

MOUNT MARY UNIVERSITY

Graduate Bulletin

2020-2021



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MOUNT MARY UNIVERSITY

GRADUATE BULLETIN 2020-2021

About Mount Mary University

The Graduate Bulletin 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 Bulletin is also available on the Mount Mary University website.

We believe this Bulletin to be accurate at the time of publication. Changes will undoubtedly occur. Various committees and offices of the University have responsibility for the areas covered in the Bulletin and 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 Bulletin are encouraged to contact the Office of the Vice President for Academic and Student Affairs. Comments and suggestions for the next edition are encouraged.

Mount Mary University is accredited by the Higher Learning Commission of the North Central Association of Universities and Schools, 30 N. LaSalle, St., Suite 2400, Chicago, IL 60602-2504, 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 graduate programs are open and available to both women and men. 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) 930-3459

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

Mission

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

values and Christian principles.

Mount Mary 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.

Graduate Education at Mount Mary University

For over 30 years, Mount Mary University has been offering graduate education. Beginning with the Dietetics program which began 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.

Educational Philosophy

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

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

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

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

GENERAL INFORMATION

About Mount Mary University

Mount Mary University enrolls Undergraduate, Master's level and Doctoral students, from a variety of backgrounds, representing numerous states and countries. The size of the University and the friendly openness of its concerned faculty assist each student to address individual needs and attain personal, academic and professional goals.

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 University, a four-year Catholic liberal arts University for women, and the first of its kind in the State. Its academic standards were accepted by the North Central Association of Colleges and Universities in 1926 and have been continually recognized since that time the most recent reaffirmation of accreditation occurring in 2012. The University moved to its present Milwaukee location in 1929, changing its name to Mount Mary College. As Mount Mary continued to grow and evolve, so too did its educational offerings. 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. Post-baccalaureate programs were added beginning in 1982. The North Central Association approved its first graduate program, the Master of Science in Dietetics in 1982. Similar accreditation by the North Central Association was gained by Education: Master of Arts in Education: Professional Development, in the Spring of 1990; by Art Therapy: Master of Science in Art Therapy, in the Summer of 1990; by Occupational Therapy: Master of Science in Occupational Therapy, in 1995; the Master of Arts in Gerontology in 1998 (deactivated in 2006); and the Master of Science in Counseling in 2004. The Division for Graduate Education was established in 2005. In 2006, the Higher Learning Commission removed the stipulation regarding master's degree offerings and approved the Master of Arts in English in 2006. The Master of Business Administration (MBA) was added in 2008. The Doctorate of Art Therapy was approved in 2011 and the Post Professional Doctorate of Occupational Therapy in 2014. To reflect the growth and development of Mount Mary College, the Board of Trustees acted to change Mount Mary's name to Mount Mary University in 2013.

The University'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 eleven presidents. Our administration, as well as our faculty, students, and staff are pleased to welcome you to the Mount Mary University community.

Accreditations

Mount Mary University is approved by the State of Wisconsin to confer undergraduate and graduate degrees, and is fully accredited by the Higher Learning Commission, a Commission of the North Central Association of Universities and Schools. Mount Mary University also has approval for particular academic programs from the Wisconsin State Department of Public Instruction for Teachers' Certificates and School Counseling licensure, the Academy of Nutrition and Dietetics, the American Art Therapy Association, the Accreditation Council for Occupational Therapy Education, and the Council for Accreditation of Counseling and Related Educational Programs.

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, 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 University Registrars and Admission Officers, the National Association of University and College Business Officers, the National Association of Independent Colleges and Universities, the Wisconsin Association of Independent Colleges and Universities, and the Wisconsin Foundation of Independent Colleges.

Facilities

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

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

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

Connecting directly to Caroline Hall is Bergstrom Hall. The 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 provides 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 electronic 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 TOPCAT.

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 classrooms, the Computer

Center, the Development and Alumnae Relations Offices, the Promise Program, the Teacher Education Center and the Archives and Special Collections.

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 Concentration
 - School Counseling Concentration
- Business Administration
 - * Master of Business Administration
 - General Management Concentration
 - Health Systems Leadership Concentration
- Dietetics
 - * Master of Science
 - Dietetics Internship
- Education
 - * Master of Arts
- English (program discontinued effective Fall 2019)
 - * Master of Arts
 - Creative and Professional/New Media Writing Concentration
- 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
 - * Post Professional Doctorate

ADMISSION TO GRADUATE STUDIES

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 Doctorate in Art Therapy or the Occupational Therapy Doctorate.

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 will issue the federal Certificate of Eligibility (Form I-20).

* International students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000) and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary University. Information on this policy and costs can be obtained from the Mount Mary University website at <http://mtmary.edu/campuslife/resources/insurance.html> and https://my.mtmary.edu/ICS/Campus_Life/Student_Health_Insurance.jnz.

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 rubella (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

- (2) relevant postgraduate coursework (i.e., coursework taken for initial certification), or 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.

2019 – 2020 TUITION AND FEES

For current graduate tuition and fees, please visit <http://mtmary.edu/costs-aid/cost-of-attendance/graduate-tuition.html>.

Tuition Reductions and Discounts

All tuition reductions and discounts are calculated using the current regular tuition rate per credit. Summer school courses are excluded from tuition reductions and discounts (except for School Sisters of Notre Dame, as noted below). Reductions and discounts cannot be combined. Special tuition schedules are as follows. * *Doctorate programs are not subject to discounts.*

- Individuals holding baccalaureate degrees from Mount Mary University: 50% tuition discount on undergraduate courses, with a maximum of four credits each semester.
- Senior citizens (62 and over): 50% tuition discount, with a maximum of four credits each semester.
- Auditing: No tuition charge for full-time students, 50% tuition discount for part-time and non-degree seeking students. Waldorf Education courses \$435 per credit for auditing.
- School Sisters of Notre Dame: No tuition charge for a maximum of eight credits per semester, or six credits during a summer session.
- The Archdiocese of Milwaukee: Full-time employees who enroll part-time in the Master of Arts in Education, Master of Science in School Counseling or a Post Baccalaureate Certificate Program in Education will receive a 50% discount on their tuition. The discount for the Master of Arts in Education and Post Baccalaureate Certificate programs in Education applies only to the Fall and Spring semesters. (Note: this waiver does not apply to independent study, thesis credits, private lessons, course supplies and course fees.)
- Spouses and dependents of full-time employees of Mount Mary University: Varies. Please consult the employee handbook. (Note: this waiver does not apply to independent study, thesis credits, private lessons, course supplies and course fees.)

Payment of Tuition and Fees

Mount Mary University provides two options for payment of tuition:

- Payment in full by the due date on invoice. Cash or check accepted in the Business Office. Credit card or e-check accepted online through <https://my.mtmary.edu/ICS/>. (Log into My Mount Mary and then click on the blue “Finances” tab, go to “CASHNet”.)
- Enrollment in the payment plan. To enroll in a payment plan: Log into My Mount Mary and then click on the blue “Finances” tab, go to “CASHNet” and then enroll in an installment plan. The fee to enroll is \$35.00. Reminder emails and notifications of late payments are sent to your Mount Mary email. Payment plans allow 3, 5 or 6-month payment options.
- Payment in full is the first day of courses, August 25, 2019; Fall 2019 and January 22, 2019; Spring 2019.

Questions regarding payments can be addressed through the Mount Mary University Business Office or by phone at (414) 930-3033.

Each semester's account balance must be paid in full by the first day of classes, or you must sign up for a payment plan with payment in full by the end of each semester. A student may not register for a subsequent semester nor occupy a room in the residence hall until all past due invoices are paid. A student who is delinquent in tuition/fee payments (including library and parking fines, etc.) is not entitled to grades, credits, transcripts, a diploma or participation in graduation exercises. (See policy on graduation participation for students with balances remaining; found under My Mount Mary,

Campus Life, Commencement Information.)

Student Health Insurance

The University encourages all Mount Mary students to comply with regulations of the Affordable Care Act through enrollment in a qualifying health insurance plan. To aid students in complying with this regulation, Mount Mary offers a voluntary health insurance offering, through WPS, that is available to most students. For more student health insurance information and forms, please visit <http://www.mtmary.edu/insurance.htm> or the Campus Life tab on My Mount Mary.

Mount Mary University does require the following students to have health insurance coverage:

- international students
- student-athletes
- students living in the residence hall

All students listed above must complete the online Health Records Report Form before they begin their first semester; this form can be found on MyMountMary under the Campus Life - Residence Life tab. Note: Individual academic programs may also require students to provide verification of their health insurance information.

Dropping Courses, Withdrawals and Refunds

Dropping Courses

Each student is academically and financially responsible for courses in which she or he is enrolled. If dropping a course becomes necessary, a graduate student may drop the class online until the published semester drop date, which establishes the official drop date. Ceasing to attend class, notifying the instructor or nonpayment of tuition does not constitute authorized dropping of a course; such actions may result in academic and/or financial penalty, including a grade of “F” and liability for full tuition payment.

Withdrawal from the University

A student who decides to withdraw from the University is in effect dropping all courses for which she or he is enrolled. If withdrawing from the University becomes necessary, a student must file the “Withdrawal” form online or in the Registrar’s Office. Filing the “Withdrawal” form establishes the official date of withdrawal. Ceasing to attend classes, notifying the instructors or nonpayment of tuition does not constitute authorized withdrawal from the University; such actions may result in academic and/or financial penalties, including course grades of “F” and liability for full tuition payment.

Stopping Out

Students who do not register for courses for up to two consecutive semesters (excluding summer school) are stopping out. During the stop out period, the student will retain campus email access and

advisor access. At any point within the two consecutive semesters, the student may apply on line for Stop Out Reentry. A student who does not register for courses within the two consecutive semesters will be administratively withdrawn from the University and must file an online application for Standard Re-entry.

Returning after Withdrawing from the University

A student who decides to return to Mount Mary after withdrawing must reapply to the University.

Full Semester Programs Refund Policy

All withdrawals must be processed through the Registrar's Office. Students will receive refunds for tuition according to the following schedule, based on the **date of official withdrawal**. The tuition deposit of \$200 for new students (including transfer students) is non-refundable. Please contact the Business Office (Room 159 Notre Dame Hall) or by calling (414) 930-3033 regarding any refund questions.

Fall and Spring Semesters

• Week 1	100%
• After Census (September 4, 2019 or January 29, 2019)	0%
• For courses that begin after the census date, there is 100% refund if the course is dropped before the second class, otherwise there is no refund.	

Summer Session

All summer courses are treated as short session courses	
• If dropped before the start of the second-class session	100%
• After the start of the second-class session	0%

A student receiving financial aid must check with the Financial Aid Office to understand the impact of withdrawal on the student's financial aid situation before withdrawing. Mount Mary University is obligated to follow federal, state and private donor guidelines regarding financial aid refund calculations, and any funds returned to the source will be invoiced to the recipient.

Accelerated Programs

The schedule for tuition refunds for an accelerated program varies according to whether a course meets for four weeks, eight weeks or sixteen weeks.	
Four-Week Course • If dropped prior to the first-class session otherwise there is no refund.	100%
Eight-Week Course • If dropped prior to the second-class session otherwise there is no refund.	100%

Sixteen-Week Course	
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- Same as the full semester refund policy

Nonpayment of Fees

No grades, certification of completion, diploma or transcripts will be issued to students who have indebtedness to Mount Mary University.

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 on at least a half-time time basis (3 graduate credits). In order to award financial aid in the most equitable manner, Mount Mary University uses the “Federal Methodology” of need analysis. This method of determining a student’s financial need is used in conjunction with the Free Application for Federal Student Aid (FAFSA). The University expects all students receiving financial aid to file a FAFSA form annually.

The Application Process

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

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

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

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

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

Graduate Part-time Classification is a minimum of 3 credits

Graduate Full-time Classification is a minimum of 6 credits

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

Student Consumer Information

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

Financial aid awards are made for the entire academic year (fall and spring) unless otherwise noted. Students must complete a "Summer Session Financial Aid Application" in order to be awarded

financial aid for the summer term. This form can be located in MyMountMary/Finances Tab/My Financial Aid or picked up in the financial aid office. All students must return a signed award letter to indicate their acceptance of the financial aid offered before aid can be disbursed. Financial aid is disbursed to a student's account in the Business Office 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 refund policy. It is the student's responsibility to review the refund policy and be aware of important dates before filing a change in registration.

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

Satisfactory Academic Progress Policy

Mount Mary University and federal regulations require that a student be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary University, including all Federal Title IV aid funds (Federal Direct Loans, Federal Pell Grants, Federal Plus Loans, Federal Supplemental Education Opportunity Grants, Federal Perkins Loans, Wisconsin Talent Incentive Program Grants, Wisconsin Minority Grants, and the Federal Work-Study Program). The federal regulations published in the October 6, 1983 Federal Register Part 668.16 are the source documents governing the institutional policy. A copy of Mount Mary University's Satisfactory Academic Progress Policy for financial aid recipients is mailed to all students receiving financial aid. Additional copies are available upon request from the Financial Aid Office.

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

Scholarships and Grants

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

Assistantships

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

ACADEMIC POLICIES

Classification of Full-time and Part-time Students

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

Definition of Student Credit Load per Semester for Accelerated Students

Definition of part-time or full-time student status is based on the semester total, not a single term total. Terms 1 & 2 are a subset of the fall semester and Terms 3 & 4 are a subset of the spring semester. For example, Term 1 credits + Term 2 credits = fall semester credit total. To be considered part-time, graduate accelerated students cannot exceed 5 credits in a semester. 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 for the specific Graduate Program.

Course Load

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.

Transfer Credit

A maximum of nine 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 seven year time limit applies to such credit (See Degree Completion Requirements). Students desiring to earn transfer credit while enrolled in the program must have prior written approval from the Director of the Program. Official documentation of the grade(s) earned must be provided to the Registrar's Office prior to graduation.

Reserved Credit

An option for high-achieving (generally 3.3 GPA or higher) Mount Mary University seniors is to earn reserved graduate credit. The credits earned must be in excess of the 128 required for the undergraduate degree. A maximum of 12 reserved graduate credits may be taken. Reserved graduate credits may not be applied to meet undergraduate requirements and may not be used towards a full

time course load for financial aid purposes. Information and application materials may be obtained from the Dean of the School for the specific Graduate Program.

Fieldwork for Accredited Academic Programs

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

Paid and Unpaid Internships for Non-Accredited Academic Programs

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 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.

Study Abroad

Mount Mary University students who study abroad in programs established by Mount Mary University or in programs organized by other accredited educational institutions may receive credit for that study, provided that prior approval has been granted by the Program Director, and the Director of International Studies. Resources and advising concerning study abroad opportunities are available from the Director of International Studies.

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

Incomplete

Ordinarily the grade of Incomplete (“I”) may be submitted if, for reasons of health or other serious emergency that occurs at the end of the course, a student has not completed all required coursework. If students have not completed all course requirements by the final grading period, but do not have a serious reason, and/or have not made arrangements with the instructor to receive an Incomplete, they will be graded on the basis of work completed by the end of the grading period. When an Incomplete grade is granted, outstanding work for the course in question must be completed no later than the end of the semester following that in which the Incomplete is granted. At that time students will receive the grade that their work merits. If no work is submitted, the Incomplete grade will be changed to an F. A Course Completion Agreement Form, signed by the student and faculty member teaching the course, 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 a written grade change form to the Registrar’s Office.

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 product of all portions of an assignment.
- Students enrolled in a course may not ask another individual to substitute for them during examinations.
- Students shall not use any prohibited or inappropriate means of assistance for assignments or examinations (for example: 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).

Misrepresentation

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

Abetting

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

Procedure for Violations of Academic Integrity

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

Faculty and students should be familiar with the policy on Academic Integrity. This policy shall be enforced in each course. If a faculty member has reason to believe that a student has violated the integrity code, he or she will confront the action in a timely manner, following this procedure. If someone other than a faculty member suspects a violation of the Academic Integrity Policy, he or she contacts the 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 my.mtmary.edu 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 that 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 and Student Affairs (VPASA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPASA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPASA, who shall make a decision and notify the student and all others involved. The decision of the VPASA is final.

