Rehab)	
OCT 698A Level II Fieldwork	8 credits
OCT 698B Level II Fieldwork	8 credits
OCT 785 Culminating Fieldwork Project	3 credits

Total Credits: 73 credits

Degree Completion Requirements

Professional Skills

Courses are offered once a year at Mount Mary University and are grouped into two-day long blocks each week. Students are required to attend classes on site at Mount Mary University in order to learn the hands-on skills needed for practice.

Occupational Therapy Doctorate (OTD) – Professional Entry Program:

The OTD track is a doctoral program in which students complete 21 months at Mount Mary University focusing on professional skills and then participate in a university-arranged fieldwork experience for six months, putting their knowledge into practice. Following fieldwork, students complete a one-month culminating fieldwork project, followed by 5 months of studies which include a doctoral capstone experience and doctoral capstone project, concluding the 33 month, 93 credit program. Students who graduate in the OTD program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted **Preaccreditation Status** by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

In the OTD track students complete a 33 month 93 credit program.

Admission Requirements and Procedures

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

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

Prerequisite Courses:

BIO 211: Human Anatomy (4 credits)
BIO 212: Human Physiology (4 credits)
PSY 103: Introductory Psychology (4 credits)
PSY 214: Developmental Psychology (4 credits)
PSY 325 Psychopathology (4 credits)
OCT 201: Medical Terminology (1 credit)
SOC 101: Introduction to Sociology (4 credits) or ANT 101: Cultural Anthropology (4 credits)
ENG 120: College Composition II (3 credits)
MAT 208 Statistical Literacy (3 credits) or PSY 310 Behavioral Science Statistics (4 credits)
PHY 105 Foundations of Physical Science (3 credits)
COM 104 Public Speaking (3 credits) or COM 205 Professional Presentations (3 credits)
OCT 101: OT Orientation (1 credit) *recommended, not required
Total Prerequisite Credits: 37-39 credits

Program Courses (Occupational Therapy Doctorate):

OCT 530 Therapeutic Occupations	3 credits
OCT 532 Theoretical Principles	4 credits
OCT 534 Applied Kinesiology	3 credits
OCT 536 Neuroscience for Rehabilitation	2 credits
OCT 540 Therapeutic Skills	1 credit
OCT 545 Clinical Reasoning Level I Fieldwork	2 credits
OCT 551 Psychosocial Practice	3 credits
OCT 553 Pediatrics	3 credits
OCT 555 Gerontology	2 credits
OCT 577 Health Care Research	3 credits
OCT 580 Population Services	2 credits
OCT 585 Population Services Practicum	2 credits
OCT 650 Rehabilitation Skills	3 credits
OCT 655 Clinical Problem Solving Level I Fieldwork	2 credits
OCT 662 Physical Medicine	4 credits
OCT 663 Orthopedics	4 credits
OCT 664 Neuroconcepts	2 credits
OCT 665 Neurorehabilitation	3 credits
OCT 675 Professional Ethics and Practice	2 credits
OCT 679 Management and Leadership	2 credits
OCT 681,682,683 Advanced Practice (2) One advanced practice class	

required (Wellness, Pediatrics, Productive Aging)	
OCT 686, 688 Advanced Practice (2) One additional advanced practice class	
required (Hands, Physical Rehab)	
OCT 689 Doctoral Seminar	1 credit
OCT 690 Advancement of Occupational Therapy Practice	2 credits
OCT 690A Doctoral Advising	1 credit
OCT 698A Level II Fieldwork	8 credits
OCT 698B Level II Fieldwork	8 credits
OCT 787 Culminating Fieldwork Project	2 credits
OCT 811 Doctoral Capstone Experience	8 credits
OCT 813 Doctoral Capstone Scholarship	2 credits
OCT 813A Doctoral Capstone Advising	1 credit
OCT 815 Doctoral Capstone Project	2 credits
OCT 815A Doctoral Capstone Advising	1 credit

Total Credits: 93

Degree Completion Requirements

Professional Skills

Courses are offered once a year at Mount Mary University and are grouped into two-day long blocks each week. Students are required to attend classes on site at Mount Mary University in order to learn the hands-on skills needed for practice.

Online Learning

During fieldwork, students submit weekly written reflections using the University's online learning management system. Students complete work from any location. Students need to be self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet will need to plan additional time to acquire these skills.

Course Fees

Course fees include course materials, membership in the American Occupational Therapy Association, and practice liability insurance. Additional information regarding course fees is found in Occupational Therapy Program Handbook.

Credits

73 graduate credits are required for the Masters of Science in Occupational Therapy (MSOT)

93 graduate credits are required for the Occupational Therapy Doctorate (OTD)

Culminating Project

The implementation of a culminating project under the guidance of a faculty advisor is required of both MSOT and OTD students. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation and demonstrates the student's competencies for practice.

Doctoral Capstone Project

The implementation of an individual capstone project under the guidance of a faculty advisor is required of all OTD students. The capstone project includes the demonstration of in-depth knowledge and ability to design solutions for practice challenges with professional literature review and reflections linking professional literature to doctoral capstone experiences.

Professional Entry Certification and Licensing Certification Exam

The National Board for Certification in Occupational Therapy (NBCOT), One Bank Street, Suite 300, Gaithersburg, MD 20878, (301) 990-7979, www.nbcot.org, develops the examination to certify the attainment of an entry-level knowledge base for practice. In order to be eligible to take the National Board for Certification in Occupational Therapy exam, the student must graduate with a Master of Science degree in occupational therapy or an Occupational Therapy Doctorate degree, meet all the requirements of the university curriculum and successfully complete all fieldwork requirements of the university. The student is responsible for pursuing certification through the National Board for Certification in Occupational Therapy and paying all associated fees. All fieldwork must be completed within two years of completion of the didactic coursework for the program. When a felony or illness is considered a potential danger to the public, an applicant is subject to additional review by the certification board. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam. Students are responsible for paying all fees to sit for the certification exam and receive initial certification to practice.

State License to Practice

Each state has laws describing the process for obtaining a license to practice as an occupational therapist. A student must have either a permanent or temporary license before beginning a job as an occupational therapist. Students are responsible for acquiring and paying all fees for their own license to practice. In all existing laws, the primary criterion for obtaining a license is passing the National Board for Certification of Occupational Therapy (NBCOT) 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 is subject to additional review 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 state license. Students are responsible for paying all fees to obtain a license to practice.

Post Professional Master of Science in Occupational Therapy

The Post Professional Master of Science (M.S.) in Occupational Therapy program is designed for practicing occupational therapists who seek to transition from a bachelor's to a master's degree. This program also prepares a person who has a bachelor's degree with the prerequisite courses needed for entry to the occupational therapy doctoral program. The learning experiences are designed to enhance reflection about practice based on occupation, theory, leadership and evidence. Graduates will be able to critique practice alternatives and communicate evidence of therapeutic efficacy in a preferred practice area.

The student learning outcomes of the program are to foster graduates who:

- Analyze a targeted area of professional practice using perspectives on occupation, intervention theories, professional reasoning and research evidence.
- Use analysis of professional practice evidence and leadership perspectives to communicate about the selection of intervention strategies and the efficacy of occupational therapy.

The format for the program is part-time, with all courses provided by distance-delivery. By remaining in their work setting while engaging in advanced education, students will develop reflective practice skills in a manner that has ongoing real-world application. In order to present their culminating project at the end of the program, students come to campus one time.

Each student submits weekly postings critiquing professional literature and relating it to practice. Faculty provide individual feedback on the student's reflective analysis and application of knowledge to practice. Asynchronous learning allows students to complete work at any time, with assignments due once per week.

Admission Requirements and Procedures

- Employment as an occupational therapist for a minimum of one year
- Minimum required Cumulative GPA of 3.0 on a bachelor's degree or demonstrated academic ability
- Interview with applicant about the program's ability to support attainment of the applicant's professional development goals and identification of any additional prerequisites that are needed

- Writing sample to demonstrate applicants writing style and ability
- Verification of identity with copy of driver's license, passport or other government-issued photo identification
- Copy of current state license as an occupational therapist

Mount Mary University does not discriminate on the basis of race, color, religion, national origin, disability or age in its programs and activities. International students must have passed the National Board for Certification in Occupational Therapy exam (NBCOT, www.nbcot.org), have the equivalent of a bachelor's degree, and must not require visa support.

Submit required materials to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

State Authorization Reciprocity Agreement (SARA)

The United States Department of Education requires that distance delivered programs be authorized to provide education across state boundaries. Through the Wisconsin Association of Independent Colleges and Universities, Mount Mary University is a member of the Midwestern Higher Education Compact that establishes reciprocity with other regions of the United States.

Post Professional Master of Science Program Requirements

OCT 700 Perspectives on Occupation 2 credits
OCT 710 Research in Occupational Therapy 3 credits
OCT 720 Theory and Practice 2 credits
OCT 734 Leadership 2 credits
OCT 795 Culminating Project 3 credits
Total: 12 credits

Curriculum Sequence

Fall		
OCT 700 Perspectives on Occupation		2 credits
(First quarter – 8 weeks)		
OCT 710 Research in Occupational Therapy		3 credits
(Full semester)		
OCT 720 Theory and Practice		2 credits
(Second quarter – 8 weeks)		
Spring		
OCT 734 Leadership		2 credits
(First quarter – 8 weeks)		
OCT 795 Culminating Project		3 credits
(Full semester)		

Degree Completion Requirements

A grade of B or above must be earned in all courses. Additional retention criteria are stated in the Occupational Therapy Post-Professional Program Handbook.

Program completion must be accomplished within seven years from the beginning of coursework in the Post Professional Master of Science in Occupational Therapy program (see Program Requirements).

Technology Requirements

The educational program is accessed through Mount Mary University Canvas Management System: <https://my.mtmary.edu>. The learner logs into Canvas to access course materials. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments:

- Access to desktop or laptop computer with camera
- Ability to send and receive emails, upload and download attachments
- Ability to independently use a search engine (such as Google or Bing) to locate information and websites on the Internet. Ability to click on links to navigate websites.
- Ability to use word processing and presentation software such as Microsoft Word and PowerPoint)

Distance delivered courses have definite advantages and disadvantages that impact a student's approach to learning. The biggest advantage is that students may complete work at any time of day or night. Students may also complete work from any location that has Internet access. From a learning standpoint, a definite advantage is that every student gets an equal opportunity to contribute to discussions.

The biggest disadvantage is that students work alone to complete assignments. Students need to be more 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.

Post-Professional Doctorate in Occupational Therapy (OTD)

The doctoral program is designed for practicing occupational therapists who seek to advance competencies in specialty practice and service delivery. The learning experiences are designed to enhance depth of knowledge and reflective practice in a specialty practice area of Physical Rehabilitation, Pediatrics, Gerontology, Mental Health, Education or Leadership. Program participants will complete a portfolio of accomplishments in specialty practice and service delivery that can be used for career advancement. Graduates in specialty areas of education or leadership are prepared for faculty or leadership roles.

The student learning outcomes of the program are to foster graduates who:

- Demonstrate synthesis of specialized practice knowledge that is grounded in evidence.
- Demonstrate ability to develop programs in response to changing needs in a manner that reflects leadership and advocacy.
- Demonstrate knowledge, skills, and professional commitment to transform occupational therapy practice.

The format for the program is part-time with all courses provided by distance-delivery. By remaining in their work setting while engaging in advanced education, students will discover problems, explore solutions, expand knowledge, and develop skills in a manner that has ongoing real-world application. In order to present their portfolio at the end of the program, students come to campus one time.

Each student submits weekly postings critiquing professional literature and relating it to practice. Faculty provide individual feedback on the student's knowledge, critical analysis and integration of knowledge with practice. Both asynchronous (80%) and synchronous (20%) components will direct students to interact with peers and faculty to form a learning community.

Students complete focused activities (residency) in their work setting. Each student is assisted in finding faculty and practice mentors who will collaborate with the student during residency experiences. One residency focuses on specialty practice and one residency focuses on program improvement. Education residencies focus on instruction and course design. Leadership residencies focus on coaching and program development.

Admission Requirements and Procedures

- Employment as an occupational therapist for a minimum of one year
- Minimum required cumulative GPA of 3.5 on a 4-point scale on a master's degree (3.0 on a bachelor's degree) or demonstrated academic ability
- Interview with applicant about the program's ability to support attainment of the applicant's professional development goals and identification of any additional prerequisites that are needed
- Writing sample to demonstrate applicants writing style and ability
- Verification of identity with copy of driver's license, passport, or other government-issued photo identification
- Copy of current state license as an occupational therapist

Mount Mary University does not discriminate on the basis of race, color, religion, national origin, disability, gender, or age in its programs and activities. International students must have passed the National Board for Certification in Occupational Therapy exam (NBCOT, www.nbcot.org), have the equivalent of a bachelor's degree and must not require visa support.

Submit required materials to:

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State Authorization Reciprocity Agreement (SARA)

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Post-Professional Doctorate Program Requirements

OCT 800 Professional Doctorate Plan	2 credits
OCT 810 Advancement of Occupational Therapy Practice	2 credits
OCT 812 Specialty Practice Residency	4 credits
OCT 814 Specialty Practice Competencies	2 credits
OCT 816 Specialty Practice Portfolio	2 credits
OCT 820 Advancement of Occupational Therapy Service Delivery	2 credits
OCT 822 Service Delivery Residency	4 credits
OCT 824 Service Delivery Competencies	2 credits
OCT 826 Service Delivery Portfolio	2 credits
OCT 830 Professional Doctoral Portfolio	4 credits

Total credits: 26

Additional Prerequisites may be required

Applicants with a master's degree in occupational therapy from an educational institution other than Mount Mary University or with a master's degree in a related field need to transfer related courses or take the following prerequisite courses. Decisions about prerequisites are made by the Doctoral Program Director.

OCT 710 Research in Occupational Therapy
OCT 720 Theory and Practice
OCT 795 Culminating Project

Applicants with a bachelor's degree in occupational therapy need 12 credits of prerequisite courses that are completed in one year. A post-professional Master of Science degree in occupational therapy is awarded upon successful completion of these courses. See the post-professional master's program for additional information.

OCT 700 Perspectives on Occupation

OCT 710 Research in Occupational Therapy

OCT 720 Theory and Practice

OCT 734 Leadership

OCT 795 Culminating Project

Curriculum Sequence

Fall

OCT 800 Professional Doctorate Plan	2 cr.
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OCT 810 Advancement of Occupational Therapy Practice	2 cr.
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Spring

OCT 812 Specialty Practice Residency	4 cr.
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OCT 814 Specialty Practice Competencies	2 cr.
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Summer

OCT 816 Specialty Practice Portfolio	2 cr.
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OCT 820 Advancement of Occupational Therapy Service Delivery	2 cr.
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Fall

OCT 822 Service Delivery Residency	4 cr.
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OCT 824 Service Delivery Competencies	2 cr.
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Spring

OCT 826 Service Delivery Portfolio	2 cr.
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OCT 830 Professional Doctorate Portfolio	4 cr.
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Doctoral Committee

The doctoral committee consists of three persons: a core occupational therapy faculty member who has knowledge related to the student's doctoral focus, a practice expert who has experience related to the student's doctoral focus, and a second occupational therapy faculty member who represents the department's expected learning outcomes. The committee chair and practice expert are responsible for regular and intense communication with the student throughout the residency and portfolio phases.

The committee chair and practice expert are responsible for formal critique on the specialty practice and service development portfolio competencies (OCT 812 and OCT 822), and for decisions about advancement in the doctoral program (OCT 812 and OCT 822). The doctoral committee is responsible for determining successful completion of doctoral competencies (OCT 830). See Doctoral Committee Guidelines for additional information.

Degree Completion Requirements

A grade of B or above must be earned in all courses. Additional retention criteria are stated in the Occupational Therapy Post-Professional Program Handbook.

Program completion must be accomplished within seven years from the beginning of coursework in the Post Professional Occupational Therapy Doctorate program (see Program Requirements).

Technology Requirements

The educational program is accessed through Mount Mary University's E-Learning Management System: <https://my.mtmary.edu>. The learner logs in to Canvas to access course materials. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments.

Access to desktop or laptop computer with camera

Ability to send and receive emails, upload and download attachments

Ability to independently use a search engine (such as Google or Bing) to locate information and websites on the Internet. Ability to click on links to navigate websites.

Ability to use word processing and presentation software such as Microsoft Word and PowerPoint)

Distance delivered courses have definite advantages and disadvantages that impact a student's approach to learning. The biggest advantage is that students may complete work at any time of day or night. Students may also complete work from any location that has Internet access. From a learning standpoint, a definite advantage is that every student gets an equal opportunity to contribute to discussions.

The biggest disadvantage is that students work alone to complete assignments. Students need to be more self-directed and take initiative to ask questions and collaborate with others. Students who do not have basic keyboarding skills or ability to access the Internet will need to plan additional time to acquire these skills.

Course Descriptions

ANT 102 Cultural Anthropology (*Behavioral Science & Global*)

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 Profiles of Cultures (*Behavioral Science*)

4 credits

In-depth study of selected societies, their traditional cultural patterns and adaptations to contemporary situations. Includes a focus on the rights of indigenous peoples, the processes of globalization, and an analysis of U.S. cultural patterns.

ANT 295 Contemporary Anthropological Issues (*Behavioral Science*)

3-4 credits

Considers contemporary social issues and topics of interest to anthropologists. Topic changes from semester to semester. May be taken more than once for credit.

ANT 367 Anthropology of Women (*Behavioral Science*)

4 credits

A cross-cultural approach to understanding the variety of ways gender organizes and structures societies in the U.S. and around the world; examines several anthropological theories and their impact on the experiences and strategies of women and men; considers a variety of female-based networks and their roles in working for social justice and change.

ANT 395/495 Special Topics in Anthropology (*Behavioral Science*)

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.

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.

ART 101 Drawing (*Fine Arts*)

3 credits

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

ART 105 Two-Dimensional Design & Color Theory (*Fine Arts*)

3 credits

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

ART 111 Experiencing Art (*Fine Arts*)

3 credits

Explore introductory methods in art while learning about the practices of artists and historical content for art. This course is intended for non-art majors looking for a diverse, introductory experience in art. Fee.

ART 115 Art Appreciation (*Fine Arts*)

3 credits

This is an on-line course. For the non-art major. The objective of the course is to increase understanding and appreciation of the visual arts and architecture throughout history and in the present.

ART 205 Ceramics (Fine Arts)**3 credits**

Exploration and application of ceramic techniques including hand building techniques, wheel throwing, preparation of clay, use of ceramic equipment, mixing of glazes, and firing of kilns. Repeatable for credit to advance individual development. Fee.

ART 220 Three-Dimensional Design (Fine Arts)**3 credits**

Problem based and theoretical approach to three-dimensional design. Exploration of methods and materials in articulation of form and space. Foundation course. Repeatable for credit to advance individual development. Fee.

ART 225 Sculpture (Fine Arts)**3 credits**

Introduction to basic sculptural methods and techniques. Theoretical concepts applied to critical analysis of three-dimensional form. Repeatable for credit to advance individual development. Fee.

ART 226 Painting (Fine Arts)**3 credits**

Introduction to painting methods and techniques. Contemporary painting and personal content is explored for developing paintings. Repeatable for credit to advance individual development. Fee.

ART 231 Art of the Ancient World - Prehistoric to Late Medieval (Fine Arts & Global)**3 credits**

This course serves as an introduction to the history of human visual expression, from the earliest evidence of image making before the Common Era to the end of the Medieval period. Course will discuss the context and visual aesthetic of these cultures to understand the historic, social, political, religious and other meanings behind the creation of works of art.. Major works and significant developments from a global perspective are emphasized. Foundation course. Fee.

ART 232 Global Empires and Exchanges: 1300-1700 (Fine Arts & Global)**3 credits**

This course explores analysis of visual culture, objects, and architecture from the Early Renaissance to Baroque time periods (1300-1700 CE). Major works and significant artistic developments from a global perspective are emphasized. Course thematic framework considers art's interaction and context within a diverse set of political, cultural, and economic conditions. Foundation Course. Fee.

ART 236 Women in Art (Fine Arts & Global)**3 credits**

This course retraces the global timeline of art history through the life and work of women involved in the production of visual arts and culture. Activities include the study of images, primary source documents, critical essays, addressing women in art history, plus exploration of contemporary artists working with issues of gender and identity. Fee.

ART 313 Figure Drawing (Fine Arts)**3 credits**

Portrays the human form through direct observation. Variety of materials and techniques used. Emphasis on proportion, anatomy, volume, structure and dynamic expression. Repeatable for credit to advance individual development. Fee.

ART 320 Global Modern and Contemporary Art (Fine Arts & Global)**3 credits**

This course concerns the analysis of visual culture, objects, and architecture from the Rococo Period (mid-18th century) to present. Emphasis placed on examining artworks and broader visual culture through the lens of different contextual frameworks: formal, authorial, socio-cultural, and identity-based. Major movements and significant artistic developments from a global perspective are emphasized. Historical and intellectual foundations of contemporary expression explored. Foundation course. Fee.

ART 329 Art Education Instructional Methods (Fine Arts)**4 credits**

Study of the relationship of art expression to child development at the early childhood through high school levels. Formative objectives and their implementation based on State of Wisconsin standards with consideration of methods

and materials. Required for art education majors. Open to students intending to work with children through related disciplines. Fee.

ART 337 Art Metal (*Fine Arts*)

3 credits

Introduces basic principles of metalwork and jewelry through fabrication and casting processes. Emphasis on creative design and craftsmanship. Advanced work in centrifugal casting and metal fabrication including forging, raising, stone setting, etc. Repeatable for credit to advance individual development. Fee.

ART 356 Photography (*Fine Arts*)

3 credits

Introduction of camera usage, techniques and digital technology. Exploration of fundamental photography concepts as means of artistic expression and practical applications. Repeatable for credit to advance individual development. Fee.

ART 359 Fiber/Fabric Design (*Fine Arts*)

3 credits

Application of design principles and creative concepts in two- and three-dimensional design problems using fibers and/or fabrics. Exploration in a variety of mixed media techniques, including fabric dying and painting, weaving, and fiber manipulation. Repeatable for credit to advance individual development. Fee.

ART 367 Watercolor (*Fine Arts*)

3 credits

Introduction to watercolor painting concepts and techniques. Emphasis on manipulation of watercolors as a transparent medium. Emphasis is on the development of the student's personal style. Repeatable for credit to advance individual development. Fee.

ART 375 Special Topics in Art (*Fine Arts*)

1-3 credits

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

ART 455 Printmaking (*Fine Arts*)

3 credits

Introduction to basic fine art printmaking media. Relief and monoprint processes included. Repeatable for credit to advance individual development. Fee.

ART 460 Advanced Studies in Studio Art (*Fine Arts*)

3 credits

Offers advanced studio work in previously studied two-dimensional and/or three-dimensional media. Development of artistic, critical and conceptual skills through individual portfolios and studio practices. Discussion, peer and instructor critiques, and readings. Provides advanced students with a forum for artistic dialogue. Course may be repeated for credit. Fee.

ART 475 Career Seminar

3 credits

Final comprehensive experience in preparation of an art career. Integrates student art making with analysis of current trends through readings, discussions, critiques, guest presentations, exhibition attendance, and preparation for the senior exhibition. Includes examination of diverse theories of art with variety of artistic criticism methods. Required for all studio art and art education majors.

ART 496 Independent Study

1-9 credits

Student-initiated project under instructor direction. Completion of all foundation courses in ART major and written permission of Art Department Chair and instructor required. May be repeated for up to nine credits. Optional.

ART 498 Internship

1-6 credits

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

ASL 101 Elementary American Sign Language I (*Communications/Mathematics*)**2 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. Note that there is no prerequisite for this class and that ASL 101 alone does not meet the World Language requirement.

ASL 102 Elementary Sign Language II (*Communication/Mathematics*)**2 credits**

Continuation of ASL 101. Prerequisite: ASL 101 or one year of high school American Sign Language. (Two retroactive credits awarded upon completion of the course with a final grade of B or better).

ATH 201 Introduction to Art Therapy**3 credits**

Reflects the expanding nature of the profession of art therapy. Anchored in the healing qualities inherent in art making. It explores the relationship that develops through a process that involves attending, responding and reflecting that links art to therapy. Students will meet art therapists in the community, explore their own creativity and gain a beginning understanding of the history and practice of art therapy.

ATH 250 Responding to Life's Calling**1 credit**

Begins students' exploration of the origins of their desire to help people and the gifts and talents they have to offer in service. A variety of community activists and art therapists will introduce students to "Calling Stories" and the heritage of calling inherent in Mount Mary University and the School Sisters of Notre Dame.

ATH 275 Art for the Helping Professions (*Fine Arts*)**3 credits**

Investigation of the healing nature of art experienced through art materials and processes. Expanding definitions of art and creativity. Exposure to artist-activists and therapists who use art as an instrument of individual and social transformation. Foundation for applied practice in art, art therapy and other helping professions. (Core) Elective.

ATH 332 Multicultural Arts (*Fine Arts & Global*)**3 credits**

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

ATH 345 Service Learning**2 credits**

Participation in a weekly service project off campus that integrates course content and addresses the needs of the community members. Elective.

ATH 350 Art and Spirituality**3 credits**

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

ATH 375 Special Topics in Art Therapy**1 credit**

Examines current topics and trends in the field of art therapy, including special needs of a diverse range of populations. Each course is for 1 credit and is repeatable for a maximum of up to six credits.

ATH 397 Creative Community Development**3 credits**

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

ATH 495 Internship**1-3 credits**

Individual student placement in an art based community service organization. Supervised and designed to integrate academic and career goals. Elective and permission of program advisor required.

ATH 496 Independent Study**1-2 credits**

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

ATH 497 Professional Development in Art Therapy**1 credit**

Students will explore definitions of art therapy, the educational preparation required for professional membership and practice in a variety of settings. Art Therapy graduate students, faculty and art therapists will share their personal and professional experiences so that students being to gain an understanding of this multifaceted and dynamic profession.

ATH 498 Senior Capstone Project**1 credit**

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

ATH 540 Art Therapy, Theories and History**3 credits**

In this course students learn and apply an understanding of the history of art therapy and the philosophical and conceptual development of the field. Students will explore the impact of various art making processes and materials on the impact of the helping relationship and wellbeing. Additional emphasis will be placed on the application of creativity symbolism, studio approaches, personal art making, and artistic language as related to professional identity and practice.

ATH 545 Human Growth and Development**3 credits**

This course explores basic concepts of the development of individuals throughout the life cycle. Perspectives and trends of the intellectual, physical, social, and moral theories of development and their applications to counseling environments are examined. This course addresses normal and abnormal behavior, personality and learning theories, with attention given to crises and environmental influences.

ATH 737 Supervised Practicum and Internship**3 credits**

Supervised practicum and internship coincides with student placement in a cooperating agency. Students integrate knowledge of theories with practical experience during 100 hours of supervised practicum practice at an approved treatment site. In addition to case presentations, professional, and clinical issues, group supervision fosters the student's commitment to ethical practice and creative expression as a basis for examining supervision issues that arise during practicum and internship experience. Prerequisites: ATH 758, 762, 764 (concurrent) & consent of the practicum and internship coordinator. [Fee]

ATH 738 Supervised Internship**3 credits**

During this course, each student is placed at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. In addition to training and evaluation related to case presentations, consulting, and clinical conceptualization skills and techniques, group supervision fosters the student's commitment to ethical and reflective practice. A minimum of 300 clock hours on-site required of 150 hours of which must be direct client contact. Prerequisites: ATH 758, 762, 764. 737, consent of the practicum coordinator/internship, and a passing score on the Educational Progress Review Evaluation. [Fee]

ATH 739 Supervised Internship**3 credits**

Placement at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. A minimum of 300 clock hours on-site required of which at least half (150) must be client contact. In addition to training and evaluation related to case presentations, consulting, and clinical conceptualization skills and techniques, group supervision fosters the student's commitment to ethical and reflective practice. Additional emphasis will be placed on mental

health advocacy, applied leadership, as well as interdisciplinary and systems approaches to care. Prerequisites: ATH 758, 762, 764, 738 & consent from the practicum/internship coordinator. [Fee]

ATH 758 Theories of Counseling

3 credits

This course examines and critiques a range of contemporary counseling theories. An overview of theoretical approaches to counseling will be presented and applied to the counseling process. Multiple theories will be explored related to their underlying assumptions, mechanisms for change, research, processes, and potential impact on the client-counselor relationship.

ATH 761 Clinical Treatment and Evaluation

3 credits

This course focuses on the elements of the diagnostic process such as administering a differential diagnosis, and the use of DSM-5. Students will be trained on how to administer an intake interview, conduct a mental status exam, as well as gather bio/ psycho/social and mental health history to develop a treatment plan. An additional emphasis will be placed on a wide range of techniques and interventions designed to address a spectrum of mental health concerns. Prerequisites: CON 770, ATH 737 & ATH 782.

ATH 762 Group and Institutional Dynamics

3 credits

This course explores theories of group dynamics; methods and skills applied to groups, families, cultural reference groups; and institutional systems. Attention is paid to the development of leadership skills and the functions of artistic media and process in the group context. Students are involved in an experience of group interaction. Issues explored include: techniques and training in group leadership; setting group norms; responding to clients; dealing with conflict; stages of group development; and application of group principles in a variety of treatment settings.

ATH 764 Techniques of Practice in the Helping Relationship

3 credits

This course provides a broad understanding of the helping process, the therapeutic relationship and the dynamics of change. Includes essential skills and multiple strategies and interventions of helping. The roles of the helper and the client or consultee will be explored as related to foundational counseling and consultation theories and processes, techniques, collaboration, evidence-based practice, self-understanding/awareness, the creative process, and personal growth. Prerequisites: Must be taken in conjunction with ATH 737.

ATH 772 Multicultural Foundations

3 credits

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

ATH 773 Professional Orientation, Ethical and Legal Issues

3 credits

This course studies American Counseling Association (ACA) philosophic, moral, legal and practical questions relevant to the professional practice of counseling, art therapy, and the larger fields of mental health care. Attention is given to basic principles of ethical thought and standards that guide counseling and art therapy practice and includes an understanding of professional roles and functions, credentialing and regulation, and organizational history and trends that affect the helping professions. Additional areas of coverage include the importance of supervision, benefits of professional organizations and credentialing, collaboration, advocacy for mental health professions and advocacy for clients and their access to mental health services.

ATH 780 Research and Evaluation

3 credits

In this course students are presented the purposes, methods, and ethical, legal, and cultural considerations of research. Attention is given to surveying types of research and the development of the necessary skills to design and conduct a research study. Additional areas of coverage include the use of research to assess the effectiveness of mental health services such as treatment and program evaluation. Students are trained to become informed

consumers of research through an understanding of basic statistics, the pros and cons of various research designs, and the informed use and value of published research studies.

ATH 782 Assessment

3 credits

This course presents an integrated view of assessment procedures and appraisal methods related to mental health. Students learn how multiple variables, such as socio-cultural factors, continuously affect the course of therapy and the helping processes of individuals and groups related to assessment. Additional areas of coverage include behavioral science statistics, the selection of assessments with clients/patients as the basis for treatment planning, establishing treatment effects, evaluating assessment validity and reliability, documentation of assessment results, and ethical, cultural, and legal considerations in their use.

ATH 790 Culminating Project

3 credits

Students develop in-depth knowledge in an area pertinent to the field of art therapy and relevant to their experience. Upon successful completion, the student is awarded a grade of P for the three credits. If the research project is not completed to the satisfaction of the university and external readers within this time frame, noncredit continuing registration (ATH 799) will be required until completion. Course prerequisites (ATH 780; ATH 782)

ATH 799 Continuing Registration

0 credits

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

BIO 100 Introduction to Cell and Molecular Biology (Science)

4 credits

This foundational course explores the organization of living things from the molecular and cellular levels. Topics include the chemistry of biological molecules, cell structure and replication, energy flow, genetics, and current applications in biotechnology. The laboratory emphasizes data collection and analysis using relevant model systems. Fee. Prerequisite: ENG 110 or higher prior to, or concurrent with BIO 100. If placed into ENG 110, MAT 104, MAT 105, or MAT 109, must take BIO 104 concurrently with BIO 100.

