Academic Department Student Learning Outcomes 2021-2022

School of Arts & Design
Art
Fashion
Graphic Design
Interior Design
Music, Movement, and Dance

School of Business
Business Administration

School of Humanities, Social Sciences and Interdisciplinary Studies
Communication
English
History, Justice, Sociology
Philosophy/Theology
World Languages

School of Natural & Health Sciences and Education
Art Therapy
Counseling
Dietetics
Education
Food Science
Mathematics
Nursing
Occupational Therapy
Psychology
Sciences (Biology, Chemistry)
Social Work

Student Affairs

Scholarship Programs/Special Programs
Leadership for Social Justice
Grace Scholars
Caroline Scholars

School of Arts & Design

Art

The studio art program fulfill the mission, vision and values of Mount Mary University through the fulfillment of their respective program goals, which follow, and when possible, through experiential course learning objectives involving community partnerships.

- To teach visual literacy and aesthetic sensitivity
- To build confidence and strong communication skills
- To prepare career, business and graduate school skills
- To embrace art as essential to the human experience and develop individual artistic identity
- To gain global awareness in social responsibility, advocacy, and justice through art

Fashion

The Fashion Department prepares majors for careers in a diverse fashion industry. Instruction focuses on nurturing students to think critically and creatively in order to solve design, business, and related social challenges in a global economy. The curriculum integrates technical skills with an understanding of aesthetics, the creative process, current and emerging technology, and business acumen. Integrity, leadership and social responsibility are promoted across the curriculum.

I. Create solutions that recognize the synergy between aesthetics, function, resources, and value.
- Design students will be able to create aesthetic solutions based on appropriate business needs and industry standards
- Merchandise Management students will gain the ability to recognize quality construction, fabrics and manufacturing through the supply chain
- Students will develop an understanding of societal needs in thinking of innovative solutions on a global scale

II. Articulate concepts and ideas by effectively using the combined impact of verbal, written and visual languages.
- Students will be able to clearly and effectively express their concepts and ideas in written proposals
- Students can adapt and understand the use of fashion industry technology and communicate their ideas through various outlets
- Students should be able to critically analyze their peer's work and be able to communicate feedback clearly
- Students should be able to demonstrate knowledge of their craft though visual mood boards, illustrations and computer renderings

III. Explore new paradigms by embracing new materials, methods, technology, and business practices.

- Students will demonstrate professional use of current technology in computer programs related to their major
- Students have a current understanding on what is developing in the textile marketplace
- Students will have an understanding of usage on new materials, including textiles, hard goods and digital applications
- Students will develop awareness of industry best practices and consumer needs

IV.   Adopt a global approach to product development and merchandising through the understanding and appreciation of historic, cultural, social, and economic perspectives.
- Students will develop an awareness of the connection between local, national and global markets
- Students will develop an ability to design or merchandise a variety of target markets
- Students will develop an understanding of global influences between emerging markets and mature markets within the fashion industry
- Students will demonstrate an understanding in the fashion industry environmental impact and sustainable practices

V.   Develop integrity, leadership, and civic and social responsibility in the many aspects of life and career.
- Students understand the responsibility of community involvement and importance of participation in these projects
- Students will complete an internship within the fashion industry that provides them real world experience and personal insight for future careers
- Students will understand the importance of time management and how that relates to a successful career
- Students will develop an understanding of the fashion industry's impact on the environment and social equality

Graphic Design

The graphic design program fulfill the mission, vision and values of Mount Mary University through the fulfillment of their respective program goals, which follow, and when possible, through experiential course learning objectives involving community partnerships.

