



2026-2027 Academic Catalog

Mount Mary
UNIVERSITY



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MOUNT MARY UNIVERSITY

2026-2027 Academic Catalog

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

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

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

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

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

At the undergraduate level, all individuals who identify as women (including cisgender and transgender women), intersex individuals who do not identify as male, and non-binary individuals are eligible for admission to MMU. For graduate level programs, all individuals, regardless of gender, gender identification, or gender expression, are eligible for admission. Additionally, any person, regardless of gender, not pursuing a degree at Mount Mary University may take courses within both the undergraduate and graduate programs. Inquiries regarding non-discrimination policies should be directed to: Director of Human Resources, Mount Mary University, 2900 North Menomonee River Parkway, Milwaukee, WI 53222. Phone: (414) 930-3627.

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

Introduction

Mount Mary University is an urban Catholic institution sponsored by the School Sisters of Notre Dame. At Mount Mary, we are dedicated to the development of the whole person through a program of studies based on liberal arts values integrated with career preparation. Mount Mary fosters personal growth through creativity, social justice, and a solid curriculum for professional success.

Nearly 1,250 students from a variety of backgrounds, representing numerous states and countries, attend Mount Mary University. The size of the University and the friendly openness of its involved faculty and staff assist each student to address individual needs and attain personal, academic, and professional goals. Students can choose from [more than 30 undergraduate majors](#) leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Business Administration, or Bachelor of Social Work degree as well as more than [20 graduate and doctorate programs](#), leading to Master of Arts, Master of Business Administration, Master of Science, Master of Social Work, and Ph.D. degree. In addition to time spent in the classroom, many majors incorporate additional off-campus study arrangements, such as clinical experiences, internships, fieldwork, and student teaching. Study abroad is available either through programs provided by Mount Mary University or through cooperation with other institutions.

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

Then and Now

Mount Mary's roots are deep in the heritage of Wisconsin. Saint Mary's Institute was founded in 1872 by the School Sisters of Notre Dame in Prairie du Chien, Wisconsin. In 1913, it extended its educational program to the post-secondary level and was chartered as Saint Mary's College, a four-year Catholic liberal arts college for women, the first in the State. Mount Mary's academic standards were accepted by the North Central Association of Colleges in 1926 and have been continually recognized since that time—the most recent reaffirmation of accreditation occurring in 2022. The College moved to its present Milwaukee location in 1929, changing its name to Mount Mary College. In its centennial year (2013), Mount Mary College became Mount Mary University.

Since its founding, a variety of programs and majors have been added to and deleted from the curriculum, reflecting the changing world around us. Some academic areas, such as history, art, philosophy, and theology, were among the first majors offered. Others, such as occupational therapy and fashion, were developed to fulfill a particular need, while programs such as entrepreneurship reflect the changing nature of today's workplace. The need for post-baccalaureate education has been met as well. In 1982, the College expanded its offerings to the graduate level with its Master of Science in Dietetics. Subsequent graduate programs have been added since that time. Mount Mary's seven Master's degree programs are art therapy, business administration (MBA), dietetics, education, food science, occupational therapy, and professional counseling. The doctoral programs include Occupational Therapy and Counselor Education and Supervision.

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

Mission

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

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

Vision

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

Values

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

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

Educational Philosophy

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

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

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

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

Accreditations

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

Affiliations

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

Facilities

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

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

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

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

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

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

Grace Scholars Program

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

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

- Be accepted as a full-time student to Mount Mary University;
- Have a 3.499 GPA or lower on their official high school transcript;
- Be a resident of the City of Milwaukee or West Milwaukee and currently enrolled in or a recent graduate of high school;
- Demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA);
- Demonstrate leadership experience through curricular and extracurricular activities;
- Be under 21 years old;
- Be a first-time college student; and
- Be a citizen or permanent resident of the United States.

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

- One-on-one regular advising and peer mentoring;
- Academic, social, mental health, and financial support through various campus resources;
- Enrollment in a special course with fellow Grace Scholars earning one additional credit per year;

- Monthly professional developmental opportunities to assist with post-graduate preparation;
- Belonging in a sisterhood that supports relationship-building and a sense of community.

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

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

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

Promise Program

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

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

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

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

Undergraduate Admissions

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

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

Admission Classifications

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

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

Admission Requirements

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

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

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

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

First-Year Requirements

Admission to Mount Mary University will be determined after the applicant has submitted an official or unofficial high school transcript. An ACT (writing component not required) or SAT score is optional. Unofficial transcripts can be accepted to determine admission, but official final transcripts are required prior to the start of the semester of enrollment. Students may be asked to complete a non-directed or directed self-placement process through Mount Mary University if additional information is needed to determine academic ability. Applicants who did not graduate from a high school, but received a General Education Diploma (GED) or High School Equivalency Diploma (HSED) must provide verification of their GED or HSED. Individual consideration will be given to each applicant based on academic credentials and out-of-classroom activities, including work experience.

Transfer Requirements

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

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

Transfer Credits

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

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

Post-baccalaureate Requirements

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

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

Individuals earning a second bachelor's degree must satisfy all admission requirements for transfer students, earn at least 30 credits at Mount Mary beyond the completion of studies for the first degree, satisfy all core requirements, and maintain a C (2.0) average and fulfill the requirements of the major.

High school transcripts are not required unless the World Language requirement can be fulfilled by world language courses completed in high school.

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

International Student Requirements

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

International students may only pursue degrees & programs approved by SEVIS- if an international student is considering changing their major, they must first confirm with the Registrar's Office that it is acceptable.

Please see this link for a list of approved programs.

English Proficiency Requirements

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

TOEFL

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

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

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

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

IELTS

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

WESLI

WESLI: Completion of level 700

ELS

ELS: Completion of level 112

International students are required to have their admission process completed a minimum of one month prior to the date of planned enrollment. Applications should be submitted with the original or officially certified copies of grade reports for all secondary and higher educational studies, any other pertinent academic records or major examination scores, an official transcript evaluation from a recognized evaluation service, and verification of English proficiency (such as TOEFL, IELTS or English language institute course completion such as WESLI or ELS). Photocopies, scanned copies, or notarized copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by an official (school-issued or certified) complete and literal English translation. Certain programs may require detailed course syllabi or detailed course descriptions.

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

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

Non-degree Seeking Requirements: Special Student Status

An individual who holds a high school diploma or its equivalent or an advanced high school student with special permission from the high school and Mount Mary University may take a limited number of courses without being regularly admitted. This student is assigned special student status. If the special student seeks regular admission to the University and is formally admitted, special student status will be terminated. Special students (excluding Early College Credit Program students) are not required to submit transcripts.

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

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

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

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

Tuition Deposit

To ensure enrollment at Mount Mary University, accepted students are required to submit a \$100 tuition deposit and a \$100 residence hall security deposit, if housing is desired. The tuition deposit is non-refundable after May 1st. The Residence Hall Housing Deposit is non-refundable after August 1 for the Fall semester, January 1 for the Spring semester. If a student applies for housing after census date, the housing deposit is non-refundable.

Placements for New Students

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

Graduate Admissions

Application Requirements

All applicants must submit the following:

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

International Students

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

- Non-native speakers of English are required to submit evidence of English proficiency. Evidence of proficiency may be met by providing one of the following (See each program section for additional requirements specific to the program of interest):
 - 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 copies, or notarized copies are not accepted as official documents. Academic records issued in a language other than English must be accompanied by official (school-issued or certified) complete and literal English translation. The translation must include detailed course syllabi or detailed course descriptions.

- Prior to acceptance into the University, international students are required to submit an official verification of ability to cover all transportation, education, and living costs for the duration of the graduate program. Once this official financial verification is received, the University may issue the federal Certificate of Eligibility (Form I-20).
- International students are required to have a health insurance policy which covers health care costs, medical evacuation (minimum coverage U.S. \$10,000) and repatriation (minimum coverage U.S. \$7,500). All students who do not reside in the contiguous 48 states of the United States must have medical evacuation and repatriation coverage. The insurance policy must be in English. Students are able to purchase health insurance through Mount Mary University. Information on this policy and costs can be obtained from the Gallagher website (<https://www.gallagherstudent.com/mtmary>) or Student Affairs by contacting mmu-studentaffairs@mtmary.edu.

Health Requirements for Students in Human Service-Related Programs

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

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

Graduate Student Admission Status

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

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

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

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

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

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

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

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

Graduate Special Student Status

Graduate Special Student Status is 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 graduate 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.

Campus Visits

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

Financial Aid Information

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

Application Process

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

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

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

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

- Admitted as a degree candidate at Mount Mary University;
- Enrolled at least half-time in their degree program:
 - Undergraduate: Part-time status is a minimum of 6 credits. Full-time status is a minimum of 12 credits;

- Graduate: Part-time status is a minimum of 3 credits. Full-time status is a minimum of 6 credits;
- A U.S. citizen OR eligible noncitizen or in another eligible category (verification required);

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

Student Consumer Information

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

Financial aid is offered for the entire academic year (fall and spring) unless otherwise noted. All students must actively accept their financial aid offer under the “Finances” tab on My Mount Mary before their financial aid can be disbursed. Financial aid is disbursed to a student’s account in the Business Office within the first three weeks of the semester for which it applies.

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

Satisfactory Academic Progress Policy

Mount Mary University and federal regulations require that a student must be making satisfactory academic progress toward a degree to be eligible for financial aid. The regulations govern all aid administered by Mount Mary University, including all Federal Title IV aid funds (Federal Pell Grants, Federal Supplemental Education Opportunity Grants, Federal Work-Study, Federal Direct Loans, and Federal Plus Loans) and State funds (Wisconsin Tuition Grant, and Wisconsin Talent Incentive Program (TIP) Grants. The federal regulations published in the October 6, 1983 Federal Register Part 668.16 is the source document governing the institutional policy. A copy of Mount Mary University’s *Satisfactory Academic Progress Policy* is available in the Financial Aid Office. Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to keep a file of their grades and transcripts.