BIO 102 Introduction to Ecology and Evolutionary Biology (Science)

4 credits

This foundation course explores the evolution of the diversity of life and the ecology of living things. Topics include evolution and its mechanisms, energy flow within and between organisms, and the ecological organization of populations, communities, ecosystems, and the biosphere, and how evolution and ecology interact to produce the diversity of life. The laboratory emphasizes experimental design using model and natural systems. Fee.

BIO 104 Introduction to Biology (Science)

1 credit

This course in the fundamentals of biology is designed for students who have not completed high school biology, are placed into ENG 110, MAT 104, MAT 105, or MAT 109. Must be enrolled concurrently in BIO 100. Does not apply to the Biology Major or Minor.

BIO 105 Current Concepts in Biology (Science)

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 119/219/319/419 Authentic Research in Microbiology Seminar

2 credits

Track 2 Jewel Scholars will partake in a weekly Authentic Research in Microbiology Seminar series (ARMS). The Scholars will spend the academic year learning and applying the scientific method towards identifying and characterizing antibiotic-producing bacteria from the soil. Scholars will review and interpret primary scientific

literature and conduct original biomolecular and microbiological research. During the weekly seminar and laboratory sessions, scholars will learn, discuss and implement the scientific method through hypothesis creation, data gathering and results interpretation. Findings will be presented at an end-of-the year culminating poster session. The cross-listed classes (CHE & FSC) will meet together each semester though projects will vary by a student's year in the program.

BIO 183/283/383/483 Molecular Modeling Research Seminar

1 credit

Jewel scholars will identify an area of research focused on a protein or nucleic acid structure to study during the academic year. During the weekly seminar, scholars will review and interpret primary literature, create 3D molecular models, develop hypotheses about structural differences, and work with the Protein Database and primary literature to create 3D models. Scholars will compare and contrast structures and propose experiments to test the effects of the 3D structure/function relationship on the unique protein, and present their findings at a culminating poster session.

Prerequisite: **Student must be a Jewel Scholar.** **Note:** The number is meant to correspond to the year of school a student is in. The cross-listed classes (CHE & FSC) will meet together each semester though projects will vary by a student's year in the program.

BIO 211 Human Anatomy

4 credits

This course explores the relationship between anatomical form and function in the major body systems from the tissue level to the organization of the body plan. The laboratory combines the study of models and virtual body parts with dissection. Prerequisite: BIO 100. Fee.

BIO 212 Human Physiology (Science)

4 credits

This course explores how the function, regulation and integration of the major organ systems of the human body operate to maintain homeostasis and sustain life. The laboratory focuses on acquisition and analysis of physiological data.

Prerequisite: BIO 100. Fee.

BIO 216 Environmental Science (Science & Global)

3 credits

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. This is the foundation course for the Environmental Studies Minor. The course is taught using student-centered learning and includes a laboratory. Fee. Crosslisted with CHE 216.

BIO 217 The Waters of Life: Limnology (Science & Global)

3 credits

Limnology is the study of freshwater, especially lakes, rivers, and groundwater. This course will include the study of the living things found in water, the chemical species, and the physical aspects of those water bodies. It will also explore the human impact on lakes and rivers and how humans can use them in a sustainable manner. Crosslisted with CHE 217.

BIO 218 Biodiversity

4 credits

This course is a survey of the major multicellular groups of organisms. The course introduces students to basic concepts of anatomy, physiology, ecology and evolution in animals, plants, and fungi. The laboratory explores the diversity of animal, plant, and fungal forms. Prerequisite: BIO 100.

BIO 220 Contemporary Environmental Issues (Science)

3 credits

Through the study of cutting edge global environmental problems, students learn information and develop the analytical skills necessary to make informed personal and societal decisions about the environment.

BIO 250 Cell Biology (Science)

3 credits

Cell biology is the study of cell structure, function and how life works at the cellular level. The class will cover the structure and functions of cell membranes and organelles, cellular metabolism, cellular flow of energy and genetic

information, and the regulation of cell growth and cell division. Focus will be placed on the molecular biology of cells. Prerequisites for this course are BIO 100 and CHE 113.

BIO 307 Field Studies In Costa Rica (*Science & Global*)

3 credits

A field course in Costa Rica to observe and investigate the ecological systems in the area. This course introduces students to the variety of habitats, the large biodiversity of these habitats, and a close look at some of the animals that live there. There is emphasis on the interrelationships of humans and other species. Students also gain some exposure to the history and culture of Costa Rica. Fee.

BIO 325 Microbiology (*Science*)

4 credits

Course themes include microbial cell biology, genetics, and the impact of microorganisms on humans. Emphasis is placed on epidemiology, emerging infections, and a global perspective of public health. Incorporates student-centered active learning in classroom and laboratory settings. Prerequisite: BIO 100, CHE 113. Fee.

BIO 337 Genetics (*Science*)

4 credits

The organization, inheritance and function of genetic information are explored from the molecular to the organismic and population levels. Topics include Mendelian principles, molecular genetics and the techniques used in modern molecular biology. The laboratory focuses on techniques relevant to molecular genetics. Prerequisite: BIO 100, BIO 250, CHE 114, MAT 111.

BIO 356 Developmental Biology (*Science*)

4 credits

The creation of cellular diversity and form is explored through the processes and control of cellular differentiation. The emergence of living order is revealed in the patterns of orderly change from fertilization to organ formation. The laboratory emphasizes the development of model organisms. Prerequisite: BIO 100. Fee.

BIO 411 Exercise Physiology

3 credits

Analysis of the body's acute responses and chronic adaptations to various exercise conditions. Prerequisites: BIO 211 and 212.

BIO 442 Advanced Microbiology

4 credits

Selected public health issues are considered. Course involves detection, identification, and quantification of pathogenic microorganisms, including food-borne pathogens and microorganisms affecting water quality. Emphasizes student-centered active learning with laboratory work and a student research project. Prerequisites: BIO 100, 325, CHE 114. Fee.

BIO 457 Ecology

4 credits

This course examines modern concepts of ecology and explores ecosystem structure and function. It includes laboratory experience, off campus field work, and computer applications for data acquisition and statistical analysis. This is a Biology Major capstone course that culminates in a student research project. Student centered active learning experiences are emphasized. Prerequisites: BIO 100 and a second biology course, CHE 114. Recommended: MAT 216. Fee.

BIO 484 Special Topics in Biology

2-4 credits

The content of this course varies to allow study in specialized areas of biology. This course may be repeated for credit with a change in topic.

BIO 485 Masters of Science in Anesthesia Seminar I

.5 credit

This capstone seminar course is required for all junior and senior biology and chemistry majors interested in the Masters of Science in Anesthesia.. This course will enable students to attend class at the Masters of Science in Anesthesia at MCW, connections with professionals, and publications from the profession. It will give students career preparation skills like finding and securing jobs after graduation, or skills to help them secure post graduate

education. Prerequisite: declared biology or chemistry major with junior or senior standing following the Masters of Science in Anesthesia concentration.

BIO 486 Masters of Science in Anesthesia Seminar II

.5 credit

This course provides a student with mock interview with Masters of Science in Anesthesia faculty with follow-up feedback. The emphasis will be on increasing the student's understanding and comfort with the role of an Anesthesiology Assistant in an interdisciplinary team. Students will explore the skills, knowledge base, and attributes of the profession and prepare a personal development plan toward their Anesthesiology Assistant goal achievement. Prerequisite: declared biology or chemistry major with junior or senior standing following the Masters of Science in Anesthesia concentration.

BIO 490 Masters of Science in Anesthesia Experiential Learning

.5 credit

This course provides a student with a minimum of 32 hours of shadowing an Anesthesiology Assistant. The emphasis will be on understanding the day-to-day practice, developing concrete examples of the profession, better understanding of the profession and developing communication and other skills. This will culminate in a personal statement in which students describe their pathway into the profession. Prerequisite: declared biology or chemistry major with junior or senior standing following the Masters of Science in Anesthesia concentration.

BIO 493/494 Biology Seminar

0.5-1 credit

This capstone seminar course is required for all biology majors. Each course offering is 0.5 credits and students are required to successfully complete a total of 2 credits. This sequence of courses progresses through preparing students for internships, independent study, career exploration, interview and resume building skills to apply to science positions and post-graduate education (medical school, graduate school, etc). Prerequisite: declared biology, chemistry, exercise science, or food science chemistry major with junior or senior standing. Cross listed with CHE 493/494 and EXS 493/494.

BIO 296/496 Independent Study

1-4 credits

An individual student explores some topic in biology as either a readings course or as an undergraduate research project, according to the discretion of the instructor and the needs and interest of the student. Prerequisite: BIO 100 and sufficient background in biology. Permission of instructor and Department Chair required. Fee may be assessed.

BIO 498 Internship

2-4 credits

An individual student enhances the educational experience through placement with a cooperating agency, business, or institution that provides work-oriented experience in biology. Internships are individually designed to achieve and integrate academic and career goals. The nature of the assignment, type of experience, number of credits and evaluation procedure are to be stipulated in a statement of agreement involving the student, the on-site supervisor and the Mount Mary University academic advisor. Permission of Department Chair and faculty advisor required.

BUS 109 Data and Digital Literacy

3 credits

This two-part, lab-based course covers data and digital literacy. Students are introduced to Microsoft Excel and apply topics including data entry, formatting, formulas, functions, tables, and graphs. Students cultivate digital literacy skills for academic and professional success, including independent research skills, digital etiquette, online communication and collaboration, and use of campus and professional technologies.

BUS 205 Personal Finance

2 credits

Applied course in personal financial management; topics include money values and behavioral finance, budgeting, consumer buying decisions, borrowing, student loan repayment, insurance, personal real estate, income taxation, and retirement saving and investing. Students learn and develop financial skills through activity-based learning emphasizing students' individual financial goals. Prerequisite: sophomore standing.

BUS 209 Survey of Financial Accounting**3 credits**

A survey of introductory accounting concepts, including analyzing business transactions and understanding accounting principles. Emphasizes the interpretation of financial statements in terms of their content, format, and use. Prerequisite: Grade of C or better in MAT 105 and BUS 109.

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. A grade of B is required to continue in the accounting major. Prerequisite: Grade of C or better in MAT 111 and BUS 109.

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**

Application of communication principles and practices, including written and oral communication, interpersonal communication, teamwork, presentation skills, and business etiquette. Recommended: ENG 120.

BUS 260 Introduction to Entrepreneurship**3 credits**

This course introduces the fundamentals of entrepreneurship. Students learn to successfully transfer knowledge into products and processes that benefit society. The course demonstrates the entrepreneurial mindset, whereby students approach problems, think critically, and respond to the unexpected.

BUS 301 Microeconomics (Humanistics)**4 credits**

Introductory course in microeconomics with primary emphasis on how demand, supply, and the price mechanism direct economic activities in a market economy. Topics include consumer behavior, production, market analysis, general resource allocation, income distribution, taxation, and government activities. New topics in microeconomic theory, such as behavioral economics and asymmetric information are included. Prerequisite: Grade of C or better in MAT 104 or 105

BUS 302 Macroeconomics (Humanistics)**3 credits**

Introductory course in macroeconomics, involving analysis of national income accounting, the determination of national income and employment, money and banking, and the international monetary system. Prerequisite: Grade of C or better in MAT 104 or 105

BUS 303 International Business and Economics (Global)**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 306 Economics of Women and Work (Humanistics)**3 credits**

This seminar examines the relevance of gender in economic analysis, the role of women in the labor market, and how that role has changed over time. The course uses theoretical and empirical research to analyze labor market issues related to gender, including division of household labor, labor force participation, occupational choice, gender discrimination, gender wage gaps, and family-friendly policies in the workplace. Students examine and evaluate public policies to remedy gender differences in work opportunities and earnings. No prerequisite.

BUS 309 Human Resource Management**3 credits**

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

BUS 313 Intermediate Accounting I**3 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 with a grade of B or above.

BUS 314 Intermediate Accounting II**3 credits**

Extension of the study of financial accounting theory relative to long-term debt, stockholders' equity, securities, and investments and application of principles taught in accounting foundation courses. Prerequisite: BUS 313.

BUS 331 Principles of Marketing**3 credits**

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

BUS 335 Management Information Systems**3 credits**

An introduction to the managerial aspects of information systems in business organizations, emphasizing planning, budgeting, implementing, and evaluating. Emerging technological trends are explored.

BUS 336 Accounting Information Systems**3 credits**

An introduction to accounting information systems, principles of accounting systems design, internal controls, advanced spreadsheets, and coverage of commercial accounting software packages. Co-requisite: BUS 314

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 plans, creative elements, and pre-testing research. Prerequisite: BUS 331.

BUS 362 Principles of Management**3 credits**

The principles and practice of organizational management with an emphasis on the relation of theory to practice in a variety of decision-making situations.

BUS 375 Business Law**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 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. Co-requisite: BUS 314.

BUS 451 Advanced Accounting**3 credits**

Accounting for consolidations, mergers and acquisitions; accounting for interim reporting and segment reporting; accounting for partnerships; and governmental and fiduciary accounting including non-profits, bankruptcies and estates. 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, the principles of security valuation, and analysis of financial statements. Managerial finance topics include strategic long-term financing decisions, capital structure, leverage, dividend policy, and the cost of capital. Prerequisite: BUS 211.

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 485 Business Analytics**3 credits**

Introduces statistical principles and techniques necessary for quantitative managerial decision making. Topics may include probability theory, decision analysis, linear programming, PERT models, inventory management, and regression analysis. Prerequisite: 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 professional work experience. Approval of chair required.

BUS 610 Managerial Communication**3 credits**

This course is comprised of concepts and principles of communication central to the managerial function, including oral and written skills, interpersonal communication skills, organizational communication, intercultural communication, and gender communication.

BUS 625 Marketing Management**3 credits**

A holistic view of the marketing process is taken in this course. It matches the needs and opportunities of the marketplace with the objectives and resources of the organization. This course utilizes case studies as a framework for discussion as well as a project that involves student working with a local organization.

BUS 630 Managerial Economics**3 credits**

Managerial economics seeks to enhance students' understanding of the application of economic theory to managerial decisions. The course attempts to present the fundamental principles of microeconomic decision-making and supplements this material with problems, examples, and cases that illustrate how such principles are applied. The curriculum includes a study of behavioral economics and how it relates to consumer, marketing, and pricing decisions.

BUS 635 Information Technology for a Competitive Environment**3 credits**

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

BUS 640 Accounting Analysis & Control**3 credits**

This course offers a review of accounting systems for internal and external reporting, managerial use of accounting for decision making, budgeting principles, cost control, performance evaluation, and ethical use of accounting information. Prerequisite: undergraduate coursework in financial accounting.

BUS 670 Corporate Finance**3 credits**

Basic concepts and techniques of financial management are reviewed. Financial analysis in effective managerial decision making; financial statement ratio analysis; present and future value; annuities, stock and bond valuation; cost of capital; capital budgeting; capital structure; global investing.

BUS 680 Business Analytics**3 credits**

This course provides an overview of decision making theory, data warehousing, data mining, business intelligence and analytics. The course also surveys contemporary framework, tools, and techniques for BI and data analytics. The majority of the course uses Microsoft Excel with add-ins. Students bring their own data sets to the class to apply BI tools and regression analysis, providing a rich, individual approach to learning analytics. Prerequisite: undergraduate coursework in statistics.

BUS 700 Leadership and Organizational Behavior**4 credits**

Leadership requires an understanding of human behavior to understand why people behave as they do in relation to their job, team, and organization. This course challenges students to reflect upon their current leadership capacity as individuals who lead with courage, humility and compassion, and become intentional in expanding and exercising this capability to strengthen their own character and improve their people management skills. The course moves progressively through individual, team, and organizational levels of behavior drawing on concepts and practices from the field of organizational behavior (OB). Students explore intervention strategies and the role of OB in creating the changes that improve leaders, teams, and organizations within a culture of service leadership.

BUS 701 Small Business Management**4 credits**

An applied course investigating key issues and competencies needed for students interested in starting, growing, managing, and transitioning small businesses. Topics include marketing, human resource management, accounting, finance, business law, and operations management. Students explore small business development and financial resources. Upon completion, students develop a strategic business plan for starting and operating their small business.

BUS 710 Human Resource Management: People and Strategy**4 credits**

The first of a two part series in human resource (HR) management, focusing on people, any organization's most important asset. This course challenges students to identify, develop and support human resource initiatives for diversity, equity and inclusion (DEI) that help improve organizational culture and competitive advantage. HR leaders at all levels learn how to add strategic value and insights to an organization, develop meaningful relationships with organization stakeholders, and align HR initiatives with business strategy. Topics include DEI recruitment and retainment, HR innovation, and people analytics.

BUS 711 Human Resource Management: Talent and Organizational Culture**4 credits**

The second of a two part series in human resource (HR) management, focusing on talent strategy and organizational culture. Topics include finding and managing talent through social media, creating and sustaining emote teams, and enhancing the employee experience with design thinking principles. Students develop competencies associated with emotional intelligence to solve HR problems and enhance the success of their organization's mission through its employees.

BUS 720 Healthcare Leadership**4 credits**

The first of a two part series in healthcare administration, focusing on policy, law and ethics in the healthcare industry. This course offers a broad survey of the legal and policy issues relevant to healthcare stakeholders. It provides an overview of the structure of the American health care delivery and financing systems and examines the complex regulations that affect hospitals, physicians, and other healthcare providers. It explores how healthcare regulation may help or hinder increasing access, reducing cost, and improving quality. The course concludes with a discussion of healthcare liability and how organizations can reduce their exposure, routinely as well as in the case of medical error.

BUS 721 Healthcare Administration: Informatics and Operations**4 credits**

The second of a two part series in healthcare administration, focusing on informatics and operations in healthcare systems. Students learn analytical methods and tools critical to the smooth functioning of complex health care organizations, including health record systems for managing care and quality. Principles, concepts and techniques of operations management in health systems are applied, including facilities, scheduling, inventory, quality control, LEAN Six Sigma and process improvement. This course emphasizes the development of analytical skills, whereby students think critically and creatively to solve problems, reduce costs, and improve patient care.

BUS 786 Independent Study**1-3 credits**

Student initiated in-depth study of selected topics not offered as part of the regular curriculum. Prerequisite: Consent of Program Director.

BUS 792 Strategic Management Capstone**1 credit**

Applied capstone field project integrating all prior degree requirements with an emphasis on strategic management. Requires formal project proposal and project report. Completed similar to an independent study and facilitated by a faculty member.

CHE 105 Chemistry and Society (Science & Global)**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 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 105. Does not apply to the Chemistry Major or Minor.

CHE 113 General Chemistry 1 (Science)**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 and concurrent enrollment in CHE 112 and (2) MAT 104 or MAT 105. Must have MAT 104, MAT 105 or 109 or be taking it concurrently. Fee.

CHE 114 General Chemistry 2 (Science)**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 119/219/319/419 Authentic Research in Microbiology Seminar**2 credits**

Track 2 Jewel Scholars will partake in a weekly Authentic Research in Microbiology Seminar series (ARMS). The Scholars will spend the academic year learning and applying the scientific method towards identifying and characterizing antibiotic-producing bacteria from the soil. Scholars will review and interpret primary scientific literature and conduct original biomolecular and microbiological research. During the weekly seminar and laboratory sessions, scholars will learn, discuss and implement the scientific method through hypothesis creation, data gathering and results interpretation. Findings will be presented at an end-of-the year culminating poster session.

Note: The course number is meant to correspond to the year of school a student is in. The cross-listed classes (BIO & FSC) will meet together each semester though projects will vary by a student's year in the program.

CHE 183/283/383/483 Molecular Modeling Research Seminar**1 credit**

Jewel scholars will identify an area of research focused on a protein or nucleic acid structure to study during the academic year. During the weekly seminar, scholars will review and interpret primary literature, create 3D molecular models, develop hypotheses about structural differences, and work with the Protein Database and primary literature to create 3D models. Scholars will compare and contrast structures and propose experiments to test the effects of the 3D structure/function relationship on the unique protein and present their findings at a culminating poster session. Prerequisite: **Student must be a Jewel Scholar.** **Note:** The course number is meant to correspond to the year of school a student is in. The cross-listed classes (BIO & FSC) will meet together each semester though projects will vary by a student's year in the program.

CHE 206 Organic and Biochemistry (Science)**4 credits**

This course studies major organic functional groups by analyzing their structures, properties, and reactions. It also includes important biochemical molecules and analyzes their structures, properties, reactions, and metabolism in humans. The course is taught using student-centered learning and includes a laboratory. Prerequisites: CHE 113 and BIO 100. Fee.

CHE 216 Environmental Science (Science & Global)**3 credits**

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. This is the foundation course for the Environmental Studies Minor. The course is taught using student-centered learning and includes a laboratory. Fee. Crosslisted with BIO 216 and SCI 216

CHE 217 The Waters of Life: Limnology (Science & Global)**3 credits**

Limnology is the study of freshwater, especially lakes, rivers, and groundwater. This course will include the study of the living things found in water, the chemical species, and the physical aspects of those water bodies. It will also explore the human impact on lakes and rivers and how humans can use them in a sustainable manner. Crosslisted with BIO 217.

CHE 222 Instrumental Quantitative Analysis (Science)**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 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 333 Organic Chemistry I (Science)**4 credits**

Modern theories of bonding, stereochemistry, synthesis and reaction mechanisms. 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 Organic Chemistry II (Science)**4 credits**

This course is a continuation of CHE 333. An extension of the chemistry of the remaining aromatic, mono- and poly-functional compounds, bonding, stereochemistry, mechanisms, synthesis, applied spectroscopy, heterocycles and natural products are included. The laboratory includes synthesis, instrumental application, organic qualitative analysis and a student research project. Prerequisite: CHE 333. Fee.

CHE 352 Biochemistry (Science)**4 credits**

This course is an introduction to the chemistry of carbohydrates, lipids, and proteins and includes the metabolism and synthesis of these biological molecules. Some non-human biochemistry, e.g., photosynthesis, is also covered. Student-centered learning is used throughout the course. Prerequisites: CHE 333 and BIO 100.

CHE 398/498 Internship**2-4 credits**

An individual student enhances the educational experience through placement with a cooperating agency, business or institution that provides work-oriented experience in chemistry. Internships are individually designed to achieve and integrate academic and career goals. The nature of the assignment, type of experience, number of credits and evaluation procedure are to be stipulated in a statement of agreement involving the student, the on-site supervisor and the Mount Mary University faculty advisor. Permission of the instructor and Department Chair required.

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 443 Physical Chemistry Fundamentals (Science)**4 credits**

A one term course in Physical Chemistry with a focus on basic principles, using examples drawn from applications to biological systems. It covers macroscopic, statistical, and microscopic descriptions of matter. An emphasis is placed on thermodynamics, chemical and physical equilibria, transport properties, and kinetics. The laboratory emphasizes experimental design and independent research. Prerequisites: CHE 114 and PHY 202. Recommended: MAT 216, 190. Fee.

CHE 484 Special Topics in Chemistry**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 493/494 Chemistry Seminar**0.5-1 credit**

This capstone seminar course is required for all chemistry majors. Each course offering is 0.5 credits and students are required to successfully complete a total of 2 credits. This sequence of courses progresses through preparing students for internships, independent study, career exploration, interview and resume building skills to apply to science positions and post-graduate education (medical school, graduate school, etc). Prerequisite: declared biology, chemistry, exercise science, or food science chemistry major with junior or senior standing. Cross listed with BIO 493/494 and EXS 493/494.

COM 104 Public Speaking (Communication/Mathematics)**2 credits**

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

COM 107 Introduction to Communication Careers**2 credits**

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

COM 205 Professional Presentations (*Communication/Mathematics*)**3 credits**

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

COM 210 Speech Communication for Classroom Teachers (*Communication/Mathematics*)**2 credits**

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

COM 220 Communication Theory (*Communication/Mathematics*)**3 credits**

In-depth examination of the communication field through the study of major communication theories and their application to various contexts common to the communication practitioner.

COM 231 Interpersonal Communication (*Communication/Mathematics*)**3 credits**

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

COM 232 Small Group Communication (*Communication/Mathematics*)**3 credits**

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

COM 235 Intercultural Communication (*Communication/Mathematics & Global*)**4 credits**

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

COM 255 Introduction to Media Studies (*Communication/Mathematics*)**3 credits**

A course for students to become more literate and critical consumers of modern media. The internet, television, film, radio, and media will be surveyed. The role of media in society, its historical roots, and its power to shape our world will be closely examined.

COM 270 Integrated Marketing Communications**3 credits**

Explores roles and partnerships of marketing, advertising, and communication practices with an emphasis on creative strategic planning.

COM 285 Video Production I**3 credits**

This course teaches basic planning and production techniques involved for digital recording, lighting, audio, and editing software. Fee may be assessed.

COM 301 Introduction to Public Relations**3 credits**

Provides an overview of the field of public relations, including: strategic thinking process, social responsibility in public relations, media relations, internal communications, special event publicity, government relations, and PR law.

COM 310 /510 Gender Communication (*Communication/Mathematics*)**4 credits**

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

COM 320 Organizational Communication**3 credits**

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

COM 330 Health Communication (*Communication/Mathematics*)**3 credits**

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

COM 331 Media and Health Communication**3 credits**

Explores different ways health care uses media. Topics will include the use of media in public health campaigns, within interactions between patients and providers, for coping resources, and the increase of digital health care use.

COM 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.

COM 340 Digital Marketing and Social Media**3 credits**

Examines online techniques and analytics for social media platforms, email marketing, web content, and search engine optimization.

COM 343/543 Persuasive Communication (*Communication/Mathematics*)**3 credits**

Explores major theories and research in 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.

COM 350 Global Marketing (*Global*)**3 credits**

Examines marketing principles as they are applied across national borders and in more than one country. Students will explore how corporations use market strategies across a worldwide market, and how corporations focus on similarities and differences in cultural, economic, political and social dimensions to adapt marketing strategies in multiple countries.

COM 355 Crisis Communication**3 credits**

Examines how organizations respond to crises like natural disasters, industrial accidents, public health situations, and school emergencies. The course focuses on case studies that illustrate successes and failures, as well as the ethical demands of communication during such situations. Students will develop response strategies and crisis management plans.

COM 365 Selected Topics in Communication (*Communication/Mathematics*)**2-4 credits**

Allows students the opportunity to delve in-depth into a specific communication issue or problem. Topics may include: political, relational, nonverbal, and family communication. May be repeated.

COM 385/585 Media in the Modern World (*Communication/Mathematics*)**3 credits**

How does media function in a free society? How are race, class, women, the poor, LGBT, and other under-represented populations portrayed? How do we face ethical challenges posed by traditional media and participatory media like dating websites, news boards, Facebook, and Twitter? This class offers a critical, in-depth analysis of modern media.

COM 386 Video Production II (Communication/Mathematics)**3 credits**

This course enhances the student's technical and aesthetic skills in digital recording and current digital editing software. Prerequisite: COM 285 or consent of instructor or Department Chair. Fee may be assessed.

COM 410 Research Methods**3 credits**

Introduces students to the basics of communication research. Essential ideas in research design, instrumentation, data collection, and data analysis will be covered.

COM 420 Brand Strategy**3 credits**

Studies methods of brand management throughout all internal and external marketing channels in an organization. A consumer-centric and managerial approach will be taken to examine how to build a brand, create a brand strategy, and measure and sustain the growth of brand equity.

COM 491 Strategic Public Relations Management**3 credits**

Develops advanced skills required for the public relations professional including issues management, campaign analysis, evaluation techniques and application, strategic communication planning, and advanced special events management techniques.

COM 494 Capstone Experiences**2 credits**

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

COM 496 Independent Study**1-4 credits**

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

COM 498 Internship**1-4 credits**

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

CON 600 Professional Identity & Ethics**3 credits**

Studies that provides a broad understanding of professional counselor roles and functions, professional organizations and associations, professional history and trends, ethical and legal standards of ACA and CRCC, professional preparation standards, and professional credentialing. Prerequisite: graduate standing.

CON 601 Orientation to Practicum-Internship**0 credits**

Covers process for choosing and securing a practicum/internship; expectation of students during their clinical experience. Fall offering for school counseling and spring offering for clinical mental health and clinical rehabilitation counseling.

CON 610 Theories of Counseling**3 credits**

Exploration of a variety of counseling theories that are consistent with current research and practice in order to facilitate the development of students' theoretical orientations. Prerequisite: graduate standing; priority given to students enrolled in Professional Counseling Program.

CON 611 Career Development**3 credits**

Covers career theories and decision-making models; educational planning and advocacy for diverse clients in a global economy; interrelationships between work, culture, family, and other life roles; career counseling processes;

techniques; assessment, program development and evaluation; and online labor market information resources. Prerequisite: graduate standing.

CON 612 Techniques of Counseling

3 credits

Provides a broad understanding and practical application of helping processes, basic and advanced helping skills and interventions; client and helper self-understanding and self-development; and facilitation of client changes. Prerequisite: graduate standing.

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management

3 credits

Provides an overview of rehabilitation counseling, including: history, development, theories and models; legislation; ethical principles; vocational rehabilitation; case management; intervention; prevention/wellness; consultation; education; advocacy; and the psychosocial aspects and impact of disability. Prerequisite: graduate standing.

CON 622 Diagnosis and Treatment Planning (formerly Adv. Counseling Techniques)

3 credits

Training in and demonstrating competence in the diagnostic process, including: writing clinical notes, clinical intake interviewing, suicide risk assessment, diagnosing (including differential and the ICD), and assessment and treatment planning for a broad range of mental health disorders. Prerequisites: CON 600, CON 610, CON 612.

CON 630 Statistics, Research, Program Evaluation

3 credits

Examines principles, models, and applications of basic statistics and research in counseling; needs assessment; program evaluation; critical appraisal of counseling research literature; ethical and legal considerations. Prerequisite: Undergraduate statistics course & graduate standing.

CON 640 Medical & Psychosocial Aspects of Disabilities

3 credits

Focuses on medical and psychosocial aspects of disability. Topics include: advocacy, effects of disability on health/functioning, interdisciplinary collaboration, impact on families, and assistive technology. Includes: medical terminology, etiology, and vocational implications of major diseases. Prerequisite: CON 615.

CON 650 Trauma Counseling 1

3 credits

Covers assessment, diagnosis, and treatment of responses that occur after a trauma, including potential neurobiological responses and Post Traumatic Stress Disorder. Students develop an understanding of assessment and crisis interventions and working in a culturally responsive manner with individuals. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773.

CON 651 Trauma Counseling 2

3 credits

Students develop skills in advanced interventions for work with individuals and organizations, including EMDR and trauma-informed care. Students gain further experience and practice in assessment and diagnosis as it informs treatment planning with special populations. Prerequisites: CON 650 with grade of AB or higher and instructor's consent; priority given to students enrolled in the Professional Counseling Program.

CON 652 Trauma Counseling 3

3 credits

This advanced course explores embodied techniques for work with individuals and groups, including somatic interventions and mindfulness. Students will also develop a deeper understanding of how oppression and cultural identity impact diagnosis, assessment, and treatment. Prerequisites: CON 650 with grade of AB or higher and instructor's consent; priority given to students enrolled in the Professional Counseling Program.

CON 659 Conflict Mediation for Professionals

3 credits

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. Students will complete required training for mediation certification. Prerequisite: Graduate Standing.

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

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

CON 680 Human Sexuality and Counseling**3 Credits**

Explores the relationship between mental health and human sexuality and the role of the professional counselor with sexuality-related issues. Biological foundations, research methodology, gender roles, attraction and love, variations in sexual behavior, sexuality and the life cycle, sexual problems, infertility, sex therapy, sexually transmitted diseases, sexual coercion, and sexual responsibility are covered. Prerequisite: graduate standing.