Grade and Other Academic Appeals

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 is 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, 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 Dean's written decision shall be sent to the student, faculty member, Chair of the Department, panel members, and the Vice President for Academic and Student Affairs within 5 business days from the recommendation of the panel.

Academic Probation, Warning, and Dismissal

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 and Student Affairs. The request should include relevant documentation and reasons why the reinstatement should be

considered.

The Vice President will review the request for reinstatement and all documentation submitted by the Dean and Graduate Program Director relevant to the dismissal. The student must submit the appeal to the Vice President 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.

Cancellation of Classes

The University reserves the right to cancel classes, in which the enrollment is judged insufficient, and to change instructors or class meeting times when conditions make it necessary to do so. Weather cancellations are announced via the local broadcast media, Rave alert system, and www.mtmary.edu. (See University bulletin boards for radio and television channels).

Degree Completion Requirements

Time Limit

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

Research

Use of human subjects for research or instructional purposes is subject to review and approval by the Institutional Review Board (IRB) for the Protection of Human Subjects, a standing committee with members appointed by the Vice President for Academic and Student 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 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 master's degree, the student must satisfactorily complete the following:

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

Catalog of Graduation Requirements

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

Transcripts

Mount Mary University has authorized the National Student Clearinghouse to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed. To order an official transcript(s), log-in to the Clearinghouse secure site. The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee

will be charged per recipient. Order updates will be emailed to you. You can also track your order online. If you need help or have questions about the National Student Clearinghouse's transcript ordering service, visit their help center or call 1-703-742-4200. All indebtedness to the University must be discharged before transcripts will be issued by the Registrar's Office.

State Authorization Reciprocity Agreement (SARA)

The United States Department of Education requires that distance delivered programs be authorized to provide education across state boundaries. While the regulations have not yet been finalized, 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.

STUDENT INFORMATION

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

Student Rights and Responsibilities

Mount Mary University officially recognizes student rights and responsibilities in the 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 Undergraduate and Graduate Student 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 her rights have been violated may use the appropriate grievance procedures outlined below, depending upon whether the situation relates to academic or non-academic matters. A full statement of Student Rights is contained in the Undergraduate and Graduate Student Handbook. Student rights include:

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

Student Rights' Grievance Procedure

If a student feels that she has been discriminated against because of race, color, religion, age, physical

or mental disability, or national origin, or if she believes that her rights have not been adequately protected, she 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. More detailed information concerning Grievance Procedures may be obtained from the Vice President for Academic and Student Affairs. Such procedures must begin no later than the first two weeks of the following semester.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

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

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

Americans with Disabilities Act

Mount Mary University complies with all aspects of the Americans with Disabilities Act 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. We comply with ADA for employees and Section 504 of the Rehabilitation Act for Students. Detailed information can be found in the Undergraduate and Graduate Student Handbook.

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

Student Complaints

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

for review. Students seeking more information should contact the Vice President for Academic and Student Affairs in Notre Dame Hall room 150.

Undergraduate and Graduate Student Handbook

The Undergraduate and Graduate Student Handbook is available on the Mount Mary website. The handbook describes all policies, regulations, services and activities pertinent to graduate student life at Mount Mary University.

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

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

Orientation

Generally, all new graduate students attend an orientation program conducted by their Graduate Program Director.

Registration

Registration may be completed on-line at least two weeks prior to the start of classes each semester. The two weeks immediately prior to the start of classes are considered a late registration period. Students who register during the late registration period will be assessed a late fee.

Students who are completing thesis or project work or taking credits for field work who do not register by the last day of the drop/add period may be permitted to register at the discretion of the Graduate Program Director, but will be assessed a late fee for failure to meet the registration deadline. Specific dates and fees are published in the class schedule booklet, available online.

Registration procedures and deadlines for workshops and one-day courses are stated in brochures and class schedules online.

Advising

Graduate advisors are assigned by the Graduate Program Director. Students are encouraged to seek assistance from advisors when planning their academic program initially, prior to each registration, when making changes in their registration, and before withdrawing from a course. Graduate students taking independent study, internship, thesis or project credits must have the consent of their instructor or advisor. Otherwise graduate students are responsible for seeking advisement on their own or

following a program plan developed with the advisor's assistance and do not need a signature to register for courses.

Bookstore

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

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.

The Student Success Center

Services of the Student Success Center are available to all members of the Mount Mary community who wish to enhance their academic skills. This assistance is free of charge and accessible on a drop-in or by-appointment basis. Available services include Academic Counseling, Advising and Career Development, Learning Services, Accessibility Services, Counseling Center, and Service Learning.

Health Services

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

Residence Hall

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

are required to contract with Mount Mary University for telephone service to their assigned rooms.

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

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

Health Insurance

Health Insurance requirements for students are available at https://my.mtmary.edu/ICS/Campus_Life/Student_Health_Insurance.jnz

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 a student's religious tradition, she/he is encouraged to learn more about faith, to discover what it means and to share it. Such participation provides enrichment for all.

GRADUATE PROGRAMS

The Graduate Division provides administrative support for graduate programs throughout the University, embraces new and emerging technologies, and promotes excellence in graduate education for students and faculty.

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

Art Therapy

Professional Doctorate in Art Therapy

Admissions suspended for 2019-2020

Master of Science in Art Therapy with Concentration in Counseling

Introduction

Art therapy is an established mental health profession that uses the creative process of art to improve and enhance the physical, mental, and emotional well-being of people of all ages. It is based on evidence that the processes involved in art making within a therapeutic milieu help people resolve problems, develop social and interpersonal skills, manage behavior, reduce traumatic stress, increase self-esteem, improve mood and social functioning, and achieve psychological insight.

Art therapy is used with children, adolescents, adults, older adults, groups, and families to assess and treat many problems that are common in mental health care. Some art therapists work as part of a health care team that determines a client's therapeutic goals and objectives; others work independently in private practice; still others provide art therapy in community-based settings, shelters and workshops, correctional facilities, art galleries and organizations, public and private school and other clinical, educational, and medical settings.

To respond therapeutically to the client, the professional art therapist integrates personal training and experience in the visual arts with the fields of human development, art and creativity, and models of counseling and psychotherapy. Art therapists become familiar with a wide range of expressive, symbolic, and metaphoric communication techniques and therapeutic intervention methods. Art therapy education fosters flexible, integrated, creative and broadly conceived approaches to treatment and counseling, that emphasizes personal and professional integrity in working with people.

Mount Mary University has pioneered in the field of art therapy in the Midwest over the past 45 years while art therapy was establishing itself as a profession. In 1970 the University developed one of the first undergraduate art therapy programs in the United States. Graduate level studies began in 1981 with the creation of the Art Therapy Institute, which led to the first master's degree class in 1990. In 1995 the Master of Science in Art Therapy at Mount Mary University became the first and only graduate art therapy program in Wisconsin to be approved by the American Art Therapy Association as meeting the educational standards of the art therapy profession. The Doctor of Art Therapy, approved in Spring 2011, is the first professional doctorate of art therapy in the United States.

Mission

The Mount Mary University graduate and doctoral art therapy programs are deeply committed to academic excellence and a high level of ethics and professionalism to meet diverse, multicultural challenges of our society. The master's curriculum educates students to become compassionate artist-therapists through academic, artistic and experiential learning that is integrated with supervised clinical experience. The doctoral degree provides advanced education and career development for practitioner-scholars. Both art therapy programs are grounded upon aesthetic, ethical and spiritual values that respect for the dignity of all people and their capacity for creative expression, agency, and empowerment. Students are exposed to diverse perspectives, and are challenged to become innovative leaders who are responsive to issues of social justice and to the needs of people in a range of different settings.

Art Therapy at Mount Mary University

The programs emphasize:

- Personal commitment to art-based inquiry and development
- Therapeutic effectiveness through critical awareness, knowledge, and skills

- Integration of experiential, academic and clinical domains of study
- Practice-centered art therapy research within the contexts of professional, community, cultural, and societal issues
- Creation of a supportive, collaborative community of peer learners

Mount Mary University maintains extensive ties to the professional art therapy community through a wide range of internship and other professional opportunities. Art therapists and mental health clinicians work with the department to provide on-site supervision with placements in clinical, counseling, educational, and community settings. Clinical experience provides the graduate student with key training opportunities to secure new art therapy knowledge with the skills, methods, and materials used in actual practice. In completing internship requirements, students gain confidence in their abilities to carry out professional art therapy treatment. Doctoral students work with faculty to tap into extensive networking opportunities to advance their research and practice interests, find mentors, and develop unique directions in their careers.

Professional Doctorate of Art Therapy

Admissions suspended for 2019-2020

The Doctor of Art Therapy (DAT) is part of an innovative, emerging trend in health care education to advance professional, clinical, and scholarly knowledge. The professional doctorate prepares credentialed art therapy practitioners to critically evaluate disciplinary theory and evidence in order to transform practice and shape the next generation of art therapy. Core characteristics of a professional doctorate include an emphasis on applied or clinical research; a practitioner orientation that rests on a specialized body of knowledge; and participation from the leaders of a field who provide quality control and knowledge-based development of its practices and standards.

The DAT at Mount Mary University fills a critical need in higher education and career advancement by furthering the art therapist's professional knowledge with organizational, supervisory, administrative, and consulting skills to become a leader and trendsetter in diverse mental health, non-profit organizations, arts, education, and community settings. The program is a three-year, practiced-focused terminal degree that capitalizes on the workplace proficiencies of practicing professionals by offering a balanced learning community of structured, hands-on and online coursework with clinical and teaching experience, artistic inquiry, and practitioner-generated research. The cohort-based, low residency delivery format is designed to validate and acquire professional competencies that practitioners cannot obtain from a traditional research degree alone.

Mission and Goals

As the nation's first practice-focused terminal degree, the DAT program is committed to developing leaders who have the critical and ethical competencies needed to deal with society's increasingly complex roles and challenges. Doctoral students critically examine and transform societal, organizational, and institutional structures that impede access to mental health care systems and delivery models. Research activities that arise from the community of concern and take into account social inequities and other oppressions will contribute to the construction of reflexive, critical, and ethical art therapy knowledge and practices. As the profession's next generation of leaders, doctoral students are at the forefront of transformational learning communities that educate persons to transform the world. Mount Mary University professional doctoral students:

- Collaborate with active and pioneering mentors in their area of research interest who activate excellence in teaching, scholarship, and innovative practice.
- Benefit from a rigorous curriculum that integrates artistic, scientific, and social activist identities in the worldview of the practitioner.
- Find a rare balance between independent learning at the doctoral level with community-based support, collaboration, and personal attention.
- Become change agents with innovative skills to impact contemporary and nontraditional environments where art therapists work.
- Excel in a complex world as advanced practitioners or art therapy educators in the rapidly changing teaching, research, and health care systems of the 21st century.

Doctoral Competencies

The DAT empowers art therapists as creative change agents with the knowledge and skills they need to increase their impact on education, healthcare, and society, as well as to advance their profession. The program's learning outcomes are conceptualized as the following professional competencies that doctoral students are expected to master:

- *Technical competence* to assess, formulate, lead, and effect quality improvement of art therapy practice within current and emergent practice settings
- *Conceptual competence* to reflect on and acquire in-depth knowledge of scientific, artistic, and critical theoretical models of art therapy
- *Contextual competence* to reflect on and to understand the social, cultural, global, systemic, and organizational contexts of art therapy
- *Interpersonal communication competence* with written, oral, technological, scholarly, aesthetic, interpersonal, and inter-professional communication skills
- *Integrative competence* to apply clinical scholarship, empirical findings, and analytic methods in order to improve and transform art therapy practice and its impacts
- *Adaptive competence* to reflexively, creatively, and systemically apply innovations and applications of knowledge as an effective change agent
- *Professional identity* that is strengthened and extended through active involvement in leadership, professional development, and education
- *Scholarly concern* in the ability to integrate advanced art therapy knowledge with research and its dissemination
- *Motivation* for continued professional development and advanced understanding of professionalism, its obligations, and privileges

Doctoral Art Therapy Degree Requirements

The DAT is a low residency degree that can be earned in three years. A total of 40 semester-credit hours are distributed in four interacting areas:

Transformational Leadership (10 credits)

Leadership for advanced practitioners begins with personal and professional goals setting, followed by

creating a capacity for new ways to think, reflect, act, and evaluate information in a relational, ever-changing environment. Doctoral students practice art-based action-research while learning key leadership skills such as critical reflection and negotiation, systems thinking and organization, and professional role development.

- ATH 811 Professional Growth & Development (1 credit)
- ATH 820 Systems-Based Thinking & Action (3 credits)
- ATH 820 Principles of Creative Leadership (3 credits)
- ATH 825 Art Therapy Pedagogy in Diverse Settings (3 credits)

Advanced Practice (15 credits)

Art therapy doctoral students draw on an array of artistic, clinical, social action, and scientific knowledge to advance their practices. At the doctoral level, these areas integrate to deepen their artistic and clinical skills in providing direct care, community and organizational development, management, supervision, and expansion into new practice arenas.

- ATH 812 Foundations of Advanced Art Therapy Knowledge (3 credits)
- ATH 822 Social & Cultural Praxis in Art Therapy (3 credits)
- ATH 823 Conflict Management and Related Skills (3 credits)
- ATH 824 Contemporary Issues & Ethics of Supervision (3 credits)
- ATH 830 Doctoral Internship I, II, and III (1-3 credits)

Practice Inquiry & Research (11 credits)

Practice inquiry is an ongoing systematic exploration of art therapy questions with the goal of translating art, scientific evidence, and praxis into knowledge. Doctoral research contributes to the collective advancement of art therapy.

- ATH 813 Art Therapy Studio Inquiry (2 credits)
- ATH 840 Introduction to Applied Research Methods (2 credits)
- ATH 841 Art Therapy Research Scholarship & Applications (3 credits)
- ATH 814 Research electives (1-3 credits)

Culminating Project (4 credits)

To culminate the degree, students design, propose, conduct, and report on the results of a meaningful project in an art therapy practice setting, which is directed at improving professional practice and makes an original contribution that impacts or transforms the profession in its questions, narratives, theories, practices, publics, and positions.

- ATH 850 Culminating Project (1-4 credits)

Course and Program Sequence

Residency and Cohort Model: After admission, the student registers for the twelve (12) day First Residency with other peers in the cohort. The colloquium model satisfies residence requirements through intensive, face-to-face exchange with faculty, peers, and committee members; one colloquium is offered each academic year at the Mount Mary campus. Each cohort member has an opportunity to explore his/her initial program plan with faculty and peers for feedback and support.

The First Residency: The First Residency is comprised of an orientation to the professional doctorate (program structures and technology platforms), foundational seminar, and an introduction to art therapy studio practice and inquiry. Students examine successful learning strategies and methods, and discuss their proposed programs and career aspirations in a supportive milieu with other students and faculty members. Prior to and in preparation for attending the first colloquium, students complete an outline of their practitioner-researcher career goals and related focal areas of interest and all reading assignments.

The Doctoral Committee: After matriculation with the First Residency, each student forms a doctoral committee comprised of the doctoral advisor and three faculty members. Students maintain frequent contact with their advisor via telephone, electronic platforms, video conferencing, and face-to-face contacts at the colloquia and other events. One core faculty member functions as a second reader who provides a thorough, detailed, and critical review of each student's major written documents at strategic points in the program. Adjunct committee members are individuals who represent expertise in the student's area of research. They contribute to the student's development and assess competency. Students frequently engage adjuncts in tutorial and other individualized learning experiences appropriate to their programs.

The Learning Plan: The first doctoral benchmark is a student-generated learning plan and concept paper that specifies all activities and resources that will be used to fulfill learning competencies, professional application, artistic and scientific integration, social significance, practice and research expectations, and culminating project. The student details directed study, program timelines, evaluation, descriptions of leadership and professional activities to achieve integration, and a conceptual plan for the culminating project. The document is reviewed formally by doctoral committee members during the second residency (see below). The meeting focuses on revision and eventual approval of the student's learning plan.

Required Seminars, Electives, and Internships: During the semesters following the first and second residencies, students participate in online seminars (one per semester) that develop the doctoral cognate and its integration with practice. Seminars are conducted in the milieu of the program's electronic platforms. Electives are chosen or developed by the doctoral student to engage new learning; internships put new learning into practice through dedicated, semester-long fieldwork that integrate competencies and/or relate closely to the research interest.