Scholarships and Grants

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

Federal/State Grants and Scholarships:

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

Wisconsin Grant (WG)

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

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

Undergraduate Institutional Scholarships and Awards

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

First-Year Academic Scholarship Program

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

Deans Scholarship \$23000 per year, \$11,500 per semester and \$92,000 four-year total

Heritage Scholarship \$20,0000 per year, \$10,000 per semester and \$80,000 four-year total

Vision Scholarship \$17,000 per year, \$8,500 per semester and \$68,000 four year total

Transfer Academic Scholarship

This renewable scholarship ranging from \$13,000-\$17,000 per year is awarded based on academic ability in post-secondary work to eligible first-degree transfer students who enroll full-time.

Caroline Scholars Program

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

The Grace Scholars

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

Frederick R. Layton Art Scholarship

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

Legacy Award

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

Divisional/Departmental Awards and Scholarships (currently enrolled students only)

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

International Scholarship

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

Institutional Grants

Institutional grants are awarded in varying amounts to full-time students during the academic year who demonstrate financial need. The Financial Aid Office determines eligibility and the amount of the grants are based on the results of the Free Application for Federal Student Aid (FAFSA).

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

Federal Work Study

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

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

Loans

Federal Parent Loan for Undergraduate Students (PLUS)
Federal Direct Subsidized Loan
Federal Direct Unsubsidized Loan

Graduate Scholarships and Grants

Douglas J. Mickelson Graduate Student Scholarship

The Douglas J. Mickelson Graduate Student Scholarship is a scholarship available to an incoming graduate or post-masters certification student or current Mount Mary graduate or post-masters certification student with a strong academic record (undergraduate GPA of 3.3 or above or graduate GPA of 3.5 or above).

The scholarship is named for Doug Mickelson, who served as Graduate Program Director of Community Counseling in 2003, became Associate Dean of Graduate Education in 2005, and was then given the title of Dean of Graduate Education in 2013 until his retirement in 2015. For a decade, Dr. Mickelson, former Dean of Graduate Education, was a proponent of graduate education and a mentor for program directors at Mount Mary University. As Dean, he

oversaw the growth of graduate programs to number seven master's degree program and two doctoral programs. His dedication to Mount Mary University and graduate students continues through the endowed scholarship that shares his name.

In addition, a limited number of scholarships are available through professional organizations. Contact Graduate Program Directors for further information.

Graduate Assistantships

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

Tuition and Fees 2026-2027

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

Undergraduate, Master's and Certificate Programs:

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

Please note:

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

General Student Information

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

Student Rights and Responsibilities

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

Americans with Disabilities Act

Mount Mary University complies with all aspects of the Americans with Disabilities Act (ADA) and state disability laws. The University, therefore, will provide reasonable accommodations to qualified applicants, employees, and

students with known documented disabilities, unless the accommodations would cause undue hardship to Mount Mary University. Mount Mary University complies with ADA for employees and Section 504 of the Rehabilitation Act for Students.

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

What is FERPA and why is it important?

- The Family Education Acts and Privacy Act (FERPA) protects student records from being released without the student's consent- your educational record is yours and yours alone and Mount Mary is required by law to restrict access to only the student, unless the student requests that their record be released to another person or entity. To allow others to access your record, please complete the FERPA Permission Form.
- Please see [this link](#) for more information about FERPA. If you have any questions or need assistance, please contact the Registrar's Office (mmu-registrar@mtmary.edu; 414-930-3268; NDH 153- first floor Notre Dame Hall).

When/How to Submit a FERPA Release Form

- To allow anyone other than yourself to access your record, please complete the FERPA release form located on the Student tab on [My Mount Mary](#).
- Students can designate persons they want to have access to their University records by submitting a FERPA Privacy Release to the University Registrar.
- Students also have the right to change (at any time) who they have granted access to their record. To rescind access, submit a FERPA Permission Form through My Mount Mary.
- Students may specify which parts of their record those persons can access. For example, a student could allow a sibling to have access to their billing statement and a parent/guardian to have access to their academic record only.

Preferred Name Policy

Mount Mary University allows students to utilize a preferred name when possible. While we strive to accommodate preferred names whenever possible, certain legal, regulatory, or operational requirements may necessitate the use of legal names in specific contexts. We are committed to navigating these requirements while upholding our commitment to inclusivity and respect for all individuals. Legal names will be utilized for legal and financial

documents, transcripts, and other official records where required by law, policy, or operational requirement. Please see student handbook for more information.

Grievance Procedures

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

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

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

Sexual Harassment and Other Misconduct

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

Title IX's requirement not to discriminate in any of the University's education programs or activities applies to both students and employees and extends to both admission and employment. Inquiries about the applicability of Title IX and its regulations to the University may be referred to the University's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

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

Any violation of this policy will not be tolerated in the University community. [Read the University's policy on Sexual Harassment and Other Misconduct.](#)

Mount Mary University Title IX Coordinators

Rachel Fischer- Title IX Coordinator
Vice President of Student Affairs
Caroline Hall 145
2900 Menomonee River Parkway
Milwaukee, WI 53222
fischerr@mtmary.edu
414-930-3195

Dan Brauer- Deputy Coordinator
2026-2027 Academic Catalog

Director of Public Safety
Bergstrom Hall 079
2900 Menomonee River Parkway
Milwaukee, WI 53222
brauerd@mtmary.edu
414-930-3121

Shaprece (Shay) Franke- Deputy Coordinator
Senior Director of Human Resources
Notre Dame Hall 252
2900 Menomonee River Parkway
Milwaukee, WI 53222
frankes@mtmary.edu
Phone: 414-930-3174

Assistant Secretary for Civil Rights
U.S. Dept. of Education Office for Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1100
OCR@ed.gov
1-800-421-3481; 1-800-877-8339 (TDD)

Student Complaints

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

Student Government

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

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

Student Handbook

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

Transgender and Non-Binary Policy

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

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

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

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

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

Campus Life

Health Insurance

Mount Mary University encourages all students to be enrolled in a health insurance plan. Certain student groups are required to provide proof of their health insurance, including campus residents, athletes, and international students. Other academic programs may have insurance requirements of students.

All health insurance related information and forms can be found under the “Campus Life” tab in the “Student Health Insurance” section on My Mount Mary with login. https://my.mtmary.edu/ICS/Campus_Life/Student_Health_Insurance.jnz

International Student Affairs

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

New Student Registration and Orientation (Undergraduate)

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

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

Public Safety and Parking

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

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

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

Residence Life

Living on campus is an important part of the University experience. All full-time, traditional-aged, first- year, undergraduate students who are not living at home with parents or immediate relatives within 30 miles of campus must reside in University housing for the first full academic year. The residence halls are staffed with professional and student employees who are specifically trained to build community and respond to student needs.

Caroline Hall provides accommodations for private occupancy, with or without a private bathroom; double occupancy, with or without a private bathroom; suite singles in which two residents share an adjoining bathroom; and triple occupancy rooms. Most rooms without private bathrooms have a sink in each room and residents share common bathrooms on the floor. Rooms are furnished with a standard single bed, desk, chair and dresser for each resident. Each room is equipped with a micro-fridge. All residence hall rooms are wired for the internet and have cable capabilities.

Trinity Woods is an on-campus housing option for full-time, undergraduate, single mothers and their child(ren). Trinity Woods is an intergenerational housing community formed by a three-way partnership among Mount Mary University, the School Sisters of Notre Dame, and Milwaukee Catholic Home. The building features 20 two-bedroom apartments for students and up to two children (11 years old or younger).

All students residing in Caroline Hall are required to be on a meal plan, as stated in the housing contract that each resident student signs. Additional questions can be directed to the Office of Residence Life.

Religious Life

A major goal of Mount Mary, as a Catholic University, is the total human development of the student. A vibrant faith in God, a need for community to help in the growth of this faith, and a desire to give service to all of God's people are necessary for the Christian vision of the mature person. These can be fostered by friendly personal encounters, group and private prayer, social justice projects, and the celebration of the liturgy.

All students are welcome to participate in the various religious activities and services on campus. Whatever the students' religious tradition, they are encouraged to learn more about their faith, to discover what it means to them, and to share it. Such participation provides enrichment for all.

Student Success Services

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

Career Services

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

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

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

Counseling and Wellness Center

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

Student Support Consultants

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

Tutoring and Other Learning Services

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

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

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

Student Activities

Campus Ministry

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

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

Cultural Activities and Opportunities

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

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

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

Milwaukee is also widely renowned as the City of Festivals due to the large number of music and ethnic festivals held each year, examples of which include Summerfest, Mexican Fiesta, Irish Fest, Black Arts Festival, PrideFest, Milwaukee Highland Games, Polish Fest, German Fest, The Milwaukee Air and Water Show, and Bastille Days.

Honor Societies

Scholastic

Delta Epsilon Sigma is a national scholastic honor society for colleges and universities in the Catholic tradition. To be eligible, undergraduates shall have completed at least 50% of their credit requirements at a level equivalent to graduating *cum Laude* (3.6 GPA). For graduate students, eligibility means that they must have completed one-half of their program with above average performance, continuing toward the graduate degree.

Kappa Gamma Pi is a national Catholic university honor society. The candidates for membership must have completed four semesters of university or the equivalent and they must have earned a grade point average sufficient for graduation with honors (3.6 GPA). Membership becomes effective upon graduation.