- To lead with creative thinking
- To promote collaboration and teamwork
- To develop strong presentation skills and teach business-environment skills
- To create successful designers by providing a comprehensive understanding of the entire design process
- To teach software and application knowledge in: Adobe Photoshop, Illustrator, InDesign, After Effects, Premiere, Muse, Dreamweaver, HTML and CSS

Interior Design
Student Learning Expectations

Academic Department Student Learning Outcomes 2021-2022

- Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions
- Student work demonstrates understanding of:
  a) how social, economic, cultural, and physical contexts inform interior design
  b) how systems thinking informs the practice of interior design
- Students have awareness of the integration of multi-disciplinary collaboration in design practice
- Students understand:
  a) the terminology and language necessary to communicate effectively with members of allied disciplines
  b) technologically-based collaboration methods specific to the problem solving process for the built environment disciplines
  c) the dynamics of team collaboration and the distribution and structure of team responsibilities
  d) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions
- Students have awareness of the:
  a) contexts for interior design practice
  b) impact of regional and global markets on design practices
  c) breadth and depth of interior design's impact and value
  d) components and responsibilities of business practice
- Students understand:
  e) types of professional business formations
  f) elements of project management
  g) Instruments of Service
  h) professional ethics and conduct
- Student work demonstrates understanding of:
  a) theories related to the impact of the built environment on human experience, behavior, and performance
  b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance
- Student work demonstrates the ability to:
  c) gather and apply human-centered evidence
  d) analyze and synthesize human perception and behavior patterns to inform design solutions.
  e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions
  f) apply wayfinding techniques to design solutions.

- Student work demonstrates the ability to apply space planning techniques throughout the design process.
- Student work demonstrates the ability to apply knowledge and skills learned to:
  b) solve progressively complex design problems.
  c) identify and define issues relevant to the design problem
  d) synthesize information to generate evidenced-based design solutions.

e) use precedents to inform design concepts or solutions
f) explore and iterate multiple ideas.
g) design creative and effective solutions
h) execute the design process: pre-design, quantitative and qualitative programming, schematic design,
and design development.
i)Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions

- Students are able to effectively:
a) interpret and communicate data and research.
b) express ideas and their rationale in oral communication.
c) express ideas and their rationale in written communication.
d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences

- Students understand the basic context and framework of history as it relates to:
a) interior design.
b) furniture, decorative arts, and material culture
c) architecture.
d) art.
e) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

- Students understand the elements and principles of design and related theories, including spatial definition and organization
- Student work demonstrates the ability to:
b) explore a range of two- and three-dimensional design solutions using a variety of media
- Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:
c) two-dimensional design solutions
d) three-dimensional design solutions
a) Students are aware of the environmental impact of illumination strategies and decisions.
Students understand:
b) the principles of natural and artificial lighting design.1
c) strategies for using and modulating natural light.
d) Students competently select and apply luminaires and light sources.
e) Students have awareness of a range of sources for information and research about color.
f) Students understand how light and color impact health, safety, and wellbeing in the interior environment
- Student work demonstrates understanding of:
g) color terminology.
h) color principles, theories, and systems.

i) color in relation to materials, textures, light, and form.
Student work demonstrates the ability to appropriately:
j) select and apply color to support design concepts.
k) select and apply color to multiple design functions
l) use color solutions across different modes of design communication.

- Student work demonstrates understanding of:
a) how furnishings, objects, materials, and finishes work together to support the design intent.
b) typical fabrication process, installation methods, and maintenance requirements for products and materials.
c) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing
d) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
e) Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.
- Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.
- Students understand:
b) the principles of acoustical design
c) appropriate strategies for acoustical control
d) the principles of thermal design
e) how active and passive thermal systems and components impact interior design solutions.
f) the principles of water systems and waste systems
g) strategies for integrating water systems and waste systems
h) the principles of indoor air quality
i) how the selection and application of products and systems impact indoor air quality.
- Students have awareness of the environmental impact of construction
Student work demonstrates understanding that design solutions affect and are impacted by:
b) base-building structural systems and construction methods
c) interior systems, construction, and installation methods
d) detailing and specification of interior construction materials, products, and finishes
e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
f) monitoring systems pertaining to energy, security, and building controls systems
g) vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
h) Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.
- Students are able to:
i) read and interpret construction documents