CON 700 Multicultural Counseling**3 credits**

Examination of diversity factors, including: ability, gender, race, and sexual orientation, focusing on counselors' self-awareness and roles in eliminating biases, prejudices, intentional and unintentional oppression, and discrimination, while promoting wellness, growth, social justice, and advocacy. Prerequisite: graduate standing.

CON 711 Academic/Career Planning & Development**3 credits**

Covers career theories; decision-making, and P-12 comprehensive career development models; college and career readiness; advocacy for diverse people in a global economy; interrelationships between work, culture, family, and other life roles; academic and career counseling instruction and techniques; assessment; evaluation; program development and evaluation; online labor market information resources. Prerequisite: graduate standing.

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

Describes various counseling issues and strategies applicable to working with children and adolescents. Topics include P-12 assessment, mental health, and behavioral disorders, signs and symptoms of substance use. Prerequisites: CON 612.

CON 714 Addictions Counseling**3 credits**

Provides an overview of addiction theories, assessment, prevention, and treatment, and addiction work with individuals, couples/families, and groups. Co-occurring disorders, physiological effects, developmental issues, relapse prevention, cultural issues, and current research are explored. Prerequisites: CON 600, 610 & 612 or enrollment in graduate ATH program.

CON 715 Professional Issues in Addictions Counseling**3 credits**

Provides advanced skill development in assessment, case management, and addiction counseling. Includes focus on treatment planning and co-occurring disorders. Offers exposure to professional services in order to grasp the nature of addiction treatment in the community. Prerequisite: CON 714.

CON 720 Counseling Assessment**3 credits**

Provides understanding of assessment/appraisal, including test administration, scoring, and interpretation; behavior observation; and mental status examination. Statistical elements of assessment are explored, as well as ethical and culturally-relevant assessment of individuals, groups, and specific populations. Prerequisite: CON 600 & CON 630

CON 730 Counseling in Schools**3 credits**

Focus on the history, philosophy, and trends in school counseling. Topics include the ethical and legal issues, roles, functions, settings and professional identity of school counselors, along with the American School Counselor Association National Model for developing, delivering, and evaluating school counseling programs. Prerequisites: CON 600, 610 & CON 612.

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

Emphasizes applied work in group counseling methods. Group dynamics, leadership styles, and purpose are considered. Students learn theories, concepts, and skills related to working with groups. Prerequisites: CON 600, 610 & 612; can take concurrent with 795 with instructor's consent.

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

Provides students with an introduction to a Family Systems approach and the skills related to conducting counseling: assessment and treatment of partner, marital, family relationships, and ecosystem relationships is emphasized. Societal and cultural implications and the importance of interpersonal factors in human development are addressed. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773.

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

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

CON 760 Psychiatric Rehabilitation & Intervention**3 credits**

Coursework addressing diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning; career and work-related assessments, including: job-analysis, work site modification, transferrable skills analysis, and job readiness; strategies to advocate for clients with disabilities and rehabilitation counseling. Prerequisites: CON 640 & CON 770.

CON 770 Psychopathology**3 credits**

Covers assessment, diagnosis, and treatment of youth and adults who experience mental health and personality disorders, emotional distress, and psychological disorders. Teaches diagnosis skills using the DSM in a strengths-based and culturally appropriate manner. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.

CON 775 Psychopharmacology**3 credits**

Focuses on the impact of biological and neurological mechanisms on mental health and psychopharmacological medications for appropriate diagnosis, treatment planning, medical referral, and consultation. Prerequisite: CON 770.

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

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

CON 785 Advanced Issues in Clinical Mental Health Counseling**3 credits**

Explores roles and principles of clinical mental health (CMH) counselors, including prevention, intervention, consultation, supervision, education, and advocacy. Addresses the history, development, models and theories of CMH counseling that promote mental health and wellness. Prerequisite: CON 795 or ATH 737.

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

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

CON 795 Supervised Practicum**3 credits**

Placement in a cooperating agency to explore the field of counseling or a particular specialty area. Emphasizes development of practice and counseling techniques. Required: 100 hours of supervised practicum experience and

40 hours of direct client contact. Experience includes: evaluation of the student's counseling performance, one hour per week of individual or triadic supervision, and an average of 1.5 hours per week of group supervision. Prerequisites: CON 622 or concurrent with CON 622. Course fee \$25

CON 796 Counseling Internship I

3 credits

Placement at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site and a faculty supervisor. Required: 300 clock hours on-site with and 120 hours of F2F client contact. Experience includes: evaluation of the student's counseling performance, one hour per week of individual or triadic supervision, and an average of 1½ hours per week of group supervision. Prerequisite: 795. Course fee \$25.

CON 797 Counseling Internship II

3 credits

Placement at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. Required: 300 clock hours on-site with and 120 hours of F2F client contact. Experience includes: evaluation of the student's counseling performance, one hour per week of individual or triadic supervision, and an average of 1½ hours per week of group supervision. Prerequisite: CON 796 or consent of instructor. Course fee \$25

CON 798 Counseling Internship III

1-3 credits

Designed for students unable to reach 700 hours by the end of Internship II. Students may take Internship III as many times as needed. There is no class room component to this course. Prerequisites: CON 797 and consent of instructor. Course fee \$25

CON 799 Continuing Registration

0 credits

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

CON 800 Supervision in Counselor Education

3 credits

This course offers a didactic, theoretical overview of supervision theory, exploration of issues in supervision, and a practical, hands-on supervision experience of supervising inexperienced counselors-in-training.

CON 810 Instructional Strategies in Counselor Education & Supervision

3 credits

Students will develop a philosophy of teaching and learn strategies for implementing the CACREP standards for counselor educator preparation within master's level counselor training programs.

CON 820 Advanced Multicultural & Social Justice Counseling and Supervision

3 credits

The course will address various cultural dimensions and the intersecting identities within the context of the counseling and supervisor's relationships in counselor education.

CON 825 Advanced Multicultural & Social Justice in Teaching, Leadership, and Research

3 credits

The course will address various cultural dimensions and the intersecting identities within the context of the teaching, leadership, advocacy, and research in counselor education.

CON 830 Advanced Statistics in Counselor Education & Supervision

3 credits

The purpose of this course is to provide an expanded understanding of statistical skills, concepts, strategies, results, and analysis.

CON 840 Quantitative Research Methods and Design

3 credits

This is a course in the first part of a two-semester investigation into quantitative research and design.

CON 841 Applied Quantitative Analysis**3 credits**

This is a course in the second part of a two-semester investigation into quantitative research and design.

CON 845 Applied Qualitative Analysis, Research Methods and Design**3 credits**

This is a course in the second part of a two-semester investigation into qualitative research and design.

CON 850 Advanced Counseling Theories**3 credits**

Students will examine and integrate pertinent counseling theories that underpin the roles of a counselor, counselor educator, and counselor supervisor.

CON 860 Counselor Education, Leadership, and Advocacy**3 credits**

This course examines organizational leadership styles and theories, advocacy models and practices, as well as institutional accreditation, institutional structure, and governance practices of higher education.

CON 875 Advanced Counseling Practicum**3 credits**

Supervised practice of counseling. Focus on development of skills in working with individual clients.

CON 880 Internship in Counselor Education & Supervision**1.5 credits**

Students will examine and integrate knowledge and skills through experiential experiences in supervision, teaching, counseling, research, and leadership development.

CON 890 Dissertation**3 credits**

This course prepares CES Ph.D. students to inform professional practice by generating new knowledge for the counseling profession through dissertation research or a comparable research project focusing on areas relevant to counseling practice, counselor education, and/or supervision. Prerequisite: Departmental Approval. Repeated registration allowed.

CON 896 Independent Study**1-3 credits**

Opportunity to pursue independent study of special interest to student under direction of a faculty advisor. Prerequisites: Department Approval. May be repeated for credit.

CON 899 Continuing Registration**0 credits**

If a student is unable to complete the dissertation within the time frame of the allotted nine credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

DTS 152 The Profession of Dietetics**1 credit**

An introduction to the dietetics profession including its history, current practice, future practice trends and career options. Requirements to become a registered dietitian (RD or RDN) and maintain that status with a focus on the Masters of Science Program in Nutrition and Dietetics. Lectures, discussions and guest speakers. Required of Human Biology Pre-Dietetics concentration majors and Psychology Pre-Dietetics majors. No prerequisites.

DTS 201 Food Science**3 credits**

Introduction to the scientific principles underlying food preparation. Comprehensive studies of food selection, preparation and composition including evaluation of prepared products, recipe modifications and food demonstrations. Lecture and laboratory. Fee.

DTS 250 Nutrition Principles**4 credits**

Overview of the scientific basis of a healthy diet emphasizing personalized application of theory through discussion, case studies and use of nutrient analysis software. Content includes the most recent dietary guidelines, the energy-yielding nutrients, regulation of digestion and absorption, metabolism, energy balance, vitamins and minerals. New research is highlighted throughout the course. Co-requisites: CHE 206; BIO 212.

DTS 354 Applied Nutrition**3 credits**

The application of normal nutrition concepts to life cycle stages, emphasizing disease prevention and health promotion. Introduction of nutrition screening and assessment techniques. Prerequisite: DTS 250.

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

Theory and application of quantity food production and procurement including food merchandising the Hazard Analysis Critical Control Point (HACCP) system and use of the menu for preparing safe, high quality food to large numbers of people. Fee. The course required for the Human Biology Pre-Dietetics degree includes minimum supervised practice. Students are required to complete the National Restaurant Association Food Manager Serv Safe Certification prior to beginning the course. Certificate should be submitted to program director.

DTS 465 Community Nutrition (Global)**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 is in this course. Prerequisite: DTS 354.

DTS 505 Advanced Human Nutrition Macronutrients and Micronutrients**3 credits**

Concepts of human nutrition integrated with principles of physiology and metabolism and current research reports with an emphasis on application to practice. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 520 Management & Leadership**3 credits**

Application of management principles to foodservice operations and nutrition services including leadership, finance, quality control, human resources, negotiation, factors affecting foodservice design and equipment selection, and disaster preparedness. Includes supervised experiential learning. 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 quantity food production and service. Prerequisites: Coursework required to enter the IMSND program as described in bulletin.

DTS 530 Exercise Physiology**3 credits**

Analysis of the body's acute responses and chronic adaptations to various exercise conditions. Prerequisites: BIO 212.

DTS 535 Fitness Assessment and Exercise Program Design**3 credits**

Hands-on assessment of cardiorespiratory, muscular, and flexibility systems. Assessments will begin from a basic evaluation to more advanced techniques. This data will then be incorporated into designing individualized exercise programs to accomplish specific goals. Prerequisites for IMSND students: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor. Pre-requisites for undergraduate students: BIO 211, EXS 285 or EXS 335

DTS 550 Sports Nutrition**3 credits**

Course description: 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. Prerequisite: DTS 250.

DTS 560 Nutrition Assessment**1 credit**

Hands on exploration of nutrition assessment with an emphasis of the nutrition-focused physical exam for the identification and diagnosis of malnutrition. Prerequisite: Acceptance into the Graduate Program in Dietetics. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor in Dietetics.

DTS 564 Medical Nutrition Therapy 1**4 credits**

Introduction to the study of medical nutrition therapy with the application of the nutrition care process to individuals including group education in long term care and acute care settings. Contains 40 hours of Supervised Experiential Learning. Prerequisites: Coursework required to enter the program as described in bulletin or approval from instructor.

DTS 566 Medical Nutrition Therapy II**4 credits**

Workshop course designed to apply and practice medical nutrition therapy for acute and chronic conditions. Contains 40 hours of Supervised Experiential Learning. Prerequisites: DTS 564, DTS 505 and coursework required to enter the program as described in bulletin.

DTS 570 Community Nutrition Program Management**3 credits**

Deeper dive into community nutrition assessment, program planning, implementation and evaluation from an epidemiologic approach. Impact of policy, legislation, and advocacy on availability of programs, services and resources addressing food security, disease prevention, health promotion, and nutritional status. Application of skills in relating to diverse populations through nutrition education presentations and other activities in the community. This class contains 40 hours of supervised experiential learning. Prerequisites: Coursework required to enter the program as described in bulletin.

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

Nutrient requirements, dietary patterns and food behaviors of specific life cycle stages are investigated, along with medical problems and dietary implications associated with each life stage. Courses need not be taken in sequence. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

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

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

DTS 574 Nutrition Research I (formally DTS 712 Research Design & Analysis I)**3 credits**

Provides students with the knowledge and tools necessary to conduct research in dietetics. Research methodologies, how to plan and execute a project, ethical responsibilities in designing and conducting research involving human subjects, and statistical methods. Students develop a proposal and methodology for their project or thesis. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 575 Advanced Nutrition Counseling**2 credits**

This class is designed to help students apply current theories, strategies and philosophies of counseling in ways that enable and assist others to make healthful dietary changes. Emphasis is placed on strategies that are part of AND's Nutrition Care Process. Prerequisite: DTS 577 or equivalent, coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 576 Nutrition Communication & Education**2 credits**

Overview of the theories and skills employed by dietetics practitioners for effective oral and written communication, education g with cultural sensitivity. Lecture, presentations, video simulations, and written projects. There are 20 hours of supervised experiential learning included. Prerequisites: Coursework required to enter the program as described in bulletin.

DTS 577 Counseling Skills**2 credits**

Overview of the theories and skills employed by dietetics practitioners for effective counseling with cultural sensitivity. Includes lecture, presentations, video simulations, and written projects. Prerequisites: Coursework required to enter the program as described in bulletin or approval from instructor. Supervised experiential learning is included.

DTS 578 Nutrition in the Older Adult**3 credits**

Nutrient requirements, dietary patterns and food behaviors of later adulthood are investigated in this online course along with medical problems and dietary implications associated with the older adult life stage. The course is designed to incorporate active learning and utilize direct application to practice. Lectures are accessible online via Canvas. Prerequisite: DTS 354 or consent of instructor.

DTS 601 Principles of Dietetic Practice I (fall semester)**3 credits****DTS 603 Principles of Dietetic Practice II (spring semester)****3 credits**

Courses include orientation to the dietetic internship program and review of major topics related to management, community, and medical nutrition therapy rotation. Exploration of concepts that include, but are not limited to, professional and ethical dietetic practice, advocacy, research, and evidence-based dietetic practice. Students conduct and evaluate community nutrition interventions in various settings, give presentations, facilitate journal clubs, and evaluate community, management, and medical nutrition therapy practices. Prerequisite: Admission to the DI program.

DTS 602A and 602B Dietetic Practice I: Management & Community placements**3 credits**

This course is designed to help students examine and apply theory related to food and nutritional science to dietetic practice through supervised practice experiences (32-40 hours per week) in foodservice operations and community nutrition agencies. Foodservice management includes such topics as: food safety and sanitation; food procurement, production, delivery and service systems; facility, financial, and human resource management; and development of menus and recipes to meet the needs of diverse audiences. Community nutrition topics include: nutrition screening and assessment of individuals and population groups, nutrition education and counseling; program development, implementation and evaluation; and advocating for nutrition services. Biweekly seminars-style classes, readings and assignments reinforce rotation experiences. Participation fee assessed. Prerequisite: Admission to the DI Program.

DTS 604A and 604B Dietetic Practice II: Medical Nutrition Therapy & Elective placements 4 credits

This course is designed to help students examine and apply theory and knowledge of nutrition and medical nutrition therapy (MNT) to practice through supervised practice experiences (32-40 hours per week). Settings include hospitals, outpatient clinics, and long-term care facilities. Diseases and conditions encountered during MNT rotations include but are not limited to: general medicine, surgery, cardiology, oncology, orthopedics, neurology, nephrology, psychiatric, intensive/critical care and nutrition support. Students select a specialized elective rotation of interest such as pediatric diabetes, metabolic, or gastrointestinal clinic; pediatric weight loss program, eating disorders, bariatric, adult diabetes, outpatient oncology, or wellness settings. Biweekly seminars, readings and assignments reinforce rotation experiences. Prerequisite: Admission to the DI Program.

DTS 605 Leadership in Dietetics**3 credits**

Introduction of leadership in the dietetic profession. The course will integrate basic leadership concepts, including: learning individual leadership style, communication, interpersonal skills, understanding the mentoring role, coaching, basic principles of organizational management while integrating management theories, and conflict

resolution to promote positive change. This class can be taken as an elective for Tracks 1 or 2. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or approval from instructor.

DTS 620 Adult Weight Management

1 credit

Deeper understanding of the biological, behavioral, and environmental predictors of overweight/obesity and weight loss/maintenance. Current evidence-based recommendations for assessment and treatment of weight management for clinical and community practice are presented and discussed. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 621 Pediatric Weight Management

1 credit

Deeper understanding of the increasing prevalence of overweight/obesity in children. This course will address: clinical assessment of overweight/obesity, an in-depth understanding of the behavioral and environmental predictors of overweight/obesity, and nutrition and physical activity recommendations and best-practice approaches for managing overweight/obesity in children. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 675 Supervised Experiential Learning in Community and Management

6 credits

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in foodservice management and community/consumer nutrition areas. Supervised experiential learning sites may include: hospitals, nursing homes, schools, clinics, and a wide variety of community and alternative opportunities for dietitians. 480 hours of supervised experiential learning is included. Approximately 15 weeks of 32-hour weeks plus 4 hour didactic class is required throughout the semester. Additional costs may be incurred for transportation, parking and housing. Prerequisite: DTS 505, DTS 566, DTS 577, DTS 520, DTS 570, DTS 576, and DTS 605

DTS 676 Supervised Experiential Learning in Medical Nutrition Therapy 1

2 credits

DTS 680 Supervised Experiential Learning in Medical Nutrition Therapy 2

2 credits

DTS 681 Supervised Experiential Learning in Medical Nutrition Therapy Relief

1 credit

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in medical nutrition therapy. Supervised experiential learning sites may include: hospitals, nursing homes, clinics, and a wide variety of clinical and alternative opportunities for dietitians. 480 hours of supervised experiential learning is included. Approximately 15 weeks of 32 hour weeks plus a 4-hour didactic class is required throughout the semester. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 566, DTS 505, DTS 577, DTS 520, DTS 576, and DTS 570

DTS 700 Nutrigenetics

1 credit

Critical concepts underlying the relationships among genetics, diet, and health are investigated, with an emphasis on current research and potential impact on practice. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 714 Research Design & Analysis II

3 credits

Students continue with guided work on their project or thesis and establish a method for data analysis using SPSS. Research questions are analyzed to promote competence in interpreting data using descriptive and inferential statistics. Prerequisite: DTS 574 or DTS 712.

DTS 721 Nutritional Epidemiology

1 credit

This course is designed for dietetic graduate students who are interested in better understanding and interpreting epidemiology studies relating diet and nutritional status to disease and health. The purpose of the course is to examine common methodologies used in nutritional epidemiology studies as well as understanding the characterization of various exposures to food/nutrient intakes and biological basis for nutrition/disease relationships. Students will review the current state of knowledge regarding diet and other nutritional indicators to

specific chronic diseases. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 722 Issues and Problems Affecting Health Care

3 credits

Examination of the social, cultural, political, and economic systems influencing health care policies and practices. Health care reform, ethics, controversial issues, and consumer concerns affecting health care delivery and policies. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 740 Independent Research in Dietetics

1-2 credits

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

DTS 744 Integrative & Functional Nutrition

2 credits

This course is an introduction to Integrative and Functional Medicine and Nutrition. It covers the various modalities included in IFN and guidance on practicing nutrition from an integrative perspective. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 746 Nutritional Supplements

1 credit

This class provides information on the use of supplements in patient care. It covers supplement safety/efficacy and common uses. It also looks at recent recommendations and guidelines for patient use. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 750 Topics in Dietetics

1-3 credits

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

DTS 761 Cardiovascular & Respiratory Diseases

1 credit

DTS 762 Diabetes & Renal Diseases

1 credit

DTS 763 Gastrointestinal & Ancillary Systems

1 credit

DTS 750 Nutrition Entrepreneurial

1 credit

DTS 764 Nutrition Support

1 credit

DTS 765 Oncology

1 credit

These courses investigate the pathophysiology and treatment of the specified disease states or conditions based on evidence in the scientific literature. Emphasis is placed on the practical application of evidence-based practice to medical nutritional therapy in providing ethical, optimal care. Prerequisite: Coursework required to enter the IMSND program as described in bulletin, RD/RDN status or approval from instructor.

DTS 770 Applied Graduate Research

2-4 credits

Specialized application of theoretical knowledge to the solving of a problem in an area that constitutes professional growth. Research methodology is used and students complete a 2-credit project or 4-credit thesis and present it in written and oral format. The total required applied research credits are typically divided among two or more consecutive semesters. Upon successful completion the student is awarded a grade of P. Prerequisite: DTS 714, and consent of Program Director.

DTS 799 Continuing Registration

0 credits

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, continuing registration until completion is required. Such continuous registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a

continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation.

EDU 210 Foundations of Education

3 credits

Introduction to historical, philosophical and social foundations underlying educational goals; and the organization, political and economic aspects of schools. Introduction to the goals and requirements of the Education Department. Initial fieldwork is required.

EDU 215 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. This course is a prerequisite for EDU 312 and EDU 321.

EDU 245 Culturally Competent Teaching in a Diverse Society

2 credits

Study of culturally responsive teaching from teacher and learner perspectives; human relations skills and techniques; models for multicultural education; impact of racism, sexism, ableism, and classism on the education system; history, culture, and tribal sovereignty of federally recognized tribes and bands in Wisconsin; trauma-sensitive approaches.

EDU 300/510 Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)

4 credits

Study of the nature and process of applying foundational reading skills in Language Arts and content areas. Emphasis is placed on strategic, developmentally appropriate vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and writing at the elementary and middle school levels. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

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. Prerequisite: Consent of Department Chair.

EDU 303/502 Literacy in Content Areas (fieldwork)

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. Fieldwork is required (15 hours). Prerequisite: EDU 321 or consent of Department Chair.

EDU 304 Technology for Educators

2 credits

This course will provide students with innovative practical applications of integrating technology into curriculum and instruction in K-12 settings.

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. Prerequisite: EDU 215, PSY 214 or EDU 701, Admission to Department or consent of Department Chair. Students also must concurrently enroll in EDU 312P Practicum in Educational Psychology.

EDU 312P Practicum in Educational Psychology

1 credit

Involves 30 hours of observation and participation in area schools. Placements occur in one or two settings in grade levels corresponding to the students' major (early childhood and middle childhood, or middle childhood and early adolescence). Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in EDU 312 or consent of Department Chair.

EDU 315 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: EDU 330/330P or consent of instructor.

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

Study of learning factors and conditions, of the ingredients for effective instruction, and of the principles and strategies for evaluation of learning. Management theories, including conflict resolution, are studied and reinforced through classroom observation and participation in area schools. Prerequisite: EDU 311, or 701, or consent of Department Chair. Students must concurrently enroll in EDU 321P Practicum in Educational Psychology.

EDU 321P Practicum in Educational Psychology**1 credit**

Involves 30 hours of observation and participation in area middle and/or secondary schools. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in EDU 321 or consent of Department Chair.

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. Prerequisite: EDU 321 or consent of Department Chair.

EDU 322P Practicum in Instructional Methods**1 credit**

Involves 30 hours of observation and participation in area high 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. Prerequisite: Concurrent enrollment in EDU 322 or consent of Department Chair.

EDU 324 Instructional Methods: (Subject)**3 credits**

Special consideration of methods, materials and curriculum planning for a specific subject area. Prerequisite: EDU 321.

EDU 329 Teaching Middle School**3 credits**

An in-depth study of developmentally appropriate approaches for use with middle school students. Emphasis will be placed on content-specific strategies to engage middle school students and support their learning. Pre-requisite: EDU 312 or consent of Department Chair.

EDU 330 Teaching Mathematics**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. Prerequisite: MAT 201 and 202; concurrent enrollment in EDU 330P or consent of Department Chair.

EDU 330P Practicum in Teaching Mathematics**1 credit**

Involves 30 hours of observation and participation during the school day in area schools. Placements occur in grade levels corresponding to the students' major. 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. Prerequisite: Concurrent enrollment in EDU 330 or consent of Department Chair.

EDU 331 Teaching in a Bilingual-Bicultural Program (Spanish-English)**3 credits**

Focusing on Spanish-English education, a consideration of the history and rationale of bilingual education, linguistic concepts necessary for bilingual teaching, curricular models, and materials and methods for bilingual/bicultural

learning. Examination of the various issues involved in assessment of bilingual education and educational development of English language learners.

EDU 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 world 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.

EDU 340 Infants and Toddlers

3 credits

Approaches to infant/toddler care; practices for fostering infant/toddler development; strategies for creating and supporting physical environments. Includes 15 hours of required fieldwork. Prerequisite: EDU 215 or PSY 214 or consent of Department Chair.

EDU 358 Teaching Natural & Social Sciences in EC/MC/EA

3 credits

This course emphasizes the tools of inquiry used to foster critical thinking in the disciplines of science and social studies. Standards and practices in each of the disciplines are studied and the integration of reading, writing, and mathematics skills in the disciplines are considered. This course offers a wide range of practical methods, classroom organizational skills, and curriculum information and resources. Prerequisite: EDU 312 or consent of Department Chair.

EDU 365 PreKindergarten/Kindergarten Education (fieldwork)

3 credits

Teaching and learning in preschool and kindergarten, including appropriate instructional practices. Emphasis on working with three to five-year-old children. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

EDU 370 Managing the Learning Environment

3 credits

Development of strategies to foster a safe, positive classroom environment with attention given to developing norms, expectations, routines and organizational structures that support individual and collaborative learning and responsibility, build relationships, foster mutual respect, promote self-direction, and encourage inquiry. The relationship between motivation, engagement and management at all grade levels will be explored. Prerequisite: EDU 312 or consent of Department Chair.

EDU 380 Instruction and Assessment

3 credits

Study of instructional planning and general methods of instruction, materials, technology and instructional media appropriate for use in academic disciplines such as science, health, and social studies. Consideration of the various formative and summative assessment tools and connections to learning outcomes. Portfolios, authentic and alternative assessment practices are discussed. Strategies for providing effective feedback are explored. Interpretation and use of standardized tests to support student learning are considered. Prerequisite: EDU 312 or consent of Department Chair.

EDU 382/582 Teaching Reading, Writing, and Content Areas in Spanish

3 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.

EDU 395 Special Topics

1-3 credits

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

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 the Student Teaching Portfolio. Prerequisite: Concurrent enrollment in student teaching.

EDU 402/522 Using Children's Literature to Teach Reading**3 credits**

A study of children's literature as an integral part of learning and the developing of reading and language skills. Students consider genres, themes, authors, illustrators, and writing styles, as well as strategies for selecting and presenting literature. Prerequisite: EDU 312 or consent of Department Chair.

EDU 405/703 Exceptional Learners**3 credits**

Focus on exceptional needs students in a K-12 environment. Exploration of historical perspectives, societal expectations, state and federal laws pertaining to exceptionality; examination of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities; consideration of procedures used for identifying, assessing, and providing educational programming for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications. Includes study of effective strategies for inclusion, least restrictive environment, and the use of assistive technology.

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

Optional experience taken in conjunction with EDU 405/703. Involves 30 hours of observation and participation in area schools.

EDU 411/511 Teaching Literacy in Early Childhood Classrooms (fieldwork)**4 credits**

Study of the philosophy, research, methods connected with understanding and implementing a balanced reading and language arts program in grades PreK-3. Emphasis is placed on the foundational skills such as teaching of phonemic awareness, phonics, vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and the foundations of writing. Students begin to develop a portfolio of reading strategies. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

EDU 435 Child Care Administration**3 credits**

Study of competencies necessary for administration of child care programs, Head Start, nursery schools, school age programs, family child care and other early care and education programs. Includes roles and responsibilities of early childhood administrators/supervisors, operations management, financial management, planning, external factors that affect operation of early care and education programs and best practices for children and families in early childhood programs. Prerequisite: EDU 312 or consent of Department Chair.

EDU 456/556 Relationships with Families**3 credits**

Students will study research related to home-school relationships. The course will focus on creating reciprocal relationships with families, re-imagining possibilities for relationships between home and school, and investigating how structural components of schooling impact home-school relationships. Prerequisite: EDU 312 or consent of Department Chair.

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 470/570 Integrating the Arts**3 credits**

Students apply content knowledge of the arts in designing effective teaching and assessment strategies. Students deepen their understanding of the relationships among the arts and between the arts and other disciplines by developing integrative learning experiences based on appropriate conceptual frameworks, applying current technology in meaningful ways, considering various populations and cultures and their values, collaborating with arts specialists, articulating connections to daily life, and designing appropriate assessments.

EDU 475 Directed Work in Education**1-4 credits**

Pursuit of a special topic or project under the direction of an instructor. Permission of chair required.

EDU 476 Student Teaching in World Languages (EC/A)**3-12 credits**

Student teaching under the direction of one or more experienced world language teachers at the appropriate levels. University supervisors visit the student at least eight times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 8 credits – post-baccalaureate certification students getting initial licenses; 12 credits - undergraduate students getting initial licenses.

EDU 480 Health, Safety and Movement**1 credit**

This course provides basic information for elementary teachers in health, safety and movement. Topics will include general health, nutrition, safety, as well as resources for classroom use.

EDU 482 Student Teaching in Secondary School: (Subject) EA/A**3-12 credits**

Student teaching in the middle/secondary level student's major or minor, under the direction of an experienced classroom teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits - post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 485 Student Teaching of Art in Middle/Secondary School**3-12 credits**

Student teaching under the direction of an experienced art teacher at the middle or secondary level. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits - post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 489 Student Teaching in Middle School: (Subject) EA/A**3-12 credits**

Student teaching in the middle/secondary level student's major or minor, under the direction of an experienced classroom teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits - post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 490 Student Teaching in Early Childhood**3-12 credits**

Student teaching under the direction of an experienced classroom teacher in early childhood setting. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits – post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 493 Student Teaching in Elementary School**3-12 credits**

Student teaching under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits – post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 494 Student Teaching in Middle School MC/EA**3-12 credits**

Student teaching in the elementary/middle level student's certifiable minor, as well as in other middle school subjects, under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits - post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 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. Cross-listed with FLA 495/595.

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

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

EDU 497 Student Teaching of Art in Elementary School**3-12 credits**

Student teaching under the direction of an experienced art teacher at the elementary level. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 4-12 credits - post-baccalaureate certification students or undergraduate students getting initial licenses.

EDU 502 Literacy in Content Areas**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. Fieldwork is required (15 hours).

EDU 510 Teaching Literacy in Elementary and Middle School Classrooms**4 credits**

Study of the nature and process of applying foundational reading skills in Language Arts and content areas. Emphasis is placed on strategic, developmentally appropriate vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and writing at the elementary and middle school levels. Includes 15 hours of required fieldwork.

EDU 511 Teaching Literacy in Early Childhood Classrooms (fieldwork)**4 credits**

Study of the philosophy, research, methods connected with understanding and implementing a balanced reading and language arts program in grades PreK-3. Emphasis is placed on the foundational skills such as teaching of phonemic awareness, phonics, vocabulary, reading comprehension and fluency, as well as the appropriate selection of children's literature and the foundations of writing. Students begin to develop a portfolio of reading strategies. Includes 15 hours of required fieldwork.

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

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

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

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

EDU 525 Seminar: Topical Themes**1-3 credits**

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

EDU 556 Relationships with Families**3 credits**

Students will study research related to home-school relationships. The course will focus on building collaborative relationships with families, re-imagining possibilities for relationships between home and school, and investigating how structural components of schooling impact home-school relationships.

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

Acquaints the classroom teacher and/or reading teacher with techniques for both formal and informal assessment strategies, as well as effective instructional practices for addressing literacy difficulties. Includes fieldwork.