Professional

Students may qualify for election to professional societies. General requirements are high scholarship, demonstrated interest in the field, and satisfactory completion of minimal course work, although each society establishes its own criteria. The societies include Phi Alpha (Rho Nu Chapter), social work; Alpha Kappa Delta (Epsilon Chapter), sociology; Alpha Mu Gamma (Alpha Omega Chapter), world languages; Beta Beta Beta (Theta Alpha Chapter), biological sciences; Kappa Mu Epsilon (Wisconsin Alpha Chapter), mathematics; Lambda Pi Eta (Tau Iota Chapter), communication and public relations; Phi Alpha Theta (Delta Omega Chapter), history; Pi Theta Epsilon (Zeta Chapter), occupational therapy; Psi Chi, psychology; Sigma Tau Delta, English; and Theta Alpha Kappa, theology.

Intercollegiate Athletics

As a member of National Association of Intercollegiate Athletics (NAIA), Mount Mary University offers participation in five sports: basketball, cross country, flag football, soccer, softball and volleyball. Teams and student-athletes compete in the Chicagoland Collegiate Athletic Conference (CCAC) and against comparable schools across the Midwest. For basketball and volleyball, practices and home contests are conducted in the Bloechl Center on campus. The soccer team practices and competes on the vast, grassy space and the soccer field on campus. Cross Country and Softball teams train on campus and utilize county parks for competition. The Mount Mary athletic colors are navy blue and gold and the team nickname is the Blue Angels.

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

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

Organizations and Clubs

Students at Mount Mary University have the opportunity to get involved in numerous organizations and clubs with different purposes and goals. These include professional and pre-professional groups, as well as those with social and/or volunteer emphases. A current listing of all clubs and organizations on campus is maintained by the Office of Student Engagement and is available on My Mount Mary. Students are welcome to organize and incorporate new clubs and organizations addressing their own particular areas of interest if no club or organization in that area currently exists.

Recreation and Fitness

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

development of the whole person - mind, body, and spirit - students are encouraged to become involved in these student activities.

Social Activities

Mount Mary University sponsors many social and recreational activities, including the Weeks of Welcome, the Student Clubs and Organizations Banquet, and retreats. These are coordinated by the Office of Student Engagement and Residential Living, Student Government Association (SGA), Blue Angels Housing Association, and other campus groups. Events are not only held on campus, but also in the surrounding Milwaukee community. These events are geared for educational, social, and community engagement.

The University campus is very close to cinemas, shopping centers, and both indoor and outdoor activity areas. Downtown Milwaukee, less than 15 minutes away by freeway, offers a multitude of varied and diverse entertainment options. A wide variety of professional and amateur sports are also nearby including the Milwaukee Bucks, Brewers, Wave, and Admirals. There is also the Milwaukee County Zoo, the Milwaukee Public Museum, and the Milwaukee Art Museum. The Milwaukee County Park System offers a broad spectrum of seasonal outdoor activities and Mount Mary's campus is located on the Menomonee River Parkway, which is a popular spot for running, walking, and biking.

Academic Policies

Changes in Regulations, Programs, or Policies

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

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

Academic Credit Policy

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

Credits Earned at Mount Mary University

Lecture, seminar, quiz, discussion, recitation

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

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

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

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

Short Sessions

Credit hours may be earned in short sessions (summer sessions [long or short], J-term, etc.- i.e. any course that is not the full length of a fall or spring semester) proportionately to those earned for the same activity during a regular semester, normally at no more than one credit per week of full-time study.

Internships and Other Experiential Learning

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

40 hours = 1 credit

80 hours = 2 credits

120 hours = 3 credits
160 hours = 4 credits

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

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

Independent Study

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

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

Correspondence Course Credits (undergraduate only)

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

Study at Other Institutions (undergraduate only)

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

Credits Earned Prior to Admission to Mount Mary

Credit for Prior Learning (CPL) helps ***undergraduate students*** earn college credit for the knowledge and skills they bring with them *when they first enroll at Mount Mary*. CPL credits may be used to satisfy core requirements, program (major and minor) requirements, or electives that count toward the minimum number of credits required at the time of graduation.

Professional Experience (CPL- PE) helps ***graduate & doctorate students*** earn college credit for knowledge obtained during their professional career outside of traditional college courses before they were enrolled at Mount Mary University. CPL- PE credits may be used to fulfill required credits needed to obtain a graduate degree. See individual graduate programs to determine whether CPL- PE is permitted for your degree.

There are several ways a student can earn CPL credit:

1. AP Credit
2. IB Credit
3. World Language Retroactive Credit

Students can earn a maximum of 30 credits through a combination of all CPL methods.

AP Credit

No Fee

Students who have taken advanced or college-level courses in high school and who score 3, 4, or 5 on the Advanced Placement (AP) Test of the College Entrance Examination Board may receive college credit for each examination upon submission of their official AP score report. Scores printed on transcripts from other colleges and universities are not accepted. See *CPL NCL Equivalent Map* for a list of AP exams accepted and the Mount Mary equivalent course and requirement it satisfies (core, program, elective).

IB Credit

No Fee

Students who present higher-level (HL) examinations through the International Baccalaureate (IB) may receive subject credit for satisfactory work. Students receive equivalent credit for scores of 5 or higher in an English HL course and equivalent credit for scores 4 or higher in a non-English HL course. Scores printed on transcripts from other colleges and universities are not accepted. See *CPL NCL Equivalent Map* for a list of IB exams accepted and the Mount Mary equivalent course and requirement it satisfies (core, program, elective).

World Language Retroactive Credit

Up to 15 credits, No Fee

Mount Mary University students with college-level proficiency in a language other than English can be assessed on their proficiency and may be granted credits for that proficiency. Any student presenting high school background in a world language who completes a course in that same world language above the 101 level at the University with a grade of B or better may receive 3 retroactive credits for each world language course the student tests out of, up to a limit of 15 credits. See table below for a list of placement courses and the number of retroactive credits a student earns with a B or better in the placement course. If a student also earns credit from an AP Test or IB Higher-Level Exam for the same world language, those credits will be subtracted from the total amount of retroactive credits awarded.

Placement course	Retroactive credits
SPA 102 Elementary Spanish II	3 credits
SPA 203 Intermediate Spanish I	6 credits
SPA 204 Intermediate Spanish for Professionals	9 credits
SPA 222 Writing & Grammar Review in Spanish	12 credits
SPA 223 Presenting & Speaking in Spanish	12 credits
SPA 225 Spanish for Heritage Learners	12 credits
SPA 227 Hispanic Civilization & Culture	15 credits
SPA 228 Intro to Hispanic Literature	15 credits
SPA 326 US Hispanic & Latinx Cultures	15 credits
SPA 332 Advanced Conversation in Spanish	15 credits
SPA 335 Advanced Writing in Spanish	15 credits

Credit for Military Coursework and Training

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

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

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

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

Science Credits

Science courses transferred from a transfer institution into Mount Mary University must be transferred within seven years of when the course was completed. Science courses taken more than seven years at the time of admission to the University cannot be transferred and need to be retaken.

Nontraditional Credit for Learning (NCL)

Nontraditional Credit for Learning (NCL) helps undergraduate students earn college credit for their workplace experience and learning outside traditional college courses *before they enroll or while they are enrolled at Mount Mary*. NCL credits may be used to satisfy core requirements, program (major and minor) requirements, or electives that count toward the 120 credit graduation requirement.

There are several ways a student can earn NCL credits:

1. Credit by Exam (CLEP and DSST)
2. ACE-Evaluated Credit
3. Portfolio

Students can earn a maximum of 30 credits through a combination of all NCL methods.

If a student is interested in enrolling in a graduate or professional school, they should review those schools' admission requirements regarding their allowable credit by exam and other CPL and NCL credits.

Credit by Exam

Up to 12 credits in a student's major or minor

No Fee

College Level Examination Program (CLEP) and DANTES Standardized Subject Tests (DSST) are two national programs that offer standardized credit-by-examination. They are mostly multiple-choice exams, although some subjects include a writing portion. There is an administration fee for each exam, but there is no fee for accepting CLEP or DSST credits upon successful completion of the exams. Current students must obtain chair approval before taking a CLEP or DSST test for NCL credit. A test taken without prior approval may not be accepted for credit.

See *CPL NCL Equivalent Map* for a list of CLEP and DSST tests accepted and the Mount Mary equivalent course and requirement it satisfies (core, program, elective). Official scores must be sent directly from CLEP and DSST. Check out the

[CLEP](#) website and [DSST](#) website for registration information, testing center locations, remote testing options, and access to study guides and resources.

ACE-Evaluated Credit

No Fee

The American Council on Education (ACE) publishes two recommendation guides for postsecondary academic credit equivalencies: the ACE National Guide and the ACE Military Guide. Mount Mary uses recommendations in these guides to award credit for students' experience and credentials in the workplace, e.g., managerial and technical training programs. To request ACE Guide Credit, log in to your Credly Acclaim account and request to have your digital ACE transcript securely sent to Mount Mary. The Registrar's Office and the student's School Dean, in collaboration with faculty experts, review the transcript and determine course equivalencies.

Portfolio

*Up to 12 credits in a student's major or minor
\$100/credit fee*

A student may develop a portfolio to propose equivalent knowledge and skills in a specific course. The portfolio should demonstrate mastery of the content and provide evidence of the course student learning outcomes. Portfolios are designed for students with relevant, professional training or experience in a specific job who can provide evidence of their experience. Portfolios are not accepted as substitutes for core curriculum requirements.

Before constructing a portfolio, a student should contact their School Dean to initiate a Portfolio Inquiry. The Dean reviews the Portfolio Inquiry and determines whether a portfolio would be considered for the student's proposed course equivalence and if the student's knowledge and skills have the potential to ensure a successful portfolio. If the School Dean approves the Portfolio Inquiry, the student can begin compiling their portfolio using the Portfolio Guide.

A non-refundable portfolio review fee of \$100 per credit is collected at the time of submission. Payment of the review fee does not guarantee credit will be awarded for the submission.