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope

Music, Movement, and Dance

PED
Goal #1 To teach physical techniques and verbal strategies to defend against larger assailants
Goal #2 To learn basic skills and gain an understanding of physical exercise, healthy eating, stress management and overall wellness needed to maintain a healthy lifestyle for the individual
Goal #3 To train students in the proper use of exercise equipment and the proper form of basic exercises to build their confidence to exercise alone or in a group setting.
Goal #4 To teach students proper position and alignment for basic yoga poses

MUS
Goal #1 To learn basic skills and gain an understanding of physical exercise, healthy eating, stress management and overall wellness needed to maintain a healthy lifestyle for the individual
Goal #2 Students will develop confident music reading skills, encompassing elements of melody, rhythm, harmony, and form
Goal #3 Students will develop good music listening skills and improve critical judgment and artistic taste.
Goal #4 Students will develop strong independent strategies for success in practicing

School of Business

Business Administration - Undergraduate

Upon completion of a major in the Business Administration Department, a student should:

- Demonstrate creative and critical thinking in the data-driven decision-making process by researching and assessing data for credibility and usefulness, solving problems, and analyzing consequences resulting from decisions.
- Develop a sensitivity to differing cultural values and issues, understand the importance of cultural diversity in business, and evaluate how global markets impact business.
- Exhibit purposeful and polished oral and written communication, both individually and in collaboration with peers, and recognize the significance of effective communication, professional behavior, and networking with internal and external business partners.
- Formulate, articulate, and support an organizational vision, mission, and values and integrate ethical concepts and value systems in decision-making.
- Create a strategic plan to develop, assess, and revise business strategies in collaboration with others.

Business Administration - Graduate

- Use and adapt leadership strategies to evaluate, motivate oneself and others, and facilitate collaboration in teams.

- Target effective and appropriate messages to different audiences, including peers, stakeholders, decision-makers, and external business partners.
- Create strategies and identify policies and processes that use technology for innovative business opportunities, solutions to problems, and effective marketing.
- Develop business strategies that adapt to global environments and evaluate their impact on cultural values, legal and ethical issues, and diversity and inclusion.
- 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.
- Plan and allocate resources for competing projects, determine means for evaluating project success, and adjust operations strategies to increase efficiency and meet customer requirements.
- Integrate functional areas of business to strategically assess, plan, and manage the organization using organizational policies, strategies, and tactics that sustain competitive advantage.

School of Humanities, Social Sciences and Interdisciplinary Studies

Communication

The Communications Department offers a communication major with concentrations in communications studies, health communication, integrated marketing and public relations. A minor in communication is also available. Accordingly, courses may emphasize some of the objectives listed below more than others.

Students in the Communication department will:

- Apply communication theories, perspectives, principles, and concepts.
- Use elements of effective communication with diverse audiences.
- Create messages appropriate to audience purpose and context.
- Understand and practice ethical communication.
- Analyze interpersonal, organizational and mediated discourse.
- Understand the impact of communication on the individual, organizations, and society.

English
Our departmental Student Learning Outcomes (or SLOs) for English majors at Mount Mary are presented through the frame of the 4 Cs central to our university's mission – **Compassion, Community, Commitment,** and **Competence.** By completing courses across the program, English majors will gain proficiency in the following areas.
- **As English majors you will develop COMPASSION.**
  1A: You will critically read and respond to a broad range of texts representing different literary and historical periods, diverse cultural moments and perspectives, and across a variety of genres.
  1R: You will evaluate your journey as a reader, writer, and thinker, identifying your

successes
as well as opportunities for future growth.

- **As English majors you will cultivate COMMUNITY.**
  2A: You will use appropriate and ethically considered support to your oral and written work.
  2B: You will identify relevant themes and conversations within and between texts and situate
  your own perspective vis-a-vis those themes and/or conversations.
  2R: You will assess the the relationship between your contributions to your community and
  your community's influence on your development (i.e. communities may include class discussions, team projects, the English Department community, Mount Mary University community, and our broader Milwaukee community).