Second and Third Residencies: Students return to campus each year to complete the low residency requirement through contact with the campus faculty advisors and cohort peers. These annual residencies provide opportunities to discuss the student's progress within the supportive milieu of the campus community of peers, faculty, and committee members. Students formally prepare their written qualifying paper for the second doctoral benchmark and defend it orally during their second residency to be awarded candidacy. Post-residency off campus, students complete their research prospectus, preliminary literature review, and study that fulfill research competencies needed to carry out the Culminating Project. At the start of the third residency, students will be ready to finalize all learning and be prepared to begin the culminating project in the third and final year in the program.

Culminating Project: The Culminating Project (CP) is the component through which the student demonstrates advanced knowledge to transform practice. In all aspects of the learning process students are encouraged to expand the boundaries of traditional thinking and scholarship both in methodology and content. The CP may take the forms of a traditional research project, creative project, or a significant social action project accompanied by a scholarly essay that anchors the research in scholarly discourse relevant to art therapy theory and practice. All CPs include narrative text placing the work in a historical and critical context. Culminating projects must build upon and go beyond what others have done in their field of study. Students are expected to demonstrate appropriate adherence to ethical research procedures and Mount Mary University Institutional Review Board policies and procedures.

Pre-Graduation Defense and Final Meeting: The third doctoral benchmark is fulfilled by the pre-graduation dissertation defense meeting with the doctoral committee to review and critique the Culminating Project (CP). This meeting convenes the committee to also review, interaction, and discussion of the competencies achieved by the student. If necessary the pre-graduation meeting is followed by a final meeting after the student has completed any necessary revisions and recommendations from the doctoral committee. These meetings may be face-to-face or via videoconference call.

Doctor of Art Therapy Course Sequence – 3 years

First Year – Summer Residency (0 credits)

ATH 811 Professional Growth and Development
ATH 812 Foundations of Advanced Art Therapy Knowledge
ATH 813 Art Therapy Studio Inquiry

First Year – Fall & Spring (online, 13 credits total)

ATH 811 Professional Growth and Development (1 credit)
ATH 812 Foundations of Advanced Art Therapy Knowledge (3 credits)
ATH 813 Art Therapy Studio Inquiry (2 credits)
ATH 820 Systems-Based Thinking and Action (3 credits)
ATH 814 Art Therapy Research Elective (1 credit)
ATH 821 Principles of Creative Leadership (3 credits)

Second Year – Summer Residency (0 credits)

ATH 840 Introduction to Applied Research Methods
ATH 822 Social and Cultural Praxis in Art Therapy

Second Year – Fall & Spring (online, 16 credits total)

ATH 840 Introduction to Applied Research Methods (3 credits)
ATH 822 Social and Cultural Praxis in Art Therapy (3 credits)
ATH 823 Conflict Management and Related Skills (3 credits)
ATH 814 Art Therapy Research Elective (1-2 credits)

ATH 824 Contemporary Issues and Ethics of Supervision (3 credits)
ATH 830 Art Therapy Internship (2 credits)

Third Year – Summer Residency (0 credits)

ATH 841 Art Therapy Research Scholarship, and Applications
ATH 825 Art Therapy Pedagogy in Diverse Settings

Third Year – Fall & Spring (11 credits total)

ATH 841 Art Therapy Research Scholarship, and Applications (3 credits)
ATH 825 Art Therapy Pedagogy in Diverse Settings (3 credits)
ATH 830 Art Therapy Internship (1 credit)
ATH 850 Culminating Project (4 credits)

Total 40 credits

Doctoral Course Descriptions

ATH 811 Professional Growth and Development

1 credit

Introduces the student to the goals, values, and learning expectations of the professional doctorate that lead to successful participation and outcomes. This course prepares the student to engage in the collaborative online learning environment, to develop critical and creative thinking skills, and to integrate professional or educational careers goals with applied scholarship. Seminar plus completion of a preliminary plan of study.

ATH 812 Foundations of Advanced Art Therapy Knowledge

3 credits

Students will examine the “state of the profession,” bringing their own questions and areas of interest into the larger contexts of art, science, and social action in art therapy. This course encourages advanced explorations into the historical and contemporary discourse on the scientific and creative imagination in art therapy approached through cross-disciplinary dialogues, with reference to philosophical, psychological, pedagogical, and artistic traditions.

ATH 813 Art Therapy Studio

2 credits

The art therapy studio encourages intensive involvement in personal artistic expression and creative exploration, and reflection on these processes through self-inquiry in the role of advanced practitioner. The course requires participation to create a community studio with artistic explorations continuing through the year with cohort peers, individual study with another artist, affiliation with a community arts organization or educational setting, or artist in residence within a treatment setting.

ATH 814 Art Therapy Research Electives

1-3 credits

The art therapy elective seminars are advanced weekend intensive courses designed to examine current topics and trends in the field of art therapy, including special needs of a diverse range of populations as they relate to the practice of art therapy. Issues pertaining to the art therapist in a variety of settings are explored. Course topics are rotated in response to student interest. Students are expected to choose a variety of electives in order to broaden the scope of their learning.

ATH 820 Systems-Based Thinking and Action**1-3 credits**

This course examines the interdependent relationship among different elements in an organization or social system and the feedback structures that determine the system's behavior over time under varying assumptions. An action research model will help students identify and transform relationships within a complex system. Conceptual modeling will advance understanding of systems-based thinking to work more effectively and strategically in education, therapy, and other systems.

ATH 821 Principles of Creative Leadership**3 credits**

Students will examine foundational knowledge and practices for becoming a transformational change agent in education, health care, community arts or other institutions. They will evaluate their own practices as creative leaders and study the communication styles and ethical choices that drive change and advance goals. The language and perspectives of design and collaborative critique will inform the development of critical thinking and creative reasoning skills.

ATH 822 Social and Cultural Praxis in Art Therapy**3 credits**

This course will focus on the ethics of social justice in contemporary art therapy practices and the practitioner's relationship to power, privilege and cultural values in the ethical delivery of health and education services. Students will reflect on the principles of social change and their own impact as a change agent. The social implications for how artistic and scientific knowledge is generated will be examined.

ATH 823 Conflict Management and Related Skills**3 credits**

This course provides practitioners with basic tools for managing human resources and diverse interpersonal relations. Students will examine healthy and unhealthy ways of addressing and resolving conflict with a focus on the transfer and translation of therapeutic skills to diverse settings, needs, and relationships in education and health care agencies.

ATH 824 Contemporary Issues and Ethics of Supervision**3 credits**

This course focuses on the models, standards, and skills of supervision that are applicable to educating practitioners within academic and therapeutic settings. A review of ethical, regulatory, and legal standards for supervision is included as well as dealing with cultural, behavioral, and evaluation issues.

ATH 825 Art Therapy Pedagogy in Diverse Settings**3 credits**

This course will examine current and innovative practices in art therapy education, with particular attention to transformational models to meet the needs of diverse populations and settings. Students will have opportunities to enrich their skills in didactic presentation, formulation of artistic methodology, course development and evaluation, and classroom management issues.

ATH 830 Art Therapy Internship**1-3 credits**

Supervised work experience for the advanced practitioner in higher education or an area of individual focus. The type of internship, nature of the setting and its unique challenges, goals and activities, and evaluation procedures are stipulated in a learning contract in consultation with the doctoral advisor.

ATH 840 Introduction to Applied Research Methods**3 credits**

This course is designed to advance the professional doctoral student's understanding of the components of evaluating, designing, and conducting art therapy research. Quantitative, qualitative, social action, and arts-based research methodologies will be examined for their value in addressing relevant research questions in the field.

ATH 841 Art Therapy Research, Scholarship, and Applications **3 credits**

Advanced quantitative and qualitative reasoning and analysis, to include applications in counseling and therapeutic settings, research report development and implementation, program evaluation and needs assessment, the informed use and value of published research to assess effectiveness, and ethical and legal considerations. The course is intended to help doctoral students begin to formulate and articulate their areas of specific interest in relation to the culminating project.

ATH 850 Art Therapy Culminating Project **1-4 credits**

Students develop and demonstrate in-depth knowledge in an area pertinent to advanced art therapy practice and/or art therapy education that is relevant to their experience in the culminating project. The purpose of the culminating project is to demonstrate mastery through the achievement and presentation of art therapy research. The culminating project must include a significant written component that provides historic and scholarly context for the project.

ATH 899 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.

Master of Science in Art Therapy with an Emphasis in Counseling
60 credits

Introduction

The Graduate Art Therapy Program is housed in the Art Therapy Department and 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.

In addition to our nationally known faculty, each semester the program hosts a number of guest lecturers – leaders, doctoral level practitioners, and innovators of the profession— who contribute diversity to the program's instructional resources in exciting current topics that broaden the students' perspectives.

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.
- 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 new 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, and other electives in studio art
- B. Psychology (minimum 12 credits)
General Psychology, Developmental or Educational Psychology, Abnormal Psychology, and Personality (recommended; or electives in psychology)

Admission Procedures

In addition to the general application materials, the following must be submitted to the Office for Graduate Admissions;

- An autobiographical statement of purpose specifies objectives, experience and skills that contribute to the applicant's decision to pursue graduate study in art therapy
- A portfolio of 12-20 artworks in at least three studio areas that confirm a range of media competency and creativity, to include two- and three-dimensional works, and work in color. The portfolio should be submitted in JPEG format
- Sample of an academic paper or professional writing
- Three letters of recommendation

After all application materials have been submitted, the program selection committee recommend eligible applicants for an interview with the Program Director who will determine whether admission will be granted. The interview evaluates interest, needs, strengths, and limitations for beginning professional education. Face-to-face interviews are recommended but telephone or videoconference interviews may be conducted in some circumstances.

When to Apply

Applications for the Master of Science in Art Therapy are accepted once per year (see below) to enroll in the fall term. A limit of 24 students are accepted each year. The Deadline is:

Open Admission: February 1

Open admission students will be formally notified in early April.

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

The Master of Science in Art Therapy With an Emphasis in Counseling 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 and the current standards and guidelines for the Accreditation of Educational Programs in Art Therapy, which were adopted by the American Art Therapy Association Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Licensure

Many states have laws that regulate the practice of art therapy. Students are responsible for knowing the competency areas and licensure criteria of the state in which they intend to practice. **The Masters in Art Therapy with an Emphasis in Counseling at Mount Mary University is currently awaiting approval to be included on the 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. Applying for approval does not guarantee that approval will be granted.

Registration and 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.

Masters of Art Therapy with an Emphasis in Counseling Course Sequence (3 Years)

<u>FALL</u>		(12)
ATH 540	Theory and History of Art Therapy	3cr
ATH 545	Human Growth & Development	3cr
ATH 758	Theories of Counseling	3cr
ATH 762	Group & Institutional Dynamics	3cr

<u>SPRING</u>		(9)
ATH 737 A	Practicum/Group Supervision	3cr
ATH 764	Techniques of Practice	3cr
ATH 773	Professional Orientation, Ethical & Legal Issues	3cr
<u>SUMMER</u>		(3)
CON 611	Career Development	3cr
<u>FALL</u>		(9)
CON 770	Psychopathology	3cr
ATH 772	Multicultural Foundations	3cr
ATH 737 B	Supervised Internship	3cr
<u>SPRING</u>		(9)
ATH 737C	Supervised Internship	3cr
ATH 780	Research & Evaluation	3cr
ATH 782	Assessment	3cr
<u>FALL</u>		(9)
CON 714	Addictions	3cr
CON 741	Family Systems	3cr
ATH 761	Clinical Treatment & Evaluation	3cr
<u>SPRING</u>		(9)
ATH 790	Research Project	3cr
CON 650	Trauma Counseling	3cr
CON 785	Adv. Issues in Clinical Mental Health	3cr
Total		<u>60 credits</u>

Masters Course Descriptions

ATH 540 Theory and History of Art Therapy

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 well-being. 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. [Fee]

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.

CON 611 Career Development

3 credits

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

CON 650 Trauma Counseling I

3 credits

As a foundational course, students will develop an understanding and competency in the physiological, psychological, socio-cultural, and familial aspects of treating trauma. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773.

CON 714 Addictions Counseling

3 credits

Overview of theories and issues related to substance and other addictions. Developing competencies in assessment, prevention, and treatment are emphasized as well as work with individuals, couples, and groups coping with addictive disease. Ethical and cultural issues and current research will be explored. Prerequisites: CON 600, 610 & 612.

ATH 737A Supervised Practicum/Internship

3 credits

Supervised practicum/internship coincides with student placement in a cooperating agency. In this course students integrate knowledge of theories with practical experience during 100 hours of supervised practicum followed by 235 hours of internship practice at an approved treatment site. Students are supervised while spending a minimum of 20 hours per week advancing their clinical skills in treatment and assessment with individuals, groups, and communities. Students receive one hour per week of face to face supervision by a qualified individual on site (a minimum of 15 hours per semester) as well as 2 hours and fifty minutes per week of regular in class group supervision (maximum number of 8 students; minimum of 42.5 hours per semester) for a total of 57.5 hours of semester supervision. 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. Prerequisites: ATH 758, 762, 764 (concurrent) & consent of the practicum/internship coordinator.

[Fee]

ATH 737B 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. Students receive one hours per week of fact to face supervision by a qualified individual on site (a minimum of 15 hour per semester) as well as two hours and fifty minutes per week of regular in class group supervision (maximum number of 8 students; minimum of 42.5 hours per semester)for a total minimum of 57.5 hours of semester supervision. 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 335 clock hours on-site required of 140 hours of which must be direct client contact. Students must attend their site 20 hours per week. Prerequisites: ATH 758, 762,

764, 737A, consent of the practicum coordinator/internship, and a passing score on the Educational Progress Review Evaluation.[Fee]

ATH 737C 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 335 clock hours on-site required of which at least half must be client contact. Students must attend their site 20 hours per week. Students receive one hour per week of face to face supervision by a qualified individual on site (a minimum of 15 hours per semester) as well as 2 hours and fifty minutes per week of regular in class group supervision (maximum number of 8 students; minimum of 42.5 hours per semester) for a total of minimum of 57.5 hours of semester supervision. 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, 737 B & consent of the practicum/internship coordinator. [Fee]

CON 741 Family Systems Theory, Assessment, and Practice

3 credits

Provides students with an introduction to a Family Systems approach to therapy and counseling emphasizing the importance of interpersonal factors in understanding human behavior. Client behavior is examined in the context of families and/or primary relationships including but not limited to nuclear or biological family units. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773

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 & 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 737C & ATH 782 [Fee].

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.

CON 770 Psychopathology

3 credits

An overview of the study of psychopathology designed to address the etiology, assessment, diagnosis, and treatment of individuals with maladaptive behaviors, and psychological disorders. Explores the delivery of services, legal aspects, community assessment, consultation, outreach, and crisis intervention. Evidence-based treatments as well as cultural and ethical issues are addressed. Prerequisites: CON 600, 610 & 612.

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. Additional emphasis is placed on the ethical principles of practice of the American Art Therapy Association (AATA) and the Art Therapy Credentials Board (ATCB). 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. Further 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. Prerequisites: ATH 737 B, and ATH 764.

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. Prerequisite: ATH 764.

CON 785 Advanced Issues in Clinical Mental Health Counseling **3 credits**

Explores professional roles (e.g. prevention, intervention, consultation, education, and advocacy) and the operation of programs and networks that promote mental health in a multicultural society.

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.

ATH 776 Special Topics in Art Therapy **1 credit**

This course examines current topics and trends in the field of art therapy, including special needs of a diverse range of populations as they relate to the practice of art therapy. Issues pertaining to the art therapist in a variety of settings are explored.

ATH 790 Research Project **3 credits**

Section 001 Thesis
Section 002 Art Exhibit/Contextual Essay
Section 003 Performance Artwork/Contextual Essay
Section 004 Social Action Project/Contextual Essay

Students develop in-depth knowledge in an area pertinent to the field and relevant to their experience. Students must display the use of established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth. Upon successful completion, the student is awarded a grade of passing 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.

Prerequisite: ATH 737 C, ATH 782

ATH 796 Independent Study **1 or 3 credits**

Examine particular aspects of art therapy not covered in other courses within the program.