The School Dean assigns three reviewers to evaluate the portfolio. This committee includes

- 1) an expert in the discipline
- 2) a secondary expert in the discipline or a related discipline
- 3) the Division/Department Chair

The Portfolio Committee reviews the portfolio within 30 business days of the portfolio submission. The School Dean notifies the student of their Portfolio outcome. If credit is awarded, the Registrar's Office applies the credit to the student's transcript.

Portfolio submissions may not be submitted in a student's final semester before graduation.

Transfer Credit

Undergraduate Students

Only coursework similar to that offered at Mount Mary University and with a grade of C (2.0) or better from another regionally-accredited college or university will transfer. There is no charge for transfer credits. A maximum of 72 credits

can be transferred from a junior college or two-year campus. **Note:** Students must satisfactorily complete a minimum of 30 credits at Mount Mary University to meet graduation residency requirement. Credit is not granted for retroactive credits received at another university or college.

Graduate Students

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

Articulation Agreements

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

Academic Honesty and Integrity Policy

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

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

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

Cheating

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

Plagiarism

- Students shall respect the contributions of others by documenting the source of ideas, charts,

figures, graphs, images, quotations, etc. in all assignments, whether written, oral, or graphic.

Interference

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

Misrepresentation

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

Abetting

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

Classroom Artificial Intelligence Use Policy

The University's Academic Honesty and Integrity Policy defines important obligations students have regarding their academic and non-academic pursuits. The Artificial Intelligence (AI) Use Policy is a subset of the University's Academic Honesty and Integrity Policy, intended to clarify the responsibilities of students using AI.

Generative artificial intelligence (AI) tools such as ChatGPT, Gemini, and Copilot, and generative AI Writing Assistance tools, such as Grammarly, are shaping our work the work we do in teaching and learning. When used within the scope of the policy and within the guidelines designated by the instructor, generative AI can be a helpful tool to support learning and provide opportunities to explore and understand information. When used improperly, there is risk of biased interpretation, incomplete or inaccurate information, lack of proper attribution and/or plagiarism. Students should exercise caution in the use of such tools and follow the explicit guidelines provided by each instructor that describe the level and type of AI use permitted in each course.

Students are ultimately responsible for the coursework they submit and should not attempt to submit any AI-generated work as their own. Per the University's Academic Honesty and Integrity Policy, all submitted work should include correct and complete citations. Specifically, students are not to use unauthorized assistance in coursework, internships, fieldwork, or scholarly activities unless such assistance has been authorized specifically by the course instructor.

Instructors assign one of three AI levels (full use, guided use, or restricted use) to each course, as designated in their course syllabus. In general, predictive text tools built into commonly used applications are permissible in all three levels.

Full Use: Students may use any AI writing tool to help with brainstorming and improve their writing style, clarity, and expression (grammar, punctuation, spelling, sentence starters, transitions between paragraphs), as well as predictive AI tools built into common applications. It is the student's responsibility to verify the credibility, accuracy, and trustworthiness of all information used from AI tools. Any text copied directly from an AI tool into their own writing assignments without appropriate citation is considered plagiarism. If an instructor finds or suspects a student has plagiarized, the student will be expected to meet with the instructor to discuss the impact of the student's actions on their grade. Any violation of the Academic Honesty and Integrity Policy is subject to additional action, as outlined in the University's policy.

Guided Use: Students may use AI generative technologies as directed by the instructor. They may fully use predictive AI tools built into common applications. In this course, students will use generative AI in a guided manner to ensure students are meeting the student learning outcomes that structure this course and others in our program. AI use guidelines will be defined and provided with each relevant learning activity.

Restricted Use: Students should refrain from using generative AI tools in this course. They may use predictive AI tools built into common applications. In this course, students will not use generative AI to ensure students are meeting the student learning outcomes that structure this course and others in our program. Any use of generative AI in this course is a breach of the University's Academic Honesty and Integrity Policy and subject to disciplinary action, as outlined in the University's policy.

Procedure for Violations of Academic Integrity for Undergraduate & Post-Baccalaureate Students

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

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

1. The faculty member shall, whenever possible, meet with the student to present and discuss the allegation.
2. The faculty member shall determine whether the student has violated a principle of academic integrity and, if this is the case, shall impose a disciplinary action.
3. Disciplinary action, depending on the seriousness of the offense, could include one or more of the following:
 - Issuing a warning;
 - Requiring the student to re-do the assignment;
 - Lowering the grade for the work turned in;
 - Giving a zero/no credit for the assignment/project;
 - Failing the student for the course.
4. A faculty member who imposes any of the above penalties (or a variation befitting the infringement) shall also submit a *Documentation of Concern Form* to the School Dean.
5. The faculty member shall inform the student that an academic misconduct file will be created and maintained until the student's graduation, at which time the file will be destroyed.
6. If the *Documentation of Concern Form* submitted is not the first to be filed, then the School Dean, not the faculty member, shall determine the disciplinary action, which may include any of the above, or suspension, or dismissal from the University.
7. If the *Documentation of Concern Form* submitted has been found to have merit, then the student's advisor(s) will be informed of the concerns presented and the actions taken.
8. Any appeal regarding a disciplinary action shall be made in writing to the Vice President for Academic Affairs (VPAA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPAA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a hearing in which the student and faculty member present

information. This hearing shall occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPAA, who shall make a decision and notify the student and all others involved. The decision of the VPAA is final.

Procedure for Violations of Academic Integrity for Graduate, Post-Masters, & Doctorate Students

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

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

1. The faculty member shall, whenever possible, meet with the student to present and discuss the allegation.
2. The faculty member shall determine whether the student has violated a principle of academic integrity and, if this is the case, shall impose a disciplinary action.
3. Disciplinary action, depending on the seriousness of the offense, could include one or more of the following:
 - Issuing a warning;
 - Requiring the student to re-do the assignment;
 - Lowering the grade for the work turned in;
 - Giving a zero/no credit for the assignment/project;
 - Failing the student for the course.
4. A faculty member who imposes any of the above penalties (or a variation befitting the infringement) shall also submit a *Documentation of Concern Form* to the Dean of the School for the specific Graduate Program.
5. The faculty member shall inform the student that an academic misconduct file will be created in the office of the Dean of the School for the specific Graduate Program until the student's graduation, at which time the file will be destroyed.
6. If the *Documentation of Concern Form* submitted is not the first to be filed, then the Dean of the School for the specific Graduate Program, not the faculty member, shall determine the disciplinary action, which may include any of the above, or suspension, or dismissal from the University.
7. If the *Documentation of Concern Form* submitted has been found to have merit, the student's advisor(s) will be informed of the concerns presented and the actions taken.
8. Any appeal regarding a disciplinary action shall be made in writing to the Vice President for Academic

Affairs (VPAA) within 15 school days of the decision. The student or faculty member must also submit all supporting documentation that had been considered at the previous stages. The VPAA shall appoint a panel consisting of at least two faculty members from outside the involved program and one faculty member from the involved program. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 15 school days of receiving the appeal. This panel shall review evidence and make a recommendation to the VPAA, who shall make a decision and notify the student and all others involved. The decision of the VPAA is final.

Academic Probation and Dismissal from the University (Undergraduate)

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

1. A student on probation whose cumulative GPA remains below a 2.0 will be subject to dismissal.
 - If the student on probation whose cumulative GPA increases but is still below 2.0 and earns a term GPA of 2.0 or higher, the student will be granted a second probationary semester to achieve the required 2.0 GPA.
2. A student on probation whose cumulative GPA increases to above 2.0 at the end of the summer term will be off probation.
3. A student on probation whose cumulative GPA does not reach 2.0 or above after the summer term will receive a full probationary semester to raise their GPA.
4. A student who is dismissed, reinstated, and then dismissed again for failure to achieve a cumulative GPA of 2.0 or greater, will not be eligible for another reinstatement.

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

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

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

Academic Probation, Warning, and Dismissal (Graduate)

A graduate student admitted on probation, who earns an additional grade of BC or below, may be dismissed from the University. Any graduate student who receives a grade of BC or below will be given an academic warning. A student who has received an academic warning and receives another grade of BC or lower may be dismissed. Failure to pass a practicum, fieldwork, or internship; a grade of Unsatisfactory Progress (UP); or a grade of No Pass (NP) on a project or thesis shall be grounds for academic warning or dismissal. In all cases, the Dean of the

associated school will review each case in consultation with the Program Director to determine if dismissal is appropriate.

Probationary Status Removed

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

Reinstatement after Dismissal

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

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

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

Academic Standing

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

Each undergraduate student is expected to maintain a minimum 2.0 grade point average. An undergraduate student whose cumulative average falls below the minimum requirement of 2.0 will be placed on academic probation. If a student's grade point average drops below 2.0 in her final semester, she will not be permitted to graduate until she raises her GPA to the required minimum.

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

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

Advising

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

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

Attendance Policy

Students are expected to attend all scheduled classes in the courses for which they are registered. This policy is based on the belief that all members of the class, students as well as faculty, are integral to the learning process and that absence will have a detrimental effect on the student's academic achievement. Individual faculty members announce during the first week of classes each semester the extent to which class attendance and participation are required in the course. These requirements are described in the course syllabus.

Students are responsible for meeting the requirements, as specified by the course instructor. Evidence of engagement in fully or partial online asynchronous courses is required; criterion are included in the course syllabus. Student absences from required coursework, quizzes, and examinations for sickness or other justifiable cause may occur; however, this is still considered an absence and may have an impact on the final grade for the course. Arrangements for making up work missed are determined by the instructor and the student.

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

Classification of Students

Undergraduate: A full-time student must carry at least twelve (12) credit hours a semester. Students who have earned fewer than 30 credits are classified as first-year students. Minimum requirement for sophomore status is 30 hours of credit; for junior status, 60 credits; and for senior status, 90 credits.

Graduate: Graduate students are considered to be enrolled full-time if they carry at least six (6) credits per semester (including summer), and part-time if they carry at least three (3) credits per semester (including summer).