- **As English majors you will enact COMMITMENT.**
  3A: You will critically consider your own work and the work of others as a means to guide
  focused revisions of your writing.
  3R: You will trace the process of shaping and developing your work, explaining why and how you made the choices you did, and to what effect.

- **As English majors you will demonstrate COMPETENCE.**
  4A: You will craft your work to reflect knowledge of genre-based and professional conventions.
  4R-1: You will demonstrate a critical awareness of how genres and conventions are shaped
  by systems of power and privilege.
  4R-2: You will trace the meaningful connections between your coursework and the contexts
  beyond the classroom where you will apply your skills.

History, Justice, and Sociology

Broad Department Student Learning Outcomes

- Form a deep understanding of the world's challenges
- Effectively communicate with people from different cultural backgrounds and in different modalities
- Adapt easily, fluently and creatively to changing needs.
- Achieve comfort with complex and sophisticated modes of global networks, economies, and technologies.

Justice Major: Criminal Justice Concentration

- Understand multifaceted causes of crime, and connect them to impacts and social reactions to crime. (Navigating Complexity, Open-mindedness)

- Observe patterns and flaws in, and propose improvements to how the justice system is organized and administered. Be aware of philosophical and theoretical underpinnings
- Apply ethics and definitions of professional responsibility in justice fields and be aware of career paths in the justice field or that use skills developed by the major. (Agility, Open-mindedness, Navigating Complexity)
- Write and speak with excellence and awareness of audience to achieve the goals of being understood, clarifying issues for resolution, and motivating change. Specific to the justice field, be fluent in conflict resolution skills, effective persuasion techniques, and concise written and verbal evaluation. Know what communication tools work best for each legal challenge/social justice problem and context. (Agility, Open-mindedness, Navigating Complexity.)

Justice Major: Justice Studies Concentration

- Demonstrate advanced skills in critical thinking, writing and oral communication. This includes the ability to build an argument and persuade others. (Agility, Navigating Complexity)

- Observe patterns and flaws in, and propose improvements to how the justice system is organized and administered. Be aware of philosophical and theoretical underpinnings. (Navigating Complexity)
- Apply ethics and definitions of professional responsibility in justice fields and be aware of career paths in the justice field or that use skills developed by the major. (Agility, Open-mindedness, Navigating Complexity)
- Show a commitment to community through active engagement and learn how to network and build relationships. (Open-mindedness)

History Major

- Develop a working knowledge of world history. Use this knowledge to approach the world and its problems with a cosmopolitan view. (Navigating Complexity, Open-mindedness)
- Demonstrate advanced skills in critical thinking, writing and oral communication. This includes the ability to build an argument and persuade others. (Agility, Navigating Complexity)
- Students will engage in historical inquiry, research, and analysis. This may include any of the following: a) Develop a disciplined, skeptical stance and outlook on the world that demands evidence and sophisticated use of information; b) Understand the dynamics of change over time; c) Explore the Complexity of the human experience, across time and space; d) Evaluate a variety of historical sources for their credibility, position, and perspective; e) Read and contextualize materials from the past with appropriate precision and detail. (Navigating Complexity, Open-Mindedness, Experimenting)
- Students will practice historical empathy. This may include any of the following: 1) Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship; b) Develop a body of

historical knowledge with range and depth; c) Recognize the ongoing, provisional nature of knowledge; d) Interpret the past in context; contextualize the past on its own terms; e) Explore multiple historical and theoretical viewpoints that provide perspective on the past; f) Recognize where they are in history. (Imagination, Experiencing and Exploring)