EDU 595 Special Topics**1-3 credits**

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

- Intervention Strategies
- Storytelling: Finding Your Voice
- Writing in the Middle and Secondary Schools
- Character Education
- Using Cooperative Learning in the Classroom
- Developing Effective Counseling and Communication Skills in the Classroom
- Fostering Resiliency: Children and Families in Crisis
- Middle School: The Transitional Student
- Integrating the Curriculum
- Brain-Based Learning
- Teaching Gifted or Talented Children and Youth
- Exploring Information Literacy
- Motivating Your Students and Yourself
- Conflict Resolution & Mediation
- Teaching Writing with Technology Tools

EDU 602 Psychology of Teaching & Learning**3 credits**

This course examines the principles and strategies of effective teaching and assessing that are based on Common Core State Standards and the Wisconsin Standards for Teacher Development and Licensure. Drawing from a variety of learning theories, such as constructivism, cognitivism, and behaviorism, students will develop and implement content specific and interdisciplinary lessons that include appropriate assessments. Students develop an understanding of the relationship among creativity, self-concept, cultural differences, learning styles, and the teaching-learning process.

EDU 603 Reading/Language Arts Methods I**3 credits**

The course examines the nature and process of reading, including objectives, methods, materials, and techniques for the teaching of reading. Emphasis will be placed on a balanced approach to reading instruction, phonemic awareness, phonics, fluency, vocabulary, and comprehension and the integration of reading, writing, and language arts into the curriculum for emergent, developmental, and fluent readers and writers. Students will be introduced to the use of authentic assessment tools and procedures and developmentally appropriate practice. NOTE: This course is taught by a reading specialist and is required in the Urban Learning Collaborative Initial Certification Program.

EDU 604 Teaching Mathematics**3 credits**

Students will study the 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 Common Core State Standards are included. This course is required in the Urban Learning Collaborative Initial Certification Program.

EDU 605 Social Studies Methods

3 credits

This course will integrate the content and methods of social studies. 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 this content area. This course includes the development of materials and media used in for social studies instruction.

EDU 606 Science Methods

3 credits

This course is designed to provide students with an opportunity to practice using the science standards. In addition, students will reflect on science teaching strategies for understanding and student involvement using an inquiry approach to foster student curiosity.

EDU 608 Reading & Language Arts II

3 credits

Through this course, students will expand their knowledge of the nature and process of reading, including objectives, methods, materials, and techniques for the teaching of reading. Emphasis will be placed on a balanced approach to reading instruction, spelling instruction, vocabulary, comprehension, and the integration of reading, writing, and language arts into the curriculum for developmental and fluent readers and writers. Students will further their knowledge of and experience with authentic assessment tools and procedures, developmentally appropriate practice vocabulary, and comprehension instruction.

EDU 630 Human Development Birth to 21

2 credits

The purpose of this course is for students to gain knowledge of Child Development to help teachers design developmentally appropriate curriculum for effective teaching. Classes will include a lecture/discussion period, group singing and eurythmy activities and daily journal work.

EDU 631 GRADES: Essentials of Waldorf Grades Teaching

2 credits

Classes will consist of group movement activities, oral presentations, group discussions, and journal work. Course topics will include the Waldorf grade 1-8 teaching pedagogy - daily and weekly rhythms, working with living images, student-generated lesson books, and practical lesson-planning for the year, block planning and the three-fold lesson including movement/circle time

EDU 632 Artistic Work in the Waldorf Schools I

2 credits

An introduction to artistic work in the Waldorf school including: pentatonic flute, singing, form drawing, crayon drawing, wet-on-wet watercolor painting, pastel drawing, board drawing, knitting, crocheting, and felting.

EDU 633 The Inner Life of the Waldorf Teacher

2 credits

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

EDU 635 Teaching Math in the Waldorf School

2 credits

This course will include an in-depth look at the Waldorf mathematics curriculum and pedagogy and will explore the picture of the developing child in relationship to the teaching of mathematics in grades 1-8.

EDU 640 Artistic Work in the Waldorf Schools II

2 credits

Participants will gain hands-on experience with singing, recorder playing, note reading, form drawing, geometric drawing, constructing and modeling platonic solids, painting (color wheel), bringing form out of color, wet & dry watercolor, modeling from stories, perspective drawing and cross stitch sewing project.

EDU 641 Child Development and Child Study**2 credits**

Topics will include child development and the twelve senses as they apply to the stages of development from early movement to more sophisticated operations in brain integration. Teaching strategies that accommodate educational support in the classroom will also be covered.

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

An overview of the Waldorf science and nature curriculum through the grades. Participants will experience hands-on work in geology, light, acoustics, electricity, magnetism, simple machines, gravity, and motion.

EDU 643 Artistic Work in the Waldorf School III**2 credits**

Participants will gain hands-on experience with music through the grades, modeling in anatomy and embryology, doll making, plant dyeing, calligraphy, and artistic work in the study of botany, human and animal, anatomy and physiology, embryology, and human fertility.

EDU 645 Early Childhood: Essentials of a Waldorf Kindergarten**2 credits**

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

EDU 646 Early Childhood: Meeting the Needs of the Young Children in the Kindergarten**2 credits**

Concepts considered in Part I are extended and deepened. Content includes child study including First Grade readiness, skills assessment and student evaluation.

EDU 647 Early Childhood: Deepening our Work & Preparing Children for First Grade**2 credits**

Course materials focus on sensory integration; classic signs of sensory integration dysfunction and over stimulation of the senses; reflex maturation, assessment and incorporation; motor proficiency and developmental profiles of the young child; and useful examples of movements to remediate. Practical and artistic work will include singing, Circle Time's movement to song and verse, painting, and hands-on work.

EDU 650 Adapting the Curriculum for Special Needs Students**3 credits**

Provides the educator with opportunities to explore the unique needs of and develop strategies for students with disabilities across the curriculum. Strategies include exploring issues of sensitivity, inclusion/self-contained settings, disability manifestations, adaptive tools and techniques, collaboration, and classroom management. Class includes lecture, class discussions, group experiences, creative presentations, and a research paper. Required for Adaptive Education license.

EDU 651 Practicum in Inclusive Strategies**3 credits**

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

EDU 652 Teaching Students with ADHD**1 credit**

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

EDU 653 Teaching Students with Autism**1 credit**

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

EDU 654 Assessment**3 credits**

An in-depth study of the various tools teachers use to assess student learning outcomes and provide feedback for continued learning. Portfolios, standardized tests, alternative assessment practices, and methods of expanding classroom assessments are discussed. Strategies for effective use of the assessment techniques are incorporated. Beneficial for all teachers who wish to extend their knowledge of student evaluation. Option for Adaptive Education license. This course is required in the Urban Learning Collaborative Initial Certification Program.

EDU 670 Managing the Learning Environment**3 credits**

Development of strategies to foster a safe, positive classroom environment with attention given to developing norms, expectations, routines, conflict resolution strategies, and organizational structures that support individual and collaborative learning and responsibility, build relationships, foster mutual respect, promote self direction, and encourage inquiry. The relationship between motivation, engagement, and management at all grade levels will be explored with attention given to research-based, best practices. This course is required in the Urban Learning Collaborative Initial Certification Program.

EDU 680 Instruction and Assessment**3 credits**

Study of instructional planning and general methods of instruction, materials, technology, and instructional media appropriate for use in academic disciplines such as science, health, and social studies. Consideration of the various formative and summative assessment tools and connections to learning outcomes. Portfolios, authentic and alternative assessment practices are discussed. Strategies for providing effective feedback are explored. Interpretation and use of standardized tests to support student learning are considered. Research base for strategies is examined. Pre-requisite: EDU 602 or consent of Program Director.

EDU 700 Diversity Learners**3 credits**

Study of the history, culture and contributions of women and various racial, cultural, language, and economic groups in the United States, including a study of tribal sovereignty of American Indian tribes and bands located in Wisconsin; study of the psychological and social implications of discrimination and its impact on teachers, students, curriculum, instruction, and assessment in schools. Consideration of instructional and motivational adaptations for diverse learners.

EDU 701 Child & Adolescent Development**3 credits**

Introduction to the study of children and adolescents. Considers various aspects of development in infancy, early childhood, middle childhood and adolescence.

EDU 703 Exceptional Learners**3 credits**

Focus on exceptional needs students in a K-12 environment. Exploration of historical perspectives, societal expectations, state and federal laws pertaining to exceptionality; examination of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities; consideration of procedures used for identifying, assessing, and providing educational programming for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications. Includes study of effective strategies for inclusion, least restrictive environment, and the use of assistive technology.

EDU 705 Introduction to Professional Inquiry**3 credits**

A study of the action-based research process in educational settings. Students will identify a focus for an instructional project, synthesize relevant scholarly resources to contextualize the project, and develop an instructional plan. Content includes a review of approaches commonly used to analyze educational outcomes.

EDU 706 Instructional Project**3 credits**

Students will document the implementation and analysis of an instructional project conducted in an educational setting. The course will provide the opportunity for on-going review and critique of the project process and

documentation. The three credits required for completion may be distributed between multiple semesters. Upon successful completion, the student is awarded a grade of P for the three credits..

EDU 715 Seminar: Policy Issues in Education

3 credits

This course involves an examination of education policy topics. The course has two main components; an overview of select theories that undergird policy implementation research and an investigation of current local and national education policy issues.

EDU 740 Curriculum Design

3 credits

Foundations of curriculum development and assessment practice. Examination of a variety of curriculum and assessment models. Exploration of factors that inform curricular and instructional decisions.

EDU 742 Instructional Strategies

3 credits

A study of the increasing research base supporting models of instruction, learning theories, motivational techniques, content area literacy development, and effective classroom management techniques. Demonstration and analysis of instructional models. Strategies focus on supporting growth in all domains of development and across content areas.

EDU 796 Independent Study

1-3 credits

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

EDU 799 Continuing Registration

0 credit

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

ENG 103 Introduction to Literature (*Literature*)

3 credits

Introduces students to the literary genres of fiction, poetry, and drama, the literary conventions that belong to each, and the vocabulary needed for discussion and interpretation. We will read a range of works and explore the basic concepts of narrative, poetic, and dramatic structures, literary techniques, and writing innovations. No prerequisite required.

ENG 104 Special Topics in Literature (*Literature*)

3-4 credits

Introduces students to a particular theme, era, writer, or genre for close study. Past topics have included Literature and Popular Culture, Detective Fiction, YA Literature, and The Unreliable Narrator. May be repeated for credit with change in topic. No prerequisite required.

ENG 106 Women in Literature (*Literature*)

3 credits

Introduces students to the history, traditions, and forms of writing by women with a special focus on the interplay between gender and writing. We will read a variety of texts written by women and learn the literary vocabulary needed for discussion and interpretation. No prerequisite required.

ENG 107 Myths, Legends, and Heroes (*Literature*)

4 credits

Introduces students to classical texts (such as The Odyssey and the Aeneid) and more contemporary literary heroes as well. We will study archetypal literary characters, plots, and themes and the literary vocabulary needed for discussion and interpretation. No prerequisite required.

ENG 110 Introduction to College Writing**3 credits**

Students in English 110 experiment with new writing techniques and revision strategies in order to produce a carefully polished, college-level writing project. The course asks students to engage with diverse, contemporary texts, participate in lively class discussions, workshops, and one-on-one conferences with the instructor. With ample practice in drafting, re-drafting, revising, and commenting on the work of others, students will exit the course having sharpened their skills as critical readers, writers, and thinkers. Credits count as electives. Fee

ENG 111 College Writing Workshop**1 credit**

English 111 is a course which may be taken concurrently with English 110. Like a writing “lab” of sorts, students work in an intensive, small group setting where they experiment with new writing techniques and revision strategies. Those enrolled in English 111 will explore each other’s texts line by line, paragraph by paragraph. As a workshop community, members of this class will work collaboratively to help guide each other through the revision process. This pass/fail course counts as elective credit and may be repeated for credit up to 3 credits.

ENG 117 Introduction to Creative Writing (*Fine Arts*)**3 credits**

This course is designed for students who have little or no experience writing creative, original pieces of literature. We will explore multiple genres which may include poetry, fiction, creative nonfiction, and forms of dramatic writing such as plays, screenplays, and graphic novels. Smaller writing exercises will allow students to experiment with a range of creative writing techniques that culminate in larger pieces of writing. Different workshop models will be presented within a critical framework and will provide space for each student to receive a variety of feedback from their peers and professor. No prerequisites required.

ENG 120 College Research Writing (*Communication/Mathematics*)**3 credits**

English 120 offers students the opportunity to compose a critically considered research project in response to a pressing issue, problem, or concern. Through guided practice with synthesis, critical analysis, quotation, the ethical interpretation of data, citation, as well as how to most effectively structure and disseminate arguments for particular audiences, students in this course will finesse their skills in research writing and information literacy. Additionally, the grade requirements to meet a major requirement for ENG 120: College Research Writing may vary. Credits count toward core. Prerequisite: Grade of “C” in ENG 110 or placement. Fee

ENG 125 Introduction to New Media Writing (*Communication/Mathematics*)**3 credits**

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

ENG 130 Review for Writing and Research (*Communication/Mathematics*)**2 credits**

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

ENG 213 Literature Across Cultures (*Literature & Global*)**3 credits**

Explores American literature through a wider, more inclusive lens. We will read and listen to the voices of Native Americans, African Americans, Latin Americans and Asian Americans through the genres of poetry, fiction, drama and film. Recommended prerequisite: ENG 110.

ENG 220 Special Topics in Writing**1-4 credits**

Students in English 220 will focus on further developing and refining their writing skills in a given area of expertise, medium, or mode. The work of the course will help you consider your own writing process(es). We’ll try out strategies for generating ideas, test various structures, arrangements, and modes. We’ll experiment with revision and/or remix strategies. And we’ll talk about the kinds of editing necessary for circulating and publishing texts in various contexts. May be repeated for credit with change in topic.

ENG 225 Introduction to Linguistics: For the Love of Language**4 credits**

Language research helps us better understand how and why people speak and write the way they do. In English 225, we'll investigate regional and ethnic dialects, language variation and change, code-switching, language, and language policy. Together we'll cover every major area in the field of linguistics – phonetics/phonology, morphology, lexicology, syntax, semantics, pragmatics, sociolinguistics, and corpus linguistics – to better understand how the ways we speak and write are correlated with our nationality, geography, gender, race, social class, and sexuality. Learning more about linguistics will help you fall in love with language in ways you didn't know were possible!

ENG 254 Shakespeare (*Literature*)**2-4 credits**

Introductory course uses selections from the comedies, tragedies, histories, and sonnets to study William Shakespeare as a dramatist, poet, and theatrical craftsman. We will read a sampling of Shakespeare's work and study how the Bard has been staged, interpreted, and revised over four centuries. Recommended prerequisite: ENG 110.

ENG 258 Arches: Workshop in Publication**2-4 credits**

This course provides students with an opportunity to develop both their writing and editing skills through the production of Arches – a print and online magazine of personal and creative writing by Mount Mary University students. Genres published include long-form journalism, interviews, podcasts, essays, memoirs, poems, fiction, and photography. Open to students in all majors. May be repeated as 358.

ENG 275 Literature of Place (*Literature & Global*)**2-4 credits**

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

ENG 285 Special Topics in Literature (*Literature*)**1-4 credits**

Introduces students to a particular theme, era, writer, or genre for close study. Past topics have included Lessons in Literature, Life, and Loss; Literature and Fashion; Everything Austen, and Food and Literature. May be repeated for credit with change in topic. Recommended prerequisite: ENG 110.

ENG 296/396 Independent Study**1-4 credits**

Consent of instructor and Department Chair required.

ENG 306 Studies in British Literature (*Literature*)**4 credits**

In Studies in British Literature, students will read representative works of British literature. The course may focus on a particular genre (e.g., the novel), era (e.g., British literature until 1660) or period (e.g., the Romantic period). Prerequisite: any 100 or 200 level literature class or transferred equivalent.

ENG 307 World Literature (*Literature & Global*)**2 or 4 credits**

In Studies in World Literature, students will read representative works of world literature. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected works of non-Western literary traditions. Prerequisite: any 100 or 200 level literature class or transferred equivalent.

ENG 308 Studies in American Literature (*Literature*)**4 credits**

In Studies in American Literature, students will read representative works of American literature. The course may focus on a particular genre (e.g., the short story), era (e.g., American literature until 1870) or period (e.g., the colonial and early national period). Prerequisite: any 100 or 200 level literature class or transferred equivalent.

ENG 317 Advanced Creative Writing**4 credits**

This is an advanced creative writing course for people who have some experience writing creative, original pieces of literature, and who are interested in actively exploring poetry. Students will investigate a wide variety of poetry forms by studying craft models, reading creative theory, and completing writing exercises. Students will collaboratively decide on methods for sharing and providing feedback on peer work. Prerequisite: ENG 117.

ENG 325 Advanced New Media Theory and Composing**4 credits**

Students will explore the theory and practice of composing new media. We will investigate how history, politics, economics, and technologies have shaped who we write for, when and why we write, and in what mode and manner we craft and deliver our messages. As we delve into the broader cultural conditions that have shaped new media writing, you will experiment with crafting and recrafting your own messages through various new media and modes. Together, we'll consider the affordances and constraints of composing with new media today. We'll discuss the range of choices we make as new media composers and how those are responded to by an ever-evolving audiences.

ENG 358 Arches: Workshop in Publication**2-4 credits**

This course provides students with an opportunity to develop both their writing and editing skills through the production of Arches – a print and online magazine of personal and creative writing by Mount Mary University students. Genres published include long-form journalism, interviews, podcasts, essays, memoirs, poems, fiction, and photography. Open to students in all majors. Prerequisite: ENG 258. May be repeated for credit.

ENG 385 Special Topics in the Novel (*Literature*)**3-4 credits**

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

ENG 419 Technical and Business Communication (*Communication/Mathematics*)**4 credits**

In this class, you will gain a broad range of writing skills to prepare you for stepping into the workplace as a professional. We will design a survey, learn strategies for effective memo writing, professional emailing, and proposal writing. In teams, you will craft an instruction set, compose recommendation reports, and plan and promote events. You'll create a professional website, and we'll learn about digital usability testing. As we compose across these various professional genres and modes, we'll consider together what it means to write clearly and succinctly for defined, targeted audiences. You'll leave the class with a professional website and samples of projects that showcase your skills. Recommended prerequisite ENG 120.

ENG 420 Advanced Special Topics in Writing**4 credits**

Students will focus and refine their writing skills in a given area of expertise, medium, or mode. The course may focus in on a particular area of the writing process or a particular mode or method of writing. In English 420, we'll discuss the kinds of revision and editing necessary for circulating and publishing your texts for various audiences. Prerequisite ENG 120. May be repeated for credit with change in topic.

ENG 475 Special Topics in Literature (*Literature*)**3-4 credits**

Variable content for specialized study. Topics may include Studies in Contemporary Literature, Women Writers, Studies in Creative Nonfiction, or others. May be repeated for credit with change in topic. Prerequisite: ENG 120 and a previous literature class.

ENG 485 Capstone Senior Portfolio and Career Preparation**1 credits**

Beginning in their first year of study as an English major or minor, students will organize and revise an online portfolio of academic, creative, and professional materials. Through subsequent semesters, students will continue to curate these materials, culminating in a Senior year Capstone Portfolio. Classwork will include resume building, engaging critically with multiple drafts, reflective writing, community engagement, and practicing interview skills. Part instruction and part writing lab, this course will guide students to prepare documents and dispositions for their

future after graduation. English majors must repeat this course once per year for a minimum of 3 total credits. 4 credits are recommended.

ENG 492 Critical Reading, Theory, and Interpretation

4 credits

Introduction to literary criticism and theory. Examines the key questions in contemporary literary theory and the practice of literary criticism today. Major theories, including formalism, structuralism, deconstruction, psychoanalytic theory, feminist criticism, gender studies, queer theory, and post-colonial criticism will be discussed with an emphasis on application. Prerequisite: ENG 120.

ENG 498 Internship

1-4 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 are to be stipulated in a written contract involving the student, the site supervisor, and the English Department's internship coordinator. May be repeated for up to 6 credits.

EXS 130 Introduction to Exercise and Sport Science

1 credit

An introduction to the history, current practices, trends, ethics, and careers in exercise science. Lectures, discussions and guest speakers. No prerequisites.

EXS 255 Health Care Teams: Evidence-based Practice

1 credit

Develop skills for Inter-professional teamwork. Become proficient in reading and presenting current literature in health-related disciplines. No prerequisites.

EXS 265 Fitness Formats and Trends

3 credits

Introduction to formats and trends in the fitness industry. Learn about and perform different exercise methods popular in health clubs, fitness centers, and on virtual platforms. Explore ethical issues surrounding products in the health and wellness industry. No pre-requisites. Fee.

EXS 275 Strength Training & Conditioning Methods

3 credits

Features participation and instruction in exercise methods that improve musculoskeletal strength, cardio-vascular endurance, and overall health. Instruction and use of exercise equipment including free weights, cardio machines, and weight/resistance machines. Emphasis on class participation in exercise programs and a general knowledge of a balanced and fit lifestyle.

EXS 285 Personal Training Certification Preparation

4 credits

Prepare for and complete the NASM (National Academy of Sports Medicine) certified personal trainer certification exam. Learn to work with individuals using exercise to meet health and wellness goals. Prerequisites: EXS 265, EXS 275. Fee.

EXS 286 Group Fitness Instructor Certification Preparation

3 credits

Prepare for and complete the AFAA (Athletics and Fitness Association of America) group fitness instructor certification exam. Learn to lead groups in a variety of exercise formats for community involvement, motivation, and health and wellness. Prerequisites: EXS 265, EXS 275. Fee.

EXS 335 Kinesiology and Biomechanics

4 credits

Learn foundations of human motion, anatomy, and the musculoskeletal system to apply mechanical principles to movement and exercise. Measure and analyze human movement. Prerequisite: BIO 211. Fee.

EXS 355 Exercise Testing and Prescription

4 credits

Learn instruments that gather self-reported health data and use equipment to take basic physiological and anthropomorphic measurements. Evaluate data to assess risk and readiness; design and implement exercise

programs. Explore ethical issues surrounding privacy of personal information in the health and wellness industry. Prerequisites: BIO 211, EXS 285 or EXS 335. Fee.

EXS 361 Motor Learning and Control

3 credits

Learn how the neurological system functions to impact movement and systems of the body. Examine how learning new skills with repetition help acquire motor skills and control. Prerequisites: PSY 103, BIO 211.

EXS 375 Care and Prevention of Athletic Injuries

3 credits

Learn to identify, prevent, treat, and rehabilitate common athletic injuries. Learn the appropriate boundaries and guidelines for different exercise science professionals. Prerequisites: BIO 211, EXS 335.

EXS 385 Modern Health and Wellness

2 credits

Learn the dimensions of wellness to create a positive, balanced, sustainable, and healthy lifestyle.

EXS 401 Health Care Teams: Opportunities & Challenges with Special Populations

1 credit

Develop skills for Inter-professional teamwork. Learn best practices for interactions with diverse health professionals and special populations. Prerequisites: PSY 103.

EXS 420 National Trends of Disease

2 credits

Become proficient in understanding current literature on public health, special populations, and disease. Prerequisites: BIO 211, MAT 216 or PSY 310.

EXS 461 Fieldwork

2 credits

Level I Fieldwork: Structured out-of-class experiential learning that takes place on- or off-campus. Students engage in preparation for future professional opportunities and employment.

EXS 462 Fieldwork

4 credits

Level II Fieldwork: Structured out-of-class experiential learning that takes place on- or off-campus. Students engage in preparation for future professional opportunities and employment that includes social media and marketing.

EXS 493/494 Exercise Science Seminar

0.5 credit

This capstone seminar course is required for all exercise science majors. Each course offering is 0.5 credits and students are required to successfully complete a total of 2 credits. This sequence of courses progresses through preparing students for internships, independent study, career exploration, interview and resume building skills to apply to science positions and post-graduate education (medical school, graduate school, etc). Prerequisite: declared biology, chemistry, exercise science, or food science chemistry major with junior or senior standing. Cross listed with BIO 493/494 and CHE 493/494.

FLA 200 Global Cultures (*Fine Arts & Global*)

3 credits

Examination of non-U.S. cultures through representative films and readings, etc. Courses taught in English, cultural artifacts presented in world languages with English subtitles. May be repeated with change of topic.

FLA 300 Introduction to Translation and Interpretation (*Global*)

3 credits

Introduction to the principles of written translation and oral interpretation in languages other than Spanish. 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. No prerequisite.

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. Cross-listed with EDU 495/595.

FRE 100 Introduction to French Language & Culture (*Communication/Mathematics & Global*) 3 credits

Cultural orientation and fundamentals of grammar and pronunciation needed by professionals for communication in French at a basic level. Specialized vocabulary and structures oriented to the professions, and active participation to develop the skills necessary to function in everyday situations. Required of students participating in study abroad programs in France, unless they have had previous French study.

FRE 101 Elementary French I (*Communication/Mathematics & Global*) 3 credits

Introduction to French and francophone culture. Aural-oral practice, grammar, writing and reading. No prerequisites or retroactive credits.

FRE 102 Elementary French II (*Communication/Mathematics*) 3 credits

Continuation of French 101. Prerequisite: FRE 101 or one year of high school French. (Three retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 203 Intermediate French I (*Communication/Mathematics*) 3 credits

Thorough grammar review and continued development of oral and written proficiency through vocabulary and cultural information. Active participation in discussion and/or role-playing to develop the skills necessary to function in everyday situations with French-speaking peoples. Prerequisite: FRE 102 or two years of high school French. (Six retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 204 Intermediate French II (*Communication/Mathematics*) 3 credits

Continuation of French 203. Prerequisite: FRE 203 or three years high school French. (Nine retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 211 Retroactive Credit 3-15 credits

Please see the retroactive credit section of this catalog for the University's retroactive credit policy.*

FRE 222 French Composition (*Communication/Mathematics*) 3 credits

Grammar review and basic composition in French, with ongoing development of appropriate oral skills. Prerequisite: FRE 204 or four years of high school French. (Twelve retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 223 French Conversation (*Communication/Mathematics*) 3 credits

Practice in oral expression and presentation, both formal and informal. Grammar review and composition as needed to support oral skill development. Prerequisite: FRE 204 or four years of high school French. (Twelve retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 227 Introduction to Francophone Civilization and Culture (*Fine Arts*) 3 credits

Introduction to the geography, civilization, and culture of the French-speaking peoples, including those in Africa, Europe and North America. Prerequisite: FRE 222 and/or 223 or five years of high school French. (Fifteen retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 253 Introduction to Francophone Literature (*Literature*) 3 credits

Development of reading skills, interpretation and stylistic analysis (oral and written) on the elementary level. Selections range from classical to modern from various francophone areas. Prerequisite: FRE 222 and/or 223 or five years of high school French. (Fifteen retroactive credits awarded upon completion of the course with a final grade of B or better).

FRE 276 French Literature in Translation (*Literature*) 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 French Phonetics (*Communication/Mathematics*)**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 French Linguistics (*Communication/Mathematics*)**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 Great Writers (*Literature*)**3 credits**

Major works in French literature from the Middle Ages to the 20th century. Emphasis on the social, philosophical and historical background as necessary to understand the period, author and work. Prerequisite: FRE 253.

FRE 366 French Civilization and Culture (*Fine Arts*)**3 credits**

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

FSC 100 Food Scientist Careers**1 credit**

Introductory course that explores the variety of careers in the food and related industries for incoming (freshmen and transfers) Food Science majors and introduction to the process spanning from idea to product.

FSC 119/219/319/419 Authentic Research in Microbiology Seminar**2 credits**

Track 2 Jewel Scholars will partake in a weekly Authentic Research in Microbiology Seminar series (ARMS). The Scholars will spend the academic year learning and applying the scientific method towards identifying and characterizing antibiotic-producing bacteria from the soil. Scholars will review and interpret primary scientific literature and conduct original biomolecular and microbiological research. During the weekly seminar and laboratory sessions, scholars will learn, discuss and implement the scientific method through hypothesis creation, data gathering and results interpretation. Findings will be presented at an end-of-the year culminating poster session.

Note: The number is meant to correspond to the year of school a student is in. The cross-listed classes (BIO & CHE) will meet together each semester though projects will vary by a student's year in the program.

FSC 120 Contemporary Issues in Food (*Science*)**3 credits**

Introduction to the contemporary issues associated with food and nutrition and their relationship to current trends and health policies. There is an emphasis of learning how to choose evidence-based information and skills of explaining scientific principles to the public.

FSC 183/283/383/483 Molecular Modeling Research Seminar**1 credit**

Jewel scholars will identify an area of research focused on a protein or nucleic acid structure to study during the academic year. During the weekly seminar, scholars will review and interpret primary literature, create 3D molecular models, develop hypotheses about structural differences, and work with the Protein Database and primary literature to create 3D models. Scholars will compare and contrast structures and propose experiments to test the effects of the 3D structure/function relationship on the unique protein, and present their findings at a culminating poster session.

Prerequisite: **Student must be a Jewel Scholar.** **Note:** The number is meant to correspond to the year of school a student is in. The cross-listed classes (BIO & CHE) will meet together each semester though projects will vary by a student's year in the program.

FSC 200 Regulatory and Quality Standards**2 credits**

Introduction to the science and the technology of food manufacture. Course covers the basic chemical, physical and microbiological properties of food and manipulation of these properties in the manufacture of food products. Students will earn the PCQI certification and HACCP training. Fee.

FSC 255 Sustainable Food Nutrients (Science)**3 credits**

This course explores the larger framework of food nutrition and accessibility from the perspective of the impact on the environment and social responsibility. There is an emphasis on interpreting documents from the World Health Organization, government agencies, advocacy groups with current practices in food growth, process and distribution.

FSC 362 Food Science Nutrition**3 credits**

This course connects the chemical and biological aspects of food ingredients, processing, storage, and alterations on the nutritional qualities of food. This course develops inter-professional communication skills needed for a food scientist working with other professionals. Fee. Prerequisite: BIO100, CHE113

FSC 410 Food Chemistry I**4 credits**

Students will explore the chemical and biological behavior of food constituents including proteins, lipids, carbohydrates, water, and enzymes and connect their relevance to food processing, longevity, taste, and quality. Fee. Prerequisite: CHE113

FSC 412 Food Chemistry II**4 credits**

Students will compare different methodologies in food chemistry and experiment with the chemistry of organic components of food, including lipids, carbohydrates, and proteins. This course develops technical communication skills needed for a food scientist to work with other professionals. Fee. Prerequisite: FSC 410

FSC 432 Food Processing and Analysis**3 credits**

This course explores the processes and preservation methods of foods that occur in a commercial context, with an emphasis on a variety of procedures, sanitation standards, data analysis, and sustainability of these practices. Fee. Prerequisite: DTS 201, CHE 222

FSC 440 Principles of Food Engineering**3 credits**

Students will apply technical analysis of food process operations and the fundamental chemical and physical attributes of those processes. Fee. Prerequisite: PSY 310 or MAT 216

FSC 442 Advanced Food Microbiology**4 credits**

Selected public health issues are considered. Course involves detection, identification, and quantification of pathogenic microorganisms, including food-borne pathogens and microorganisms affecting water quality. Emphasizes student-centered active learning with laboratory work and a student research project. Prerequisites: BIO 100, 325, CHE 114. Fee.

FSC 450 Trends in Food Science**3 credits**

(Internship or Capstone Product Development) This course explores current challenges in food science. Under close supervision by the instructor, students will spend at least 6 weeks working on an independent project in food science, either at a food manufacturing facility or on campus (with approval by the student's advisor). Prerequisite: DTS 201

FSC 525 Food Chemistry and Analysis**3 credits**

Students will explore the chemical and biological behavior of food constituents and experiment with the chemistry of organic components of food. This course develops technical communication skills needed for a food scientist to work with other professionals. This course includes a laboratory section. Fee

FSC 526 Food Science Statistics and Sensory Evaluation**3 credits**

Students will perform descriptive measures, probability and probability distributions, testing hypotheses, estimation, sampling, correlation and regression, and chi-squared tests in the context of food manufacturing. Techniques and analysis in sensory evaluation of foods will be explored.