Continuing Education

Various divisions/departments and programs within the college award academic credit, certificates of completion, continuing education units, archdiocesan clock hours, Wisconsin Department of Public Instruction clock hours, or other crediting systems appropriate to the course expectations and to the profession. Information regarding continuing education opportunities is available through the Admissions Office.

Core Curriculum Requirements 2026-2027 (Undergraduate)

The structure of the 4Cs Core is built on the 4Cs values: competence, community, compassion, and commitment. Each value is defined according to the charisms of our founders and sponsors, the School Sisters of Notre Dame, and its corresponding curriculum below.

In a student's first year, they focus on **Competency** – the commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates. In addition to introductory courses in the student's major, students will build a strong foundation in fundamental college skills

including critical thinking, reading, writing, public speaking, math, and student success skills. Students will also develop a strong understanding of Mount Mary's mission and be introduced to the benefits of a liberal arts education.

In a student's second through fourth years, they focus on **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, and **Compassion** – an overt expression of concern and purposeful action that fosters human development and unity. These values are outward facing, allowing the student to explore theories and perspectives beyond themselves and, in most cases, their major disciplines. Students choose five courses from distributive categories designed to offer academic breadth. This reflects Mount Mary's commitment to the Catholic Intellectual Tradition, a heritage within which our students seek out and cling to truth wherever they may find it.

Commitment, described as “a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change” is the final value where students commit inwardly to their own well-being and the development of themselves as whole persons. In committing to their personal development, they will recognize their responsibility to commit outwardly to lead change in their families, communities, and society. Consistent with the mission, students take on those leadership roles with integrity and a deep sense of social justice arising from a sensitivity to moral values and Christian principles—values and principles shared across the world's great traditions. All students are required to take the same financial literacy course (BUS 205 Personal Finance) and choose one theology course from a range of offerings.

A minimum of 30 credits is required to meet the core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical category designator following the course code in this catalog. For example, ART 101 Drawing meets the Artistic Inquiry (ai) category requirement. Refer to the Academic Policies section of this Catalog for details on specific graduation requirements.

The five core categories include: artistic inquiry, scientific inquiry, global perspectives, civic engagement, and human connection. Student learning outcomes for each core category are listed below.

Artistic Inquiry

- Students will produce, present, or perform artistic works through individual creative expression and with artistic intent.
- Students will articulate ideas and interpretations and express them by formulating original interpretation and developing a well-supported position.

Global Perspectives*

- Students will articulate a world view or frame of reference beyond their own experience.
- Students will recognize the ways cultural differences shape global complexities.

Human Connection

- Students will apply concepts and theories of a discipline to communicate ideas and demonstrate empathy for the human experience.
- Students will use critical thinking skills to analyze evidence, interpret events, and examine behavior of individuals, institutions, cultures, religions, and/or society.

Civic Engagement

- Students will analyze the connection between social justice and civic engagement, understanding ways civic action and advocacy efforts can address systemic inequalities, empower marginalized voices, and promote positive social change.

- Students will pose authentic questions and critically evaluate diverse sources of information to analyze complex civic issues and form well-reasoned opinions.

Scientific Inquiry

- Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions.
- Students will effectively communicate scientific knowledge and determine how scientific theory differs from opinion.

* A world language course is required to satisfy the Global Perspectives category requirement. Many students enter the University with the requirement met in high school and can take any course in the Global Perspectives category. Any student who does not meet the requirement with their high school transcript will be required to take a world language course, which will satisfy the Global Perspectives category.

Similar to the current core, students will be able to complete some of the core with their program requirements, essentially counting for *both* their program and core requirements. The extent to which credits can overlap depends on a student's major(s) and minor(s).

4 Cs CORE CURRICULUM REQUIREMENTS		Academic Year 2026-2027
		Minimum 3 credits for each requirement
Competency: Year 1		Credits
FYS 100	First-Year Seminar (<i>waived for students with 15 or more transfer credits; this does not include high school dual credit or AP courses</i>)	3
ENG 110	Intro to College Writing (<i>waived for students with 15 or more credits</i>)	3
ENG 120	College Research Writing	3
COM 105	Professional Presentations	3
MAT	Math Course	3-4
Community and Compassion: Years 2 - 4		
	Artistic Inquiry Course (ai)	3
	Global Perspectives Course (gp)	3
	Human Connection Course (hc)	3
	Civic Engagement Course (ce)	3
	Scientific Inquiry Course (si)	3
Commitment: Years 2 - 4		
BUS 205	Personal Finance	3
THY	Theology Course (choose any one THY course)	3

Core Curriculum Requirements Prior to 2025-2026 Academic Year (Undergraduate)

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

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

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

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

A minimum of 43 credits (40 credit if Leadership for Social Justice is waived- transfer students only) is required to meet the core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code in this catalog. For example, COM 105 (cm) counts in the Communication/Mathematics realm. Refer to the Academic Policies section of this Catalog for details on specific graduation requirements.

The **Philosophy/Theology (phi/thy)** realm presents an overall definition of the meaning of life. Through study of theology and philosophy, students reflect on their own identity, their purpose in life, and their relationship with God. Students are required to earn 10 or more credits in the philosophy/theology realm. These credits must include the introductory course entitled “Search for Meaning,” three or more credits in theology, and three or more credits in philosophy.

The **Communication/Mathematics (cm)** realm develops a student’s ability to express herself and translate others’ self-expression. Through the communication arts of composition, speech, linguistics, world language, mathematics, and computers, students learn to communicate the meanings they discover in other realms. Students are required to earn eight or more credits in the Communication/Mathematics realm. These credits must include an appropriate mathematics course, one semester of a world language, ENG 120, and a minimum of three credits in a designated public speaking course.

The **Humanistics (hum/bes/his)** realm focuses on the relationships among people. Through the study of history, political science, sociology, psychology, anthropology, cultural geography, and economics, students explore past and present societies. Students are required to earn nine or more credits in the Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

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

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

All traditional-age, first-year students **with fewer than 15 credits** are required to take **SYM 110 Leadership for Social Justice Seminar**. Some programs require this course for all of its students. This course may count toward the 43-credit core requirement, but does not satisfy a requirement in any specific realm.

Global Competency

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

World Language Requirement

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

- Successful completion (passing grade) of at least three credits in an appropriate world language course(s) at Mount Mary University;
- Two years of study of the same language in high school with average grades of C or higher;
- Three or more years of study of the same language in high school with passing grades;
- Transfer of an appropriate college-level world language course with a grade of C or higher;
- Successful completion of a language proficiency exam. Students wishing to use this option must contact a testing center for a proficiency exam in their language. Some institutions may charge a fee for this exam. Students are responsible for ensuring the results of such an exam are communicated to the Admissions Office at Mount Mary University;
- A score on the TOEFL (Test of English as a Foreign Language) exam that qualifies a non-English speaking international student for admission to the University; (Available for international students only.)
- Documentation from the student's guidance counselor or advisor to indicate that the student is a non-native speaker of English (Available to all students).

Course Load and Overload

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

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

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

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

Dean's List of Undergraduate Students

After the completion of each semester, the Vice President for Academic Affairs will compile the Dean's List. To be eligible for this distinction, full-time students must have attained a grade point average in that semester of 3.5 or higher while completing at least 12 graded credits, and have no incomplete or failing grades. The Dean's List is based only on graded credits earned at Mount Mary University.

Declaration of Majors and Minors (Undergraduate)

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

Students who wish to declare a minor should discuss the proposed minor with the Chair of the appropriate academic division/department. Students must declare a minor prior to their final semester at Mount Mary. A *Change of Major/Minor/Certificate Form* must be completed and submitted to the Registrar's Office.

Dual Baccalaureate and Master of Public Health Degrees

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

Early College Credit Program (ECCP)

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

Elective Courses

Any course not taken as a core course or included in the selected major or minor, but taken to complete the requirement of 120 semester hours of academic credit, is considered an elective.

Fieldwork for Accredited Academic Programs

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

Final Examinations

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

If students have more than three examinations scheduled on the same day, they may request that one examination be changed to another day. In the event of an emergency that could prevent a student from taking an examination at the posted time, the student must contact the instructor or the School Dean of the student's major and individual arrangements will be made.

Grading Policies

Undergraduate Grade and Quality Points

The grades given for academic achievement are interpreted as follows*:

Grade		Quality Points	Numerical Equivalent
A	Superior	4.00	94-100
AB	Between A and B	3.50	<94-89
B	Above Average	3.00	<89-84
BC	Between B and C	2.50	<84-79
C	Average	2.00	<79-74
CD	Below Average	1.50	<74-69
D	Unsatisfactory, but Passing	1.00	<69-64
F	Failing	0.00	<64
P	Pass		64 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		

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

Graduate Grading System

Graduate courses are graded as follows:

Grade	Quality Points	Numerical Equivalents	Description
A	4.0	94-100	Superior: above average for graduate students
AB	3.5	<94-89	Good
B	3.0	<89-84	Average for graduate students; minimum transferable grade
BC	2.5	<84-79	Not acceptable; graduate credit awarded; grounds for warning and/or dismissal
C	2.0	<79-74	Not acceptable; graduate credit awarded; grounds for warning and/or dismissal
CD	1.5	<74-69	Not acceptable; graduate credit awarded; grounds for warning and/or dismissal
D	1.0	<69-64	Not acceptable; graduate credit awarded; grounds for warning and/or dismissal
F	0.0	<64	No credit awarded
W			Withdrawn
I			Incomplete
P		64 or above	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			Not pass; no credit awarded; grounds for dismissal

Incompletes

The incomplete grade is issued if/when a student has a significant emergency that occurs within the final 25% of a course. An incomplete will not be issued for emergencies that occur prior to the final 25% of the course.

An incomplete grade may be requested by the student if:

1. The student is passing the course at the time of the emergency and
2. The student has a justifiable and documented reason, beyond the control of the student (including, but not limited to, serious illness or injury or military service), for not completing the work.