Sociology Major

- Demonstrate an understanding of the complexity of cultures and social structures within the U.S. and around the world, and understand the basis of inequities in society and analyze mechanisms that work toward social justice with an open-mind. (Open-Mindedness, Exploring, Imagination)
- Explore the application of sociological theories to social life, and Demonstrate skills and dispositions that enable partnerships with communities to create positive change, i.e. mediation, communication, policy analysis, critical thinking, technical skills, empathy. (Imagination, Agility)
- Apply quantitative and qualitative skills to community issues utilizing codes of ethics. Demonstrate advanced skills in critical thinking, writing and oral communication. This includes the ability to build an argument and persuade others. (Agility, Navigating Complexity)
- Demonstrate advanced skills in critical thinking, writing and oral communication. This includes the ability to build an argument and persuade others. (Agility, Navigating Complexity)

Philosophy/Theology

Theology
- To probe the dimensions of Mystery (God) as it connects with human existence.
- To develop a more critical understanding of the biblical tradition, along with its relevance for life in the 21st century.
- To understand and evaluate Christian faith through historical perspectives and personal models.
- To reflect on and clarify for oneself, through the Catholic theological environment at Mount Mary, what it means to live a fully human, integrated life.
- To foster and encourage responsible decision-making and a deep sense of social justice.

Philosophy
- The philosophy major will be able to demonstrate the self knowledge and ethical reflection essential for self advocacy and leadership for social justice.
- The philosophy major will be able to demonstrate tactfulness: an agility and proficiency in the method of philosophical conversation both in terms of listening and responding.
- The philosophy major can engage meaningfully with thinkers and themes in the global history of philosophy.
- The Philosophy major has an ability to analyze and create robust arguments with logical consistency.

World Languages

- To acquire the ability to communicate in oral and written expression in a language other than English (Communication)
- To gain knowledge of modern cultures and literatures in their contexts (Culture)
- To develop the ability to make use of a wide range of resources in pursuit of knowledge and the conduct of independent research (Connections)
- To develop the ability to process information and knowledge that enrich a student's values, attitudes, and perspectives (Communities)
- To acquire an understanding of traditional approaches to the study of modern languages and literatures as well as current and changing methodologies (Comparisons)

School of Natural & Health Sciences and Education

Art Therapy

Counseling

The following program/student learning objectives are relevant to all students in the program regardless of area of counseling concentration and are met through students' involvement with course work, related experiences, practicum, and the internship:

- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- Students will demonstrate the advanced knowledge necessary to practice in chosen counseling program concentration (i.e. clinical rehabilitation, clinical mental health, and school). Students will develop and demonstrate clinical skills related to concentrated-specific field experience/internships.

Dietetics

IMSND SLO

Goal One: Prepare graduates to be competent, entry-level registered dietitian nutritionists (RDNs) who will meet employment needs.

Objectives for Goal One:

- Program Completion: At least 80% of program graduates complete program/degree requirements within 3.5 years (150% of the program length).
- Ninety percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- Of graduates who seek employment, 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
- Employer Satisfaction: During the first year of employment, program graduates will be ranked by at least 80% of employers who respond to our employer survey as "satisfactory" or better in professional knowledge and skills, as compared to the employer's expected competency of entry-level RDNs.
- The Program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

Goal Two: Prepare graduates who incorporate social justice concepts, leadership skills, or creative initiatives into their professional practice.

Objectives for Goal Two:

- At least 50% of program graduates who respond to the post graduate survey will indicate they have been involved in either a professional or personal activity that promoted social justice, utilized creativity, or a leadership role.
- Over a 5 year period, 75% of graduates who respond to the post graduate survey will volunteer in a professional, community program or agency.
- Over a 5 year period, 30% of graduates who respond to the post graduate survey will assume a leadership role.

Grad program in dietetics SLO

Through successful completion of the Master of Science in Dietetics program, students will:

- 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.