FSC 535 Principles of Food Processing and Engineering**3 credits**

Students will explore the processes and engineering principles of food manufacturing that occur in a commercial context. This course will emphasize technical analyses of food process operations.

FSC 542 Seminar in Food Processing Chemistry**1 credit**

Students will read primary literature in Food Processing Chemistry and present the research, with an emphasis on developing the next question to be investigated.

FSC 551 Food Microbiology and Toxicology**3 credit**

Students will explore selected public health issues including detection, identification, and quantification of pathogenic microorganisms and food-borne pathogens. Students will also examine mechanisms of action, metabolism, and risk assessment of major food-borne toxicants of current interest. This course includes a laboratory section. Fee.

FSC 601 Seminar in Food Safety and Toxicology**1 credit**

Students will read primary literature in Food Safety and Toxicology and present the research, with an emphasis on developing the next question to be investigated.

FSC 602 Seminar in Food Science Research**1 credit**

Students will submit a written research thesis and present thesis research to their thesis committee and possible other interested participants.

FSC 603 Seminar Food Science Research with emphasis in either BUS or EDU**2 credits**

Students will submit written manuscript and present written manuscript to their committee and possible other interested participants.

FSC 626 Research Methods in Food Science**2 credits**

Students will gather and read primary literature in their research topic of interest, meet with thesis committee members, and progressively create a research proposal for the thesis research or non-thesis manuscript.

FSC 642 Regulatory Systems in Food Science**3 credits**

Students will understand the federal and international guidelines that govern the practice of regulating the healthfulness and safety of food. Integrated into this course is PCQI and HACCP certification. This course includes online discussion and an on-campus section. Fee.

FSC 660 Research in Food Science I**5 credits**

Students will commence research as outlined in the research proposal and with ongoing meetings with thesis committee members. This research can be done on campus and/or at industry sites and students will begin writing the thesis.

FSC 661 Research in Food Science II**5 credits**

Students will continue research as outlined in the research proposal and with ongoing meetings with thesis committee members. This research can be done on campus and/or at industry sites and students will continue writing their thesis.

FSH 107 Fashion Concepts and Careers**2 credits**

Introduction to the dynamic global fashion industry with a focus on essential fashion vocabulary and the fashion cycle. Speakers and career assessments guide students through diverse career paths and opportunities by identifying individual interests and developing an academic and co-curricular plan toward future goals. Fee.

FSH 110 Clothing Construction**3 credits**

Introduces first-year students to understanding and application of standard professional sewing techniques including pattern manipulation, cutting, construction, and finishing of garments. Provides an overview of apparel production. Open to non-majors. Fee.

FSH 115 Clothing Construction Workshop**1 credit**

Students have additional access to expert technical guidance and support on assignments produced in fundamental construction and design courses. Recommended for students entering the design program with little to no sewing experience. This pass/fail course counts as elective credit and may be repeated for credit up to 3 credits. May be taken concurrently as additional support for FSH 110, FSH 160 or FSH 212.

FSH 160 Flat Patternmaking Fundamentals**4 credits**

Skill-building related to pattern development and garment construction techniques. Students learn and practice drafting and pattern manipulations at ½ scale and full scale to create styling variations. Prerequisite: FSH 110 or consent of instructor based on previous experience. Fee.

FSH 212 Draping**4 credits**

The art of draping is introduced as an alternative patternmaking technique to flat pattern development; students will practice and develop skills at ½ scale and full scale, and will drape an original dress with a focus on the advanced sewing and fitting skills required in the construction of dresses. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 160. Fee.

FSH 215 Digital Fashion Art**3 credits**

Instruction focuses on industry applications of Adobe Photoshop and Illustrator to develop color palettes, story boards, textile designs, and accurate technical drawings for integration into professional digital design presentations. Evaluation is based on CAD proficiency as well as design and layout effectiveness. Prerequisites: FSH 220 and GRD 232 or consent of instructor based on previous Adobe experience. Fee.

FSH 220 Fashion Art**3 credits**

Students learn to hand-illustrate garment details and fashion silhouettes on standard croquis, while developing a working sketchbook of personal inspiration and concepts. Instruction covers fundamentals of drawing accurate technical flats and development of an iterative design process while expanding upon application of fashion vocabulary. Prerequisite: ART 101 or ART 313. Fee.

FSH 235 Textiles**3 credits**

An analysis of the fabrics used in fashion with a focus on fibers, yarns, construction methods, finishing and appropriate selection for end-use. Study of the interrelationships among these components and their impact on value and performance related to consumer and professional decision making.

FSH 265 Global Retailing Principles**3 credits**

A comprehensive view of global omni-channel retailing including consumer behavior; market research; retail brand positioning and strategy; store locations; operations management; merchandise assortment; pricing; environmental impacts and the integration of global distribution channels..

FSH 277 New York Study Tour**1 credit**

A five-day experience in New York City. Four days are filled with visits and appointments to museums, design studios, and showrooms. The weekend offers one free day to further explore fabric and trim resources, seek out creative inspiration and become familiar with retail brands/formats not found in the Midwest. Junior or senior status. This is offered every other Fall and may be repeated for additional credit, with instructor approval. Fee.

FSH 297 Introduction to Machine Knitting**2 credits**

An introduction to hand and machine knitting techniques including cast-on, bind-off, shaping, hem treatments, blocking, joining, and basic stitch variations. Students plan and knit a sweater project from a stitch and row gauge. Offered every other Fall. Fee.

FSH 312 Tailoring**2 credits**

Introduction to the techniques involved in adapting basic blocks for tailored garments. Focus on the fabric selection and design details used to style tailored garments and exposure to a variety of tailoring methods. Students will develop technique samples in order to build skills, and the course culminates in the pattern development and construction of an original coat or suit design. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Offered every other Fall. Prerequisite: FSH 212. Fee.

FSH 319 Visual Presentation**3 credits**

Exploration of how fashion is presented through applied merchandising theory and marketing activities for both brick & mortar and online retailers, including floor sets, window presentations, fixture and mannequin development, mannequin styling, point of sale promotions, and special events. Application of principles through supervised experiences on campus and with retail stores.

FSH 320 Fashion Lifecycle**3 credits**

It is a long road from initial fiber production to apparel development, manufacturing and marketing, to its ultimate disposal or reuse. The life cycle of garments is examined in order to appreciate proper ethical, economic and social responsibilities critical to apparel sourcing and manufacturing. Students will learn how manufacturing and the supply chain helps companies gain a competitive advantage, and understand buyer-supplier relationships, supply chain transparency, sourcing issues, and challenges of today's fashion industry. Attention is given to understanding sustainable practices and tempering the industry's impact on the environment. Prerequisite: FSH 235.

FSH 321 Fashion History (Global)**3 credits**

A retrospective history of fashion with emphasis on understanding major global fashion movements, social contexts, and key 'Influencers' of each era. Explores evolution of silhouettes, fabrics, garment details and accessories. Course examines the ongoing influence of fashion's history on contemporary designers. Includes extensive use of *The Fashion Archive*.

FSH 322 Product Analysis**3 credits**

A study of the principles used to evaluate ready-to-wear apparel based on target market preferences in terms of aesthetic, physical, performance, and quality characteristics as they related to perceived value. Analysis of garment terminology, ready-to-wear construction techniques, socially responsible sourcing, and manufacturer's specification packages. Prerequisites: FSH 235 and FSH 320.

FSH 331 Trend Forecasting**3 credits**

Discussion and application of current events and designer influences and how they translate into mass market fashion trends. Students research target market demographics and psychographics as they relate to the fashion cycle and explore digital and print fashion resources to project seasonal trends in color, fabrication, silhouette, and details; emphasis on the production of professional digital presentations. Fee.

FSH 342 Fashion Design I**3 credits**

A study of the conceptual design process. Students apply research and cumulative knowledge and CAD skills to create digital solutions to design briefs that explore a variety of customers, markets and categories. Emphasis on the production of professional digital presentations. Collection and concept presentations are critiqued by peers, instructor, and professionals in the field. Prerequisites: FSH 212, FSH 215, FSH 220 and FSH 235. Fee.

FSH 344 Fashion Career Strategies**1-2 credits**

Students revise and update completed projects to illustrate mastery of skills and understanding of specific apparel markets, target customers and current trends via a professional portfolio. Includes the creation of a personal brand, resume, cover letter, business card, and digital formatting of portfolio/website toward securing internships and employment. Professionals from the field will conduct a final mock interview. Students identify specific career goals, personal skill sets and prepare materials accordingly. Design Major Prerequisites: FSH 342, FSH 363, FSH 352, FSH 398. Merchandise Management Major Prerequisite: Junior or senior status, FSH 398. Fee.

FSH 352 Junior Design Studio**4 credits**

Analysis and application of techniques used in ready-to-wear manufacturing. Design, pattern development, and construction of multiple, unique apparel projects using ready-to-wear techniques. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 212. Fee.

FSH 355 Digital Patternmaking I**3 credits**

Digital application of acquired patternmaking skills and an introduction to pattern grading using Optitex computerized patternmaking system, including 3D fitting. Students will digitally draft and fit personal fit slopers for use in future design studio courses. Prerequisite: FSH 160. Fee.

FSH 356 Digital Patternmaking II**3 credits**

Application of acquired digital patternmaking skills to the creation of individual designs. Includes advanced pattern manipulation as well as 3D draping, rendering and fitting using industry-standard software. Prerequisite: FSH 355. Fee.

FSH 363 Fashion Design II**3 credits**

A study of the design process for product development. Students research and explore a variety of target markets, price points, and product categories to design retail assortments appropriate for a customer base. Application of skills in trend research and forecasting, customer analysis, color management, fabrication, silhouette design, and technical specs. Emphasis on the production of professional digital presentations. Professional-quality digital presentations are critiqued by peers, instructor, and professionals in the field. Semester-long cooperative project with a national product developer is integral to the course. Prerequisites: FSH 215 and FSH 342. Fee.

FSH 367 CAD for Merchandisers**3 credits**

Provides hands-on experience and knowledge of store and merchandise assortment planning using Visual Retailing software. Students create space plans for retail environments using industry specific software that includes floor sets, lighting, and merchandise placement for variously sized retail environments. Plans will be completed utilizing both hard and soft goods in challenging scenarios for wall and floor sets. Additional experience in the design and building of store fixtures with the program is also explored. Prerequisite: FSH 319. Fee.

FSH 372 Paris Design Seminar (Fashion Design majors only)**3 credits**

A month-long experience in Paris including studio work with couture artisans, presentations by fashion marketers and trend forecasters, and guided tours of museums. Experiences vary each trip. The seminar includes a trip to Antwerp or other secondary fashion market; as well as structured retail and visual merchandising research; and the opportunity to work behind the scenes at a runway fashion show. Sophomore standing in fashion design major required. Offered every other J-Term. Fee.

FSH 374 Paris Merchandising Seminar (Merchandising majors only)**3 credits**

A month-long experience in Paris including presentations by fashion marketers and trend forecasters, and guided tours of museums. Experiences vary each trip. The seminar includes a trip to Antwerp or other secondary fashion market; as well as structured retail and visual merchandising research; and the opportunity to work behind the scenes at a fashion week show. Sophomore standing in merchandise management major required. Offered every other J-Term. Fee.

FSH 375 Fashion Show Coordination**3 credits**

Students participate in the behind-the-scenes planning of the Mount Mary University fashion show. Class members form the steering committee that determines the theme, selects models, and promotes this annual on-campus event that draws an audience of over 1,000. Opportunity to work closely with professional resources and vendors in the show's production. Junior or senior status, merchandise management or fashion design majors. May be repeated for additional credits on different committees, with instructor approval.

FSH 380 Special Topics in Merchandise Management**1-4 credits**

This course is designed to explore specific areas of interest in merchandise management. The class may be offered for varying credits and may be repeated for additional credits on different topics. Topic rotations may include Luxury Brand Management, Social Psychology of Dress or Styling & Social Media.

FSH 395 Special Topics in Fashion Design**1-4 credits**

This course is designed to explore specific areas of interest in fashion design. The class may be offered for varying credits and may be repeated for additional credits on different topics.

FSH 397 Knitting Machine Techniques**2 credits**

Advanced hand and machine knitting techniques are explored while developing a full-fashioned sweater design. Students will learn to hand knit in the round and continue to work on a single bed knitting machine learning advanced hand manipulated pattern stitches. Eligible Fashion Design students may submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Offered every other Spring. Prerequisite: FSH 297. Fee.

FSH 398 Internship: Fashion Careers**2-6 credits**

A supervised work experience in an approved off-campus position as preparation for the challenges and responsibilities of a fashion career. Interns are required to reflect on their work experience through a journal and directed assignments. Performance evaluations by employer and faculty advisor are an integral part of the assessment process. Course may be repeated for a total of six credits. Offered either semester or summer. Prerequisites: Junior status and 2.5 GPA overall and 2.5 major GPA in the Fashion Department.

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

Application of merchandising principles to the planning, buying, controlling and selling of retail goods. Students will learn the components of a six-month merchandise plan, preparation of an open-to-buy, and analysis of stock-to-sales ratios through real world simulations, retail mathematics calculations, and guest speakers. Prerequisites: MAT 111 and FSH 265.

FSH 462 Senior Capstone I**3 credits**

First of the two-course sequence completed by FSH 463 Senior Capstone II. This course initiates the senior collection by demonstrating comprehensive technical, creative, and industry knowledge acquired in prior semesters. Emphasis is on utilization of market research and forecasting services to ideate the creative design concept for the final collection. All garment muslins will be produced toward their completion in FSH 463. The design that best expresses the senior collection will be patterned and completed in final fabrics. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 352. Fee.

FSH 463 Senior Capstone II**3 credits**

The culmination of the two-course sequence initiated by FSH 462 Senior Capstone I. This course completes the production of the senior collection by demonstrating comprehensive technical, creative, and industry knowledge acquired in prior semesters. The balance of muslin designs developed in FSH 462 will be patterned and constructed in final fabrics, resulting in a professional final collection of garments. All eligible Fashion Design students will submit

final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show.
Prerequisite: FSH 462. Fee.

FSH 464 Advanced Clothing Construction

2 credits

Advanced techniques in the design, patternmaking, construction, and fit of garments. Students will be challenged to achieve a professional level of proficiency in projects that use hand-sewing, specialty materials and machine detailing, as well as specialized shaping for outer wear, evening wear, art to wear, etc. Offered every other Spring.
Prerequisite: FSH 212. Fee.

GEO 310 World Regional Geography (*Humanistics*)

3 credits

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

GER 101 Elementary German I (*Communication/Mathematics*)

3 credits

Intensive practice of basic patterns to enable the student to understand, speak, read and write simple contemporary German. No prerequisites.

GLO 100 Study Abroad Orientation

1 credit

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 abroad program.

GLO 200 Introduction to Global 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.

GLO 400 Global Studies Seminar

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.

GLO 498 Internship

1-4 credits

For the International Studies 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. Optional for the International Studies major. May be repeated for up to 8 credits.

GRD 200 Professional Practices

1 credit

An introduction to creating personal career materials and professional practices for art and design fields. Focused career development prior to internships and to outline a pathway for success leading to graduation. Main topics include career branding, personal strategies for success, professional development and interpersonal effectiveness. Fee.

GRD 232 Adobe Photoshop and Illustrator

3 credits

The course provides instruction and hands-on digital design experience with Adobe Illustrator, Photoshop and InDesign software. The goal is to empower students with foundational software understanding while also learning applied digital design theory. This is achieved through progressively more challenging assignments that leverage classroom instruction, studio and outside-class practice time, peer analysis and research inquiry. Fee.

GRD 200 Professional Practices

1 credit

An introduction to creating personal career materials and professional practices for art and design fields. Focused career development prior to internships and to outline a pathway for success leading to graduation. Main topics

include career branding, personal strategies for success, professional development and interpersonal effectiveness. Fee.

GRD 225 History of Design (*Global*)

3 credits

Provides historical overview with focus on cultural iconography and expansion of individualism in design. Examination of communication symbols and elements of design across cultures and centuries. Understanding of effects of history on present trends in advertising from a global perspective. Repeatable for credit to advance individual development. Fee.

GRD 232 Adobe Photoshop and Illustrator

3 credits

The course provides instruction and hands-on digital design experience with Adobe Illustrator, Photoshop and InDesign software. The goal is to empower students with foundational software understanding while also learning applied digital design theory. This is achieved through progressively more challenging assignments that leverage classroom instruction, studio and outside-class practice time, peer analysis and research inquiry. Repeatable for credit to advance individual development. Fee.

GRD 248 Lettering and Typography

3 credits

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

GRD 258 Adobe InDesign

3 credits

Introduces applied design using Adobe InDesign. Technical skills in relationship to typography, color theory, illustration and photography for cohesive layouts. Problem identification, analysis, brainstorming and idea refinement. Repeatable for credit to advance individual development. Fee.

GRD 310 Introduction to Web Design

3 credits

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

GRD 325 Methods in Digital Imaging

3 credits

Investigates advanced methods in vector and raster art through interpretation and analysis of complex techniques. Understanding of digital manipulation, production and motion graphic direction. Digital editing software. Complete variety of multimedia projects. Repeatable for credit to advance individual development. Fee.

GRD 330 Fundamentals of Illustration

3 credits

Captures the visual ideas of product for a client. Skill development in a variety of media. Basic understanding of concept development and styles in relation to content. Philosophy of illustration and related illustration techniques included.

Repeatable for credit to advance individual development. Fee.

GRD 335 Ethics and Criticism in Graphic Design

3 credits

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

GRD 345 Fundamentals of Motion Graphics

3 credits

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

Repeatable for credit to advance individual development. Fee.

GRD 355 Three-Dimensional Graphic Design

3 credits

Exploration of three-dimensional design from a graphic design perspective. Explores package design, product exhibition, traditional and non-traditional marketing display. May be repeated for additional credits on different topics. Repeatable for credit to advance individual development. Fee.

GRD 450 Advanced Graphic Design I

3 credits

Introduces classroom and client-based projects. Emphasis on understanding of design process. Projects based on specific requirements of technology and printing. Combines fieldwork, client based projects and advanced technical skill.

Develops visual vocabulary. Addresses technical and presentational skills, critical analysis, and ethical issues in graphic design industry. Focus on 21st century design and art as it relates to the graphic industry in global markets. Fee.

GRD 451 Advanced Graphic Design II

3 credits

Advanced concept development and marketing addressed with a focus on professionalism and client/ designer relationship. Supports independent project development with specific attention to problem-solving strategies, research techniques, analysis, brainstorming, and idea refinement area. Repeatable for credit to advance individual development. Fee.

GRD 454 Advanced Web Design

3 credits

Exploration of expanding uses of interactive design principles following GRD 310. Creation of extensive and detailed interactive projects. Projects may include creating storyboards, animation and mobile device challenges. Repeatable for credit to advance individual development. Fee.

GRD 460 Advanced Motion Graphics

3 credits

Digital photography with video usage central to class. In depth application of motion graphic and multi- dimensional formatting explored. Repeatable for credit to advance individual development. Fee.

GRD 461 Career Seminar

3 credits

Seniors develop and present gallery exhibition of work to public. Draw from portfolio development. Student teams curate exhibition. Students design format and promotional pieces. Repeatable for credit to advance individual development. Fee.

GRD 495 Special Topics in Graphic Design

3 credits

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

GRD 498 Internship in Graphic Design

1-6 credits

Supervised field experience; individually designed to enhance and integrate academic and career goals. Approval of the program director required. Offered fall, spring, and summer. Repeatable for credit to advance individual development.

HIS 106 World Civilization Part I (*History & Global*)

3 credits

World Civilizations I investigates the period between the dawn of civilization and the fourteenth century with a view toward understanding cultures and worldviews in a broad context. Student will explore foundational events and ideas in Europe, Africa, the Middle East, Latin America, and Asia from the first humans to the Middle Ages. This course is offered in a variety of formats.

HIS 107 World Civilization Part II (History & Global)**3 credits**

World Civilizations II investigates the period between the fourteenth century and the twentieth century with a view toward understanding cultures and worldviews in a broad context. Students will explore how the events and ideas of this period shaped the present world. This course is offered in a variety of formats. *This course can be taken even if a student has not taken World Civilization I.*

HIS 153 United States History Part I (History)**3 credits**

US HIS I explores the ideas, events, and people that shaped the Early American republic from the period of colonization to the 1840s. This class offers a broad perspective that sets this period of American History in the context of world events. We begin with a discussion of the various peoples that came together when Europeans crossed the Atlantic in the late fifteenth century. Students will analyze meetings of the three worlds of America, Europe, and Africa. The course then explores the causes and progress of the American Revolution followed by an investigation of the development of American government and society to the outbreak of war in 1861. This course is offered in a variety of formats.

HIS 154 United States History Part II (History)**3 credits**

This course covers the United States history from the 1840s to the climax of World War I. Students trace the political, social, and economic development of the United States from a minor, decentralized, rural nation to one on the verge of being a global power. The technological and economic evolution raises questions about the consequences on the native population, the people who came to live here, and the treatment of the environment. Students come to understand how international forces shaped the United States. Offered in a variety of formats. *This course can be taken even if a student has not taken US History Part I.*

HIS 260 Latin America History and Culture (History)**2-4 credits**

This course covers the history and cultures of Latin America from the earliest civilizations to the present. Latin America is geographically immense, culturally and ethnically diverse, and its history is incredibly relevant to issues in the modern world. In this class, students will immerse themselves in a study of Latin American societies through a close study of the region's political, social and economic history combined with a comprehensive look at various aspects of Latin America Culture.

HIS 270 Asian History and Culture (History & Global)**2-4 credits**

Asia has one of the longest recorded histories in the world. Through topical and chronological study of Asia, students will explore the diverse ethnic cultures, family structures, philosophies, technology of both key power brokers and smaller nations throughout the region.

HIS 275 African History and Culture (History & Global)**2-4 credits**

This course covers the history and cultures of Africa from the earliest civilizations to the present. The continent of Africa is geographically immense, culturally and religiously diverse, and its history is incredibly relevant to issues in the modern world. In this class, students will immerse themselves in a study of African societies through a close study of the continent's political, social and economic history combined with a comprehensive look at various aspects of African Culture. The course may be offered in a variety of formats.

HIS 276 History of Place (History & Global)**3-4 credits**

This course offers a unique perspective on history as students travel to different places to explore historical events where they occurred. For example, students can explore early world history in Rome, the capital of the Roman Empire. In addition to traditional course lectures, we will visit key historical places like the Pantheon and the Colosseum. Students are required to pay for their travel and participation in orientation events. Some courses offered under this title will require a language prerequisite.

HIS 277 Reacting to the Past (History)**4 credits**

Reacting to the Past (RTTP) is an established program that works to engage students on a deeper level by having them work with primary material actively through role playing. Students are assigned primary readings from the era

under discussion and are then given a role to play in an interactive game. For the French Revolution, for example, a student might be assigned the role of a literary figure, a politician, or an artist. The game is intended to take about six weeks, leaving ten weeks for lecture and reading. Students will navigate the complexity of historical arguments and debates, not only exploring the facts, but the ways people of the time interpreted and used facts to make decisions.

HIS 280 Middle East History and Culture (History)

2-4 credits

This course offers a broad view of the history of the Middle East from the earliest time to the present. The early part of the course focusses on the birth of Islam in Arabia with a focus on the emergence of Islam's major sects. This is followed by an investigation of the great Islamic Empires to World War I. In the modern period, students will analyze how the modern Middle East emerged from the World Wars, the impact of the discovery of oil, and the multifaceted conflicts that have plagued the region to the present time. The course may be offered in a variety of formats.

HIS 296/496 Independent Study

2-4 credits

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

HIS 298 Women in American History (History)

3 credits

In this course students trace the impact of political, economic, religious, and racial forces on women throughout US history. They will examine how the Native American, Hispanic-American, African American, Asian-American, and Euro-American shared problems, faced barriers, and ultimately found solutions that advanced their role and well-being in society. Students will explore the ways women have shaped their personal lives, that of the family and of their community, and how this influenced the development of the United States. The course may be offered in a variety of formats.

HIS 346 Twentieth Century Europe (History)

3 credits

Twentieth century Europe saw periods of great upheaval. There was World War I, the Spanish Civil War, and World War II. After the latter, Europe found itself divided by the Cold War and continued racial/ethnic divisions which found expression in smaller confrontations, which were deadly. Throughout all of these conflicts, or as a result of them, new political and economic institutions emerged. As grim as all of this sounds there were also major transformations in architecture, literature, music, the arts and political rights. The course may be offered in a variety of formats.

HIS 347/348 Studies in European History (History)

2-4 credits

Courses offered as "studies" provide a thorough study of major periods in European History. Students explore the origins of periods like the Renaissance, Reformation, and French Revolution, 20th Century Germany or the rise and fall of the British Empire. Each of these periods changed the course of life in Europe. With each of the courses the causes and consequences of social, economic, technological, political, and diplomatic developments are discussed against the background of the human development and relationship. History is a story of people and these in-depth studies permits extensive consideration of the role individuals and small groups play in shaping their world. The course may be offered in a variety of formats.

HIS 355 Twentieth Century United States (History)

3 credits

Twentieth century US saw the nation emerge from periods of great social, political, economic, and diplomatic upheaval to become a world leader. After World War I, the nation withdrew to a great extent from the world stage and focused on its economy, social life, and internal contradictions. World War II provided a sense of unity in the country and a responsibility to other nations. The underlying racial and ethnic problems remained. During the Cold War, the nation grappled with the problems and with its role as a superpower. As grim as all of this sounds, the nation found new ways to engage in creative expression and fun. The course may be offered in a variety of formats.

HIS 357/358 Studies in American History (History)

2-4 credits

Courses offered as "studies" provide a thorough study of major periods in US History. Students explore significant periods through courses like Don't Tread on Me (the Revolutionary War), the Blue and the Gray (the Civil War),

Walking the Color Line (Civil Rights Movement in the US), American History through Film, With Raised Fists (study of protest movements). The courses look at events or periods that changed the course of life in the United States. With each of the courses, the causes and consequences of social, economic, technological, political, and diplomatic developments are discussed against the background of the human development and relationship. History is a story of people and these in-depth studies permits extensive consideration of the role individuals and small groups play in shaping their world. Course may be offered in an online or on campus format.

HIS 360 History of Wisconsin (History)

3 credits

Wisconsin and its people have always followed their own path. Intensive consideration of Wisconsin begins with the pre-history and settlement of the area by Native Americans and how the different Europeans either worked with the tribes or sought to remove them. As the course proceeds chronologically, students see the emergence of the political, economic, and social culture of Wisconsin. These continue to evolve as new people, technology, and mindsets reshape Wisconsin and its role in the life of the United States and world. Offered in online format.

HIS 361 Native Americans of Wisconsin (History)

2-4 credits

Wisconsin Native American communities have a rich history that is rooted in the humans who first settled it and those who migrated to the area from different parts of the continent. It is a story of trust, betrayal, and resiliency that continues to shape Wisconsin today. Offered in online format.

HIS 377 Studies in World History (History & Global)

2-4 credits

Courses offered here as “studies,” allow students to experience an in-depth look at regional histories outside of the United States and Europe. In these courses, specifically, the student will explore topics in Asian, African, Latin American, or Middle Eastern History in way that combines an exploration of political, social, and cultural history. Students taking 377, will engage with more theoretical frameworks and more original research than in other, broad topical courses. The course may be offered in a variety of formats.

HIS 386 Foreign Relations (History)

2-4 credits

This course covers the history of the foreign policy of the major global powers since 1914. Current policy questions and issues are discussed and evaluated from the perspectives of various nations. Student also examine the evolution and consequences of the policies. This course may be cross-listed with POS 386.

HIS 485 Historiography and Historical Method

3 credits

This course is for history majors or individuals seriously interested in history. In this course, students study both the methods used by historians in their craft and the development of history as a discipline, with the different historical schools of thought on what history is or is not. To do this, students first look at problems historians have encountered and then how they overcame them. With a bevy of tools, techniques, and knowledge in hand, they craft an original piece of research. Like all historians, they are assisted in this endeavor by their colleagues. This course is for History majors.

HIS 498 Internship and Methods

2-3 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. Prerequisite: consent of History Department Chair.

HIS 499 Senior Thesis and Methods

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.

HUM 338 Leadership

2 credits

The primary purpose of this course is to help Caroline Scholars build leadership skills and gain a greater understanding of social justice. One of the main tools for this is discussion of students' service sites. Students will

connect what they learn in courses to activities they are doing at their service sites and vice versa. The course has students critically think about social justice issues and build on their strengths to become more effective leaders. May be repeated for credit. Required for and open to Caroline Scholars only.

HUM 386 United Nations (Global)

4 credits

In this course, students attend the Commission on the Status of Women Conference in New York at the United Nations. The United Nations emerged after four decades of war and disruption in the world. Primarily tasked with maintaining a vision of peace proffered by the victors of those conflicts, the UN has grown into an international body that works to maintain world “security,” to promote human dignity and human rights in the world, and to deal with contemporary issues affecting world economies and the world’s environment. The School Sisters of Notre Dame maintains a permanent NGO to the UN to work towards equal rights for women and girls around the globe. This course offers an overview of the United Nations Organization combining a broad vision of the body with specific emphasis on human rights, particularly those of women and girls. The costs of the trip are covered, except for spending/tourist money. The conference hours count as part of the credit hours for the class. When enrollment exceeds available trip spots, students will compete for placement. This course satisfies the global requirement but does not count toward humanistics core.

INT 100 Professional Survey

1 credits

Exposes students to the interior design and architecture professions. Work styles, employment options, and industry practices are explored. Council for Interior Design Accreditation (CIDA), National Council for Interior Design Qualification (NCIDQ), American Society of Interior Designers (ASID) and International Institute of Interior Designers (IIDA) organizations are discussed along with leadership for Energy and Environmental Design (LEED), WELL Building Standard and other industry movements. Field trips that expose students to many areas in the industry.

INT 101 Studio I - Fundamentals

4 credits

Explores the interior design and architecture professions in context with industry conventions, regulations and communication. Studies include the elements and principles of design as applied to three dimensional space will be investigated. Design theory and process will be introduced. Fundamental design applications of lighting systems, architectural and interior design concepts along with furniture criteria will be researched. Supporting foundational software and industry related activities are part of the course. Fee.

INT 101A Introduces the elements and principles of design with an emphasis on color theory. **1 credit**

INT 101B Introduces the design process along with the roles of architects and interior designers within the development of the built environment. **1 credit**

INT 101C Introduces the basics of interior architecture and design from the built interior form to furniture and accessories. **1 credit**

INT 101D Explores concepts from sections A-C through a project based application. Sketch-Up software will be taught and incorporated. **1 credit**

INT 103 Architectural Drafting

3 credits

This course is comprised of two parts. Part 1: Introduces elements, tools, and techniques of architectural drawing through basic exercises. Emphasis on the development of hand drafting skills while incorporating design language and drawing standards. Part II: Introduces use of computer-aided drafting for design applications. Emphasizes features, interfaces, and considerations in the use of the software. AutoCAD (current release) for Windows based PCs and various printing devices utilized. Editing and drawing techniques, including creation and display of attributes, schedule generation and dimensioning strategies. The standards of professionally drafted documents will be explored. Fee.

INT 103A Introduces the basics of hand drafting and construction drawing standards. **1 credit**

INT 103B Introduces AUTOCAD computer drafting software. **2 credits**

INT 110 Spaces, Proxemics and Planning**3 credits**

Explores general spatial concepts from proxemics and territoriality to spatial organizational strategies. Spatial relationships by function and building type will be discussed. Space planning typicals based on anthropometric standards, ADA guidelines and recommended clearances by application will be incorporated into projects. Fee.