If students have not completed all requirements of a course by the time of the final grading period, do not have a serious reason, and/or have not made arrangements with the instructor to receive an incomplete, they will be graded on the basis of work completed by the end of the grading period. Students request an extension of their incomplete if there are extenuating circumstances. The appeal letter should be sent to the instructor of the course and the Dean of the student's school. All decisions on extensions will be considered to be final.

When an Incomplete grade is granted, outstanding work for the course in question must be completed no later than the end of the semester following that in which the incomplete is granted. At that time students will receive the grade that their work merits. If no work is submitted, the incomplete grade will be assessed on the basis of work completed by the end of the grading period. A *Course Completion Agreement Form*, signed by both the student and faculty member involved, must be filed in the Registrar's Office as a formal record of the details of the incomplete work and the student's awareness of the obligation to complete the remaining coursework successfully.

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

Pass/Fail (Undergraduate)

To encourage students to explore areas and to broaden their interests, juniors and seniors are permitted to take elective courses outside their major(s) on a Pass/Fail basis. Core curriculum courses may not be taken P/F. Within these two years, a student may take up to 16 credits on the Pass/Fail system. A grade of Pass or Fail rather than a letter grade is given for each course. The credits for such courses apply toward graduation, but the Pass/Fail grades are not included in the student's grade point average.

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

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

Auditing

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

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

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

Cumulative Grade Point Average

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

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

Course	Grade	Quality Pts.
College Composition	AB	3.5 x 3 credit hours = 10.5
Drawing	B	3 x 4 credit hours = 12
Introductory Psychology	A	4 x 4 credit hours = 16
Introductory Algebra	C	2 x 4 credit hours = 8
		15 credit hours = 46.5 total quality
		GPA = quality points divided by credit hours
		GPA = 46.5/15 = 3.1

Academic Forgiveness: Grade Point Average for a Returning Undergraduate Student

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

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

Transfer Credit

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

Repeating a Course

A course repeated in an attempt to improve a grade counts only once for credit. The grade for that course is the highest grade earned, even if the most recent grade is lower than that received upon a previous attempt. Both grades will appear on the transcript but only the highest grade earned will be used in the calculation of the GPA.

Grade and Other Academic Appeals (Undergraduate)

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

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

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

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

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

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

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

The student submits:

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

The faculty member shall provide the student with a written statement of the reason for the 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 Division/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 Division/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 Division/Department, then the student proceeds to Step Four.

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

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

The School Dean appoints a panel consisting of two faculty members from outside the involved division/department and one faculty member from the involved division/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 Division/Department, panel members, and the Vice President for Academic Affairs within 5 business days from the recommendation of the panel.

Grade and Other Academic Appeals (Graduate)

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

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

NOTE: Individual graduate programs may have policies and procedures that supersede the following process in order to uphold discipline specific accreditation, licensure, certification, or ethics code requirements. Please refer to specific graduate program handbooks for additional information.

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

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

Step One: Informal Appeal (within 10 business days)

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

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

The student submits:

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

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

Step Three: Formal Written Appeal to Chair of the Division/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 Division/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 the decision within 5 business days of receiving the appeal. If the action which prompted the appeal involves the Chair of the Division/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 division/department and one faculty member from the involved division/department. The panel shall conduct a hearing in which the student and faculty member present information. This hearing shall occur within 10 business days of receiving the appeal.

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

Graduate Courses

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

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

Graduation and Commencement

Mount Mary University allows students to graduate in May, August, or December. The University currently has a commencement ceremony in May only. Additional information concerning a student's eligibility to participate in commencement early can be found [here in this catalog](#) and application deadlines can be found on the [Academic Calendar](#).

Undergraduate Graduation Requirements

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

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

Application for Graduation

Prior to their last semester before graduation, undergraduate students must consult with the Registrar's Office for a credit evaluation/graduation audit. The credit evaluation consists of a review of all degree requirements (majors, minors, core, and minimum credits required for the degree). The University recommends that students:

- Enrolled in traditional 4-year bachelor's degrees (120 credits minimum) schedule their credit evaluation/graduation audit when they have earned approximately 75 credits (typically during the second semester of their junior year)
- Enrolled in Reduced Credit degree programs should schedule their credit evaluation/graduation audit when they have earned approximately 60 credits (typically at the end of the second semester of their sophomore year).

No later than the beginning of their final semester, students are required to file a formal application for a degree online with the approval of their major, minor, and certificate advisors and to ascertain with the Business Office that they have met all their financial obligations to the University. The deadline for submitting the application is the end of the third week of the semester in which they expect to graduate. The specific date is published each semester in the academic calendar. Failure to submit this application by the deadline may result in postponement of the conferring of degree until the next graduation period.

Important Reminders

- Submission of a request to walk early does not guarantee that the student has been approved to do so. The Registrar's Office will confirm that the student has met the stipulations listed above and will contact the student directly to confirm or deny their request no later than February 10.
- Students who walk early will participate in the ceremony the exact same way graduating students do. Students who walk early are responsible for purchasing proper regalia and arriving at the ceremony on time.
- If a walk-early student is present at the ceremony, their name **will** be called. There is no need to confirm this prior to the ceremony. Once the student receives an email with an approval to walk early, no other action is necessary to be included in the ceremony.
- Students who are approved to participate in commencement early in May do not officially graduate at that time. Rather, they will graduate in August when their degree requirements are complete.

If there are any questions about this policy, please reach out to the Registrar's Office directly- in person at NDH room 153, via email at mmu-registrar@mtary.edu, or via phone at 414-930-3062.

Summary of Requirements for Undergraduate Degrees

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

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

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

Bachelor of Business Administration (B.B.A.)

Bachelor of Science in Nursing (B.S.N.)

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

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

For baccalaureate degrees a student must:

- Complete at least the minimum credit requirement for the degree program, which is listed on the student's Advising Worksheet (which can include AP/IB/CLEP credits, transfer credits earned at other institutions, as well as credits earned at Mount Mary University);
- Complete satisfactorily a minimum of 30 credits at Mount Mary University to meet residency requirement;
- Fulfill all program-specific and core requirements
- Maintain a cumulative grade point average of 2.0;
- Have been accepted into at least one recognized major area of study and have fulfilled all requirements of that major;
- Participate in the required assessment (core and major);
- Complete the required graduation audit of core (in the Registrar's Office) and of major (by division/department) credits;

Graduate Degree Completion Requirements

Time Limit

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

Research

Use of human subjects for research or instructional purposes is subject to review and approval by the Institutional Review Board (IRB) for the Protection of Human Subjects, a standing committee with members appointed by the Vice President for Academic Affairs. All research, in which human subjects are used, whether by faculty, staff, or students, must be approved in advance through the IRB process. The IRB publishes a set of

guidelines in compliance with applicable federal statutes, which must be followed whenever human subjects are involved in research. Copies of the policies, procedures, and application may be obtained on My Mount Mary.

Culminating Experience

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

Continuing Registration Requirement

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

Satisfactory Academic Progress

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

Graduation Requirements

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

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

Catalog of Graduation Requirements

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

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

Request to Participate in Commencement Early (August graduates only)

August graduates can request to "walk early" in the May commencement ceremony for a variety of reasons, but the student must meet the following criteria:

The student will need to submit their August graduation application by the application deadline for the May commencement ceremony (February 1 and the student's advisor must approve their request no later than February 15). At the time of May commencement, the student can have no more than 6 credits remaining to be completed by the August graduation conferral date.

Please contact your academic advisor and the Registrar's Office if you have any questions about this policy.

Graduation with Honors (Undergraduate)

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

The University does not calculate honors for graduate or doctorate degrees as well as post-baccalaureate and post-master's certificates.

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

Honors Program (Undergraduate)

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

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

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

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

First-year students achieving a 3.5 GPA upon completion of the first semester also may apply for admission to the program. Any current Mount Mary student, full- or part-time, with at least a 3.5 GPA, is eligible to join the program. Transfer students who come to Mount Mary with a 3.5 grade point average from their previous college may join the program. Returning students need to complete 12 credits with a 3.5 GPA before applying for admission to the program.

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

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

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

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

Leave of Absence

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

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

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

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

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

Majors (Undergraduate)

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

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

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

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

General Studies Major

The General Studies major is designed to provide an opportunity for undergraduates who hold associate degrees in any field from an accredited college to earn a Bachelor of Arts degree.

Student-Designed Majors

Students may design their own majors by working with the Division Chair of Humanities who, along with the Dean of the School of Arts & Sciences, assists students in preparing the rationale and proposal and may serve as an academic advisor. Students cannot pursue more than one student-designed major at any time.

Double Majors

Any student may complete a double major, provided that she earns a separate set of 24 credits for each major. It is important for a student pursuing a double major to consult regularly with both Division/Department Chairs.

Concentration

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

Minors (Undergraduate)

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

Pre-baccalaureate Certificates

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

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

Preferred Name Policy

Mount Mary University allows students to and employees to utilize a preferred name when possible. While we strive to accommodate preferred names whenever possible, certain legal, regulatory, or operational requirements may necessitate the use of legal names in specific contexts. We are committed to navigating these requirements while upholding our commitment to inclusivity and respect for all individuals. Legal names will be utilized for legal and financial documents, transcripts, and other official records where required by law, policy, or operational requirement.

Registration

Selection of courses for current students for the following semester begins in the current fall or spring semester. Registration information can be found online on My Mount Mary under the My Academics tab in the “Student Registration” and “Add Drop Courses” section. No one is permitted to attend class who has not registered. The names on the class list indicate to the instructor that these students have completed the registration process.