Education - Undergraduate

- **Learner and Learning:** Teachers understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.
- **Content:** Teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.
- **Instructional Practice:** Teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.
- **Professional Responsibility:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Education - Graduate

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

Mathematics

- Build and analyze mathematical models of real world phenomena recognizing their complexity and limitations.
- Transfer, integrate and apply knowledge between contexts.
- Develop proficiency in using appropriate technology to solve problems while recognizing its limitations.
- Develop the ability to use the language of mathematics to communicate fluently and efficiently.
- Demonstrate a curiosity and persistence in seeking answers.
- Demonstrate characteristics of an independent and critical thinker.
- Recognize and value the human person's unique privilege of rational expression and to use it for the well-being of the individual and society.
- Demonstrate the ability to use various approaches in problem-solving situations
- Develop an attitude that demonstrates enjoyment or appreciation of mathematics.

Nursing

RN to BSN Goals
- Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
- Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

- Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
- Commit to lifelong learning and advancing practice in nursing.

RN to BSN Outcomes
- Seek positions as nurse leaders
- Make clinical decisions based on evidence of nursing practice.
- Utilize information resources and systems to improve patient care.
- Collaborate with inter-professional teams toward quality and safe patient care.
- Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

BSN Goals
- Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings
- Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
- Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
- Commit to lifelong learning and advancing practice in nursing.

BSN Outcomes
- Integrate professional values in nursing practice
- Make clinical decisions based on evidence of nursing practice.
- Utilize information resources and systems to improve patient care.
- Collaborate with inter-professional teams toward quality and safe patient care.
- Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

Occupational Therapy

Occupational Therapy Professional Entry

Through successful completion of the occupational therapy program, the learner will be able to:

- Occupation: Use meaningful and purposeful occupation to support engagement in the therapy process (evaluation and intervention) within diverse practice settings leading to improved health and well-being. Doctoral students analyze occupation-based components for a targeted population profile and organization narrative.
- Therapy Processes: Demonstrate integration of narrative reasoning (client-centered approach) and scientific reasoning (procedural approach) to develop interventions that show evidence of theoretical grounding, therapeutic efficacy, occupational relevance and reflective practice. Doctoral students design a program intervention and program evaluation for a targeted population and organization in an emerging practice

context.
- Professional Identity: Demonstrate a commitment to being a practitioner of integrity, as evidenced by: ethical practice, professional growth, scholarship, lifelong learning, leadership, and advocacy based in professional and personal values and principles. Doctoral students demonstrate advocacy, leadership and interprofessional strategies to implement a targeted program intervention.
- Evidence-based Practice: Demonstrate the ability to gather evidence (data and professional literature) and communicate its significance in relationship to practice. Doctoral students demonstrate synthesis of in-depth knowledge in a targeted practice area and the ability to design solutions for practice challenges based on professional evidence.

Occupational Therapy Post-Professional Doctorate

Through successful completion of this program students will be able to:

- Demonstrate evidence of professional accomplishments in knowledge, critical reasoning, interpersonal and performance skills in specialty practice and service delivery for targeted area.
- Demonstrate application of synthesized knowledge to analyze, evaluate and transform occupational therapy specialty practice and service delivery.
- Demonstrate commitment to professional development for advanced practice and service delivery in targeted area.

Occupational Therapy Post-Professional Masters

Through successful completion of this program students will be able to:
- Use critical reflection to analyze and evaluate descriptive narratives completed in courses across the curriculum.
- Evaluate the extent to which the descriptive narratives and critical reflections meet the criteria for professional knowledge and skills.
- Through dialog with others, synthesize reflections and insights to identify professional strengths and establish professional development goals.
- Demonstrate the ability to write and present portfolio project findings.

Psychology
- Scientific inquiry and critical thinking – psychology majors will demonstrate scientific reasoning and problem solving, including effective research methods. Students will learn basic skills and concepts in interpreting behaviors, study research, and apply research design principles to drawing conclusions about behavior.
- Ethical and social responsibility – psychology majors will demonstrate knowledge and application of ethically and socially responsible behaviors for professional and personal settings. Students will become familiar with the formal regulations that govern professional ethics in psychology and the values that contribute to positive outcomes in work settings and in society.