**Program requirements are subject to change in response to the Education Standards of the American Art Therapy Association.*

Business Administration

Master of Business Administration

Introduction

The Master of Business Administration (MBA) is designed to develop leaders for the global business environment. The MBA is a 38-41 credit degree program emphasizing strong quantitative skills coupled with qualitative proficiency. Students choose one of two tracks: general management (38 credits) or health systems leadership (41 credits). 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. Graduates will have a solid basis on which to enhance their professional careers.

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

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

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

Mission

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

Student Outcomes

Upon completion of a Master of Business Administration 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 college algebra (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

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

The prerequisite requirement must be fulfilled before enrolling in the corresponding graduate course. Students must earn a grade of C or higher in the prerequisite courses. A student may repeat any of the

prerequisite courses once to raise a grade. Determination of appropriate prerequisite coursework will be made by the Program Director.

A college level algebra course equivalent to MAT 111 College Algebra at Mount Mary University is required before admission. Competency is expected in word processing, spreadsheet, and presentation applications.

Master of Business Administration Degree Requirements

Thirty-eight graduate credits are required for the MBA in general management (GM) and forty-one graduate credits are required for the MBA in health systems leadership (HSL). Students with an undergraduate degree in business administration with a major or concentration in a particular business function and/or a professional designation may waive certain courses. Determination of waiver and substitute course requirements will be made by the Program Director.

Regardless of the student's chosen track, each student takes 7 courses (20 credits) in the core curriculum. Students interested in the GM concentration take 6 additional courses (18 credits) in broad-based managerial topics, and students interested in the HSL concentration take 7 additional courses (21 credits) in health systems leadership. Alternatively, students may choose to complete a 5 course (15 credits) graduate certificate in health systems leadership.

MBA Core Courses (20 credits)

BUS 605 Organizational Behavior (3 credits)
BUS 610 Managerial Communication (3 credits)
BUS 620 Leadership (3 credits)
BUS 625 Marketing Management (3 credits)
BUS 640 Accounting Analysis and Control (3 credits)
BUS 650 Social and Ethical Environment (3 credits)
BUS 680 Quantitative Analysis (3 credits)

General Management Track Courses (18 credits)

BUS 615 Managing in a Global Environment (3 credits)
BUS 630 Managerial Economics (3 credits)
BUS 635 Information Technology (3 credits)
BUS 660 Competitive Operations Strategy (3 credits)
BUS 670 Corporate Finance (3 credits)
BUS 750 Global Business Policy and Strategy (3 credits)

Health Systems Leadership Track Courses (21 credits)

BUS 601 Health Policy and Law (3 credits)
BUS 602 Healthcare Service and Clinical Quality (3 credits)
BUS 631 Health Economics (3 credits)
BUS 636 Health Informatics (3 credits)
BUS 661 Health Operations Strategy (3 credits)
BUS 671 Healthcare Finance (3 credits)

BUS 751 Strategic Management in Health Systems (3 credits)

Graduate Certificate Requirements

The graduate certificate draws on a minimum of 15 credits with three required courses and two electives. If the student chooses not to take the healthcare finance course, he or she can complete the certificate without taking any prerequisite coursework. Courses could apply towards the MBA or, selectively, into other graduate programs.

Required Courses (9 credits)

BUS 601 Health Policy and Law (3 credits)

BUS 620 Leadership (3 credits)

BUS 631 Health Economics (3 credits)

2 of 5 Elective Courses (6 credits)

BUS 602 Healthcare Service and Clinical Quality (3 credits)

BUS 636 Health Informatics (3 credits)

BUS 661 Health Operations Strategy (3 credits)

BUS 671 Healthcare Finance (3 credits)

BUS 751 Strategic Management in Health Systems (3 credits)

MBA Core Course Descriptions

BUS 605 Organizational Behavior

2 credits

This course examines the contemporary theory and practice of organizational behavior (OB), while also focusing on organizational culture. The OB process is examined, including intervention strategies, and the role of OB in creating the changes that improve individuals, teams, and organizations.

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 620 Leadership

3 credits

Leadership is an examination of leadership theories, skills, best practices, and application in a global environment. The course challenges participants to reflect upon their current leadership capacity and become intentional in expanding and exercising this capability.

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 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 650 Social and Ethical Environment of Business **3 credits**

This course studies the ethical and social issues and dilemmas relevant to today's managers. It utilizes case studies and addresses management response to these issues.

BUS 680 Quantitative Analysis **3 credits**

Basic concepts and techniques of the quantitative analysis approach to making business decisions are reviewed. The approach consists of defining a problem, developing a model, acquiring input data, developing a solution, testing a solution, analyzing the results, and implementing the results. The course introduces analysis topics which are faced by senior business leaders. The focus is on developing the requisite analytical skills needed by all senior management. Prerequisite: undergraduate coursework in statistics.

General Management Track Course Descriptions

BUS 615 Managing in a Global Environment **3 credits**

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

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 660 Competitive Operations Strategy **3 credits**

Principles, concepts and techniques of operations management: location; facilities; scheduling; inventory; quality.

BUS 670 Corporate Finance **3 credits**

Basic concepts and techniques of financial management are reviewed. Financial analysis in effective managerial decision making; financial statement ratio analysis; present and future value; annuities, stock and bond valuation; cost of capital; capital budgeting; capital structure; global investing. Finance Prerequisite Coursework Required.

BUS 750 Global Business Policy and Strategy **3 credits**

Capstone course integrating all functional areas of business; general managers' responsibility for strategic monitoring, planning, implementing, evaluation and control of the total organization.

Prerequisite: 24 graduate business credits including Corporate Finance, Marketing Management and Managing in a Global Environment.

Health Systems Leadership Track Course Descriptions

BUS 601 Health Policy and Law

3 credits

This course offers a broad survey the legal and policy issues relevant to health care lawyers, policy makers and other critical health care stakeholders. It provides an overview of the structure of the American health care delivery and financing systems and examines the common law, statutes, and regulations that affect hospitals, physicians, and other health care providers. It explores how health care regulation may help or hinder increasing access, reducing cost, and improving quality. The recently enacted health reform – its promise, likely constraints and legal and policy ramifications – will be an important discussion topic throughout the course.

BUS 602 Healthcare Service and Clinical Quality

3 credits

The focus of this course is to seek knowledge about variation and to manage variation. Although many methods of data analysis will be presented in this course, quality control charts are used to understand and manage the variation in a process. In addition, the course addresses the clinical aspects of maintaining a healthy population through issues such as chronic disease management. A research project is an integral component of this course.

BUS 631 Health Economics

3 credits

This is a course in applied microeconomics. It is designed for students who already understand basic consumer and producer theory, and focuses on how health care markets differ from other markets. Because of asymmetric information, uncertainty, government involvement, externalities, models of care and reimbursement, the economics of the health care sector and its players (patients, providers, insurers, employers, and government) requires a special analysis. Information about the proposed legislative models and the integrating and affliction of systems is discussed. The student will learn how to apply microeconomic tools to study the medical care system and analyze the economic aspects of health care policy implications.

BUS 636 Health Informatics

3 credits

The course is about how healthcare organizations (e.g., hospitals, clinics) operate as systems of complex business processes and the relationship to the information systems that underlie effective and efficient operational outcomes. The E-health record systems will be presented as a tool for managing care and quality. The student will learn methods and tools critical to the smooth functioning of complex health care organizations. Students will apply the concepts to real-life case studies from their experience in learning how to analyze operational problems and develop successful optimal solutions. The course emphasizes the development of analytical skills, whereby students learn the value of being able to critically and creatively understand and apply information.

BUS 661 Health Operations Strategy

3 credits

This course explains and discusses the various operational aspects of a complex health system, how they work together to make the system function and the interrelationship to each other that top

healthcare leaders need to understand to lead. It studies the principles, concepts and techniques of operations management in health systems, including facilities, scheduling, inventory, quality control, LEAN Six Sigma and process improvement. In addition, the course offers a survey of human resource management, organizational behavior, and negotiation.

BUS 671 Healthcare Finance

3 credits

The course studies the health systems financing and accounting of the US health care system. Regulations and reimbursements, accounting principles, analysis of financial statements, cost analysis, staffing and budgeting are examined. In addition, various methods of raising capital are considered. Prerequisite: undergraduate coursework in finance.

BUS 751 Strategic Management in Health Systems

3 credits

This is a capstone course comprised of two components: 1) an executive speaker's seminar, and 2) an applied field project similar to an internship or service learning experience. In the first component, keynote speakers will interact with the students discussing and analyzing contemporary policy, finance, and health care industry-specific issues such as change management and interacting with and leading physicians. Executives will be drawn from regional health systems to share their experiences with students. The second component ties together the prior academic requirements of the degree program. The focus will be on understanding the management of the broad, complex system of organizations that make up the "system" of care financing and delivery. The student will learn how to effectively navigate through the system to achieve strategies and goals that most effectively deliver excellent and affordable care to patient-customers. The project includes a report on how the field project enhanced the student's readiness for health systems leadership.

Other Courses

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.

Counseling

Master of Science in Professional Counseling

Introduction

The Professional Counseling Program is recognized as a diverse learning community that is intentional about inclusion and ensuring personal growth and accountability for all students as they learn to become multiculturally competent and trauma responsive practitioners. The Professional Counseling Program has three separate concentrations: Clinical Mental Health Counseling (60 credits), Clinical Rehabilitation Counseling (60 credits) and School Counseling (54 credits). Post-masters certificates are also available in each program area.

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 (both public and private), 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 competent 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,

vocational & 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, 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 development, 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-masters 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 (for non-Mount Mary University masters graduates).
3. Autobiographical Statement that includes: professional career/goals statement and relevant volunteer/work experience
4. Personal interview may be required.

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)

April 15 (for summer semester entry)

How 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 CashNet 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:
 - o Graduate Admission Office, Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
 - o 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. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. **Write and submit a career goals statement.** The statement should specify your objectives, experience and/or skills contributing to your decision to pursue graduate study in counseling. 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 student's 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 core curriculum for the Master of Science in Professional Counseling Program is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, the Master's in Counseling Program includes coursework in each of the eight core curricular areas:

Eight Core Curricular Areas (30 Credits)

1. Professional Orientation and Ethical Practice
 - CON 600 Professional Identity & Ethics (3 credits)
 - CON 601 Orientation to School Counseling/Orientation to Practicum-Internship (0 credits)
2. Social & Cultural Diversity
 - CON 700 Multicultural Counseling (3 credits)
3. Human Growth & Development
 - CON 750 Counseling Across the Lifespan (3 credits)
4. Career Development
 - CON 611 Career Development (3 credits)
 - CON 711 Academic and Career Planning and Development (3 credits)
5. Helping Relationships
 - CON 610 Theories of Counseling (3 credits)
 - CON 612 Techniques of Counseling (3 credits)
 - CON 730 Counseling in Schools (3 credits)
 - CON 741 Family Systems Theory, Research, and Practice (3 credits)
6. Group Work
 - CON 740 Group Procedures (3 credits)
7. Assessment
 - CON 720 Counseling Assessment and Program Evaluation (3 credits)
8. Research & Program Evaluation
 - CON 630 Counseling Statistics and Research (3 credits)
 - CON 720 Counseling Assessment and Program Evaluation (3 credits)

Context, Knowledge, and Skills (12-21 credits)

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 640 Medical & Psychosocial Aspects of Disabilities
CON 650 Trauma Counseling I (3 credits)
CON 651 Trauma Counseling II (3 credits)
CON 679 Special Topics in Counseling (1-3 credits)
CON 712 Child and Adolescent Counseling (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 715 Professional Issues in Addictions Counseling (3 credits)
CON 730 Counseling in Schools
CON 760 Psychiatric Rehabilitation & Intervention
CON 770 Psychopathology (3 credits)

EDU 742 Instructional Strategies (3 credits; required for school counseling students who are not certified as Wisconsin teachers)
CON 775 Psychopharmacology (3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling (3 credits)

Clinical Instruction (9 Credits)

CON 795 Supervised Practicum (3 credits)
CON 796 Counseling Internship I (3 credits)
CON 797 Counseling Internship II (3 credits)
CON 798 Counseling Internship III (1-3 credits)

Research/Thesis Option (6 credits)

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 six research/thesis credits.

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) and initial licensure for Substance Abuse Counselor (SAC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DSPS), as well as many other states requiring 60 credit programs for counselor licensure.

Required Courses

CON 600 Professional Identity & Ethics (3 credits)
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling (3 credits)
CON 611 Career Development (3 credits)
CON 612 Techniques of Counseling (3 credits)
CON 630 Counseling Statistics and Research (3 credits)
CON 650 Trauma Counseling I (3 credits)
CON 700 Multicultural Counseling (3 credits)
CON 714 Addictions Counseling (3 credits)
CON 720 Counseling Assessment and Program Evaluation (3 credits)
CON 740 Group Procedures in Counseling (3 credits)
CON 741 Family Systems Theory, Assessment and Practice (3 credits)
CON 750 Counseling across the Lifespan (3 credits)
CON 770 Psychopathology (3 credits)
CON 775 Psychopharmacology (3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling (3 credits)
CON 795 Supervised Practicum (3 credits)
CON 796 Counseling Internship I (CMHC/CRC placement) (3 credits)
CON 797 Counseling Internship II (CMHC/CRC placement) (3 credits)

Elective Courses

- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management (3 credits)
- CON 651 Trauma Counseling II (3 credits)
- CON 659 Conflict Mediation for Professionals (3 credits)
- CON 679 Special Topics in Counseling (1-3 credits)
- CON 712 Counseling Children and Adolescents (3 credits)
- CON 780 Independent Reading (1-3 credits)
- CON 790 Research or Thesis (1-3 credits)

Clinical Rehabilitation Counseling Concentration – 60 credits

Students who graduate from clinical rehabilitation counseling concentration are eligible to become a Certified Rehabilitation Counselor (CRC) by passing the National Certified Rehabilitation Counseling Exam and by obtaining twelve months of acceptable employment experience supervised by a CRC. With a qualifying internship and elective, this program meets 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.

Required Courses

- CON 600 Professional Identity & Ethics (3 credits)
- CON 601 Orientation to Practicum-Internship (0 credits)
- CON 610 Theories of Counseling (3 credits)
- CON 611 Career Development (3 credits)
- CON 612 Techniques of Counseling (3 credits)
- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management (3 credits)
- CON 622 Advanced Counseling Techniques (3 credits)
- CON 630 Counseling Statistics and Research (3 credits)
- CON 640 Medical & Psychosocial Aspects of Disabilities (3 credits)
- CON 650 Trauma Counseling I (3 credits)
- CON 700 Multicultural Counseling (3 credits)
- CON 714 Addictions Counseling (3 credits)
- CON 720 Counseling Assessment and Program Evaluation (3 credits)
- CON 740 Group Procedures in Counseling (3 credits)
- CON 741 Family Systems Theory, Assessment and Practice (3 credits)
- CON 750 Counseling across the Lifespan (3 credits)
- CON 760 Psychiatric Rehabilitation & Intervention (3 credits)
- CON 770 Psychopathology (3 credits)
- CON 795 Supervised Practicum (3 credits)
- CON 796 Counseling Internship I (CMHC/CRC placement) (3 credits)
- CON 797 Counseling Internship II (CMHC/CRC placement) (3 credits)

Elective Courses

- CON 651 Trauma Counseling II (3 credits)

- CON 659 Conflict Mediation for Professionals (3 credits)
- CON 679 Special Topics in Counseling (1-3 credits)
- CON 712 Counseling Children and Adolescents (3 credits)
- CON 715 Professional Issues in Addictions Counseling (3 credits)
- CON 775 Psychopharmacology (3 credits)
- CON 780 Independent Reading (1-3 credits)
- CON 790 Research or Thesis (1-3 credits)

School Counseling Concentration - 54 credits

The School Counseling program is approved by the Wisconsin State Department of Public Instruction (WDPI).