INT 110A Introduces the fundamentals of planning three-dimensional spaces. Spatial theories and strategies will be covered. **1 credit**

INT 110B Introduces the framework for residential space planning. Various space types will be explored. **1 credit**

INT 110C Introduces the framework for small scale commercial planning. Various space types will be explored. **1 credit**

INT 130 History of Architecture & Interiors**3 credits**

Surveys major styles of architecture and interiors from the ancient world to modern day. Primary objective of this course is to examine how historical to present day components of architecture and interior design respond to the political, social and economic climate of their respective eras. Available as an Honors Course. Fee.

INT 130A Explores architectural design history from prehistoric times to classical design periods. **1 credit**

INT 130B Explores architectural design history from the Byzantine period to the Neoclassical period. **1 credit**

INT 130C Explores architectural design history of recent times, from early American design to contemporary design. **1 credit**

INT 200 Professional Practices**1 credit**

An introduction to creating personal career materials and professional practices for art and design fields. Focused career development prior to internships and to outline a pathway for success leading to graduation. Main topics include career branding, personal strategies for success, professional development and interpersonal effectiveness. Fee. Cross listed with GRD 200.

INT 201 Studio II - Residential Design**4 credits**

Incorporates basic principles and elements of design as applied to residential spaces. Emphasis is on conceptual problem solving and identification of key spatial relationships in living environments. Includes content ranging from residential design process models to residential material and product identification. Projects encourage independent thinking and creativity while meeting specific client needs. Field trips and speakers. Prerequisites: INT 101 and 103. Fee.

INT 201A Introduces the basics of residential design. **1 credit**

INT 201B Explores a variety of residential spaces from the entry, to living spaces to sleeping spaces. **1 credit**

INT 201C Explores kitchen and bath design. **1 credit**

INT 201D Explores design integration and whole house interior planning concepts. **1 credit**

INT 204 Building Construction**3 credits**

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

INT 225 Illuminated Environments**3 credits**

Investigates lighting design and the illumination of interior spaces. Provides vocabulary in lighting, including lamps, fixtures, uses, and lay-outs. Illustrates the use of photometric and manufacturers' catalogues. Students will produce residential and commercial lighting plans that communicate design intent. Three-dimensional design with a focus on ceiling plane development will be an integral part of the course. Open to all students. Fee.

INT 225A Introduces the science of lighting and illumination for interior environments. **1 credit**

INT 225B Investigates lighting design criteria, strategies and applications. **1 credit**

INT 225C Explores a combined residential and commercial lighting design project. **1 credit**

INT 226 Sketching, Rendering and Presentation**3 credits**

Examines different forms of graphic communication as it relates to interior design. Emphasis on techniques, formats and materials most common to professional practice. Includes three dimensional space generation, media techniques, and software applications. Open to all students. Fee.

INT 226A Introduces hand drawing basics for three-dimensional spaces.

1 credit

INT 226B Introduces hand rendering techniques for three-dimensional spaces.

1 credit

INT 226C Explores presentation techniques and media generation between physical and digital interfaces.

1 credit**INT 232 Adobe Photoshop and Illustrator****3 credits**

The course provides instruction and hands-on digital design experience with Adobe Illustrator, Photoshop and InDesign software. The goal is to empower students with foundational software understanding while also learning applied digital design theory. This is achieved through progressively more challenging assignments that leverage classroom instruction, studio and outside-class practice time, peer analysis and research inquiry. Fee. Cross listed with GRD 232.

INT 245 Textiles and Finish Materials**3 credits**

Analyzes basic elements of fabric, fibers, yarns, fabrication methods, and finishes. Explores interrelationship of these components and their impact on performance related to consumer and professional decision making. Includes the study of textiles, materials and resources for the interior environment which considers finish products and their application as well as, manufacturing processes, installation methods, maintenance, and specifications. A working knowledge of textiles, materials and resources, specifically their properties and performance criteria, to appropriately specify textiles and materials for both contract and residential use. Speakers. Fee.

INT 245A Examines the characteristics, criteria and regulations when selecting materials for interior environments.

1 credit

INT 245B Explores soft good interior materials from textiles to carpeting.

1 credit

INT 245C Explores hard good interior materials from stone to wood to resilient flooring.

1 credit**INT 301 Studio III - Commercial Design****4 credits**

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

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

Unifies skills and knowledge acquired in past classes and applies to a complex design problem. Projects consist of large scale commercial space in a team project format. Creative solutions with practical application emphasized. Multiple layers, contract documents (drawings and specifications), schedules, codes, user safety, and professional presentation included. Prerequisite: INT 301. Field trips and/or speakers. Fee.

INT 325 Environmental Design and Construction Practices**2 credits**

Explores integrated design practices from initial design through building construction. The study of various building systems, highlighting mechanical, electrical and plumbing disciplines, and their interface with designing interiors. In depth investigation of the construction process and associated practices as related to the interior designer will be included. Speakers. Prerequisite: INT 204 and 225 or with permission.

INT 330 Advanced Graphic Communication**3 credits**

Introduces Building Information Modeling software, REVIT. Provides training in uses and techniques required to design and develop drawings in a 3-D platform. Incorporates newest applications and tools within software updates.

INT 340 Advanced Residential Design**3 credits**

Builds upon content and skills learned in Studio II Residential Design. Continued application of the design process as it applies to residential design criteria. Explore advanced techniques and content with an emphasis on kitchen & bath design. Prerequisites: INT 110, INT 201, INT 245, or with permission.

INT 342 Business Procedures**3 credits**

Introduces contracts and business forms for interior design. Financial compensation and computation of profits discussed. Commonly used vocabulary incorporated. Contract documents and project/ construction management documentation required for project completion introduced. Post occupancy evaluation discussed. Speakers. Open to majors.

INT 350 Furniture Design**3 credits**

Provides for the discussion and presentation of basic furniture construction, design techniques, components and materials used. Anthropometrics, ergonomics and universal design as associated with furniture design and construction are reviewed and applied within the context of the course projects. Students will design and create original furniture pieces. Prerequisite: INT 103 or with permission.

INT 360 Interior Architecture**3 credits**

This course will explore the cross-over between architecture and interior design. The interiors of the design process within these two discipline: how can a designer import the space beyond finishes and how can the designer best collaborate with the architect. Course is one of three elective options for students to take to explore a specific topic more in-depth. Prerequisite: INT 204

INT 370 Study Abroad Seminar**3 credits**

Offered during the spring semester, destinations of this course vary by year. Activities will introduce students to regional design studies through behind-the-scenes tours. Cultural experiences and environments specific to the locale will be discussed. Multiple types of design will be explored ranging from architectural monuments, to interior environments, to furniture and city planning. A review of historical and modern design at the destinations will be an integral part of the course curriculum.

INT 398 Internship**1-3 credits**

Supervisor assists with and approves placement. Considerations are based on student's interests, skills, demographics, and appropriateness. Student supervised by placement firm representative. Student completes fieldwork during third or fourth year of study in Interior Design Department. Prerequisite: With permission. Can be taken as 1-3 credits each semester. A minimum of 3 credits required. Can take up to 6 credits.

INT 405 NCIDQ Prep**1 credit**

Course content is based on topics found in the National Council for Interior Design Qualification (NCIDQ) examination. Practice exams and quizzes along best practices will be part of this course. Fee.

INT 410 Contemporary Issues in Design (Global)**3 credits**

Examines contemporary issues in design related fields. Topics such as, but not limited to, cultural differences, political, economic, environmental and social influences and restrictions, ethics, poverty, disabilities and communications will be included. Historical and global impact, perspectives and practices will be explored. Meets global requirements. Online option by semester.

INT 420 Capstone Project –Research Principles**2 credits**

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

INT 421 Capstone Project--Design Development**3 credits**

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

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

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

ITA 101 Elementary Italian I (*Communication/Mathematics & Global*)**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 Elementary Italian II (*Communication/Mathematics*)**3 credits**

Continuation of ITA 101. Prerequisite: ITA 101 or one year of high school Italian. (Three retroactive credits awarded upon completion of the course with a final grade of B or better).

JUS 101 Introduction to Justice**2 credits**

Surveys the three branches of the justice system (law enforcement, the courts, and corrections). Uses a computer-based interface to improve retention and legal writing skills. Analyzes topics on a national, regional, and state level, and students actively relate current events to the course content. Builds basic skills in critical reasoning, persuasive argument, and in use of community-based problem solving in the justice system.

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

Charts the history of the most important theories of and delivery methods for law and justice in the United States. Explores differences in administration and in how people understand the law over time. Coursework also emphasizes past problem areas where the law has been ineffective in providing equal justice to the American people regardless of race, gender, or age.

JUS 201 Law Enforcement, Courts, and Corrections**4 credits**

Examines how to run justice systems (law enforcement, corrections, courts) effectively with limited resources and according to the ideals of fairness and equality under law. Discusses ethical dilemmas and current national/local issues to show the complexity of administering justice in modern American society. Evaluates leadership qualities needed for people who work in the system. Students use critical decision-making, written analysis, verbal presentation, and active observation of police, courts, and correctional settings.

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

Studies the justice systems of other nations and justice as an international matter. Analyzes the historical, political, social, economic and cultural factors that influence legal trends around the world. Examines effects of increasing globalization of legal and human rights issues and how they are dealt with. Scrutinizes selected international criminal justice systems, including the police, courts, and correctional subsystems. Special emphasis is placed upon geographical, historical, and traditional perspectives that make each system unique and/or similar to the United States. **Note:** satisfies the University's (g) global curriculum requirement.

JUS 306 Abuse and the Law**3 credits**

Survey of how the justice system responds to abuse (physical, sexual, emotional and financial) with an emphasis on abuse perpetrated against children, women, and the elderly. Analyzes specific laws, law enforcement responses, case prosecution, court experiences, victim advocacy, and corrections. Focus on survivor-centered policy change and trauma-informed legal advocacy.

JUS 356 Crime and Delinquency**3 credits**

Examines delinquent behaviors of children, including theories for such behaviors and society's diverse responses to them. Explores the historical development, current organization, and functions of the juvenile justice system, placing emphasis on prevention and rehabilitation programs. Cross-listed with SWK 356 and SOC 356.

JUS 401 Women, Crime, and Justice (Humanistics)**3 credits**

Explores theories of female criminal behavior alongside studies of women as victims. Examines ways both groups are treated in the courts and correctional systems. Class topics include contemporary issues such as reproductive rights, gender discrimination, sexual exploitation and human trafficking, incarcerated mothers, and rehabilitation from prostitution or severe drug addiction. **Note:** Satisfies humanistics core requirement.

JUS 405 Women as Justice Professionals**2 credits**

Teaches the ethical and legal responsibilities of women as professionals in the justice system. Focuses on employment opportunities in the justice system and preparation for entry into the field, as well as creative options for building a multi-layered skill set for a variety of careers. Use of class time includes: guest speakers, resume writing, interviewing skills, and developing career search strategies.

JUS 406 Correctional Alternatives and Therapies**3 credits**

Study of alternatives to incarceration (probation, fines, house arrest, electronic surveillance, restitution programs, sentencing to service, community residential facilities, parole and supervised release). Survey of main rehabilitation therapies used by correctional treatment professionals who work with offenders and their families. Special attention is given to the needs of women and juveniles in the correctional system.

JUS 295/495 Special Topics in Justice**2-4 credits**

Features a specific issue of law and justice, explored through research, human-centered design, discussion, media, and fieldwork, where appropriate. Examples include Multidisciplinary Problem Solving in Justice, Leadership and the Law, Cybercrimes, International Criminal Courts, Prison Mission Initiatives, and Neuroscience and the Law. May be repeated for credit with a different topic.

JUS 196/496 Independent Study**1-4 credits**

In-depth examination of a topic of specific interest to student. It may be repeated for credit with a different topic. Consent of Department Chair required.

JUS 497 Justice Studies Capstone**3 credits**

This course should be taken by Justice Majors intending to apply for Law School. The course offers preparation for taking the LSAT. This course may be offered in a variety of formats.

JUS 498 Justice Internship**1-4 credits**

Provides a student with hands-on experience in a setting that best suits their career aspirations. Settings have included government agencies, community-based and nonprofit organizations, and private businesses. Students must apply the semester before they take the internship. May be repeated for course credit for a one year internship or for a different site placement. Prerequisite: Background check (some settings); major GPA of at least 2.5, junior or senior status or special permission of chair; and signature of Department Chair.

MAT 102 Math Workshop**1 credit**

Workshop to build number sense and develop problem-solving skills. P/F grading scale. Prerequisite: Math placement category 11 and concurrent enrollment in MAT 105.

MAT 104 Mathematics in our World (Communication/Mathematics)**3 credits**

Survey of topics in mathematics used to reason quantitatively and visually for making decisions about current and historic issues with an emphasis on social justice. Topics may include perspective and symmetry, election processes, fairness, graphs and circuits, number theory in nature.

MAT 105 Algebra I (*Communication/Mathematics*)**4 credits**

Study of linear and quadratic equations, linear inequalities, absolute value equations;; factoring techniques; introduction to linear, quadratic, polynomial, rational, and radical functions and their graphs. Prerequisite: Math placement category 12 or concurrent enrollment in MAT 102 and placement category 11.

MAT 109 Math for Health Professions (*Communication/Mathematics*)**3 credits**

A study of measures, dimensional analysis, direct and inverse variation, linear and non-linear equations/systems and inequalities. A primary focus on applications to the health professions (such as medication/dosage) with an emphasis on both problem-solving and communication of results/solutions.

MAT 111 Algebra II (*Communication/Mathematics*)**4 credits**

Topics include equations and inequalities; systems of equations and inequalities; functions and their graphs. Study of polynomial, rational, exponential, logarithmic functions; and applications.. Prerequisite: Math placement category 13 or a grade of “C” or better in MAT 105 or MAT 109. May be taken concurrently with MAT 113.

MAT 113 Trigonometry**2 credits**

Study of trigonometric functions and their graphs, trigonometric identities and equations, complex numbers and conic sections. Particular focus on problem-solving with trigonometry. Prerequisite: Math placement category 14, or taken concurrently with MAT 111, or a grade of C or better in MAT 111.

MAT 201 Mathematics for Early Childhood, Elementary and Middle School I (*Communication/Mathematics*)**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. Research- based methods of teaching course topics are included. Prerequisite: Early childhood/elementary or elementary/middle education major.

MAT 202 Mathematics for Early Childhood, Elementary and Middle School II**(*Communication/Mathematics*)****4 credits**

Study of ratio and proportion, statistics, probability, geometry and measurement. Research- based methods of teaching course topics are included. Prerequisite: Early childhood/elementary or elementary/middle education major.

MAT 203 Concepts of Geometry (*Communication/Mathematics*)**3 credits**

Intuitive and informal study of geometries, finite, planar and spatial. Topics may include symmetry and relationships in polygons and polyhedral with tilings and coverings, perspective and measurement as represented in the arts and sciences; technology is used to enhance the investigative approach in the course.

MAT 204 Concepts of Mathematics (*Communication/Mathematics*)**3 credits**

Problem solving and the historical evolution of mathematical thinking underlie the entire course. Topics may explore mathematics as patterns in number theory, mathematical infinity in set theory, mathematical symmetry in groups and rings, and counting processes in probability. Prerequisite: Math placement category 13 or higher, or a grade of “C” or better in MAT 201.

MAT 208 Statistical Literacy (*Communication/Mathematics*)**3 credits**

Emphasizes statistical literacy and statistical thinking. Using and understanding statistical terms and symbols, read statistical graphs, and understanding fundamental ideas of statistics: sampling, center, spread, chance, estimation.

MAT 209 Experiential Nursing Math (*Communication/Mathematics*)**1 credit**

Applications of measures, dimensional analysis, variation and equations used in a clinical setting. Emphasis on math problem solving to promote patient safety. Prerequisite: A grade of C or better in MAT 109 and concurrent enrollment in NUR 251C.

MAT 216 Statistics (*Communication/Mathematics*)**4 credits**

Study of statistical topics including: descriptive measures, probability and probability distributions, testing hypotheses, estimation, sampling, correlation and regression, chi-square. Prerequisite: Math placement category 13 or higher, or a grade of "C" or better in MAT 105.

MAT 251 Calculus I (*Communication/Mathematics*)**4 credits**

Study of limits and continuity of functions, the derivative and its applications, the indefinite integral. Prerequisite: Math placement category 15 or a grade of "C" or better in MAT 113.

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. Prerequisite: A grade of "C" or better in MAT 251 or department approval.

MAT 261 Calculus III**4 credits**

Continuation of MAT 252. Study of vectors, functions of many variables, partial differentiation, multiple integration, topics in vector calculus. Prerequisite: A grade of "C" or better in MAT 252.

MAT 301 Fundamental Concepts of Higher Mathematics**4 credits**

Definitions and nature of mathematics, mathematical logic and nature of proof, evolution of mathematical thought, role of mathematics in intellectual development, set theory, number systems of mathematics, countable and uncountable sets and relations. Prerequisite: A grade of "C" or better in MAT 251 or departmental approval.

MAT 321 Differential Equations**4 credits**

Study of methods for solving first and simple higher order differential equations, linear equations with constant coefficients, solution of linear systems, introduction of the Laplace transform, approximation methods, applications of differential equations, partial differential equations. Prerequisite: A grade of "C" or better in MAT 251 or department approval.

MAT 325 Discrete Mathematics**4 credits**

A survey of discrete mathematics will be studied. Topics may include graph theory, cryptology, combinatorics, enumeration, and coding theory. Prerequisite: A grade of "C" or better in MAT 301 or department approval.

MAT 328 Numerical Analysis**4 credits**

Study of the development and evaluation of methods for computing required numerical data. Topics include numerical solution of equations, finite differences, sums and series, interpolation and approximations, numerical differentiation and integration. Prerequisite: MAT 252 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 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 congruencies, numbers in other bases, primitive roots. Prerequisite: MAT 252 or departmental approval.

MAT 495 Topics in Mathematics**2-4 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: 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 advisor. Prerequisite: departmental approval.

MUS 101 Piano Class I (*Fine Arts*)**2 credits**

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

MUS 102 Piano Class II (*Fine Arts*)**2 credits**

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

MUS 117 Ukulele Class (*Fine Arts*)**2 credits**

Learning the Ukulele is an enjoyable, easy and inexpensive way to get involved in music. It provides an opportunity to learn musical concepts and skills that can apply to any instrument that you may decide to study. Come have fun with others as you gain the necessary skills and background to experiment, create and express yourself while playing the Ukulele. No previous instruction necessary. Please bring your own instrument to class.

MUS 205 Guitar Class (*Fine Arts*)**2 credits**

Introductory course for students with no prior guitar instruction and minimal music experience. Instruction includes note reading, playing basic chords and progressions, strums, and picking patterns. Repertoire includes representative selections from Blues, Folk and Pop music. Repertoire includes representative selections from Blues, Folk and Pop music. Daily practice necessary for success in this guitar skills class. No previous instruction necessary. Please bring your own instrument to class.

MUS 211 Private Instruction: Guitar (50-minute lesson per week)**1 credit**

Basic to advanced-level instruction in guitar playing skills according to student needs and ability. Topics of study include technique, chords, chord progressions, note reading and fingerpicking technique. Repertoire includes representative selections from Blues, Folk and Pop music. Prerequisite: MUS 205 or permission of instructor. Fee.

MUS 213 Private Instruction: Piano (50-minute lesson per week)**1 credit**

Provides basic to advanced-level instruction according to student needs and level of study. Emphasis on musical interpretation, expression and technique. Repertoire includes music in the classical, contemporary, jazz and pop styles. Prerequisite: MUS 101 and MUS 102 or permission of instructor. Fee.

MUS 228 Women in Music (*Fine Arts*)**3 credits**

Historic overview emphasizing the major contributions women have made to music, focusing on the most important composers, songwriters and performing artists. Learn how their accomplishments have shaped the roles of women in music today.

MUS 230 The American Musical (*Fine Arts*)**3 credits**

Discover how the American Musical has evolved from its early days to the present. Explore the effects of the social and political environment on musical theater. Understand the relationship of music to other art forms, including costumes, stage sets, dance forms and literature through exposure to videos, recordings and live performances. Attendance at one live musical is required. Fee

MUS 240 Experiencing Music (*Fine Arts*)**3 credits**

Learn how to develop skills and strategies that will enhance your knowledge and appreciation of music. Listen to works by the world's great composers, past and present, in the Western culture. Music form, texture and musical instruments and their use in solo, orchestral and ensemble music will be introduced.

MUS 250 MMU's Every Voice Choir (*Fine Arts*)**2 credit**

Learn to sing, read music and perform various styles of music including jazz, pop and Broadway show tunes. This class is open to MMU students of all skill levels and talents. No audition. No experience required. This course may be taken once for the 2 credit fa core option.

MUS 251 MMU's Every Voice Choir**1 credit**

Learn to sing, read music and perform various styles of music including jazz, pop and Broadway show tunes. This class is open to MMU students of all skill levels and talents. No audition. No experience required. This course may be taken multiple times for 1 credit or no credit. Prerequisite: MUS 250 (2 credit fa core option) or instructor consent.

MUS 270 Music in Film (*Fine Arts*)**3 credits**

A great soundtrack can create mood, drama, intrigue and romance. Discover how music becomes an integral element of a film as it generates emotional responses while the mind is focused on dialogue, plot and action. Students will develop listening and critical thinking skills through activities, discussions and projects. Various film genres will be explored including dramas, musicals, action, adventures, fantasies and animations.

MUS 280 American Popular Music (*Fine Arts*)**3 credits**

This course is a broad overview of American Popular Music examined through the lens of historical events, cultural perceptions and technological developments. Through guided listening examples and videos clips, students will become informed listeners as they learn about the development, musical influences, styles, works, and important contributors to American Popular music.

MUS 328 Music Cultures of the World (*Fine Arts & Global*)**3 credits**

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

MUS 497/597 General Music Practicum: Orff Method**0.5 credit**

Provides understanding of the Orff-Schulwerk concepts and teaching process. Opportunities for music specialists and classroom teachers to learn from outstanding teachers, to share ideas, to discuss common interests, and to

continue to develop their music teaching skills and techniques. Content provided through two workshops, minimum of four hours each. Offered each semester through the Greater Milwaukee Orff Dimensions Chapter of the American Orff-Schulwerk Association. Offered each fall and spring semester (two workshop courses, each covering different topics).

NUR 112 Nursing Student Success Bootcamp 1

1 Credit

This course prepares students to take on the rigorous challenges of the nursing curriculum and profession. The course will focus on building nursing skills for evidence-based practice, interpersonal communication, and leadership career planning.

NUR 113 Nursing Student Success Bootcamp 2

1 Credit

This course prepares students to take on the rigorous challenges of the nursing curriculum and profession. The course will focus on building nursing skills for evidence-based practice, interpersonal communication, and leadership career planning.

NUR 102 & 102L Introduction to Nursing Concepts

3 credits

Students learn about factors to promote and create a culture of safety and caring. The course will acquaint the student with the broad areas that encompass the professional nursing role. Focuses on professional nursing attributes and interaction essential to professional competence. Students study concepts that allow them to provide care unique to an individual, family, community, and systems, and to the context in which they live. Concepts related to the health care system are included to provide a foundation for beginning nursing practice. The process of nursing is introduced. Prerequisites: BIO 211, BIO 212 & CHE 113. Fee

NUR 103 Nursing 1-2-1 NLN Pax Workshop

0 credits

Students will be oriented to the Nursing 1-2-1 program. The National League for Nursing (NLN) Pre Admission Exam (PAX) exam requirement and structure of the exam will be presented. Students will develop and engage in an individualized NLN Pax study plan. Required for Nursing 1-2-1 first semester freshman. Fee.

NUR 200 & 200L Health Assessment, Promotion & Nutrition

3 credits

The foundational concepts, scientific basis and theoretical constructs of effective therapeutic communication, interviewing, health history, and physical assessment across the life span are presented. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches. Concepts for health promotion including nutrition are included. *This course includes a course fee for CastleBranch completion. Prerequisites: NUR 100 & BIO 325, Corequisite: NUR 260. Fee

NUR 240 Pharmacology

3 credits

Basic principles of pharmacology and pharmacotherapeutics as applied to patients across the life span. Includes nursing implications for administration, patient teaching, and evaluation of safety and effectiveness. Prerequisites: NUR 200 & 260, Corequisites: NUR 250 & 251.

NUR 250 & 250L Foundations & Applications of Nursing Practice

3 credits

This course is an introduction to the scientific and theoretical foundations of professional nursing practice. Historical, legal, cultural, economic, and social factors that influence nursing and health care delivery are analyzed. Nursing theory is incorporated with nursing process to provide foundational level of care. Foundational nursing psychomotor skills are developed. Prerequisites: NUR 200 & 260, Corequisites: NUR 240 & 251.

NUR 251C Nursing Clinical Foundations

3 credits

This course focuses on the application and integration of the nursing process to promote physical wellness and respond to health problems through direct client care. On campus and off campus clinical experiences provide an opportunity for student development and practice in the roles of professional nursing. Students practice a

foundational understanding of therapeutic interventions, skills, and clinical judgment. Prerequisites: NUR 200 & 260, Corequisites: NUR 240 & 250.

NUR 260 Pathophysiology

3 credits

This course focuses on the alterations in cell, tissue and system mechanisms that manifest as health problems throughout the life span and prevent or limit individuals from making adaptive responses. Provides a basic understanding of the causes, pathophysiology, pathology and clinical manifestations of disease states. Focuses on etiology, risk factors, manifestations, and pathogenesis. Prerequisites: NUR 100 & BIO 325, Corequisite: NUR 200

NUR 310 Evidenced Based Practice

3 credits

The study of basic research and quality improvement principles and their application in the practice of nursing and healthcare. Using various statistical and quality methods and metrics, current research and patient care improvement techniques will be evaluated for applicability in the clinical setting. Critique of current nursing research and case studies will enhance understanding of available information and how it impacts the current delivery of nursing and healthcare. Prerequisites: MAT 208/216/346 or PSY 310. Corequisites: NUR 490 & 491C.

NUR 350 & 350L Nursing Care for Chronic Conditions

3 credits

Comprehensive patient-centered, nursing care of adults or children with chronic conditions across the care continuum. Emphasis is on health promotion, health maintenance and palliation. Nursing psychomotor skills development continued. Prerequisites: NUR 240, 250, & 251. Corequisites: NUR 351C & 360.

NUR 351C Nursing Clinical Chronic Conditions

3 credits

This course focuses on the provision of comprehensive patient-centered, nursing care of adults or children with chronic conditions across the care continuum through direct client care. On campus and off campus clinical experiences provide an opportunity for student practice in the roles of professional nursing. Students develop further develop therapeutic interventions, skills, and clinical judgement. Prerequisites: NUR 240, 250, & 251. Corequisites: NUR 350 & 360.

NUR 356 Technology and Interprofessional Communication

3 credits

Exploration of the principles of electronic/verbal/written patient communication and its value in the delivery of both individual and population health. The course will include an assessment of current available electronic medical record systems and their effectiveness in care delivery with special emphasis on their value in interdisciplinary communication and information sharing. Documentation gaps, barriers, and legal requirements will be studied to understand the challenges of communicating in complex environments. Nursing students will assess their own communication styles and those of others to increase awareness of human diversity and the need to modify styles to increase personal effectiveness in teams and with patients/families.

NUR 360 Nursing Across the Lifespan

3 credits

Focuses on health and illness concepts emphasizing holistic care to individuals and families across the lifespan. Emphasis on providing patient-centered and culturally competent nursing care. Lifespan care of vulnerable populations, such as mental health, maternal, child well-being, and older adults emphasized. Prerequisites: NUR 240, 250, & 251, Corequisites: NUR 350 & 351.

NUR 370 & 370L Nursing Care for Acute Conditions

3 credits

Comprehensive, patient-centered, and holistic nursing care of adults or children with acute conditions across the care continuum. The course emphasizes the nurse's role in management of complex health alterations within the health system, the community, and for transitions to home. Builds on psychomotor skills necessary to provide safe nursing care in acute settings. Prerequisites: NUR 350, 351 & 360, Corequisites: NUR 371.

NUR 371C Nursing Clinical Acute Conditions

3 credits

This course focuses on the provision of comprehensive patient-centered, nursing care of adults or children with acute conditions through direct client care. On campus and off campus clinical experiences provide an opportunity

for student practice in the roles of professional nursing. Students demonstrate therapeutic interventions, skills, and clinical judgment, building on concurrent and previous coursework. Prerequisites: NUR 350, 351, & 360, Corequisites: NUR 370.

NUR 401 Healthcare Economics and Regulation

3 credits

Reading and discussion of the evolution of healthcare as an industry and its overall impact on the economy of the United States and the world in the context of changing demographics. The study of modern day attempts to reign in healthcare costs, including available nursing research on maintaining or improving quality outcomes while encouraging clinical advancements. Additional focus on the impact of regulation and the legal system on clinical decision-making and patientsatisfaction.

NUR 402 Nursing Care in the Community (*Global*)

3 credits

This course will enable the student's acquisition of knowledge and experience of the nursing process in home and community settings. Topics will include concepts of infectious disease, epidemiology, and disease surveillance and control. The impacts of cultural diversity, social and physical environments and policy will be included in a community needs assessment based on National Health Care Objectives. Students will demonstrate skills of communication, critical thinking and decision making in non-traditional healthcare settings.

NUR 420 Nursing Leadership I

3 credits

The role of a leader is explored in a healthcare team environment. Leadership styles as well as the power of authority and influence are explored with appreciation of various patient care situations. Strategies such as patient care simulation, role-play, and clinical case study critique will be utilized to enable the student to explore their personal comfort in a role as a nursing leader. Various nursing leadership roles within the healthcare setting will be examined for their respective challenges and contributions to quality patient care and healthy work environments.

NUR 421 Nursing Leadership II

3 credits

This course enables the nursing student to practice their nursing leadership skills and assess their effectiveness in reflective writings. The emphasis will be on increasing the student's comfort in the role of nurse leader while expanding their personal impact and responsibility in health care settings. Student's will also explore potential nursing career goals and prepare a personal development plan toward their nursing goal achievement. Prerequisite: NUR 420.

NUR 430 Special Topics in Nursing

1-4 credits

Consideration of a special topic relevant to the theory or practice of nursing including specialized nursing care of a diverse range of populations. May be repeated for credit with a different topic.

NUR 485 Capstone

3 credits

This course culminates the program and allows the student to incorporate new knowledge and skills into a clinical practice setting unlike their current work role. The blend of past experience with new will be assessed through personal reflection with interpretation for meaning. Discussions will reinforce the need for continuous learning and self-improvement as well as purpose and meaningful contributions to the care of patients and families.

NUR 490 Nursing Transitions

2 credits

Integration of learning acquired throughout the nursing program. Comprehensive patient-centered nursing care of adults or children with application of leadership and management principles. Emphasis is on the transition to a beginning baccalaureate nurse. Opportunities for students to identify strengths and areas for improvement in their professional nursing practice. Prerequisites: NUR 370, 371, 401 & 420. Corequisites: NUR 310 & 491. Fee

NUR 491C Nursing Clinical Transitions

3 credits

This course focuses on the provision of comprehensive patient-centered, nursing care of adults or children with application of leadership and management principles through direct client care. On campus and off campus clinical experiences provide an opportunity for students to demonstrate competence in the roles of professional nursing.

Students demonstrate therapeutic interventions, skills, and clinical judgment, synthesizing concurrent and previous coursework. Prerequisites: NUR 370, 371, 401 & 420. Corequisites: NUR 310 & 490.

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. Emphasis is placed on building medical terms using prefixes, suffixes, and root words.

OCT 530 Therapeutic Occupations

3 credits

An approach to treatment 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.

OCT 532 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: admission to the occupational therapy department. Course fee required.

OCT 534 Applied Kinesiology

3 credits

Analysis of the structure and function of bones, nerves, muscles, and joints. Introduction to arthrokinematics and biomechanics; laboratory sessions on manual palpation skills. Includes common injuries to various anatomical structures. Prerequisites: BIO 211 or equivalent, OCT 532, 536. Course fee required.