- Communication – psychology majors will demonstrate competence in written, oral, and interpersonal communication skills. Students will be able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. They will demonstrate the ability to produce a research study or other psychological project, explain scientific results, and present information to a professional audience. Students will also develop flexible interpersonal approaches that optimize information exchange and relationship development.
- Professional competence – psychology majors will develop the abilities that prepare them for employment, graduate school, or professional school. Students will demonstrate the ability to apply psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills and career preparation.
- Knowledge base in psychology – psychology majors will be able to describe key concepts, principles, and overarching theme in psychology, develop a working knowledge of the content domains of psychology and describe applications that employ discipline-based problem solving.

Sciences (Biology, Chemistry, Food Science)

- Apply the scientific method to demonstrate critical and creative reasoning skills by:
a. observing critically and with an open mind,
b. in the context of these observations, asking scientific questions,
c. generating multiple speculative answers (hypotheses) to questions posed,
d. designing experiments to test the hypotheses considering multiple approaches,
e. collecting and organizing appropriate data,
f. synthesizing observations and data in drawing logical conclusions,
g. incorporating the conclusions into a broader context,
h. reflecting on and assessing conclusions in light of that broader context, revisiting the questions and hypotheses as needed.
- Effectively communicating and presenting results to a variety of audiences
a. acquire skills in basic laboratory techniques in the sciences, including:
b. choosing appropriate techniques given the experimental design
c. measuring effectively and appropriately
d. choosing and using instruments and computer applications to acquire and analyze data
- Become scientifically literate demonstrated by:
a. the ability to search for appropriate and relevant articles from reliable sources
b. the ability to critically analyze information and assess the reliability and appropriateness of those sources
c. the ability to read and understand the primary literature in their scientific discipline.
- Transfer and integrate knowledge within and between disciplines as demonstrated by:
a. generating perceptive questions using divergent thinking
b. solving problems creatively using multidimensional thinking,
c. reconciling different approaches to understand more than one effective approach is possible.
- Exhibit abilities to work both independently and collaboratively demonstrating an aptitude to

a. assume leadership effectively
b. reflect on their role as a leader/team member
c. listen to and reflect on what peers say

Social Work

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage In Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student Affairs

The Division of Student Affairs at Mount Mary University seeks to provide a comprehensive student success experience for our students. As a part of our commitment to that goal, we strive to demonstrate annual progress aligned with our vision, mission, core values and outcomes. This work is done through gathering and interpreting evidence about the effectiveness of programs and services and then using that information for continuous improvement of our students' experience.

Division of Student Affairs Vision Statement:
We empower students to discover their brilliance while they boldly transform their lives and communities.

Division of Student Affairs Mission Statement:
Guided by Mount Mary's core values, the Division of Student Affairs inspires, encourages and supports students in their holistic development. We do this through relevant, inclusive and responsive engagement that advocates for student success at every stage of the university experience.

Mount Mary University's Core Values and the Intersection of Student Affairs Outcomes:

Competence: a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates.

Within the Division of Student Affairs, we foster student competence through academic support initiatives, advising, on-boarding for new students, educational programming, career development, institutional policies and procedures, and support for students' success in their curricular and co-curricular experiences.

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.

Within the Division of Student Affairs, we develop community through residential living, cohort programs like Promise, Compass and Mount Mary Mentors, building meaningful relationships, annual celebrations, Bold Beginnings, peer mentorship, collaboration with faculty and other campus departments, and instilling an inclusive, relevant and responsive sense of belonging for all students.

Compassion: an overt expression of concern and purposeful action that fosters human development and unity.

Within the Division of Student Affairs, we demonstrate compassion through our pro-active student success outreach, advocacy for student needs, emergency funding, compassionate policies, equity, access and inclusion initiatives, holistic support, a social-justice focus, embracing difference and the dignity of each individual, and meeting students where they are.

Commitment: a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change.