Required Courses

- CON 600 Professional Identity & Ethics (3 credits)
- CON 601 Orientation to School Counseling (0 credits)
- CON 610 Theories of Counseling (3 credits)
- CON 612 Techniques of Counseling (3 credits)
- CON 630 Counseling Statistics and Research (3 credits)
- CON 650 Trauma Counseling I (3 credits)
- CON 700 Multicultural Counseling (3 credits)
- CON 711 Academic and Career Planning and Development (3 credits)
- CON 712 Counseling Children and Adolescents (3 credits)
- CON 720 Counseling Assessment and Program Evaluation (3 credits)
- CON 730 Counseling in Schools (3 credits)
- CON 740 Group Procedures in Counseling (3 credits)
- CON 741 Family Systems Theory, Assessment and Practice (3 credits)
- CON 750 Counseling across the Lifespan (3 credits)
- CON 796 Internship I (School placement) (3 credits)
- CON 797 Internship II (School placement) (3 credits)
- EDU 703 Exceptional Learners (Required for students without WI teaching certification) (3 credits)
- EDU 742 Instructional Strategies (Required for students without WI teaching certification) (3 credits)

Elective Courses (for students with WI teaching certification)

- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management (3 credits)
- CON 640 Medical & Psychosocial Aspects of Disabilities (3 credits)
- CON 650 Trauma Counseling I (3 credits)
- CON 651 Trauma Counseling II (3 credits)
- CON 659 Conflict Mediation for Professionals (3 credits)
- CON 679 Special Topics in Counseling (1-3 credits)
- CON 711 Academic and Career Planning (3 credits)
- CON 714 Addictions Counseling (3 credits)
- CON 715 Professional Issues in Addictions Counseling (3 credits)
- CON 770 Psychopathology (3 credits)
- CON 775 Psychopharmacology (3 credits)

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” or CON 601 “Orientation to School Counseling”. 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. Those students who have documented medical issues that prohibit active participation can elect to either attend the event and have limited participation OR complete an interview with an experiential therapist and write a paper that details the use of no less than five experiential activities with clients seeking mental health services. 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 counseling experience (practicum) before enrolling in a Counseling Internship course. Practicum and Internship courses are taken consecutively and the sequence.
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 the Practicum/Internship sequence. 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 and Clinical Rehabilitation Counseling concentrations** are required to pass the CPCE.
9. Students in the **School Counseling concentration** are required to pass the PRAXIS II Professional School Counselor Exam.
10. Application for Graduation must be filed with the Program Director 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 area of concentration in which to be licensed. In most cases specific licenses are granted by a 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/addictions internship, dependent on previous internship placement (CON 796 & 797)	Non-certified teachers (21-24 credits typically needed): CON 601, 650, 712, 730, 741 EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797) Certified teachers (15-18 credits typically needed)– CON 601, 650, 712, 730 741 & 600 hours in a school counseling internship (CON 796 & 797)	27-30 credits needed: CON 615, 622, 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, dependent on previous internship placement (CON 796 & 797)
SCHOOL	27-30 credits needed: CON 650, 714, 715 or 622, 741, 770, 775 785, & up to 700 hours in a clinical mental health/ addictions internship (CON 795, 796 & 797)	-----	30-30 credits needed: CON 615, 622, 640, 650, 714, 770, 741, 760 & up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 795, 796 & 797)
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

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. The Clinical Mental Health Counseling concentration is designated as an approved substance abuse counseling program by the Wisconsin Department of Safety and Professional Services. In addition to the LPC-IT license, students graduating from the Clinical Mental Health Counseling concentration are eligible in Wisconsin for a training license for [Substance Abuse Counselor – Initial Training](#) (SAC-IT).

The Clinical Rehabilitation Counseling concentration prepares student 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 Counseling Exam and by obtaining twelve months of acceptable employment experience supervised by a CRC. Further national certification may also include Certificated Disability Management Specialist (CDMS), and Certified Case Manager (CCM). The students may be eligible to seek licensure as a Professional Counselor Licensure (LPC) in the State of Wisconsin with qualifying internship experience and elective course.

Additional requirements for LPC include completion of 3,000 hours of post-master's clinical experience and passing the National Counselor Exam (NCE). Mount Mary University's Master of Science in 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.

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: License Code 54, 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. Please consult with the program director.

Master of Science in Professional Counseling Course Descriptions

CON 600 Professional Identity & Ethics

3 credits

Provides an understanding of professional functioning, including an overview of the history and philosophy of the counseling profession, as well as professional roles, functions, and relationships with human services providers. Other topics include ethical standards of the American Counseling Association (ACA) and related entities, and other contemporary issues. Prerequisite: graduate standing; priority given to students enrolled in Professional Counseling Program.

CON 601 Orientation to School Counseling**0 credits**

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

CON 601 Orientation to Practicum-Internship**0 credits**

This workshop is specifically designed to inform clinical mental health students of the process of choosing and securing a clinical practicum/internship, as well as the expectation of students during their clinical experience.

CON 610 Theories of Counseling**3 credits**

Emphasizes theories that are consistent with current research and practice in order for students to develop their own personal practice of counseling. Prerequisite: graduate standing; priority given to students enrolled in Professional Counseling Program.

CON 611 Career Development**3 credits**

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

CON 612 Techniques of Counseling**3 credits**

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

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management 3 credits

Provides an overview of the Vocational Rehabilitation Counseling profession including information on case management, budgeting, ethics, professional identity, history of legislation, and available careers. Prerequisite: graduate standing.

CON 622 Advanced Counseling Techniques**3 credits**

Extends learning acquired in CON 612 and demonstrate competence in writing clinical notes, clinical intake interviewing, suicide risk assessment, and treatment planning. Prerequisite: CON 600, 610, 612, or concurrent with CON 795

CON 630 Counseling Statistics and Research Methods**3 credits**

Provides students with an understanding of counseling statistics and both qualitative and quantitative research methods. Technological competence in use of statistical analyses is achieved. Prerequisites: undergraduate statistics course & graduate standing.

CON 640 Medical & Psychosocial Aspects of Disabilities**3 credits**

Provides an overview of medical terminology, and anatomy/physiology of organ system; outlines vocational implications of major diseases and associated etiologies, pathologies and disabilities.

Prerequisite: CON 615.

CON 650 Trauma Counseling I

3 credits

As a foundational course, students will develop an understanding and competency in the physiological, psychological, socio-cultural, and familial aspects of treating trauma. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773.

CON 651 Trauma Counseling II

3 credits

Advanced treatment techniques with a variety of populations and settings are explored. Program planning, prevention, evaluation strategies, crisis intervention, and psychological first aid are addressed. 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 700 Multicultural Counseling

3 credits

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

CON 711 Academic and Career Planning and Development

3 credits

This course prepares students to provide P-12 academic and career instruction and intervention, as well as, development and implementation of 6-12 academic and career plans. Prerequisites: Concurrent enrollment with CON 796.

CON 712 Counseling Children and Adolescents

3 credits

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

CON 714 Addictions Counseling

3 credits

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

Prerequisites: CON 600, 610 & 612 or enrollment in graduate ATH program.

CON 715 Professional Issues in Addictions Counseling

3 credits

Focus is placed on assessment, case management, and professional practice within the field of addictions treatment. Treatment planning, legal issues and psycho-educational aspects are addressed. Prerequisite: CON 714.

CON 720 Counseling Assessment and Program Evaluation

3 credits

Provides students with an understanding of assessment in counseling, as well as program evaluation in the context of the counseling profession. Prerequisites: 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 related to the practice of school counseling, the understanding of roles, functions, settings and professional identity of the school counselor, and the American School Counselor Association National Model for 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 to therapy and counseling emphasizing the importance of interpersonal factors in understanding human behavior. Client behavior is examined in the context of families and/or primary relationships including but not limited to nuclear or biological family units. Prerequisites: CON 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. Prerequisites: graduate standing.

CON 760 Psychiatric Rehabilitation & Intervention

3 credits

Focuses on evidence-based psychiatric vocational rehabilitation interventions for adults diagnosed with mental health disorders that interfere with functioning in work, education and social roles. Prerequisite: CON 615 & CON 770.

CON 770 Psychopathology

3 credits

An overview of the study of psychopathology designed to address the etiology, assessment, diagnosis, and treatment of individuals with maladaptive behaviors, and psychological disorders. Explores the delivery of services, legal aspects, community assessment, consultation, outreach, and crisis intervention. Evidence-based treatments as well as cultural and ethical issues are addressed. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.

CON 775 Psychopharmacology**3 credits**

This course examines the major categories of psychiatric/psychotropic medications along with their use, effects, potential for abuse, and applications to mental health issues. 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 professional roles (e.g. prevention, intervention, consultation, education, and advocacy) and the operation of programs and networks that promote mental health in a multicultural society. 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. 100 clock hours on-site required. 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. 300 clock hours on-site required. Prerequisites: (for CMHC and CRC concentrations) CON 770 (concurrent) & 795; (for School Counseling concentration) CON 730..; Course fee \$25

CON 797 Counseling Internship II**3 credits**

Placement in a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. 300 additional clock hours on-site are required. Prerequisite: CON 796 or consent of instructor. 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 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. Also refer to additional pages in the Graduate Bulletin.

Dietetics

Master of Science in Dietetics

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

Because the degree is in dietetics, not nutritional science or food science, the student will have an undergraduate degree in nutrition or dietetics, or the equivalent course work to be eligible to take the registration examination of the Academy of Nutrition and Dietetics (AND). Previous work experience in an area of dietetics is highly recommended. Concurrent work in the field is beneficial during thesis or project completion.

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

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

For Both Tracks:

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

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 project in a focused area of study related to their selected emphasis area.

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.

Mission

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.

Professional Development Track Goals

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 in relation to health care and as they impact relevant issues in dietetics.
- Demonstrate synthesis of knowledge and resourcefulness in applying skills in selected areas of nutritional science and professional practice.
- Use guided research and professional writing skills to demonstrate the application of specialized knowledge to dietetic practice while exhibiting the ability to generate ideas and navigate complexity.

Admission Requirements Track I: Professional Development

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

- 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 AND registration card and/or certified/licensed dietitian card.
- An interview with the Program Director may be required after the application is complete.

Submitted 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:

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

Degree Requirements Track I: Professional Development

The professional development track is designed primarily as a part-time evening and weekend program for the RD who is a current practitioner. The applicant should have completed the academic requirements and supervised practice for RD status. Without having met these requirements, the student may be admitted on Provisional Status, or be advised to complete the deficient coursework prior to beginning graduate study. Provisional status does not guarantee admission to the Dietetic Internship. The Professional Development track requires a total of 33 graduate credits including the following required courses:

Component I:

DTS 722 Issues and Problems in Healthcare 3 credits

***Component II:**

Nutritional Sciences Courses 8 or more credits

Courses from Chosen Concentration 9 or more credits

Other Elective Courses 0-6 credits

Component III:

DTS 712 Research Design & Analysis I 2 credits

DTS 714 Research Design & Analysis II 3 credits

DTS 770 Applied Graduate Research (project or thesis) 2-4 credits

Total: 33 credits

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

Program Components

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

Component I - Graduate General Studies

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

Component II - Specialized Knowledge in Dietetics

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

Component III - Application of Specialized Knowledge to Dietetic Practice

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

Flexible Degree Design

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

- A clinical dietitian with a career goal of private practice might elect to take management courses along with nutritional science courses in her area of interest.
- A dietitian who wishes to further develop her/his skills or expand her career to include writing about nutrition topics would benefit from taking courses such as Integrated Human Nutrition, Workshop in Technical Communication and Design, Writing for Publication, and Writing for the Health Professions.
- A dietitian employed or seeking employment in a wellness setting might select the Nutrition and Fitness concentration. The Program Director is available to assist students in selecting courses that best meet their career goals.

Emphasis Areas

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

Counseling Emphasis

The counseling concentration correlates advanced counseling skills with advanced nutritional knowledge. 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. The graduate becomes knowledgeable about the roles, functions, and relationship of the nutrition counselor to the client, and more proficient in the counseling role through simulated and experiential learning.

Management Emphasis

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

Nutrition and Fitness Emphasis

Nutrition and physical activity are intimately related to health and wellness. This emphasis expands the dietitian's knowledge and skills related to energy capacity, exercise performance, body

composition, energy balance and weight control, fitness assessment and exercise programs. Dietitians are better prepared to communicate effectively the role of exercise in disease prevention and health promotion to the general public, and to communicate with athletes about the role of nutrition in improving athletic performance.

Professional Writing Emphasis

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

Track II: Dietetic Internship

Mission of the Dietetic Internship

The Dietetic Internship 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.

About the Dietetic Internship

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

We continuously work to improve our program. Current goals include:

- 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.
- To meet interns' individual learning needs and interests through internship placement sites and graduate course work that promote excellence in practice.

Admission Requirements Track II: Dietetic Internship (DI)

Interns are full-time graduate students, and earn 18 graduate credits toward the 37 credits required to complete the MS in Dietetics during the 9½-month internship. Ten of these credits are earned by taking the DI Dietetics Practice courses (DTS 601, 602, 603, and 604) Monday through Friday, approximately 40 hours per week. The other eight credits are earned from graduate courses taken in the 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. 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.
- Submit an application fee of \$35 payable to Mount Mary University. On the memo line of the check write “Dietetic Internship”. Mail it to: Office for Graduate Admissions, Mount Mary University, 2900 N. Menomonee River Pkwy., Milwaukee, WI 53222.

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. Access to a computer and the Internet are required to complete most assignments.

A limited number of Graduate Assistantships are available each year to successful applicants to help cover the cost of tuition. They require working a specified number of hours of work each week in settings on campus or at local affiliations. Applications and job descriptions for the assistantships are available after the computer match.

The program does not provide for extensive review of prerequisite knowledge prior to or during the experiences. Students who require a review of academic content may wish to contact the Director of the Coordinated Program in Dietetics at Mount Mary 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 AND registration exam. Students are encouraged, but not required, to find work and complete the Master's degree on a part- or full-time basis.

Degree Requirements Track II: Dietetic Internship

The Dietetic Internship (DI) track requires a total of 37 graduate credits including the following required courses:

Component I:

DTS 722 Issues and Problems in Healthcare 3 credits

***Component II:**

**DTS 601 Principles of Dietetic Practice I 2 credits

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

**DTS 603 Principles of Dietetic Practice II 2 credits

**DTS 604 Dietetic Practice II: MNT & Elective 3 credits

Nutritional Sciences Courses 8 credits

Courses from Chosen Concentration 9 credits

Component III:

DTS 712 Research Design & Analysis I 2 credits

DTS 714 Research Design & Analysis II 3 credits

DTS 770 Applied Graduate Research (project or thesis) 2-4 credits

37-39 credits

**Students select courses of interest that will help them reach their professional goals. **Courses are related to the DI.*

Nutritional Sciences Courses:

DTS 560 Nutrition Assessment 1 credit

DTS 571 Life Cycle Nutrition: Infancy/Childhood 2 credits

DTS 573 Life Cycle Nutrition: Later Adulthood 2 credits

DTS 620 Adult Weight Management 1 credit

DTS 621 Pediatric Weight Management 1 credit

*DTS 660 Integrated Human Nutrition: Macronutrients 2 credits

*DTS 661 Integrated Human Nutrition: Micronutrients 2 credits

DTS 700 Nutrigenetics 1 credit

DTS 721 Nutritional Epidemiology 2 credits

DTS 750 Topics in Dietetics 1-3 credits

DTS 761 EBP Cardiovascular & Respiratory Diseases 1 credit

DTS 762 EBP Diabetes & Renal Diseases 1 credit

DTS 763 EBP GI & Ancillary Systems 1 credit

DTS 764 EBP Nutrition Support 1 credit

DTS 765 EBP Oncology 1 credit

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

***Topics may include Integrated Nutrition, Nutritional Entrepreneurship, or other specialized clinical nutrition topics.*

Counseling Emphasis:

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. Refer to the Master of Science in Counseling section of the Graduate Bulletin for course descriptions and prerequisites.*

Management Emphasis:

*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 Emphasis:

DTS 530 Applied Exercise Physiology I 3 credits

DTS 532 Exercise Physiology I 2 credits

DTS 535 Fitness Assessment and Exercise Program Design 2 credits

DTS 550 Nutrition for Fitness & Sport (prerequisite: DTS 530, 532 or 535) 2 credits

DTS 575 Advanced Nutrition Counseling 2 credits

DTS 630 Applied Exercise Physiology II (prerequisite DTS 530) 3 credits

DTS 632 Exercise Physiology II (prerequisite DTS 532) 2 credits

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

Professional Writing Emphasis:

ENG 532 Special Topics in New Media Writing 3-6 credits

ENG 596 ARCHES 3 credits

ENG 618 Workshop and Research in Craft 3 credits

ENG 732 Special Topics in Professional Writing – Rotating Topics 3-6 credits

Topics may include

- Blog Writing
- Grant Writing
- Technical Writing

- Writing and creating a brand through social media
- Writing, editing and publishing in literary and small press publications

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

Master of Science in Dietetics Course Descriptions

DTS 530 Applied Exercise Physiology I **3 credits**

DTS 532 Exercise Physiology I **2 credits**

Exercise physiology courses integrate basic concepts and relevant scientific information for understanding nutrition, energy transfer, and exercise training over two semesters. Classes cover exercise physiology, uniting the topics of physical conditioning, sports nutrition, body composition, weight control, and more. This first class in a series of two includes nutrition as the base for human performance, energy for physical activity, and systems of energy delivery and utilization. This course can be taken for 2 or 3 credits; DTS 530 includes a more extensive laboratory component.