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

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

Changes in course registration (adds & drops) must adhere to deadlines published in the academic calendar. Changes that cannot be made online generally require the instructor’s and advisor’s signature. The last day to drop a course with a “W” grade is ordinarily when approximately 60% of the course meetings have been held. The exact date can be found in the official academic calendar, published online at My Mount Mary (my.mtmary.edu). If a student stops attending after the last day to withdraw from a course, the student will receive the grade earned in the course at the point of last attendance. Once a grade has been assigned, withdrawal from a course is not permitted.

Ceasing to attend a course, notifying the instructor, or non-payment of tuition does not constitute authorized dropping of a course; such actions will result in academic and/or financial penalty and liability for full tuition payment. The student will receive the grade earned in the course at the point of last attendance. “Add/Drop” for undergraduates can be done online until the census date. After that time, the “Single Course Drop/Withdrawal Form” is available to use online on My Mount Mary until the last day to drop courses. Graduate students may add courses online until the census date and drop courses online until the last day to drop a course.

Students who receive federal financial aid funding should check with the Office of Financial Aid when any changes are made in course registration.

A student may not receive credit for any course for which they are not officially registered.

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

Reserved Credit

An option for upper-level, high-achieving (generally 3.3 GPA or higher), undergraduate Mount Mary students is to earn *Reserved Graduate Credit*. The credits earned must be in excess of the 120 required for the undergraduate degree. A maximum of 12 *Reserved Graduate Credits* may be taken. *Reserved Graduate Credits* may not be applied to meet undergraduate requirements and may not be used towards a full-time course load for financial aid purposes.

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

Residency Requirement (Undergraduate)

Students must complete at least 30 credits at Mount Mary University to meet the residency requirement.

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

State Authorization Reciprocity Agreement (SARA)

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

Study Abroad

International Programs

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

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

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

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

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

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

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

Exchange Semester

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

Transcripts

Mount Mary University has authorized the National Student Clearinghouse to provide transcript ordering via the Web. Students and alumni can order transcripts using any major credit card. The payment method will only be charged after the order has been completed. To order an official transcript(s), log-in to the Clearinghouse secure site www.studentclearinghouse.org. Step-by-step directions for ordering, delivery options, and applicable fees are provided. A processing fee will be charged per recipient. Order updates will be emailed and orders can be tracked online. For assistance, contact the National Student Clearinghouse's transcript ordering service help center or call 1-703-742-4200; or contact the Registrar's Office by email at mmu-registrar@mtmary.edu or by phone 414-930-3062.

Withdrawal

Withdrawals from the University are processed through the Registrar's Office (Notre Dame Hall 153). The last day to withdraw from the University with grades of "W" coincides with the last day to withdraw from a course and is noted on the academic calendar. If a student stops attending a course after the last day to withdraw, the student will receive the grade earned in the course at the point of last attendance.

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

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

Re-entry to the University after a Withdrawal

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

Academic Structure

School of Arts & Sciences

Arts & Design Division
Business, Communication, & Technology Division
Humanities Division
Math & Sciences Division

School of Graduate Health & Professional Programs

Art Therapy
Counseling
Dietetics
Education
Occupational Therapy
Social Work

School of Nursing

BSN Pre-Licensure

Academic Programs

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

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

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

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

Undergraduate Programs

Bachelor of Arts

- Art Therapy
- Communication
 - Communication Studies Concentration
 - Health Communication Concentration
 - Pre-Global Health Equity
 - Pre-MPH Health Communication Concentration
- Computer Science
- Criminal Justice
- Digital Marketing
- Education
 - Early Childhood/Elementary
 - Early Childhood Concentration
 - Educational Studies Concentration****
 - Kindergarten through 9th Grade Concentration
 - Kindergarten through 12 Grade
 - Art Education
 - Mathematics Education
 - Religious Studies***
 - Spanish Education
 - Grades 4-12
 - English and Language Arts Education
 - Social Studies Education
- English
 - Creative Writing Concentration
 - Literature Concentration
 - Writing for New Media Concentration Fashion Design
- Fashion Design
- Fashion Business
- General Studies
- Global Studies
- History
- Interior Architecture & Design
- Interior Merchandising
- Mathematics
- Philosophy
- Public Relations
- Spanish
 - Pre-Global Health Equity
- Student-Designed Major
- Studio Art
- Theology
- Web Design

Bachelor of Business Administration

- Accounting
- Business Administration
- Business Analytics

Bachelor of Science

- Biochemistry
- Biology
 - Biology General Sequence
 - Environmental Sciences Sequence
 - Health Sciences Sequence
- Computer Science
- Cybersecurity
- Food Science Chemistry 3+2
- Education
 - Grades 4-12
 - Science Education
- Exercise Science
- Exercise Science 3+2
- Healthcare Administration
- Human Biology
 - Pre-Dietetics
 - Pre-Occupational Therapy
 - Pre-Pharmacy Concentration
- Psychological Science
 - Pre-Dietetics Concentration
 - Pre-Masters of Public Health Concentration
 - Pre-Occupational Therapy Concentration
- Student-Designed Major

Bachelor of Science in Nursing

- Pre-licensure BSN Program

Bachelor of Social Work

- Social Work

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

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

Minors

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

- Artificial Intelligence Literacy
- Art Therapy
- Bilingual Education
- Biochemistry
- Biology
- Business Analytics
- Business Merchandising
- Communication
- Computer Science
- Creative Writing
- Cybersecurity
- Digital Marketing
- Entrepreneurship
- Exercise Science
- Global Studies
- Healthcare Administration
- History
- International Studies
- Justice
- Journalism
- Linguistics
- Literature
- Mathematics
- Health Sciences Humanities
- Multidisciplinary Arts
- Philosophy
- Political Science
- Psychology
- Public Relations
- Spanish
- Studio Art
- Theology
- User Experience Design
- Women's & Gender Studies
- Writing for New Media

Pre-Professional Programs

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

- Chiropractic Medicine
- Dentistry
- Law
- Medicine
- Optometry
- Osteopathic Medicine
- Veterinary Medicine

Post-baccalaureate Certificates

- Accounting
- Biochemistry
- Biology - Environmental Sciences
- Biology - Health Sciences
- Business Administration
- Business Administration- Human Resources
- Business Analytics
- Computer Science
- Cybersecurity
- Dietetics
- Digital Marketing
- Education Certificates
 - Early Childhood Education
 - Kindergarten through Grade 9 Education
 - Art Education
 - English and Language Arts Education
 - Mathematics Education
 - Science Education
 - Social Studies Education
 - Spanish Education
- English
 - Creative Writing
 - Literature

- Writing for New Media
- Exercise Science
- Fashion Business
- Fashion Design
- Food Science Chemistry
- Global Studies

- Interior Architecture & Design
- Spanish
- Studio Art
- Theology
- User Experience Design

Pre-baccalaureate Certificates

- Peacebuilding
- Spanish for Native & Heritage Speakers

Graduate & Doctorate Programs

- Art Therapy
 - Master of Science with an Emphasis in Counseling
- Business Administration
 - Master of Business Administration
 - Artificial Intelligence
 - Business Analytics
 - Cybersecurity
 - Finance
 - Healthcare Administration
- Counseling
 - Master of Science
 - Clinical Mental Health Counseling Concentration
 - Clinical Rehabilitation Counseling Emphasis
 - School Counseling Concentration
 - Doctor of Philosophy in Counselor Education and Supervision
- Dietetics
 - Master of Science
 - Integrated Master of Science in Nutrition and Dietetics (Pre-Professional)
 - Dietetics (Post-Professional)
- Education
 - Master of Arts
- Food Science
 - Master of Science
 - Food Processing Chemistry Certificate
 - Food Safety and Toxicology Certificate
 - Food Science Research Certificate
 - Food Science Research Certificate with Emphasis in Education
 - Food Science Research Certificate with Emphasis in Business
- Occupational Therapy
 - Master of Science
 - Occupational Therapy Doctorate

Undergraduate Academic Programs



Accounting

School of Arts & Science- Business, Communication, & Technology Division

The Accounting major provides students with the skills necessary to prepare, communicate, and interpret an organization's financial data. Mount Mary University requires a minimum of 120 credits to graduate. The Accounting Examining Board of the State of Wisconsin requires 120 college credit hours to take the CPA Exam, but 150 credits to achieve certification. These additional credits can be obtained through various undergraduate course offerings.

ACCOUNTING Credits required: 65 Note: 3.0 GPA in major courses required.		MAJOR Academic Year 2026-2027
Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	3
BUS 109	Data and Digital Literacy	3
BUS 201	Foundations of Data Analytics I	3
BUS 211	Financial Accounting (Grade of B required)	3
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 313	Intermediate Accounting I	3
BUS 314	Intermediate Accounting II	3
BUS 336	Accounting Information Systems	3
BUS 355	Cost Accounting	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 401	Income Tax I	3
BUS 402	Income Tax II	3
BUS 411	Auditing	3
BUS 412	Strategies for Emerging Technologies	3
BUS 451	Advanced Accounting	3
BUS 462	Finance	3
BUS 498	Internship	1

ACCOUNTING Credits required: 55 Note: 3.0 GPA in major courses required.		POST-BACCALAUREATE CERTIFICATION Academic Year 2026-2027
Course Code	Course Title	Credits
MAT 216	Statistics	4
BUS 109	Data and Digital Literacy	3
BUS 201	Foundations of Data Analytics I	3

BUS 211	Financial Accounting (Grade of B required)	3
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 313	Intermediate Accounting I	3
BUS 314	Intermediate Accounting II	3
BUS 336	Accounting Information Systems	3
BUS 355	Cost Accounting	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 401	Income Tax I	3
BUS 402	Income Tax II	3
BUS 411	Auditing	3
BUS 451	Advanced Accounting	3
BUS 462	Finance	3

Artificial Intelligence

School of Arts & Sciences- Business, Communication, & Technology Division

A minor in AI Literacy equips students with the essential knowledge and skills to understand, evaluate, and apply artificial intelligence in diverse fields. AI is transforming industries such as healthcare, business, education, and the arts. This minor empowers students from any major to leverage AI responsibly, enhance their problem-solving capabilities, and stay competitive in an increasingly tech-driven world. Whether you're pursuing a career in science, humanities, or professional studies, AI Literacy provides a critical edge in navigating and shaping the future.