Within the Division of Student Affairs, we embrace a commitment to our students' personal and academic success. This is evidenced by creating opportunities for engagement, professional development and leadership, developing processes and experiences that increase student commitment to our university, and building confidence in navigating resources.

Scholarship Programs/Special Programs

Leadership for Social Justice
Mission
- To develop awareness for the nature and challenges of college discourse.
- To offer a context in the liberal arts and the leadership model for students to see their subsequent education at Mount Mary and beyond.
- To increase awareness of how Leadership, Social Justice, and Creativity are connected.
- To further develop reading, writing, and oral communication skills.

Leadership
- To increase knowledge leading to an understanding and increase in personal leadership skills, including the Mount Mary leadership model: competence, compassion, commitment, and community.
- To become conscious of personal assumptions and to grow in self-assessment.
- To improve listening skills.
- To increase appreciation of different perspectives.
- To increase ability to work within teams, build consensus, and resolve conflicts.
- To improve professional behavior.
- To increase confidence in ability to act and lead.

Social Justice
- To explore issues related to race, gender, and class.
- To become aware of power structures that disadvantage groups of people.
- To increase awareness of the differences between charity and social justice.

- To increase critical thinking and expand knowledge of local and global social justice issues.
- To increase ability to act based on knowledge of local and global social justice issues.

Creativity
- To increase recognition of existing personal creative skills and talents, including the Mount Mary model of creativity: agility, experimentation, imagination, open-mindedness, and the ability to navigate complexity.
- To increase knowledge of and confidence in applying human-centered design process and tools.
- To improve networks within and outside of class.
- To increase creativity to bring about social change.

Service Learning through Human-Centered Design/Design Thinking
- To experience service learning as a means of growing in leadership, self-understanding, and knowledge of social issues.
- To integrate experiential knowledge with conceptual understanding.
- To improve leadership skills in problem-solving, dealing with conflict, risk-taking, collaboration, etc.
- To increase ability to develop a plan of action and carry it out.

Grace Scholars

- **Health & Well-Being**: Students will learn strategies to maintain physical, mental, and emotional health as well as the value of personal well-being.
- **Financial Literacy**: Students will be equipped with the knowledge and skills needed to manage money effectively including budgeting, saving, debt, and investing.
- **Self-Advocacy**: Students will understand the importance of speaking up for themselves and learn ways to gain information in order to make informed decisions.
- **Personal Identity**: Students will be able to identify and articulate their strengths as well as put them to practice in relationships and professional career.
- **Professional Development**: Students will learn and articulate key competencies for career readiness in a diverse society including teamwork, communication, professionalism, and critical thinking.

Grace Scholars Course Objectives

First-Year Students:

- Students will learn the necessary skills to be academically successful and develop a professional mindset.
- Students will establish campus connections and a supportive network of faculty, staff, and other students to facilitate a successful transition to the university.
- Students will take inventory of academic/non-academic responsibilities and establish the necessary skills to create a healthy balance in their lives.

- Students will establish personal and professional SMART goals within their first year of college.

Sophomores:

- Students will learn the importance of extra-curricular and professional involvement as it applies to their chosen career field.
- Students will develop the necessary skills to research topics regarding financial planning for their future.
- Students will learn strategies for maintaining health and well-being in our demanding culture.
- Students will develop the necessary skills to set boundaries in their personal and professional life.
- Students will learn to critically think about their personal identity and values.

Juniors & Seniors:

- Students will fine-tune necessary skills to be professionally successful for a defined and focused career plan for chosen field
- Students will use personal values, interests, skills, and lifestyle needs to evaluate potential career choices
- Students will continue to set educational goals (internships, student memberships in professional organizations) to further development in chosen field, and to provide for networking opportunities with professionals in the field
- Students will further develop skills in self-care, self-advocacy, and self-regulation, particularly around career development issues (post-graduation planning, budgeting and managing student loan payments, job search/anxiety management, managing interpersonal dynamics in professional setting)

Caroline Scholars