Prerequisite: BIO 212 or equivalent; DTS 250 or equivalent.

DTS 535 Fitness Assessment and Exercise Program Design **2 credits**

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

DTS 550 Nutrition for Fitness & Sport **2 credits**

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

DTS 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.

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: DTS 354 or consent of 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 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.

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: DTS 364 or consent of instructor.

DTS 621 Pediatric Weight Management **1 credit**

Deeper understanding of the increasing prevalence of overweight/obesity among 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 among children. Prerequisite: DTS 364 or consent of instructor.

DTS 630 Applied Exercise Physiology II **3 credits**

DTS 632 Exercise Physiology II **2 credits**

This second class in the series of exercise physiology includes enhancement of energy capacity, exercise performance and environmental stress, body composition, energy balance and weight control, and exercise for successful aging and disease prevention. This course can be taken for 2 or 3 credits; DTS 630 includes a more extensive laboratory component. Prerequisite: DTS 530 or 532 or equivalent.

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

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

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

DTS 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: DTS 464 or equivalent.

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: Graduate Standing or consent of Program Director.

DTS 722 Seminar: Issues and Problems Affecting Health Care **3 credits**

Examination of the social, cultural, political, and economic systems influencing health care policies

and practices. Health care reform, ethics, controversial issues, and consumer concerns affecting health care delivery and policies. Online course. Prerequisite for Track II: completion of dietetic internship.

DTS 750 Topics in Dietetics

1-3 credits

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

DTS 761 EBP Cardiovascular & Respiratory Diseases

1 credit

DTS 762 EBP Diabetes & Renal Diseases

1 credit

DTS 763 EBP Gastrointestinal & Ancillary Systems

1 credit

DTS 764 EBP Nutrition Support

1 credit

DTS 765 EBP Oncology

1 credit

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

DTS 712 Research Design & Analysis I

2 credits

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

DTS 714 Research Design & Analysis II

3 credits

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

DTS 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 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. Credits may be taken concurrently with DTS 714. Upon successful completion the student is awarded a grade of P. Prerequisite: DTS 714, RD status, and consent of Program Director.

DTS 799 Continuing Registration

0 credits

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, continuing registration until completion is required. Such continuous

registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as library circulation, interlibrary loan, use of the computer center and statistical consultation. Also refer to additional pages in the Graduate Bulletin.

Dietetic Internship Courses:

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

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

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

DTS 602 Dietetic Practice I: Management & Community 3 credits

This course is designed to help students examine and apply theory related to food and nutritional science to dietetic practice through supervised practice experiences in local foodservice operations and community nutrition agencies. Foodservice management includes such topics as: food safety, and sanitation; food procurement, production, delivery and service systems; facility, financial and human resource management; and development of menus and recipes to meet the needs of diverse audiences. Community nutrition topics include: nutrition screening and assessment of individuals and population groups, nutrition education and counseling; program development, implementation and evaluation; and advocating for nutrition services. Biweekly seminars, readings and assignments reinforce rotation experiences. Participation fee assessed. Prerequisite: Admission to the DI Program.

DTS 604 Dietetic Practice II: MNT & Elective 3 credits

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

Education

Master of Arts in Education

Introduction

Mount Mary University's Master of Arts in Education degree program offers teachers the opportunity to strengthen their knowledge base and to broaden their repertoire of instructional skills. The 30-credit

program offers professional development for 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-assurance as a professional, to enhance reflective practice that is rooted in in-depth knowledge, theoretical and empirical findings, and specialized skills, and to foster teachers' development as visionary decision-makers who view their practice through a variety of critical lenses.

Goals

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

- Demonstrate intellectual and cultural understanding of the current national and global issues impacting education
- Demonstrate a deeper understanding of the subject/content area currently taught and/or for which certification is held
- Demonstrate an understanding of children and adolescents in a diverse global society, the conditions under which learning takes place, the organization of curricula and the implementation of effective instructional 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 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.
- A copy of the applicant's teaching license/s. An applicant who does not hold a teaching license should confer 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

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 Among Learners - 3 credits

EDU 715 Seminar: Policy Issues in Education - 3 credits

EDU 740 Curriculum and Assessment - 3 credits

EDU 742 Instructional Strategies - 3 credits

Component 2 – Professional Expertise (12 credits)

Strengthens the teacher's understanding of the subject/content area or grade level currently taught or contributes to the teacher's general professional expertise.

Option 1 - Special Emphasis:

Course work (minimum of nine credits; subject areas vary) is taken in a specialized area. The Special Emphasis could be in a subject area, such as art or English, or it could be in an area of interest, such as Waldorf Education (partnership with Great Lakes Teacher Training Institute). To receive this special recognition, one must relate the instructional project (see below) to a topic within the Special Emphasis. Special emphases in adaptive education and reading also meet requirements for Wisconsin Department of Public Instruction licenses.

Option 2 – Practice-Based Emphasis:

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

Component 3 - Inquiry and Instructional Project (6 credits)

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

EDU 705 Introduction to Professional Inquiry - 2 credits

EDU 706 Instructional Project - 4 credits total (credits generally divided between multiple semesters)

Master of Arts in Education Course Descriptions

Component 1 - Core Education (12 Credits)

EDU 700 Diversity Among Learners

3 credits

Study of the history, culture and contributions of women and various racial, cultural, language, and economic groups in the United States including a study of tribal sovereignty of American Indian tribes and bands located in Wisconsin; study of the psychological and social implications of discrimination and its impact on teachers, students, curriculum, instruction and assessment in schools. Consideration of instructional and motivational adaptations for diverse learners.

EDU 715 Seminar: Policy Issues in Education

3 credits

This course involves an examination of education policy topics. The course has two main components. It offers an overview of select theories that undergird policy implementation research. It also investigates current local and national education policy issues.

EDU 740 Curriculum and Assessment

3 credits

Foundations of curriculum development and assessment practice. Examination of a variety of curriculum and assessment models. Use of assessment data to inform curricular and instructional decisions.

EDU 742 Instructional Strategies

3 credits

A study of the increasing research base supporting models of instruction, learning styles, motivational techniques, and effective classroom management techniques. Demonstration and analysis of instructional models. Strategies focusing on cognitive, affective and psychomotor development.

Component 3 – Seminar and Instructional Project (6 Credits)

EDU 705 Introduction to Professional Inquiry

2 credits

A study of the action-based research process in educational settings. Knowledge of defining a project topic, using library resources and developing a plan of action. A survey of research methodologies pertinent to the proposal development.

EDU 706 Instructional Project**4 credits**

Implementation and analysis of an instructional project conducted in an educational setting. Guidelines to be followed in fulfilling project requirements: draft critiques, manuscripts style, formal public presentation and timeline dates. The four credits required for completion may be distributed between multiple semesters, but two academic terms. Upon successful completion, the student is awarded a grade of P for the four credits.

EDU 799 Continuing Registration**0 credit**

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

Component 2 Courses – Professional Expertise Electives (12 credits) see previous description of Option 1 and Option 2 electives.

Adaptive Education Special Emphasis

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

EDU 650 Adapting the Curriculum for Special Needs Students**3 credits**

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

EDU 651 Practicum in Inclusive Strategies**3 credits**

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

EDU 652 Teaching Students with ADHD**1 credit**

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

EDU 653 Teaching Students with Autism**1 credit**

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

EDU 654 Assessment**3 credits**

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

EDU 703 Exceptional Learners**3 credits**

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

ASL 101 Sign Language**4 credits**

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

Reading Special Emphasis

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

EDU 502 Literacy in the Middle/Secondary School 3 credits

Study of the reading process, strategies for increasing basic reading skills, the interrelationship of reading, writing, speaking, and listening across the various content areas 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 reading and writing as well as the selection of appropriate children's literature at the elementary and middle school levels. Includes 15 hours of required fieldwork.

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

Study of the philosophy, research, and methods connected with understanding and implementing a balanced reading and language arts program in grades Pre K to 3. Emphasis is placed on foundational skills associated with reading and writing as well as the selection of appropriate children's literature. Includes 15 hours of required fieldwork.

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

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

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

Acquaints the classroom teacher and/or reading teacher with techniques for both formal and informal assessment strategies as well as effective instructional practices for addressing literacy difficulties. Includes fieldwork.

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

Practice-based Emphasis Electives**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 Parents Creating Reciprocal 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 585 Writing the Professional Development I**1 credit**

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

EDU 586 Writing the Professional Development II**1 credit**

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

EDU 587 Writing the Professional Development III**1 credit**

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

EDU 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
- Teaching the Underachiever: Issues and Strategies
- Fostering Resiliency: Children and Families in Crisis
- Middle School: The Transitional Student
- Integrating the Curriculum
- Brain-Based Learning
- Literature-Based Activities in Kindergarten, First and Second Grade
- 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.

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.

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, comprehension instruction.

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 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.

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: Psychology of Teaching/Learning or consent of Program Director.

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 credits

If a student is unable to complete the written research project within the timeframe 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 services, such as library circulation, interlibrary loan, use of the computer center, etc.

Milwaukee Teacher Education Center (MTEC) Partnership

Mount Mary University partners with the [Milwaukee](#) Teacher Education Center (MTEC) to offer opportunities to earn an initial Wisconsin state teaching license and the [Master of Arts in Education](#) degree.

Initial state teacher certification is granted through the Milwaukee Teacher Education (MTEC), while the master's degree is awarded by Mount Mary University. More information about available license areas and requirements is available on the MTEC web site: <http://www.mteconline.org/>

Certification Requirements:

The MTEC Initial Certification requires 18 credits, including the following courses:

- EDU XXX: 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 MTEC program requires additional learning experiences. Follow the link to their website for more information: <http://www.mteconline.org/>

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 – Issues & Problems Affecting Education (3 credits)
- EDU 740: Curriculum and Assessment (3 credits)
- EDU 705: Introduction to Professional Inquiry (2 credits)
- EDU 706: Instructional Project (4 credits)

How to Apply to the MTEC Initial Teacher Certification Program

The process begins with an application through the Milwaukee Teacher Education Center (MTEC). Visit their web site for more information: <http://www.mteconline.org/>

Waldorf Teacher Certification

Waldorf Teacher Education

Great Lakes Teacher Training and Waldorf Education

The Special Emphasis in Waldorf Education is possible through a partnership with Great Lakes Teacher Training. Designated as an “Associate Member Institute” by the Association of Waldorf Schools of North America (AWSNA), Great Lakes Teacher Training offers Waldorf teacher certification that may be completed in conjunction with the Mount Mary 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 Teacher Training 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

2 credits

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

EDU 631 GRADES: Essentials of the Waldorf Curriculum

2 credits

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

EDU 632 The Basics: Artistic Work in the Waldorf Schools I

2 credits

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

EDU 633 The Inner Life of the Waldorf Teacher and Biography

2 credits

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

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

2 credits

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

EDU 640 Bringing Form: Artistic Work in the Waldorf Schools II

2 credits

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

EDU 641 Child Development and Child Study

2 credits

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

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

EDU 643 Representing Life: Artistic Work in the Waldorf School III 2 credits

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

EDU 645 EARLY CHILDHOOD: Fundamentals 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. Material is presented using the Waldorf approach. Content includes child study including First Grade readiness, skills assessment and student evaluation.

EDU 647 EARLY CHILDHOOD: Deepening our Work and Preparing Children for First Grade 2 credits

Course materials focus on sensory integration, classic signs of sensory integration dysfunction and over stimulation of the senses; reflex maturation, assessment and incorporation, motor proficiency and developmental profiles of the young child and useful examples of movements to remediate. Practical and artistic work will include singing, Circle Time's movement to song and verse, painting, and hands on work.

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

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 (2 credits)
- EDU 706: Instructional Project (4 credits)

How to Apply to the Great Lakes Waldorf Institute Waldorf Teacher Certification 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 Director of Teacher Education.

English

Master of Arts in English

This program is discontinued effective fall 2019. This program will not accept new students as of 8/1/2019 but will teach out all current students in the program until summer 2021.

Introduction

The Master of Arts in English provides a breadth of graduate level creative and professional/new media writing instruction that is unique in Wisconsin. Advanced, specialized writing courses provide the opportunity to develop areas of interest in depth or to cover a breadth of writing skills. In addition, we offer scheduling that accommodates busy lives. Classes meet in the evening (generally one night a week), on weekends, and, in some instances, in a hybrid or blended format (part class time/part online) or a completely online format. Students may choose to focus on creative writing or professional/new media writing, or take courses in both areas.

The program also responds to the needs of the community. Research and surveys demonstrate that area businesses who hire writing professionals need writers with a wide array of skills and knowledge. Although excellent internship opportunities are available at area businesses, the internship is optional; we understand that an internship poses a scheduling challenge for many students and does not meet the career goals of others. Students complete the program by writing and presenting a thesis.

Career opportunities include upper-level writing positions often at the managerial level. These include careers in editing, journalism, media writing, children's writing, fiction writing, creative nonfiction writing, public relations, human resources, advertising, grant writing, freelance writing, publishing, technical writing, and magazine writing, among others. Graduates are well positioned to teach writing courses at the community college level and part time at some colleges and universities or to continue their studies at the master of fine arts and doctoral levels. The program equips students to advance within an existing career, to pursue the goal of becoming a published author, or in the case of K-12 teachers, to complete work as part of their Professional Development Plan and to gain knowledge they can pass on to their students.

Mission

The Master of Arts in English, Creative and Professional/New Media Writing, invites students to an advanced level of professional and creative achievement. The curriculum draws on the philosophical tradition that stresses the importance of thought, expression, and ethical action in society. Skilled

professional and creative writers are able to communicate effectively, facilitate the communication of others, promote change, exert leadership, and foster social justice. Students prepare to assume professional writing positions, become published authors, advance within their current professions, or continue their studies at the master of fine arts and doctoral level. As advanced writers, they enjoy the challenges of personal self-expression in poetry, fiction, and creative nonfiction, as well as those inherent in professional discourse using the printed word.

Goals

Through participation in the Master of Arts in English, Creative and Professional/New Media Writing, program learners will be able to

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

Admission Requirements and Procedures

This program is discontinued effective fall 2019. This program will not accept new students as of 8/1/2019 but will teach out all current students in the program until summer 2021.

Master of Arts in English Degree Requirements

1. Graduate Core Courses - 6 credits

ENG 618 – Workshop and Research in Craft, 3 credits

ENG 750 – Thesis Seminar, 3 credits

Thesis Seminar is the culminating course for this program. It should be taken in the final semester.

ENG 751 – Thesis, Research and Presentation Supervision, 3 credits

Taken if needed; may be repeated if additional semester(s) required to complete thesis.

2. Specialized Writing and Literature Courses - 9 credits

- 1 professional writing studio course (ENG 732) - 3 credits
- 1 creative writing studio course (ENG 733) - 3 credits
- 1 literature course - 3 credits (May count up to 6 credits toward degree)

3. Additional Specialized Writing and Literature Courses – 15 Credits

a. Professional/New Media Writing Courses

ENG 532 – Special Topics in New Media Writing, 3 credits

ENG 596 – Arches, 1-3 credits

ENG 732 – Special Topics in Professional Writing, 3 credits

May be repeated with a change in topic.