OCT 536 Neuroscience for Rehabilitation

2 credits

Exploration of neurological foundations, including neuroanatomy and neurophysiology of the human nervous system as related to occupational therapy practice. Focus on problem-based learning methods to understand neurological pathologies encountered in occupational therapy.

OCT 540 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.

OCT 545 Clinical Reasoning Level I Fieldwork

2 credits

Application of 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. Prerequisite: OCT 532, 540. Course fee required.

OCT 551 Psychosocial Practice

3 credits

Examination of current theory and evidence-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 532, 538. Course fee required.

OCT 553 Pediatrics

3 credits

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

OCT 555 Gerontology**2 credits**

Application of occupational therapy intervention with 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 532.

OCT 577 Health Care Research**3 credits**

Analysis of evidence-based practice including research methodology, evaluation of professional literature, and exposure to statistics.

OCT 577 Health Care Research**3 credits**

Analysis of evidence-based practice including research methodology, evaluation of professional literature, and exposure to statistics.

OCT 580 Population Services**2 credits**

Theoretical foundations for organization and population practice. Includes population profile, environmental context, occupational injustice and needs assessment. Emphasis on program development process including program intervention, program evaluation and impact of occupational therapy services as demonstrated through scholarly writing and presentation of project.

OCT 585 Population Services Practicum**2 credits**

Service learning in an organization related to specialty practice area and doctoral experiential capstone focus. Analysis of organization narrative and population profile to identify unmet needs. Prerequisite: OCT 580, Admission to the OTD program. Doctoral track only

OCT 650 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 and psychosocial aspects and one's occupational profile. Prerequisite: OCT 534.

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

Application of evaluation, treatment planning, and clinical problem solving skills. Emphasis on assisting the client to engage in occupations to support participation in daily life activities within rehabilitative and habilitative contexts. Includes 40 hours in a clinic. Prerequisite: OCT 663, 664. Course fee required.

OCT 662 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 related diagnoses, including burns, cardiac, cancer, pulmonary disorders, and HIV. Standard precautions and blood-borne pathogens training fulfills clinic requirements. Application of theory reinforced through clinical lectures. Prerequisites: OCT 532, 534, 536. Course fee required.

OCT 663 Orthopedics**4 credits**

Examination of current theory and evidence-based practice of occupational therapy in orthopedic settings. Evaluation and intervention techniques for various orthopedic conditions, including fractures, cumulative trauma, and joint replacement. Includes range of motion and manual muscle testing skills. Laboratory sessions on hand therapy and splinting skills. Prerequisites: OCT 534. Course fee required.

OCT 664 Neuroconcepts**2 credits**

Examination of current theory and evidence-based practice of 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 534, 536.

OCT 665 Neurorehabilitation

3 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 traditional sensorimotor, contemporary motor, and task-based approaches. Prerequisite: OCT 664.

OCT 675 Professional Ethics and Practice

2 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. Prerequisites: OCT 545.

OCT 679 Management and Leadership

3 credits

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues, and program evaluation. Leadership focuses on behaviors and actions used for successful relationship building and collaboration within the work environment. Prerequisites: OCT 532, 545. Course fee required.

OCT 681 Advanced Practice: Wellness and Prevention

2 credits

Analysis of occupational therapy theory and treatment addressing integrative health, wellness and prevention. Hybrid.

OCT 682 Advanced Practice: 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. Prerequisites: OCT 553.

OCT 683 Advanced Practice: Productive Aging

2 credits

Productive Aging Analysis of occupational therapy theory and intervention related to group, community, and population services for an older adult population. Focus on differentiating services by contexts and settings, emphasizing engagement and resilience. Prerequisites: OCT 555.

OCT 686 Advanced Practice: Hand Rehabilitation

2 credits

Analysis of occupational therapy theory and intervention 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 663. Course fee required.

OCT 688 Advanced Practice: Physical Rehabilitation

2 credits

Analysis of occupational therapy theory and intervention related to group, community, and population services for persons with physical illness in inpatient and outpatient settings. Includes emerging practice contexts. Prerequisite: OCT 663. Hybrid.

OCT 689 Doctoral Seminar

1 credit

Analyze and synthesize population profile, organization narrative, and professional literature to create a needs assessment. Includes development of doctoral capstone learning plan. Doctoral track only. Prerequisites: OCT 585

OCT 690 Advancement of Occupational Therapy Practice

2 credits

Systematic review of professional literature regarding selected program-level interventions for targeted populations in area of specialty practice (i.e. children and youth, physical disabilities and rehabilitation, productive aging and

wellness and prevention/mental health). Includes analysis and synthesis of targeted program intervention. Doctoral track only.

OCT 690A Doctoral Advising

1 credit

Faculty doctoral advisors provide individualized guidance regarding literature review and program intervention. Concurrent with OCT 690. Doctoral track only.

OCT 696 Independent Study

1-3 credits

Opportunity to pursue independent study of special interest to student under direction of a faculty advisor. Prerequisites: OCT 532 and consent of chairperson. May be repeated for credit.

OCT 698A Level II Fieldwork

8 credits

Supervised experiential learning, which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. Practice reflections emphasize applying theories of occupation, applying the occupational therapy practice framework, and developing cultural competence. A student is required to complete a minimum of the equivalent of 12 weeks full time. Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook. Course fee required.

OCT 698B Level II Fieldwork

8 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. Practice reflections emphasize applying professional reasoning and theory; analyzing evidence-based practice; analyzing social, political and economic systems influencing health care; and developing advocacy and leadership roles. A student is required to complete a minimum of the equivalent of 12 weeks full time. Fieldwork is completed in an approved setting on a full-time or part-time basis, but may not be less than half time. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook. Course fee required.

OCT 700 Perspectives on Occupation

2 credits

Examination of perspectives on occupation that underlie occupational therapy practice. Implications of these perspectives for professional practice and service delivery are explored.

OCT 710 Research in Occupational Therapy

3 credits

Analysis and synthesis of professional literature related to selected practice area. Includes methodologies of research, statistics, inquiry and application of evidence to practice.

OCT 720 Theory and Practice

2 credits

Analysis of models, theory, frames of reference and professional reasoning that underlie occupational therapy practice. Includes use of reflective practice to enhance occupational therapy efficacy and outcomes.

OCT 734 Leadership

2 credits

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

OCT 785 Culminating Fieldwork Project

2 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation, and demonstrates the student's competencies for practice. Includes written portfolio and culminating experience. Comprehensive practice review and preparation for the occupational therapy certification exam. MSOT students only. Course fee required.

OCT 787 Culminating Fieldwork Project**2 credits**

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation and demonstrates the student's competencies for practice. Includes written portfolio and culminating experience. Comprehensive practice review and preparation for the occupational therapy certification exam. Includes individualized learning agreement for capstone experience. Course fee required. Doctoral track only

OCT 795 Culminating Project**3 credits**

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation. Includes written portfolio and culminating experience.

OCT 799 Continuing Registration**0 credit**

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

OCT 800 Professional Doctorate Plan**2 credits**

Complete self-assessment and set professional development goals for specialty practice and service delivery. Identify targeted specialty practice areas focused on conditions, evaluation, and intervention. Emphasis on critical reflection and professional scholarship. Includes identifying a focus area (Physical Rehabilitation, Pediatrics, Gerontology, Mental Health, Education, Leadership) and selecting doctoral committee chair and specialty practice expert.

OCT 810 Advancement of Occupational Therapy Practice**2 credits**

Systematic review of professional literature regarding selected conditions, evaluation, and interventions in area of specialty practice. Emphasis on theory, evidence-based practice, and professional reasoning. If specialty practice area is education, readings focus on instruction of individuals in a subject area related to occupational therapy. If specialty practice area is leadership, readings focus on supervision and coaching in an occupational therapy practice area.

OCT 811 Doctoral Capstone Experience**8 credits**

Fourteen weeks full-time equivalent practice in specialty area (children and youth, physical disabilities and rehabilitation, productive aging, wellness and prevention/mental health). Students design and implement a program-level intervention to address unmet occupational needs for a targeted population within an organizational context. Collaboration with site mentor. Doctoral track only.

OCT 812 Specialty Practice Residency**4 credits**

Eight weeks full-time equivalent practice in specialty area with emphasis on enhancing professional skills including using relevant evidence and critical reflection for condition, evaluation, intervention, and context practice case studies. If specialty practice area is education, skills focus on instruction. If specialty practice area is leadership, skills focus on supervision or coaching. Includes mentoring from doctoral committee chair and specialty practice expert and serves as qualifying experience for advancement in doctoral program.

OCT 813 Doctoral Capstone Scholarship**2 credits**

Integrate professional literature in specialty practice area with needs assessment, program intervention, and program evaluation. Concurrent with OCT 811 Doctoral track only.

OCT 813A Doctoral Advising**1 credit**

Faculty doctoral advisors provide individualized guidance for students regarding linking professional literature to capstone experiences. Doctoral track only.

OCT 814 Specialty Practice Competencies**2 credits**

Develop and document evidence of specialty practice with emphasis on enhancing professional knowledge including synthesis of evidence and integration of relevant evidence with skills for condition, evaluation, intervention, and context practice case studies.

OCT 815 Doctoral Capstone Project**2 credits**

Individual capstone project demonstrating in-depth knowledge and ability to design solutions for practice challenges. Includes professional literature review and reflections linking professional literature to doctoral capstone experiences. Emphasizes demonstration of scholarly writing and public presentation of capstone project. Doctoral track only.

OCT 815A Doctoral Advising**1 credit**

Faculty doctoral advisors provide individualized guidance for students about capstone project components including population profile, organizational narrative, needs assessment, program intervention, program evaluation and advocacy plan. Doctoral track only.

OCT 816 Specialty Practice Portfolio**2 credits**

Create reflections linking professional literature to residency experiences and specialty practice competencies. Reflections include how evidence meets competency criteria, influences practice and affects outcomes.

OCT 820 Advancement of Occupational Therapy Service Delivery**2 credits**

Systematic review of professional literature regarding selected continuous quality improvement issues and service delivery models in specialty practice area. Identify targeted service delivery areas focused on needs assessment, program intervention, program evaluation, and networking/advocacy. If the specialty practice area is education, focus is on course and curriculum improvement in a subject area related to occupational therapy. If the specialty practice area is leadership, focus is on program development in an occupational therapy practice area.

OCT 822 Service Delivery Residency**4 credits**

Eight weeks full-time equivalent practice in specialty area with emphasis on enhancing service delivery development skills including using continuous quality improvement processes for assessment, program intervention, program evaluation, and networking/advocacy case studies. Includes mentoring from doctoral committee chair and specialty practice expert and serves as qualifying experience for advancement in doctoral program.

OCT 824 Service Delivery Competencies**2 credits**

Develop and document evidence of service delivery competencies with emphasis on continuous quality improvement processes and enhancing professional knowledge including synthesis of evidence and integration of relevant evidence with skills for needs assessment, program intervention, program evaluation, and networking/advocacy case studies.

OCT 826 Service Delivery Portfolio**2 credits**

Create reflections linking professional literature to residency experiences and service delivery competencies. Reflections include how evidence meets competency criteria, influences practice, and affects outcome.

OCT 830 Professional Doctorate Portfolio**4 credits**

Documents professional scholarship, specialty practice and service delivery accomplishments including reflection on professional goals. Includes self-assessment of specialty practice and service delivery portfolios with emphasis on

professional development plan to increase capacity for competency demands of the future. Includes doctoral committee review of portfolio and oral defense by doctoral candidate.

OCT 899 Continuing Registration

0 credits

If a student is unable to complete the professional doctorate portfolio within the time frame of the allotted four credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

PED 200 Self Defense for Women

2 credits

Focuses on physical techniques and verbal strategies to defend against larger assailants. Additional components of the course encompass understanding typical attacker behavior, establishing boundaries, being aware of the psychology behind the attack, and what to do after being attacked. May not be repeated for credit.

PED 216 Reduce Stress through Movement

1 credit

This is an introductory survey class exploring a variety of movement practices that reduce stress. The student will develop a greater understanding of the need for purposeful relaxation and the benefits of decompression as part of a well-rounded life. Students will grow an understanding of which practices work best for them through the opportunity to try 6-10 movement based stress reduction techniques over the semester. May not be repeated for credit.

PED 220 Modern Dance I (*Fine Arts*)

2 credits

This course is an introduction to modern dance technique. Students will develop basic technical skills and understand foundational concepts of modern dance through weekly exercises that progress over the semester. Explore the history of the form and learn about important artists who pioneered its development. Through weekly practice learn to identify standard technical elements, make creative choices and build confidence in movement. No previous dance experience required. May not be repeated for credit.

PED 221 Modern Dance II (*Fine Arts*)

2 credits

Continued development of Modern Dance technique. Building on the foundations of Modern Dance I towards more complex movement concepts and deeper understanding of healthy alignment while dancing. Students will utilize technique, musicality and athleticism to inform creative expression. Prerequisite PED 220 or equivalent, or permission of instructor. May not be repeated for credit.

PED 224 Creating Dance (*Fine Arts*)

3 credits

Explore the creative, technical and expressive elements involved in creating a dance composition. Build an understanding of the practical and theoretical elements of choreography as you experience the creative process. Prerequisite: PED 220 or PED 280 or equivalent, or permission of instructor. May not be repeated for credit.

PED 230 Cardio-Aerobic Strength Training

2 credits

Features participation and instruction in programs using a variety of fitness equipment including free weights and cardio machines. Learn proper exercise form and valuable skills that can improve cardiovascular health, muscular strength, and body composition. Offered in the Fall. May not be repeated for credit.

PED 233 Fitness I (One quarter)

1 credit

Introduction to various fitness formats. Improve personal fitness levels by using the private facilities of the university. Learn how to design a personal fitness program utilizing proper form and exercise techniques. Offered in the Spring. May not be repeated for credit.

PED 238 Fitness II (One quarter)

1 credit

Continuation of PED 233. Offered in the Spring. May not be repeated for credit.

PED 239 Yoga I (One Quarter)**1 credit**

Introduction to Yoga techniques, relaxation, deep breathing, and health/wellness benefits associated with the practice. Learn how to develop a personal yoga program using proper form, alignment, and modifications to meet individual anatomical needs. May not be repeated for credit.

PED 240 Yoga II (One Quarter)**1 credit**

Continuation of PED 239. May not be repeated for credit.

PED 250 Experiencing Dance (Fine Arts & Global)**3 credits**

An introductory study of multiple dance forms through historical, sociological and cultural contexts. Students will investigate a variety of social dances and genres of dance performance across world cultures as they view, discuss and develop an understanding of dance. This course is presented in a combined lecture/movement format that meets one day in a classroom for discussion and the second day in the gym for dancing. May not be repeated for credit.

PED 256 Dance in Film (Fine Arts)**3 credits**

Survey class on the history of dance on film and current artists (dancers and filmmakers) who work in both mediums. Develop a critical eye for both dance and film as you view, discuss and analyze specific dances intended to be viewed on film, via musicals, post-modern dances for camera, social media and many forms in between. Coursework will be a combination of critical thinking and creative in-class work. May not be repeated for credit.

PED 258 Pilates I (One Quarter)**1 credit**

Explore the fundamental concepts of Pilates and build your way to an intermediate mat practice over the course of the semester. Pilates utilizes breath, alignment, mobility and strength to bring your body back into balance, enhance your posture and teach you functional healthy movement. No previous experience required. Class will use and provide the mats and props. May not be repeated for credit.

PED 259 Pilates II (One Quarter)**1 credit**

Continuation of PED 258. May not be repeated for credit.

PED 260 Navigate Modern Wellness**2 credits**

This class emphasizes a positive approach to wellness and making lasting lifestyle changes. Students will study foundations of a wellness centered lifestyle including nutrition, disease prevention, fitness and exercise programs and stress management. May not be repeated for credit.

PED 280 Ballet I (Fine Arts)**2 credits**

Designed for students with no previous ballet or dance experience. Learn terminology, positions of the feet and arms, beginning exercises at the barre and combinations in the center and traveling across the floor in this introductory classical Ballet course. Develop knowledge and skills through weekly exercises that progress over the course of the semester. Ballet shoes and appropriate clothes to dress out are required within the first week of class. May not be repeated for credit.

PED 290 Intro to Jazz Dance (Fine Arts)**2 credits**

Introduction to the vocabulary, techniques, aesthetic and philosophy of Jazz. Strengthening, conditioning, and stretching the entire body are paired with body/mind interaction. Students will learn warm up sequences, travel across the floor and work on combinations in the center. Assignments are supportive to students' investigation and understanding of Jazz. Jazz shoes required. No dance experience necessary. May not be repeated for credit.

PHI 315 Logic and Language (Philosophy)**3-4 credits**

An investigation into the study of language and logic in critical thinking. Examines philosophical aspects of communication, knowledge acquisition, and the role of language in forming moral and social practices. Prerequisite: SEA 101.

PHI 316 Logic (Philosophy)**3-4 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. Prerequisite: SEA 101.

PHI 326 Theory of Ethics (Philosophy)**4 credits**

An examination of one of the most central questions in philosophy: How ought I live? Students are introduced to classic texts that discuss: What does it mean to be good? Why try to live a good life? How can I be happy? Prerequisite: SEA 101.

PHI 330 Contemporary Issues in Ethics (Philosophy)**3-4 credits**

Exploration of some of the leading moral dilemmas in contemporary life. Using various ethical theories, possible solutions are proposed to these dilemmas and the implications of those solutions are critiqued. Issues include: capital punishment, pornography, economic justice, affirmative action, environmental concerns. Number of ethical issues examined changes number of credits earned. (May be repeated for credit with permission of the instructor or Department Chair.) Prerequisite: SEA 101.

PHI 332 Philosophy of Health (Philosophy)**4 credits**

An inquiry into the nature of what human beings deem health and illness. Considers both historical and contemporary philosophies of health including how health is viewed in different cultures, the role of the community in establishing and interpreting health, health as a commodity, social justice and the distribution of healthcare goods. Prerequisite: SEA 101.

PHI 335 Social and Political Philosophy (Philosophy)**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. Prerequisite: SEA 101.

PHI 337 Readings in Philosophy (Philosophy)**3 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.) Prerequisite: SEA 101.

PHI 343 Philosophy of Religion (Philosophy)**4 credits**

A study of the relationship between philosophical questioning and religious beliefs. Analysis of the relationships between faith and reason, between religion and ethics, and between belief and mental health. Prerequisite: SEA 101.

PHI 344 Philosophy and Literature (Philosophy)**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. Prerequisite: SEA 101.

PHI 345 Philosophy and Film (Philosophy)**4 credits**

This course includes the aesthetics of cinematic experience as well as the utilization of specific films to explore philosophical questions. Involves weekly screenings and analysis of films. Prerequisite: SEA 101.

PHI 346 Philosophy of Art and Beauty (Philosophy)**4 credits**

Examination of the question of what differentiates the aesthetic experience from other human experiences, with a view toward understanding both the artist's act of creation and the audience's act of appreciation. Prerequisite: SEA 101.

- PHI 347 Philosophy of Science (*Philosophy*)** **3 credits**
 Study of philosophical issues in science including the nature of science and the modern scientific method. Specific scientific disciplines to be studied include physics, biology, and psychology. Prerequisite: SEA 101.
- PHI 355 Women Philosophers (*Philosophy*)** **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). Prerequisite: SEA 101.
- PHI 360 Global Philosophy (*Philosophy & Global*)** **3 credits**
 A study of a Non-Western region or culture's philosophical tradition. Prerequisite: SEA 101.
- PHI 361 Christian Philosophy (*Philosophy*)** **4 credits**
 A consideration of what Christianity has to say philosophically. An examination of fundamental philosophical questions (What is the good life? What can be known with certainty? What is the nature of the transcendent through the writings of a diversity of Christian thinkers? Prerequisite: SEA 101.
- PHI 364 Ancient Philosophy (*Philosophy*)** **4 credits**
 Introduction to the central issues and questions raised in the ancient world. Topics include the nature of reality and the cosmos, the good life, the nature of the soul, free will, and political philosophy.
- PHI 365 Modern Philosophy (*Philosophy*)** **4 credits**
 Introduction to the central issues raised in that revolutionary period of philosophy's history which began with Descartes and ended with Kant. Prerequisite: SEA 101.
- PHI 367 19th and 20th Century Philosophy (*Philosophy*)** **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. Prerequisite: SEA 101.
- PHI 369 Philosophy of Contemporary Culture (*Philosophy & Global*)** **3 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. Prerequisite: SEA 101.
- PHI 375 Philosophy of Love (*Philosophy & Global*)** **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. Prerequisite: SEA 101.
- PHI 378 Philosophical Discussion and Writing Workshop** **1 credit**
 Designed for students taking a PHI course who are looking for 1 extra credit in philosophy to develop their writing and conversation skills. Prerequisite: SEA 101.
- PHI 379 Issues in Philosophy (*Philosophy*)** **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). Prerequisite: SEA 101.
- PHI 398 Philosophy Internship** **2 credits**
 Designed to enable students to act as research assistants in philosophy. Students will learn to do philosophical research, prepare academic bibliographies, and edit academic writing. Offered as required for majors or minors. Prerequisite: SEA 101.

PHI 492 Critical Reading, Theory, and Interpretation**4 credits**

This course introduces students to questions that have persisted since the written word was invented: How do we interpret texts? How do texts inform us about the wider social world? What practical tools are available for understanding and interpreting different works? Students will examine these and other key questions in contemporary theory and criticism. Major theories, including formalism, structuralism, Marxist, deconstruction, psychoanalytic theory, feminist criticism, gender studies, queer theory, and post-colonial criticism will be discussed with an emphasis on application. Cross-listed with ENG 492. Required for philosophy majors; open to philosophy minors and others with chair approval. Prerequisite: ENG 120 and SEA 101.

PHI 496 Independent Study**1-4 credits**

Consent of Department Chair required. Offered as required by majors or minors. Prerequisite: SEA 101.

PHI 497 Senior Capstone Seminar**2-4 credits**

Required capstone course for philosophy majors. Designed to provide philosophy majors with an in-depth reading of selected texts from the great philosophers while improving their discussion and writing skills. Required for philosophy majors; open to philosophy minors and others with chair approval. Prerequisite: SEA 101.

PHY 201 General Physics I (Science)**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 General Physics II (Science)**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.

POS 213 American Government (Humanistics)**3 credits**

This course covers the American governmental system, its development, constitution, structure and operation with emphasis on fundamental principles and their application in the institutions and political processes.

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. If POS 215 is also taken, the two fulfill the second humanistics core requirement. Offered in online format.

POS 215 American Government: Federal (Humanistics)**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. If POS 214 is also taken, the two fulfill the second humanistics core requirement. Offered in online format.

POS 296/496 Independent Study**1-3 credits**

Developed around an area of interest for which the student has adequate background. Consent of Justice, Sociology & History Department Chair required.

POS 323 Comparative Modern Governments (Humanistics)**3 credits**

Students live in a world in which the actions of a government in one nation has international implications. It is important not only to understand the contemporary political systems but to see them in a global context. This course examines various national and international political institutions and their relation to globalization, economic systems, and developing nations. The course may be offered in a variety of formats.

POS 326 Modern Political Issues (*Humanistics*)**3 credits**

This is a seminar course in which students are confronted with current issues such as immigration, racial violence, civil rights and civil liberties of children. The topics change with the current issues. After readings and discussion, the student takes action, such as making specific recommendations to their political representatives.

POS 327/328 Studies in Political Science (*Humanistics*)**3 credits**

Courses offered as “studies” provide an in-depth study of major political topic. The structure of the courses emphasizes critical examination of the different sides in the American political development. Topics may include: examination of the role of America’s “myth” and the founding narrative unifying a diverse people, the rise and falls of political parties, or the evolution of the size and role of government. The course may be offered in a variety of formats.

POS 335 Political Philosophy (*Humanistics*)**3 credits**

Study of the person’s relation to civil society based upon the works of classical and contemporary political philosophers from Europe, Africa, India, China, Japan, Native Americans and the Americans. By examining the range of theories, students are able to consider the nature of political authority, freedom and human rights.

POS 386 Foreign Relations (*Humanistics*)**3 credits**

This course covers the history of the foreign policy of the major global powers since 1914. Current policy questions and issues are discussed and evaluated from the perspectives of various nations. Student also examine the evolution and consequences of the policies. This course may be cross-listed with HIS 386.

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.

PRM 510 Biochemistry**3 credits**

Students will learn about basic principles in biochemistry with a particular emphasis on pharmaceutical applications. Students will engage in lectures and interactive discussion regarding the integration of therapeutic agents into the body’s natural pathways to manage and treat disease states. This course introduces topics such as acid/base chemistry, structure and function relationships of proteins, enzymes in biochemistry, and major pathways for protein, carbohydrate, and lipid metabolism, and pertinent nutritional topics to build a foundation in the understanding of basic sciences with an application to pharmacy.

PRM 511 Genetics & Clinical Immunology**3 credits**

Students will learn about individual differences in metabolizing enzymes, transporters, and other biochemicals impacting drug disposition and action that underpin the practice of personalized medicine. Students will engage in topics addressing nucleic acid structure, the flow of information from DNA to protein, current techniques in DNA technology including gene therapy and pharmacogenetics, the molecular basis of cancer and several topics in clinical genetics. This course serves as a foundational basis and introduces pharmaceutical applications to the topics addressed. In the second section of the course, students will learn basic clinical immunology relevant for future practice. Students will engage in topics addressing non-specific host defense mechanisms, specific immunity, and products that impart active and passive immunity to both host and microorganisms. The course emphasizes mechanisms of vaccination, hypersensitivity, autoimmune disorders, immunity to influenza virus and the application of that knowledge for the treatment of related human diseases.

PRM 512 Human Anatomy & Physiology**3 credits**

Students will learn about the structure, function, and abnormalities of the human body. Students will engage in instructional and hands-on exploring of the body in a systematic fashion. This course introduces each of the major body systems to form a foundational understanding of health care delivery.

PRM 561 Integrated Sequence (IS): Principles of Drug Action & Pharmacogenomics**5 credits**

Students will learn concepts and general principles underlying drug action and therapeutics, including enzyme and receptor pharmacology, structure-activity relationship and concepts in pharmacokinetics, pharmacodynamics, and pharmacogenomics as they relate to drug action. Students will engage in various interactive and didactic teaching modalities to explore these concepts and use the knowledge gained to critically approach and solve patient care problems in an evidence-based manner.

PRM 562 Integrated Sequence (IS): Infectious Diseases I**5 credits**

Students will learn about the microbiology, pharmacology, medicinal chemistry, pharmacotherapeutics, pharmaceuticals, and pharmacogenomics of infectious diseases in an integrated, interdisciplinary course structure. Students will engage in various interactive and didactic teaching modalities to explore these concepts and use the knowledge gained to critically approach and solve patient care problems in an evidence-based manner. This course will integrate material from previous courses in a progressive manner and align with learning activities in the concurrent skills laboratory course.

PRM 564 Integrated Sequence: Infectious Diseases II**5 credits**

In this second course of a two-part series, students will continue exploring the microbiology, pharmacology, medicinal chemistry, pharmacotherapeutics, pharmaceuticals, and pharmacogenomics of infectious diseases in an integrated, interdisciplinary course structure. Students will engage in various interactive and didactic teaching modalities to explore these concepts and use the knowledge gained to critically approach and solve patient care problems in an evidence-based manner. This course will integrate material from previous courses in a progressive manner and align with learning activities in the concurrent skills laboratory course.

PSY 100 Psychology of Human Adjustment (*Behavioral Science*)**3 credits**

Introduction to strategies used to address challenges in everyday life. Classic and contemporary research is applied to topics such as stress, coping, interpersonal communication, friendship and love, social cognition, human development, careers, psychological health, and psychological disorders. Students will gain an awareness of the opportunities they have in their lives and how psychological principles are used to help them understand the world around them. For non- majors only.

PSY 103 Introductory Psychology (*Behavioral Science*)**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 200 Introduction to Careers in Psychology**1 credit**

An opportunity for Psychology majors to develop an academic plan, explore career and graduate school options, conduct an informational interview, and write a resume, in addition to other activities, discussions, and readings that enable students to achieve the maximum benefit from their undergraduate education.

PSY 214 Developmental Psychology (*Behavioral Science & Global*)**4 credits**

Survey of the theories and research findings regarding lifespan human development from infancy to late adulthood. Cultural, social and biological factors considered. Cognitive development and psycho-social influences on various life- cycle stages emphasized. Prerequisite: PSY 103.

PSY 256 Social Psychology (Behavioral Science)**4 credits**

Interdisciplinary approach to the functioning of the individual in a social context. Topics include the self, social perception, gender, attitudes, persuasion and attitude change, social influence, interpersonal attraction, prejudice and discrimination, aggression, prosocial behavior, and group behavior. Prerequisite: PSY 103.

PSY 310 Behavioral Science Statistics**4 credits**

Focus on the use of descriptive and inferential statistics as tools for conducting and interpreting research. Research questions from all areas of behavioral science will be analyzed to promote competence in interpreting data. Includes t- tests, correlations, chi-squares, and ANOVA. Prerequisites: PSY 103, and math placement category 13 or higher, or a grade of "C" or better in MAT 105.

PSY 315 Psychology of Peace (Behavioral Science)**3 credits**

Application of psychological concepts to an understanding of the causes and consequences of aggression and conflict at levels ranging from interpersonal to international. Discussion of topics such as altruism, reconciliation, and peacebuilding provide the foundation for socially responsible action and greater awareness of how to reduce conflict and bring about positive change.

PSY 320 History and Systems of Psychology (Behavioral Science)**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 women and psychologists of color during the 19th and 20th centuries. The evolution of various schools of thought, including Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Humanism, and Cognitive Psychology, is explored. Prerequisite: PSY 103 and one upper level psychology course.

PSY 323 Health Psychology (Behavioral Science)**4 credits**

Exploration of how psychological state, behavior, culture, and biology interact to affect health. Discussion of major theories in the field, models of behavior change, and application of research findings to promote health and prevent disease. Particular attention is given to the role of cultural, social, and individual factors in health. Prerequisites: PSY 103 and one upper level psychology course.

PSY 325 Psychopathology (Behavioral Science)**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 Cognitive Psychology (Behavioral Science)**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 340 Foundations of Sports Psychology**3-4 credits**

Explore major topics, theories, and research in sport psychology to help individuals and groups improve confidence and performance in exercise and sports. Prerequisite: PSY 103

PSY 394 Research Assistantship**1-4 credits**

Opportunity to assist a faculty member with research the faculty member is conducting. Prerequisites: PSY 310, PSY 438, and permission of the instructor. Priority given to majors.

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 and one upper level psychology course.

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**1-4 credits**

Opportunity for students with research experience in psychology to pursue an independent research project under the supervision of a faculty member. Prerequisites: PSY 310, PSY 438, and permission of the instructor. Priority given to majors.

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 Physiological Psychology (*Behavioral Science*)**4 credits**

Study of the biological bases of behavior. Examination of nervous system structure and function is followed by a survey of the neuroanatomical and physiological foundations of such topics as sensory and motor function, sleep and arousal, learning and memory, emotion and cognition, disorders and disease, and other complex behaviors and internal body states. Prerequisites: PSY 103 and one upper level psychology course.

PSY 420 Psychology of Emotion (*Behavioral Science*)**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, and the role of appraisal, physiology, behavior, and expression to emotional experience and understanding. 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 Psychology of Personality (*Behavioral Science*)**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; PSY 310; and one upper level psychology course.

PSY 480 Sensation and Perception (*Behavioral Science*)**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 Psychology of Learning (Behavioral Science)**4 credits**

Exploration of the branch of psychology that deals with how people and animals learn, and how their behaviors are later changed as a result of learning. Covers the general principles of learning applicable to many different species, and many different situations. Descriptions of principles, theories, controversies, experiments and applications.