Topics may include:

- Blog Writing
- Grant Writing
- Technical Writing
- Writing and creating a brand through social media
- Writing, editing and publishing in literary and small press publications
- Podcasting
- Teaching College Composition

ENG 798 – Internship, 1- 3 credits

b. Creative Writing Courses

ENG 533 – Special Topics in Creative Writing, 3 credits

ENG 620 – Novel Writing, 3 credits

ENG 720 – Advanced Novel Writing, 3 credits

ENG 733 – Special Topics in Creative Writing, 3 credits

May be repeated with a change in topic.

Topics may include:

- Creative Nonfiction
- Character and Voice
- Flash Prose
- General Fiction and Creative Nonfiction workshops
- Place as character
- Poetry
- Screenwriting

c. Literature Courses

Students may select from a range of graduate literature courses. In special circumstances, and with permission from the Graduate Program Director, students may take graduate courses in other areas if the selections serve to advance their career goals.

ENG 522 – Linguistics, 3 credits

ENG 534 – Special Topics in Literature, 3 credits

ENG 546 – Studies in the American Novel, 3 credits

ENG 547 – Studies in the British Novel, 3 credits

ENG 592 – Literary Criticism, 3 credits

ENG 685 – Special Topics in Literature, 3 credits
May be repeated with a change in topic.

Topics may include:

- Nonfiction
- Poetry

ENG 690 – Studies in Fiction, 3 credits

May be repeated with a change in topic.

Topics may include:

- Children’s and Young Adult literature
- Genre Literature
- Experimental Literature
- Women and Madness in Literature
- British Literature
- American Literature
- World Literature

ENG 796 – Independent Study 1-3 credits

Total = **30 credits**

Additional Program Requirements

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

Due Dates:

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

Once the initial application is completed, students need to complete the Internship Learning Contract (and these forms are available in the English Graduate Department office - Fidelis 225, ext. 3132). Contact the English Graduate Program Director for additional information on the internship option and also consult the Master of Arts in English Student Handbook.

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

Masters of Arts in English Course Descriptions

Writing Courses

ENG 532 – Special Topics in Professional/New Media Writing

3 credits

Investigates specific areas of interest in new media and professional writing. May be repeated with a change in topics. Possible topics may include grant writing, podcasting, and branding for social media. Prerequisite: graduate standing.

ENG 533 Special Topics in Creative Writing

3 credits

Investigates specific areas of interest in creative writing. May be repeated with a change in topics. Possible topics may include poetry, memoir, flash prose. Prerequisite: graduate standing.

ENG 596 Arches

3 credits

Independent lab where students serve as staff members of Arches, the award-winning, student-produced feature magazine, and its companion website, www.archesnews.com. Students may serve as reporters, editors, social media experts, website editors, page designers, photographers, business managers, or more. Open to all majors. No experience required for most positions; training is provided. Prerequisite: graduate standing.

ENG 618 Workshop & Research in Craft

3 credits

Investigates short story structure and form as well as narrative style and emphasizes the importance of research and workshop strategies for all forms of writing. Students will craft a series of short stories, demonstrating their ability to control plot and thematic structure, scene and setting, sustained voice (using first person, third person personal and omniscient narrative). Students will work on managing story momentum and the distinction between resolution and resonance in story endings. Prerequisite: graduate standing. Note: This workshop is required for all students in the English Graduate Program.

ENG 620 – Novel Writing

3 credits

Investigates novel forms and narrative style. Students will craft a novel (or write a prospectus and create a number of chapters) while developing an understanding of a novel's elements including plot and thematic structure, scene and setting, sustained voice using first person, third person limited, and omniscient narrative, the use of multiple voices to manage momentum, the use of mirroring

techniques, and weaving parallel subplots within the larger novel framework.
Prerequisite: graduate standing.

ENG 720 – Advanced Novel Writing

3 credits

Continues investigating novel forms and narrative style. Students will continue to craft a novel (or write a prospectus and create or revise a number of chapters) while developing an understanding of a novel's elements including plot and thematic structure, scene and setting, sustained voice using first person, third person limited, and omniscient narrative, the use of multiple voices to manage momentum, the use of mirroring techniques, and weaving parallel subplots within the larger novel framework. Prerequisites: ENG 620 and graduate standing.

ENG 732 – Special Topics in Professional/New Media Writing

3 credits

Investigates specific areas of interest in professional writing. May be repeated with a change in topics.
Prerequisite: graduate standing. Course topics may include:

- Blog Writing
- Grant Writing
- Technical Writing
- Writing and Creating a Brand through Social Media
- Writing, Editing, and Publishing in Literary and Small Press Publications
- Podcasting
- Teaching College Composition

ENG 733 – Special Topics in Creative Writing

3 credits

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

- Creative Nonfiction
- Character and Voice
- Flash Prose
- General Fiction and Creative Nonfiction Workshops
- Place as Character
- Poetry
- Screenwriting

ENG 750 – Thesis and Research Seminar

3 credits

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

ENG 751 –Thesis, Research and Presentation Supervision

1-3 credits

Ongoing supervision for students requiring an additional semester to complete their thesis and presentation. May be repeated if needed to complete thesis. Prerequisite: ENG 750, graduate standing.

ENG 789 – Internship 1

3 credits

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

ENG 799 – Continuing Registration**1-3 credits**

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, and has taken two semesters of ENG 751, continuing registration until completion is required.

Literature Courses**ENG 522 – Linguistics****3 credits**

Intensive focus on the history and development of the English language and dialects. Prerequisite: graduate standing.

ENG 534 Special Topics in Literature**3 credits**

Investigates specific areas of interest in new media and professional writing, creative writing, and/or literature. May be repeated with a change in topics. Possible topics may include writing for middle grade and young adults, genre literature, or experimental literature.

ENG 546 Studies in the American Novel**3 credits**

Intensive focus on an aspect of American novels. Selections may be based on a genre, historical period, theme, or a group of authors. Course title and focus will vary. Prerequisite: Graduate standing.

ENG 547 Studies in the British Novel**3 credits** Intensive

focus on an aspect of British novels. Selections may be based on a genre, historical period, theme, or a group of authors. Course title and focus will vary. Prerequisite: Graduate standing.

ENG 592 Literary Criticism and Theory**3 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: graduate standing.

ENG 685 – Special Topics in English**3 credits**

Intensive focus on an aspect of English. Course title and focus will vary from semester to semester. Course may be repeated for credit with a change of topic. Prerequisite: graduate standing.

ENG 690 – Studies in Fiction: Rotating Topics**3 credits**

Intensive focus on a particular aspect of fiction. Selections may be based on genre, historical period, country, theme, or a group of authors. Generic conventions of fiction will be examined.

Course title and focus will vary from semester to semester. Course may be repeated for credit with change of topic. Prerequisite: graduate standing. Course topics may include:

- Children's and Young Adult Literature
- Genre Literature
- Experimental Literature
- Women and Madness in Literature
- British Literature
- American Literature
- World Literature

ENG 796 – Independent Study**1-3 credits**

Students interested in travel abroad may register for an independent study literature class provided an undergraduate literature class is offered as a travel abroad option. On rare occasions and under special circumstances, the English department will allow an independent study that does not require travel abroad. Permissions from the English Graduate Program Director is required. Prerequisite: graduate standing.

ENG 799 Continuing Registration 1-3 credits

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits (after two semesters of 751), continuing registration until completion is required. May be repeated to complete thesis.

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, 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 of 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 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:

- | | | |
|---|---------------|-------------------|
| <ul style="list-style-type: none"> • Food Processing Chemistry Certificate (FPC) <ul style="list-style-type: none"> ○ FSC 525 Food Chemistry and Analysis ○ FSC 535 Principles of Food Processing and Engineering ○ FSC 542 Seminar in Food Processing Chemistry ○ MAT526 Food Science Statistics | TOTAL: | <u>10 credits</u> |
| <ul style="list-style-type: none"> • Food Safety and Toxicology Certificate (FST) <ul style="list-style-type: none"> ○ FSC 551 Food Microbiology and Toxicology ○ FSC 601 Seminar in Food Safety and Toxicology, ○ FSC 642 Regulatory Systems in Food Safety
(Includes PCQI certification) | TOTAL: | <u>7 credits</u> |
| <ul style="list-style-type: none"> • Food Science Research Certificate (FSR) <ul style="list-style-type: none"> ○ FSC 626 Research Methods in Food Science ○ FSC 660 Research in Food Science I ○ FSC 602 Seminar in Food Science Research ○ FSC 661 Research in Food Science II <p style="margin-left: 20px;">This is the thesis-based option.</p> | TOTAL: | <u>13 credits</u> |

- 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
 - FSC 603 Seminar in Food Science Research 2 credits
 This is a non-thesis-based option.

TOTAL: 13 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
 - FSC 603 Seminar in Food Science Research 2 credits
 This is a non-thesis-based option.

TOTAL: 13 credits

Certificates required for the thesis and non-thesis options

Degree	Certificates required
Master's degree – Thesis	FPC(10) + FST(7) + FSR(13) = 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 on-line format. Some classes are online discussions where the faculty member(s) and students can be seen and heard; other courses will be pre-taped 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, you 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 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
- MAT 526 Food Science Statistics 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 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
MAT 526 Food Science Statistics	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

Master of Science Food Science Course Descriptions

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.

FSC 535 Principles of Food Processing and Engineering.

3 credits

Students will explore the processes and engineering principles of food manufacturing that occurs 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.

MAT 526 Food Science Statistics. **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.

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 626 Research Methods in Food Science. **2 credits**
Students will gather and read primary literature in their research topic of interest, discuss or present papers to other students, and 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 certification. This course includes online discussion and an on-campus section.

FSC 660 Research in Food Science I. **5 credits**
Students will commence research as outlined in 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 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.

FSC 602 Seminar in Food Science Research. **1 credit**
Students will submit 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 to their committee and possible other interested

participants.

Occupational Therapy

Master of Science in Occupational Therapy

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. The program emphasizes the biological, behavioral and social sciences. Occupational therapy students engage in experiential learning in laboratory settings both on campus and in the professional practice environment.

Occupational therapy is a 28 month MSOT program that serves as preparation for initial certification as an occupational therapist. 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 project and practice experience. Students who graduate in the MSOT program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The mission of the occupational therapy program 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.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The program has maintained full accreditation since its inception in 1941.

Important Information about a Planned Addition of an Occupational Therapy Doctorate (OTD) Degree:

The entry-level occupational therapy program has applied for accreditation of an entry level Occupational Therapy Doctorate (OTD) by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Beginning January 16, 2019, the submission of application materials for admission to the Professional Entry Occupational Therapy program will be for admission to either the existing M.S. program or the proposed OTD program, which is projected to begin in August of 2020. Final approval for admission to the OTD program is contingent upon ACOTE approval and is projected to be December 2019. The entry-level Master of Science programs remains accredited by ACOTE during this timeline.

The OTD program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its OTD 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). The entry-level master's program remains accredited throughout the transition timeline and would qualify candidates to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

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.

Professional Entry Program (MSOT) Program Requirements

Prerequisite Courses:

BIO 211 Human Anatomy
BIO 212 Human Physiology
PSY 103 Introductory Psychology
PSY 214 Developmental Psychology

OCT 101 OT Orientation
OCT 201 Medical Terminology
SOC 101 Introduction to Sociology or ANT 102 Cultural Anthropology
ENG 120 College Composition II

Total Credits: 25 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 538 Psychosocial Conditions 2 credits
OCT 540 Therapeutic Skills 1 credit
OCT 545 Clinical Reasoning Level I Fieldwork 1 credit
OCT 551 Psychosocial Practice 3 credits
OCT 553 Pediatrics 3 credits
OCT 555 Gerontology 2 credits
OCT 577 Health Care Research 2 credits
OCT 579 Health Care Management 2 credits
OCT 650 Rehabilitation Skills 2 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
One advanced practice elective:
 OCT 682: Advanced Treatment: Pediatrics 2 credits
 OCT 684: Advanced Treatment: Worker Rehabilitation 2 credits
 OCT 686: Advanced Treatment: Hand Rehabilitation 2 credits

OCT 698A Level II Fieldwork 6 credits
OCT 698B Level II Fieldwork 6 credits
OCT 795 Culminating Project 3 credits
OCT 798 Culminating Practice 2 credits

Total Credits: 66 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.

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

66 graduate credits are required.

Culminating Project

The implementation of a culminating project under the guidance of a faculty advisor is required. 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.

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, 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 may be questioned by the certification board. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam.

License to Practice

Each state has laws describing the process for obtaining a license to practice as an occupational therapist. A student must have either a permanent or temporary license before beginning a job as a therapist. 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 may be reviewed by the State Licensing Board to assure that the applicant is qualified to practice. A felony conviction may affect a graduate's ability to obtain a license. Students are responsible for paying all fees to obtain a license to practice.

Master of Science Professional Entry Course Descriptions

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.

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 538 Psychosocial Conditions

2 credits

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

OCT 540 Therapeutic Skills

1 credit

Experiential study of interpersonal and professional interactions, theory and skills. Emphasis on 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

1 credit

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.

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.

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

2 credits

Analysis of evidenced based practice including research methodology, evaluation of professional literature and exposure to statistics.

OCT 579 Health Care Management

2 credits

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues and program evaluation. Prerequisite: OCT 532.

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.

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 677 Health Care Management

2 credits

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues and program evaluation. Prerequisites: OCT 532, 545. Course fee required.

OCT 680 Advanced Treatment: Gerontology

2 credits

Analysis of occupational therapy theory and intervention related to services for a geriatric population. Focus on differentiating services by contexts and settings, emphasizing consultation with families and caregivers. Prerequisites: OCT 555.

OCT 682 Advanced Treatment: Pediatrics

2 credits

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

OCT 684 Advanced Treatment: Worker Rehabilitation

2 credits

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

OCT 686 Advanced Treatment: Hand Rehabilitation

2 credits

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

OCT 696 Independent Study

1-3 credits

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

Fieldwork

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

The department and affiliated centers do not discriminate against any students because of race, religion, age, ethnic origin or disability. Reasonable accommodation will be used for qualified students with a disability that may affect performance of essential functions in occupational therapy. Fieldwork sites require that students provide evidence of their health status and to meet all health requirements in order to protect the health of clients and employees. The student is responsible for obtaining the required tests and immunizations (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.

OCT 698A Level II Fieldwork

6 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. 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.

OCT 698B Level II Fieldwork

6 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. 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.

OCT 698C Level II Fieldwork

6 credits

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. This course is used as an optional third placement. Prerequisites: OCT 545, 655. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook.

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, and demonstrates the student's competencies for practice. Includes written portfolio and culminating experience.

OCT 798 Culminating Practice**2 credits**

Comprehensive practice review and preparation for the occupational therapy certification exam. Course fee required.

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, 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.

Post Professional Master of Science in Occupational Therapy

The Post Professional Master of Science 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. While the regulations have not yet been finalized in all states, 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. 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
- OCT 710 Research in Occupational Therapy
- OCT 720 Theory and Practice
- OCT 734 Leadership
- OCT 795 Culminating Project

Post Professional Master of Science Course Descriptions

- 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 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.

Curriculum Sequence

Fall

OCT 700 Perspectives on Occupation (First quarter – 8 weeks)	2 credits
OCT 710 Research in Occupational Therapy (Full semester)	3 credits
OCT 720 Theory and Practice (Second quarter – 8 weeks)	2 credits

Spring

OCT 734 Leadership (First quarter – 8 weeks)	2 credits
OCT 795 Culminating Project (Full semester)	3 credits

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 E-Learning Management System: <https://my.mtmary.edu>. The learner logs in to My Mount Mary 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 to apply for AOTA Board Certification (physical rehabilitation, pediatrics, gerontology, mental health) or 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 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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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. While the regulations have not yet been finalized in all states, 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. 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 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

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

Post Professional Doctorate Course Descriptions

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) 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 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 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 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 outcomes.

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.

Curriculum Sequence

Fall

OCT 800 Professional Doctorate Plan 2 cr.

OCT 810 Advancement of Occupational Therapy Practice 2 cr.

Spring

OCT 812 Specialty Practice Residency 4 cr.

OCT 814 Specialty Practice Competencies 2 cr.

Summer

OCT 816 Specialty Practice Portfolio 2 cr.

OCT 820 Advancement of Occupational Therapy Service Delivery 2 cr.

Fall

OCT 822 Service Delivery Residency 4 cr.

OCT 824 Service Delivery Competencies 2 cr.

Spring

OCT 826 Service Delivery Portfolio 2 cr.

OCT 830 Professional Doctorate Portfolio 4 cr.

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 Mount Mary 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.

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Faculty

Core Graduate Faculty

Core faculty have primary responsibilities in their respective graduate programs. Core graduate faculty contribute to graduate curriculum, program assessment and project advising.

Kathleen M. Alexander: B.S., University of Wisconsin-Madison; OTR; M.Ed., Carroll University; Ed.D., Cardinal Stritch University; Assistant Professor, Occupational Therapy.

Stephanie Beisbier: B.S., M.S., Mount Mary College, OTR; OTD, Thomas Jefferson University; Assistant Professor, Professional Entry Program Director, Occupational Therapy.

Chris Belkofer: ATR-BC, LPC, MA, School of the Art Institute of Chicago; Ph.D., Lesley University; Associate Professor, Director, Graduate Art Therapy Program; Chair, Art Therapy Department.

Kristen Carioti: B.B.A., University of Wisconsin-Whitewater; M.S.A.E., Marquette University; Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Graduate Program Director, Business Administration.

Cynthia Clough: B.S., Eastern Carolina University, OTR; M.S., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Occupational Therapy.

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

Julie Hunley: B.B.A., University of Wisconsin-Milwaukee; M.S. Rush University, OTR; Ph.D., University of Wisconsin-Madison. Associate Professor, Occupational Therapy.

Kari Inda: B.S., M.S., Mount Mary College, OTR; Ph.D., Nova Southeastern University; Professor, Chair, Occupational Therapy.

Terri Jashinsky: B.S., University of Minnesota-Twin Cities, M.S., University of North Carolina at Chapel, Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Professional Counseling.

Lynn J. Kapitan: ATR-BC, B.S., University of Wisconsin-Madison; MPS, Pratt Institute; Ph.D., The Union Institute; Professor, Art Therapy; Doctoral Program Director of Art Therapy.

Carrie Smith King: B.S., M.S., Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Chairperson, Counseling; Director, School and Clinical Mental Health Counseling.

Jennifer Kontny: B.A., Northeastern Illinois University; M.A., University of Wisconsin-Milwaukee; Ph.D., University of Wisconsin-Milwaukee; Assistant Professor, Director of

Composition, English.

Jane Olson: B.A., University of Wisconsin-Madison; B.S., Mount Mary University; OTR; M.S., Cardinal Stritch University; Ph.D., Marquette University; Professor, Post-Professional Program Director, Occupational Therapy.

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

Jane Rheineck: B.S.E., M.S., Ph.D., University of Arkansas; Associate Professor, Professional Counseling.

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

Tammy Scheidegger: B.S., M.S., Ph.D., Ohio State University; Associate Professor, Professional Counseling.

Melissa Kraemer Smothers: B.A., DePaul University; M.A., Boston University, Ph.D., University of Wisconsin-Milwaukee; Associate Professor, Professional Counseling.

Aimee Sidhu: B.S., Pacific University; M.A., Texas Women's University; Assistant Professor, Occupational Therapy.

Kelly Stapelman: B.S., M.S., Mount Mary College, OTR; OTD, Mount Mary University; Assistant Professor, Occupational Therapy.

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

Marion Toscano, B.F.A., Florida International University; M.S., Loyola University Maryland; Ph.D., Loyola University Maryland, Professional Counseling.

Affiliated Graduate Faculty

Affiliated faculty teach regular and significant components of graduate programs.

Rita Burlingame-Toppen, B.A., University of Wisconsin-Madison; M.S., Mount Mary University, OTR; Instructor, Occupational Therapy.

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

Sister Jane Forni, B.S., Cornell University; M.S., State University of New York; EdD, Columbia

University – Teacher’s College; M.S., Mount Mary University. Adjunct Faculty, Doctor of Art Therapy.

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

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

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

Kristin Whyte; B.S., M.S., University of Wisconsin, Milwaukee; Ph.D., University of Wisconsin, Madison; Assistant Professor, Education.

Adjunct Graduate Faculty

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

Jennifer Albright, ATR, LPC, D.A.T., Mount Mary University; Instructor, Art Therapy.

Meghan Anderson, B.S., M.S., University of Wisconsin-Milwaukee, OTR; Instructor, Occupational Therapy.

Ernesto Atkinson, ATR, LPC, M.A. The School of the Art Institute of Chicago; Instructor, Art Therapy.

Erin Bostlemann, LPC, ATR; M.S., Southwestern University; Instructor, Art Therapy.

William Caraher, B.S., DePaul University, M.B.A., Marquette University, Instructor, Business Administration.

S. Michele Cohen, B.A., Southern Illinois University-Carbondale; M.A., John F. Kennedy University; PhD, Capella University; Licensed Professional Counselor-WI; Licensed Clinical Professional Counselor-IL, Instructor, Professional Counseling.

Jennifer Crouse: B.S., B.A. University of Wisconsin-Madison; M.S., Mount Mary College; Instructor, Dietetics.

Damon Camarata, LCSW, CSAC: B.S., M.S.W, University of Wisconsin-Milwaukee; Instructor, Professional Counseling

Laura Fuller-Cooper, ATR-L, NCC, M.A., The School of the Art Institute of Chicago; Instructor, Art Therapy.

Christine Eckblad: M.S., University of Wisconsin-LaCrosse, M.S., Mount Mary University; Licensed Professional Counselor; Instructor, Professional Counseling.

Erik Eidem; B.S., M.S., Umea University, Sweden, Instructor, Business Administration.

Kari Erickson, B.S., North Central University; M.S., Saint Mary's University; Licensed Professional Counselor; Licensed School Counselor; Instructor, Professional Counseling.

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

Melanie Heindl, ATR, LPC, M.S. Mount Mary University; Instructor, Art Therapy.

Kelly Henckel, ATR, LPC; MS, Mount Mary University; DAT, Mount Mary University; Instructor, Art Therapy Instructor, Art Therapy.

Andrea Hilkovitz: B.A. Rice University; M.A. University of Texas at Austin; Ph.D., University of Texas at Austin; Instructor, English.

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

Anne Marie Jandura-Collins: ATR: BFA, University of Wyoming, MS Mount Mary University; Instructor, Art Therapy.

Dasha Kelly: M.A., Roosevelt University; MFA, Antioch University. Instructor, English.

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

Nancy Kresin Price: B.F.A. DePaul University, M.A. Sunbridge College, Ph.D. California Institute of Integral Studies, Instructor, Education.

Tim Kujawa, B.S., University of Wisconsin-Whitewater, M.S., University of Wisconsin-Whitewater; Licensed School Counselor; Instructor, Professional Counseling.

Susan LaCroix, B.S., M.S., Mount Mary College, OTR; Instructor, Occupational Therapy.

Noel, L'Esperance, ATR-BC: BS, Saint Mary's University, MS, Mount Mary University, Instructor, Art Therapy; DAT, Mount Mary University.

Jennifer Maney: B.A. University Wisconsin-Whitewater, M.S. Marquette University, Ph.D. Marquette University; Instructor, Education.

Heather Martin: B.A., Marquette University, M.S., Mount Mary College, OTR; Instructor, Occupational Therapy.

Tom Matthews, B.A., Brooks Institute of Photography; M.A., Mount Mary College, OTR;

Instructor, English.

Christopher Mohar, B.S., University of Wisconsin-Madison, M.F.A., University of Washington, Instructor, English.

Megan Muthupandiyan, B.A., St. Norbert College, Ph.D., Marquette University, Instructor, English.

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

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

Bonneka Seals, LPC, NCC; B.A., M.S., Mount Mary University; Instructor, Professional Counseling.

Kristen Trukova, MS, RD, LDN, CSO, CNSC; Clinical Oncology Dietitian, Instructor, Dietetics.

Cassandra Walia: MS, RD, CD, CNSC; Mount Mary College, Instructor, Dietetics.

John M. Zorbini: B.A., West Liberty University; M.A., Marquette University; Instructor, Business Administration.

2020-2021 ACADEMIC CALENDAR

2020 FALL SEMESTER

Monday-Saturday, August 17-22	Accelerated Term 1 Classes Begin
Monday, August 17	All University Workshop
Thursday/Friday, August 20-21	Undergraduate Orientation (Move in August 19 p.m.)
Wednesday, August 19	Investiture
Saturday, August 22	Regular semester classes start, 1 st Quarter Begins
Monday, August 31	Last day to add semester classes (Census Date)
Saturday-Monday, Sept 5-Sept 7	Labor Day Break-No Classes
Monday, September 14	Last day to apply for December 2020 Graduation
Monday, September 28	Last day to drop 1 st quarter classes
Monday, October 12	Accelerated Term 1 ends
Wednesday, October 14	Accelerated Term 2 begins
Thursday, October 15	First Quarter ends
Friday, October 16	Mid-semester Break
Monday, October 19	Second Quarter begins
Monday, November 9	Last day to drop full semester class
Monday-Friday, November 9-13	Priority Registration
Monday, November 16	Open Registration
Monday, November 23	Last day to drop 2 nd quarter class
Wednesday-Sunday, Nov 25-29	Thanksgiving Break
Saturday, December 5	Last day of full semester classes/Deadline for Removal of Incompletes from Spring and Summer 2020
Monday-Friday, December 7-11	Exam Week
Thursday, December 10	Accelerated Term 2 ends
Friday December 11	Second Quarter ends
Saturday, December 12	Graduation

NOTE: WITHDRAWING FROM ACCELERATED CLASSES

8-week class: A student may withdraw anytime before the 7th class

4-week class: A student may withdraw anytime before the 3rd class

2021 SPRING SEMESTER

Monday-Friday, January 4-15	J-Term
Monday, January 18	MARTIN LUTHER KING DAY-UNIVERSITY CLOSED
Tuesday-Monday, January 19-25	Accelerated Term 3 begins
Tuesday, January 19	All University Workshop
Saturday, January 23	Regular semester starts, 1 st quarter begins
Monday, February 1	Last day to add semester classes (Census Date)
Friday, February 5	Last day to apply for May 2021 Graduation
Monday, March 1	Last day to drop 1 st quarter class
Saturday-Friday, March 6-12	Spring Break
Monday, March 22	Accelerated Term 3 ends
Thursday, March 25	1 st Quarter Ends
Thursday, March 25	Accelerated Term 4 begins
Monday, March 29	2 nd Quarter Begins
Thursday, April 1-Monday, April 5	Easter Break
Monday, April 5	Monday-only classes must meet
Monday-Friday, April 12-15	Priority Registration
Friday, April 16	Open Registration
Monday, April 19	Last day to drop full semester classes
Monday, May 3	Last day to drop 2 nd quarter classes
Saturday, May 15	Last day of full semester classes/deadline for removal of incompletes from Fall 2020
Monday-Thursday, May 17-20	Exam Week
Thursday, May 20	2 nd Quarter ends
Thursday, May 20	Accelerated Term 4 ends
Saturday, May 22	Graduation

2021 Summer Sessions

Early Session	Tuesday, June 1 through Monday June 28
Regular Summer Session	Tuesday, June 29 through Tuesday, August 10
Monday, June 7	Last day to apply for August 2021 Graduation
No Classes on July 5	University will be closed July 5
Summer Accelerated Term 5	Monday, June 7 through Monday, August 2

NOTE: WITHDRAWING FROM ACCELERATED CLASSES

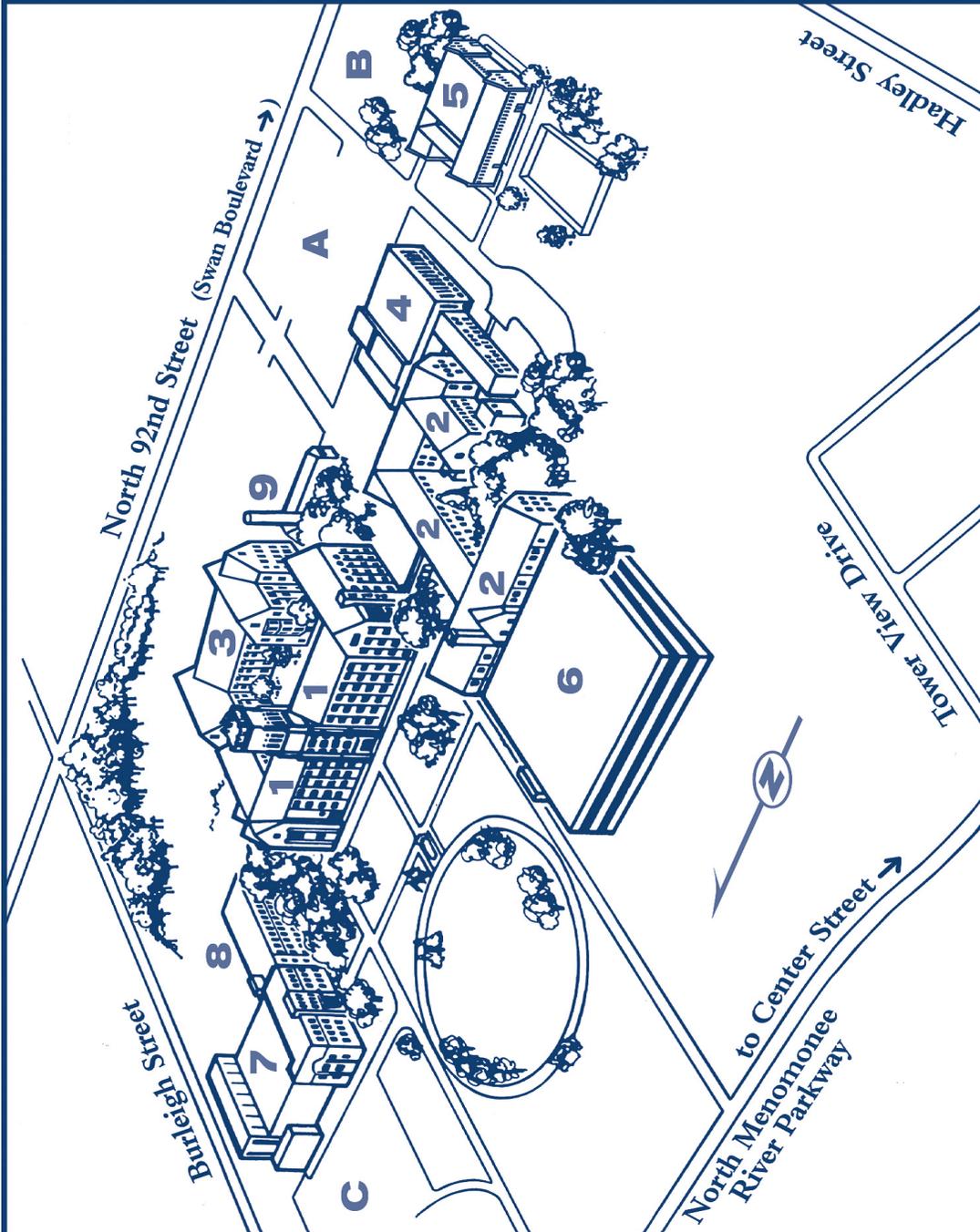
8-week class: A student may withdraw anytime before the 7th class

4-week class: A student may withdraw anytime before the 3rd class

M A P K E Y

- 1 Notre Dame Hall**
Classrooms,
Administrative Offices,
Stremke Hall, Chapels
- 2 Caroline Hall**
Student Residence,
Helfaer Hall, Switchboard,
Marian Art Gallery, Pool
- 3 Gerhardinger Center**
Science Labs, Classrooms,
Cyber Café, Women's
Leadership Institute
- 4 Bergstrom Hall**
College Dining Rooms,
Bookstore, Loading Dock
- 5 Bloechl Center**
Recreation Center:
Gym, Fitness Center,
Athletics Department
- 6 Haggerty Library**
Computer Center, Archives,
Teacher Education Center
- 7 Kostka Hall**
Faculty Offices,
Theater, Box Office
- 8 Fidelis Hall**
Faculty Offices,
Sisters' Residence
- 9 Dominic Hall**
Alumnae Relations,
Campus Facility Use,
Marketing/Public Relations

Parking Lots
A B C



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