Prerequisites: PSY 103 and one upper level psychology course.

PSY 491 Special Topics Course (content-based) (Behavioral Science)**3-4 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. Fulfills a content-based requirement. Prerequisite: PSY 103 and one upper level psychology course.

PSY 492 Special Topics Course (lab-based) (Behavioral Science)**3-4 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. Fulfills a lab-based requirement. Prerequisite: PSY 103 and one upper level psychology course.

PSY 493 Psychology Capstone Seminar**3 credits**

Exploration of advanced topics in psychology that will vary from semester to semester. Includes the opportunity to apply research to solve problems in community settings. Also includes preparation for careers and graduate studies. Course fee. Prerequisite: Psychology major, senior standing, and at least 24 credits completed in psychology courses.

SEA 101 Search for Meaning (Search)**4 credits**

Course required of all undergraduate students which involves reading and discussion of classic and contemporary authors from philosophical and theological viewpoints. Course revolves around reflection on seven key human concerns such as: possible sources of happiness; viable ways to understand and respond to suffering, social injustice, and death; perspectives on the significance of the transcendent; and exploration of meaning within some of the great spiritual and intellectual traditions, including the Christian.

SOC 101 Introductory Sociology (Behavioral Science)**3 credits**

Overview of how social systems shape human behavior and human beings impact social structures. Themes covered include: nature and history of sociology, methods of sociological research, organizing social life (social interaction and groups), social inequality (race, gender, age), major social institutions and cultural diversity in a changing world.

SOC 201 Social Problems: Interventions and Theory (Behavioral Science)**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 interventions to resolve social problems, including exemplary programs as well as theoretical foundations that explain social problems.

SOC 212 Introduction to Nonprofits (Behavioral Science)**3 credits**

Develops student understanding of what a nonprofit is and the systems particular to nonprofits as organizations. Topics covered include: where they are, who they serve, how they are organized and why they are an important part of every society around the world. Students develop a basic understanding of career opportunities in nonprofits and the key functions of nonprofit leaders.

SOC 220 Conflict Transformation and Peacebuilding (Behavioral Science)**3 credits**

Development of a deeper understanding of the ways in which conflicts (interpersonal, national, global) emerge and available strategies for addressing conflict among individuals and groups. Considers global, national, and local mechanisms for peacebuilding and restorative justice.

SOC 225 Diverse Families: Theory and Practice (Behavioral Science)**3 credits**

Analysis of the function and history of family structures and the impact of social problems and public policy on families. Emphasis on theoretical foundations contributing to an understanding of family systems and solutions to family issues. Topics include gender roles, poverty and homelessness, marriage and divorce, family violence, parenting, and care of aging members.

SOC 242 Peace and Conflict in the International Context (study abroad) (Global)**3 credits**

This course immerses students in a culture other than their own while studying the principles of how conflict evolves and peace is achieved. Offered occasionally as part of study abroad programs.

SOC 295 Issues in Sociology (Behavioral Science)**3 credits**

Considers contemporary social issues and topics of interest to sociologists. Topic changes from semester to semester. May be taken more than once for credit.

SOC 301 Elders and Community (Behavioral Science)**3 credits**

Survey study of the process of growing older and its impact on communities and society. Brief coverage of physiological and psychological aspects of age. Focus on sociological aspects of aging, including issues related to family, economy, housing, work and retirement. In-depth discussion of racial/ethnic aging, long-term care, and elder health policies.

SOC 350 Community Organizing (Behavioral Science)**3 credits**

Students in this class meet with area non-profit leaders to learn about how they can reach community members and gather resources for social transformation. First-hand experience in the community is put in context with theory and analysis from the community-organizing literature.

SOC 336 Comparative Societies (Behavioral Science)**3 credits**

Comparison of societies around the world, with a focus on the effects of globalization. Social institutions, social inequality, values, and perspectives of multiple societies are considered and compared to one another.

SOC 352 Gender and Conflict (Behavioral Science)**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 356 Crime and Delinquency**3 credits**

Examines delinquent behaviors of children, including theories for such behaviors and society's diverse responses to them. Explores the historical development, current organization, and functions of the juvenile justice system, placing emphasis on prevention and rehabilitation programs. Cross-listed with JUS 356 and SWK 356.

SOC 358 Introduction to Health Care Systems (Behavioral Science)**3 credits**

Provides students with an understanding of the U.S. and global health care systems. Includes discussions of the experience of health and illness; health disparities, political, economic, and environmental circumstances that affect health care; and elements of an effective health care system.

SOC 363 Environmentally Sustainable Communities (Behavioral Science)**3 credits**

A view of societies through the lens of environmental problems and sustainable solutions, from the local to the global levels. Consideration of how environmental and social issues shape urban/rural regions and the possibilities for sustainable community development. Applies sociological perspectives to environmental risk analysis, public and social health, community revitalization, and creative interventions.

SOC 395/495 Special Topics in Sociology**1-4 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.

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 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.

SOC 479 Conflict Mediation for Professionals (*Behavioral Science*)**3 credits**

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. Students will complete required training for mediation certification.

SOC 497 Community Based Research**3 credits**

This course covers the basics of how to conduct research using quantitative and qualitative approaches. Survey design, interviewing, focus groups, unobtrusive measures, evaluation research and community-based research is covered.

Students work on research projects to develop their skills and ground them in the challenges of performing research that can lead to community improvement. Prerequisites: SOC 101; PSY 310.

SPA 101 Elementary Spanish I (*Communication/Mathematics & Global*)**3 credits**

Introduces students to the four basic language skills of speaking, listening, reading and writing and to the culture of the Spanish-speaking world. No prerequisite or retroactive credits.

SPA 102 Elementary Spanish II (*Communication/Mathematics & Global*)**3 credits**

Continuation of Spanish 101. Prerequisite: SPA 101 or one year of high school Spanish. (Three retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 111 Elementary Spanish for Professionals (*Communication/Mathematics & Global*)**3 credits**

For students with no previous study of Spanish or those with some who want the professional vocabulary. An introduction to grammar of the Spanish language with specialized vocabulary and cultural information oriented to the various professions (business, medicine and social services) to allow communication with clients and patients at a basic level. Active participation in discussion and/or role-playing to develop the skills necessary to function somewhat in everyday situations with Spanish-speaking clients and patients. No prerequisite, no retroactive credits. Fulfills the University's language requirement. Not recommended for native or heritage speakers of Spanish or others at an advanced level of the language. May be repeated with a change of topic.

SPA 203 Intermediate Spanish I (*Communication/Mathematics & Global*)**3 credits**

Continuation of Spanish 102. Grammar instruction is on more advanced topics, and vocabulary focuses on topics needed to discuss content in the Spanish major/minor courses. Prerequisite: SPA 102 or two years of high school Spanish. (Six retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 204 Intermediate Spanish for Professionals (*Communication/Mathematics & Global*) 3 credits

Specialized vocabulary and cultures oriented to the various professions (business; medicine; social services, law enforcement and education) to allow communication with patients and clients at a basic level. Active participation in discussion and/or role-playing to develop the skills necessary to function in everyday situations with Spanish-speaking patients and clients. Prerequisite: SPA 203 or 3 years of high school Spanish. (Nine retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 211 Retroactive Credit

3-15 credits

Please see the Retroactive Credit for World Language Proficiency (undergraduate only) of this catalog for the University's retroactive credit policy.

SPA 222 Spanish Composition (*Communication/Mathematics & Global*)

3 credits

Grammar review and practice of individual expression in written form, designed to assist the student in improving skills in Spanish. Prerequisite: SPA 203 or four years of high school Spanish. (Twelve retroactive credits awarded upon successful completion of the course with a final grade of B or better).

SPA 223 Conversation in Spanish (*Communication/Mathematics & Global*)

3 credits

Individual expression in oral form, designed to assist the student in improving speaking skills and fluency in Spanish. Prerequisite: SPA 203 or four years of high school Spanish. (Twelve retroactive credits awarded upon successful completion of the course with a final grade of B or better).

SPA 227 Introduction to Hispanic Civilization and Culture (*Fine Arts & Global*)

3 credits

Introduction to the civilization, culture and the fine arts of the various Spanish-speaking peoples, including those in Spain, Latin America, and the United States. Prerequisite: SPA 222 and/or 223 or five years of high school Spanish. (15 retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 228 Introduction to Hispanic Literature (*Literature & Global*)

3 credits

Introduction to literature written in Spanish, including prose, poetry and drama. Texts by both Spanish and Latin American authors. Prerequisite: SPA 222 and/or 223 (recommended: SPA 227) or five years of high school Spanish. (15 retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 326 The Hispanic-American Experience

3 credits

A Spanish for Spanish-Speakers course. An exploration of the internal and external historical, cultural and political experiences which form the life of the present day Hispanic-American. Emphasis will be on the Mexican-American, Puerto Rican and Cuban American experiences. Intensive focus on grammar and writing, especially spelling and accent marks to assist students whose first language is Spanish with writing at the college level. (Fifteen retroactive credits upon successful completion of the course with a grade of B or better).

SPA 332 Advanced Conversation

3 credits

Individual and group expression in oral form, designed to assist the student with making oral presentations for academic and professional purposes and to participate in small group communication as a professional. (Prerequisite, SPA 222 & 223; no prerequisite for Native/Heritage Speakers) (Fifteen retroactive credits upon successful completion of the course with a grade of B or better).

SPA 333/533 Phonetics (*Communication/Mathematics*)

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 Syntax (*Communication/Mathematics*)**3 credits**

Introduction to basic terminology and concepts of syntax and morphology, with more detailed study of Spanish grammar and a comparison of Spanish and English morphemes and syntactic structures. Includes study at an introductory level of second language acquisition and applied linguistics. Prerequisite: SPA 222 and 223; open only to students with previous college-level Spanish.

SPA 335 Advanced Composition**3 credits**

Practice at the advanced level of written expression for academic purposes (grad school preparation research papers), for professional purposes (business correspondence, medical reports, etc.) and for enjoyment (creative writing, film reviews, etc.). (Prerequisite: SPA 222 & 223, SPA 333 & 334 are recommended. No prerequisite for native or heritage Spanish speakers). (Fifteen retroactive credits upon successful completion of the course with a grade of B or better).

SPA 350 Introduction to Translation and Interpretation**3 credits**

Introduction to the principles of written translation and oral interpretation for the advanced student of Spanish. 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: SPA 333 AND 334 or the equivalent.

SPA 373/573 Survey of Latin American Literature (*Literature*)**3 credits**

Survey of the best work in prose and poetry of Latin American authors and a study of the influence of their work. Prerequisite: SPA 228.

SPA 375/575 Latin American Civilization (*Fine Arts & Global*)**3 credits**

Manifestations of the history, arts, religion, geography, and sociology of Latin American countries. Prerequisite: SPA 227.

SPA 396/496 Independent Study in Spanish**1-4 credits**

For the advanced student of Spanish: offered by the instructor as a readings course or individual research project according to the discretion of the instructor and/or the needs and interests of the student.

SPA 460 Senior Project**3 credits**

The senior seminar for Spanish majors. Portfolio of all studies in the major plus a research paper/community project. Culminates in a written and an oral exposé of the student's portfolio, and essay on culture before the department faculty and college community. Additional independent learning hours outside of class may be required of students.

SPA 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 Survey of Spanish Literature (*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 Civilization of Spain (*Fine Arts & Global*)**3 credits**

Influences and tendencies prevalent in Spanish history, arts, sociology, and religion. Prerequisite: SPA 227.

SPA 486/586 Bilingualism/Biculturalism**3 credits**

An introduction to first and second language acquisition theories, with focus on the acquisition of Spanish and English. Methods of appropriate assessment for bilingual students in both language and content areas will be examined. Strategies for accelerating the acquisition of ESL or SSL will be explored.

SPA 487/587 Studies in Literature**3 credits**

Specialized focus course to allow students to explore in more depth one or several Spanish or Latin American authors or the development of one particular genre. Prerequisite: SPA 228.

SPA 495 Special Topics in Spanish**2-4 credits**

Course title and subject matter vary according to student need and interest. Specific topic (in language, literature, or civilization) announced before semester registration. Advanced standing in Spanish required. May be repeated with a different topic.

SPA 498 Internship**1-4 credits**

For the Spanish major, an enhancement of the educational experience through placement with a cooperating agency, business, institution, or industry. Nature of the assignment, type of experience, number of credits, and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor, and the academic advisor. Required for the Spanish major with the professional concentration and the Spanish for Native/Heritage Speakers concentration. May be repeated for up to 8 credits.

SWK 210 Race, Gender, and Class**3 credits**

This course examines how structures of identity and division shape our social world. Through the lens of intersectionality students explore social systems and practices. Themes in the course include: analysis of attitudes of prejudice and structures of discrimination, their causes, maintenance, consequences, and methods for social change. Current controversial issues related to majority/minority relations are explored.

SWK 231 Introduction to Social Work (Global)**3 credits**

This course introduces students to the 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. Focus includes and introduction to the knowledge, values and skills underpinning social work practice with diverse and at-risk populations.

SWK 232 Social Welfare Policies and Services**3 credits**

Philosophical and historical perspectives of social welfare are considered. The 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, economic, and environmental justice.

SWK 330 Human Behavior and Social Environment**3 credits**

This course examines how theories of human behavior and the social environment can be used to inform social work practice. Using theory, students explore ways of understanding and envisioning action with clients and client systems. Theories covered in the course include: strengths-based, person-in-environment, anti-racist, ethical, and trauma-informed. 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 intervention 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; pre- or corequisite: SWK 330. Open only to SWK majors who have completed Phase I of the Admission Process.

SWK 342 Field Education I**5 credits**

An average of 10 hours each week (a minimum of 150 total hours) is spent in a community agency serving diverse populations. Field settings include child and family services, correctional agencies, shelters, neighborhood centers, nursing homes, and others. A weekly 2-hour seminar increases understanding of field work education and helps students integrate social work coursework 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 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 is 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 356 Crime and Delinquency**3 credits**

This course is a broad survey of crime and delinquency, including a review of the criminal justice system (police, courts and corrections) at the local and state levels. Focus also includes practicing techniques employed in the rehabilitation of offenders. Prerequisite: SOC 101. Cross-listed with JUS 356 and SOC 356.

SWK 362 Research for Social Work**3 credits**

This course is focused on the 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. This includes application of computer technology and prepares students to critique current social work research. Prerequisites: SWK 231, 232. PSY 310 is a preferred prerequisite, or consent of the Social Work Department Chair.

SWK 379 Special Topics in Social Work**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**

An average of 10 hours each week (a minimum of 150 total hours) is spent providing social services in a community agency serving diverse populations. A new field setting is found for this academic year to strengthen and broaden the student's social work practice, knowledge, and skills. A weekly 2-hour field seminar examines a social justice approach to social work practice and develops students as reflective practitioners. Prerequisites: SWK 342, 343; Pre- or co- requisite: SWK 455. Enrollment restricted to social work majors.

SWK 455 Social Policy and Generalist Practice**4 credits**

This course focuses on the interaction of community practice, organization practice and policy practice. The generalist social work model is the underpinning of how students learn to create change in these systems. A social action project and policy analysis assignment tie together theory and practice. Prerequisites: SWK 342, 343, 362. Enrollment restricted to social work majors.

SWK 492 Field Education III**5 credits**

A continuation of Field Education II. An average of 10 hours each week (a minimum of 450 cumulative hours across SWK 342, 453, and 492) is spent continuing to provide social services in the same community agency as SWK 453. The weekly seminar assists in the integration of field and classroom learning experiences and continues to explore social justice work. Expected outcome of course: students who are competent to begin generalist social work practice with entry level professional skills. 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.

SYM 110 Leadership for Social Justice Seminar**3 credits**

Leadership for Social Justice is a three-credit seminar introducing students to the depth of thinking called for in a college environment and addressing the mission and values of Mount Mary University. This interactive and reflective course focuses on social justice principles and local and global issues of social justice, particularly as they pertain to women. The course also emphasizes service learning as a means of increasing understanding social justice issues and leadership skills based on the Mount Mary Leadership Model. Critical thinking, oral, written and small-group communication skills are also emphasized. Required for all first-year students as well as some programs and majors.

SYM 120 Major & Career Exploration I**1 credit**

This course is required for all students enrolled in the Compass Year program. This is an introductory course that will give students clarity about their career path and choosing a major. Students will apply the developmental process of self-assessment that began in the summer jumpstart to areas of research, discussion, informational interviews, to make a confident choice in a major area of study.

SYM 121 Major & Career Exploration II**1 credit**

This course is designed for all Compass Year students during their first year. Students will have the opportunity to engage in a variety of experiential learning activities to aid in choosing a major. Students will gather information about careers through job shadow, interviewing professors, mentorship, and volunteering. Students will focus on decision-making and goal setting.

SYM 140 Grace Scholars Seminar: Learning with Purpose**0.5 credit**

An integrative and interdisciplinary seminar designed for Grace Scholars to improve academic skills, develop a foundational knowledge of university resources, and facilitate students' successful transition to Mount Mary University. **This class is mandatory for all first-year Grace Scholars receiving program support and is offered on a pass/fail basis.**

SYM 240 Grace Scholars Seminar: Discovering Your Purpose**0.5 credit**

In this seminar, Grace Scholars will explore concepts of setting professional boundaries, exploring internship or volunteer opportunities, enhance professional development, search for scholarships, and learn the importance of well-being. **This class is mandatory for all Sophomore Grace Scholars receiving program support and is offered on a pass/fail basis.**

SYM 230 Portfolio Preparation Seminar**1 credit**

The course, mandatory for students who wish to apply for credit for prior learning, provides an understanding of knowledge and learning expected for credit, explores the application of experiential learning to Mount Mary University courses, and assists students in understanding the process involved in portfolio preparation, when applicable. Prerequisite: 12 Mount Mary credits and consent of Instructor.

SYM 232 Service Learning**1 credit**

Individual service learning student placement in the community. 30 hours of service required during the semester. Students will participate in bi-weekly supervision meetings with instructor and reflective written assignments as assigned. *Must be pre-approved by the Director of Service Learning

SYM 340 Grace Scholars Seminar: Leading with Purpose**0.5 credit**

A holistic approach is taken in this seminar, as Grace Scholars will take on the role of peer mentors while exploring concepts of leadership and professional development, with an emphasis on how personal values and interests align with career choices, and on developing skills in self-care and self-advocacy around career development. **This course is mandatory for all Junior and Senior Grace Scholars receiving program support and is offered on a pass/fail basis.**

THY 220 Christian Theological Foundations (Theology)**2-4 credits**

Introduction to the basic themes and issues in Christian theological inquiry, including concepts and methods for understanding Christian Faith. Students also have an opportunity to investigate Christian faith communities, and other non-Christian faith communities. Prerequisite: SEA 101.

THY 310 The Sacred Writings of Israel (Theology)**3-4 credits**

An integrated study of the text and theology of the Hebrew Bible ("Old Testament"), in its Ancient Near East context. Critical reading, historical geography, and archaeology are used to develop a better understanding of the unique faith perspectives articulated within the writings. Prerequisite: SEA 101.

THY 312 The New Testament (Theology)**4 credits**

Introduction to the text and theology of the New Testament through an integrated study of literary, social, historical, geographical, and archaeological factors, individual books are examined for their unique faith perspectives. Prerequisite: SEA 101.

THY 313 The Bible and Art (Theology)**4 credits**

Focuses on the interplay between the biblical literature and visual representations of it in the fine arts, with an emphasis on learning to analyze and interpret both forms of creative expression. Prerequisite: SEA 101.

THY 317 World Religions (Theology & Global)**2-4 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 320 Christian Classics (Theology)**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 324 Early Christianity in Rome (Theology)**4 credits**

Exploration of the literary, archaeological, and socio-historical origins of the Christian community in Ancient Rome to better understand its developing beliefs, identity, and experience. Study of early Christian and non-Christian sources is integrated with site visits to the archaeological remnants of Imperial Rome, museums, and historically significant churches. Offered every other year, within Rome Study Abroad Program. Prerequisite: SEA 101.

THY 326 History of Christian Thought I (Theology)**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 History of Christian Thought II (Theology)**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 The Gospel and Letters of John (Theology)**2-3 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 The Wisdom Literature (Theology)**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. Prerequisite: SEA 101.

THY 338 The Letters of Paul (Theology)**4 credits**

Exploration of the New Testament's earliest proclamation about Jesus. Modern literary methods and the historical context within Judaism and the Greco-Roman world are used to develop critical understanding of the theology found within the writings attributed to Paul. Topics include the mystical Body of Christ, justification by faith, death / resurrection, and the Second Coming. Prerequisite: SEA 101.

THY 340 The Synoptic Gospels (Theology)**2-3 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 The Psalms (Theology)**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: SEA 101.

THY 345 Biblical Perspectives on Justice (Theology)**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. Prerequisite: SEA 101.

THY 346 Modern Christian Social Thought (Theology)**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. Prerequisite: SEA 101.

THY 348 Current Moral Issues (Theology)**2-4 credits**

Introduction to theological and philosophical resources 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 Theological Ethics in Healthcare (Theology)**4 credits**

Examines bioethical issues – such as beginning of life, middle of life and end of life issues – through the principles of theological and philosophical ethics. Prerequisite: SEA 101.

THY 352 Introduction to Moral Theology (Theology)**4 credits**

Introduction to moral theology with topics such as virtue, conscience, sin and reconciliation, sexual ethics, racism, classism, and sexism in light of current moral issues, Magisterial teaching, principles of Catholic Social Teaching, and the natural law, etc. Prerequisite: SEA 101.

- THY 356 African-American Religious Thought (*Theology*)** **4 credits**
 Undergirded by the ethical mission and ministry of the historical Jesus and the Christ of faith, this course on African-American Religious Thought emphasizes the social and racial justice struggles, hopes and joys from African chattel slavery to movements for freedom and liberation today, including the Black Lives Matter Movement. Prerequisite: SEA 101.
- THY 370 Women and Theology (*Theology*)** **2-4 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 Special Topics in Biblical Theology (*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 Special Topics in Historical Theology (*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 Special Topics in Systematic Theology (*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 296/396/496 Independent Readings** **1 credit**
 Independent readings offered in an area of special interest not covered by the regular theology courses in this Catalog. Permission of Department Chair is required. Prerequisite: SEA 101.
- THY 398/498 Synthesis Seminar** **2 credits**
 Designed to provide students specializing in theology with an in-depth discussion course on a pertinent topic. Required of all theology majors; open also to theology minors.
- UXD 110 Foundations of User Experience** **3 credits**
 Provides an overview of user experience design, its history, and its place in the modern world. Students will learn UX design principles and will focus on the human centered design process to understand users and design digital tools that are intuitive to use. All through project-based hands-on curriculum. This course will provide students with the skills necessary to solve complex problems and develop a personal approach to their design practice.
- UXD 210 Research for UX** **3 credits**
 Explores basic UX research methods to understand the problem from all angles and create positive user outcomes. Students will build their case with both qualitative and quantitative data to push forward a user focused solution. This course will focus on research methods as well as how to present their findings to different stakeholders in a compelling manner. Students will leave this course knowing how to choose the right research method for their work and how to take raw data and turn it into a meaningful story.
- UXD 355 Inclusive Design** **3 credits**
 Examines the principles and design methods to build inclusive and accessible digital products. The course focuses on how culture, language, environment, cognition, disability, and literacy impact the design process and the overall user experience. User privacy and security are also explored. This course will focus on various methodologies that enable people of all backgrounds and abilities to access and enjoy digital products.

UXD 356 Interface Design**3 credits**

Investigates visual design theory and practice. Students learn elements and principles of common interface design, and how to design interface for different audiences and devices. Students will learn how to create consistent, beautiful, and easy to use interfaces. This course will focus on creating prototypes and entire design systems.

Prerequisite: UXD 110

UXD 377 Psychology of Design**3 credits**

Learn how to design better products and systems based on how people think. Students will study the Laws of UX and emotional design to discover how to delight users. Students will also learn about the ethics of designing with human psychology and how to avoid dark design. Prerequisite: UXD 110, UXD 356

UXD 412 Digital Technology and Human Application**3 credits**

Explores contexts common to daily human-digital interaction and how UX creates collaborative spaces. Focus is on instructional, workplace, commercial, and social design. As AI and other advanced technologies become embedded in daily life, the course examines the user experience and the impact on humanity. Students will leave this course with an understanding of how a human-centered design practice can impact the lives of many through digital and physical experiences. Prerequisite: UXD 110, 377

UXD 455 Product Management**3 credits**

Studies digital product management from start to implementation. Focuses on product teams, management styles, and modifying a product in real-time to adjust customer and client needs. Through this course students will develop an understanding of each role in the product development process, and the key ingredients needed to become an excellent product manager. Prerequisite: UXD 110

UXD 494 Capstone Project**3 credits**

Provides an opportunity for students create an original user experience project from start to finish. Students will act as a team of one to develop a product of their own design from initial research to the final prototype. There will be a final capstone exhibition and a chance for each student to present their work to a panel of real world UX professionals. By the end of this course students will have developed an in-depth understanding of the UX process and have a case study to add to their portfolio. Prerequisite: UXD 110, 210, 356, 377

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Wendy A. Weaver, Dean, School of Humanities, Social Sciences, and Interdisciplinary Studies: B.A., Pacific Lutheran University; M.A., University of Alaska, Anchorage; Ph.D., Marquette University.

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- Business Office
- Finance

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- Admissions
- Admissions Operations
- Financial Aid and Veteran Services
- Welcome Center

The Faculty

Jordan Acker Anderson: B.F.A., University of Nebraska at Omaha; M.A., M.F.A., University of Iowa; Professor, Chairperson, Art and Graphic Design.

Joshua Anderson: B.F.A. University of Nebraska at Omaha; M.A., M.F.A, University of Iowa; Associate Professor, Art.

Meghan Anderson: B.S., M.S., University of Wisconsin-Milwaukee, OTR; O.T.D, Mount Mary University; Assistant Professor, Occupational Therapy.

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Andrya Soprych, B.S., Loyola University, M.S.W., University of Illinois-Chicago; D.S.W., University of St. Thomas; LCSW; Assistant Professor, Director of Field Education, Social Work.

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Julie Tatlock: B.S., Wisconsin Lutheran College; M.A., Ph.D., Marquette University; Assistant Professor, Chairperson, Justice, Sociology, and History.

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Vanessa Varela: B.A., Universidad Nacional Autónoma de México; M.A.Ed., Universidad Marista; M.A., Marquette University; M.A., Cardinal Stritch University; Assistant Professor, Education.

Anne E. Vravick: M.A., Mount Mary University; B.S., Ph.D., University of Wisconsin-Madison; Assistant Professor, Graduate Program Director, Food Sciences.

Kristin Whyte: B.S., M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Madison; Assistant Professor, Education.

Part-Time Faculty

The following faculty members offer part-time instruction within the discipline specified:

Barbara Henry: B.M., State University of New York, Fredonia; M.M., University of Wisconsin-Madison; Instructor, Chairperson, Music, Movement and Dance.

Heather Martin: B.A., Marquette University; B.S., M.S., O.T.D., Mount Mary College, OTR; Assistant Professor, Occupational Therapy

Sherrie Serros: B.S., M.S., Ph.D., University of Wisconsin-Milwaukee; Professor, Mathematics.

Mitchell Voss: B.S., Carroll University; M.B.A., Lakeland University; M.S., O.T.D., Mount Mary University; OTR, CIEE; Assistant Professor, Occupational Therapy.

Professors Emeriti

Patricia Ahrens, Ph.D., Sciences/Biology.

Leonor Andrade, M.A., Spanish.

Rita Bakalars, Ph.D., Consumer Science.

Diana Bartels, Ph.D., Occupational Therapy.

Phyllis E. Carey, Ph.D., English.

James J. Conlon: Ph.D., Philosophy.

Sister Joan Cook: M.A., English.

Kay Elsen: Ph.D., Chemistry.

Sister Mary Briant Foley: Ph.D., History.

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.

Sandra Keiser: M.S., Fashion.

Sister Ellen Lorenz: Ed.D., Education.

Catharine Malloy: Ph.D., English.

Margaret Mirenda: M.S., O.T.R., Occupational Therapy.

Bruce Moon: Ph.D., Art Therapy.

Krista Moore: Ph.D., Behavioral Science and Social Work/Gerontology.

Mary Bell Mueller: M.A., History.

Sister Patricia Ann Obremski: M.S., Sciences/Physics.

Sister Joanne Poehlman: Ph.D., Anthropology.

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.

Kristi Siegel: Ph.D., 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

2022-2023 ACADEMIC CALENDAR

2022 FALL SEMESTER

Monday, August 22	All-University Workshop (TBD)
Wednesday, August 24	Investiture
Thursday/Friday, August 25-26	Undergraduate Orientation
Saturday, August 27	Fall Semester & Subterm I classes begin
Saturday-Monday, Sept 3-Sept 5	Labor Day Break -No Classes
Tuesday, September 6	Last day to add/drop Semester & Subterm I classes (Census) & Last day to apply December 2022 Graduation
Monday, October 3	Last day to drop Subterm I classes with a "W"
Thursday, October 20	Subterm I ends
Friday, October 21	Mid-semester Break
Saturday, October 22	Subterm II begins
Monday, October 31	Last day to add/drop Subterm II classes
Monday-Thursday, November 7-10	Priority Registration opens for Spring and Summer 2023
Friday, November 11	Registration opens for Spring 2023
Monday, November 14	Last day to drop Fall Semester classes with a "W"
Monday, November 28	Last day to drop Subterm II classes with a "W"
Wednesday-Sunday, Nov 23-27	Thanksgiving Break
Saturday, December 10	Last day of Fall Semester classes, Deadline for removal of incompletes from Spring/Summer 2022
Monday-Friday, December 12-16	Exam Week
Friday December 16	Classes and Subterm II ends, Conferral Date
Saturday, December 17	Graduation Ceremony
Tuesday, December 20	Final Grades Due

NOTE: WITHDRAWING FROM SUBTERM CLASSES

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

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

2023 SPRING SEMESTER

Tuesday, January 3	Last day to add/drop J-Term Course BEFORE 1 st SESSION
Tuesday-Friday, January 3-20	J-Term Courses
Monday, January 9	Last day to drop J-Term Course with a "W"
Monday, January 16	Martin Luther King, Jr. Day-University Closed
Tuesday, January 17	All University Workshop
Saturday, January 21	Spring Semester & Subterm I classes begin
Monday, January 30	Last day to add/drop Spring Semester & Subterm I classes (Census) & Last day to apply for May 2023 Graduation
Monday, February 27	Last day to drop Subterm I classes with a "W"
Saturday-Friday March 4-10	Spring Break / No Classes
Thursday, March 24	Subterm I Ends
Saturday, March 25	Subterm II Classes begin
Monday, April 3	Last day to add/drop Subterm II classes
Thursday – Monday April 6-10	Easter Break / No Classes (*Monday only courses meet)
Tuesday-Friday, April 10-13	Priority Registration opens for Fall 2023
Friday, April 14	Registration opens for Fall 2023
Monday, April 17	Last day to drop Spring Semester classes with a "W"
Monday, May 1	Last day to drop Subterm II classes with a "W"
Saturday, May 13	Last day of full semester classes & Deadline for removal of incompletes from Fall 2022
Monday-Thursday, May 15-18	Exam Week
Thursday, May 18	Conferral Date
Saturday, May 20	Graduation Ceremony
Tuesday, May 23	Final Grades Due

2023 Summer Sessions

Early Summer Session	Tuesday, May 30 through Monday June 26
Summer Accelerated Term 5	Monday, June 5 through Saturday, July 29
Regular Summer Session	Tuesday, June 27 through Tuesday, August 8
Monday, June 5	Last day to apply for August 2023 Graduation
Saturday, July 2	Last day to add/drop a regular summer session class
Tuesday, July 4	University Closed
Saturday, July 29	Last day to drop a Reg. Summer Session class with a "W"
Wednesday, August 9	Degree conferral date

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