ARTIFICIAL INTELLIGENCE (AI) LITERACY		MINOR
Credits required: 18		Academic Year 2026-2027
Note:		
Course Code	Course Title	Credits
ITS 110	AI for Everyone	3
ITS 210	AI for Decision Making	3
ITS 260	AI for Creativity and Design	3
ITS 310	AI Ethics	3
Choose 2 additional classes from the following:		
BUS 109	Data and Digital Literacy	3
COM 280	Going Viral & Growth Hacking	3
COM 340	Social Media Marketing	3
ITS 101	Programming for Everyone I	3
ITS 102	Programming for Everyone II	3
ITS 201	Foundations of Data Analytics I	3
ITS 202	Foundations of Data Analytics II	3
ITS 240	Introduction to Modern Cybersecurity	3
ITS 340	Network and System Security	3
UXD 101	User Experience I	3

APPLIED ARTIFICIAL INTELLIGENCE (AI)		MINOR
Credits required: 22		Academic Year 2026-2027
Course Code	Course Title	Credits
ITS 101	Programming for Everyone I	3
ITS 201	Programming for Everyone II	3
ITS 270	Introduction to Generative AI	3
ITS 280	Data Structures	3
ITS 320	Predictive Modeling in AI	3
ITS 470	Prescriptive AI	3
MAT 216	Statistics	4

Art Therapy

School of Arts & Sciences - Arts & Design Division

Art Therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active artmaking, the creative process, applied psychological theory, and human experience within a psychotherapeutic or helping relationship.

Mount Mary University's undergraduate degree in art therapy is a pre-professional and multidisciplinary program that prepares students for entry-level, human-service work and graduate study in art therapy or related helping professions. It follows the American Art Therapy Associations guidelines for undergraduate art therapy curriculum (<https://arttherapy.org/blog-aata-undergrad-pre-art-therapy-education-guidelines>).

The Undergraduate Art Therapy Program is open to students who are interested in learning about the healing properties of art and its ability to transform the lives of individuals, groups, and the community. Multidisciplinary coursework in Art Therapy, Studio Arts, Psychology, Social Work, and Sociology provide a strong academic foundation that prepares students to apply art therapy theory to practice in the human service field. A focus on art therapy community wellness models, artist identity, professional development, and practical applications of *art as therapy* techniques with diverse populations is emphasized. Working together with peers, artists, activists, art therapists and faculty, students learn what it means to participate in our multicultural, global world through such opportunities as internships, community art facilitation, and self-directed senior capstone projects.

The Art Therapy major fulfills all of the prerequisite requirements for graduate study of professional art therapy and other helping professions. A minor in Art Therapy is also available and may be of interest to students majoring in another fine arts or helping profession area of study. Mount Mary University's Art Therapy programs are nationally recognized for quality and leadership in art-based art therapy education.

ART THERAPY		MAJOR
Credits required: 57		Academic Year 2026-2027
Note: 3.0 GPA, Service Learning OR Internship in the community, and a capstone senior project are required.		
Course Code	Course Title	Credits
Art Group		
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 226 or ART 367	Painting or Watercolor	3
ART ____	Choose 1 additional 3 credit course from Studio Art offerings	3
ART____	Choose 1, 3 credit art history course (ART 231 OR ART 232 OR ART 320)	3
Psychology Group		
SWK 210	Race, Gender, and Class	3
SOC 220	Conflict Transformation & Peacebuilding	3
PSY 103	Introductory Psychology	3

PSY 214	Developmental Psychology	3
PSY 325	Psych Disorders & Mental Health	3
PSY 365	Psychology of Personality	3
Art Therapy Group		
ATH 201	Introduction to Art Therapy (Reserved for ATH majors & minors, all ATH majors must take this course)	3
ATH 230	Media & Methods in Art Therapy (Prerequisites: ATH 201 or ATH 275)	3
ATH 332	Multicultural Arts	3
ATH 345 or ATH 495	Service Learning (Prerequisites: ATH 201 or ATH 275, ATH 230, ATH 390) or Internship (Prerequisites: ATH 201, ATH 230, ATH 390)	2 or 2
ATH 375	Special Topics in Art Therapy	1 -3
ATH 390	Community Art Facilitation (Prerequisites: ATH 201 or ATH 275, ATH 230)	3
ATH 497	Professional & Ethical Considerations in Art Therapy (Prerequisites: ATH 201 or ATH 275)	3
ATH 498	Senior Capstone (hybrid: online synchronous & on campus) (Prerequisites: ATH 210, ATH 230, ATH 345 or ATH 495, ATH 390, ATH 497)	2

ART THERAPY		MINOR
Credits required: 22		Academic Year 2026-2027
Course Code	Course Title	Credits
ATH 201 or ATH 275	Introduction to Art Therapy or Art for the Helping Professions	3
ATH 230	Media & Methods in Art Therapy (Prerequisite: ATH 201 or ATH 275)	3
ATH 332	Multicultural Arts	3
ATH 345	Service Learning (Prerequisites: ATH 201 or ATH 275, ATH 230, ATH 390)	2
ATH 390	Group & Community Art Facilitation Techniques (Prerequisites: ATH 201 or ATH 275, ATH 230)	3
ATH 497	Professional & Ethical Considerations in Art Therapy (online synchronous) (Prerequisites: ATH 201 or ATH 275)	3
ATH 498	Senior Capstone (hybrid: online synchronous & on campus) (Prerequisites: ATH 210, ATH 230, ATH 345 or ATH 495, ATH 390, ATH 497)	2
ART__OR ATH__	3 credits Studio Art (ART), or ATH Electives	3

Biochemistry

School of Arts & Science- Math & Sciences Division

The Biochemistry Program invites students to apply chemistry to everyday life. Biology and chemistry courses are woven together in this major to advance the understanding of biological systems at the molecular level. Coursework emphasizes data analysis and problem solving along with broad scientific literacy, basic laboratory techniques and relevant computer applications. Laboratory experience with emphasis on methods is an integral part of biology and chemistry courses. The program offers the Biochemistry major and a Biochemistry Minor. Information regarding a Science Education Major can be found in the Education section of this Catalog.

Biochemistry majors in good academic standing must maintain a 2.2 GPA in all courses required for the major and a cumulative GPA of 2.0.

BIOCHEMISTRY Credits required: 62		MAJOR Academic Year 2025-2026
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Biology course:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 201	Cell Biology	3
Required Chemistry courses:		
	Introduction to the Major	1
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
CHE 333	Organic Chemistry I and Lab	4
CHE 334	Organic Chemistry II and Lab	
CHE 352	Biochemistry I and Lab	4
CHE 416	Biochemistry II and Lab	4
SCI 308	Chemistry Seminar	1
Required Mathematics course		
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
Required Physics course:		
PHY 201	General Physics I and Lab	4
Required science courses		
SCI 107	Intro to Biology and Biochemistry	1
SCI 108	Flourishing in the sciences	1
SCI 308	Science Seminar	1
Required Statistics course		

MAT 216	Statistics	4
Choose 1 from the following Biology courses:		
BIO 325	Microbiology	4
BIO 337	Genetics and Lab	4
Choose 1 from the following math/physics courses:		
PHY 202	General Physics II and Lab	4
MAT 325	Discrete Math	4
Choose 1 from the following courses:		
CHE 483	Molecular Modeling	3
CHE 484	Special Topics in Chemistry	
Choose 1 from the following courses:		
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3

BIOCHEMISTRY FOOD SCIENCE SEQUENCE		MAJOR
Credits required: 64		Academic year 2025-2026
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Biology courses:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
SCI 107	Introduction to the Major	1
BIO 325	Microbiology and Lab	4
BIO 337	Genetics and Lab	4
BIO 493	Biology Seminar	1
BIO 442	Advanced Microbiology	4
Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
CHE 333	Organic Chemistry and Lab	4
CHE 352	Biochemistry and Lab	4
Required Food Science courses:		
DTS 201	Food Science	3
DTS 250	Nutrition Principles	4
FSC 410	Food Chemistry and Lab I	4

FSC 412	Food Chemistry and Lab II	4
Required Mathematics course:		
MAT 111	Algebra I	4
Required Physics courses:		
PHY 201	Physics I and Lab	4
PHY 202	Physics II and Lab	4
Required Science course:		
SCI108	Flourishing in the Sciences	1
Required Statistics courses (select 1 option):		
PSY 310	Behavioral Science Statistics	4
MAT 216	Statistics	4

BIOCHEMISTRY		POST-BACCALAUREATE CERTIFICATION
Credits required: 36		Academic Year 2025-2026
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Biology courses:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 202	Introduction to Ecology and Evolutionary Biology and Lab	4
BIO 337	Genetics and Lab	4
Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
CHE 333	Organic Chemistry I and Lab	4
CHE 352	Biochemistry I and Lab	4
CHE 416	Biochemistry II and Lab	4

BIOCHEMISTRY		MINOR
Credits required: 20		Academic Year 2025-2026
Note: 2.2 GPA in the minor and 2.0 GPA overall.		
Course Code	Course Title	Credits
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
CHE 333 or CHE 334	Organic Chemistry I and Lab or Organic Chemistry II and Lab	4
CHE 352 or CHE 416	Biochemistry I and Lab or Biochemistry II and Lab	4

BIOCHEMISTRY with FOOD SCIENCE CONCENTRATION		MINOR
Credits required: 31		Academic Year 2025-2026
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
CHE 333 or CHE 334	Organic Chemistry I and Lab or CHE 334	4
CHE 352 or CHE 416	Biochemistry I and Lab or Biochemistry II and Lab	4
Required Food Science Courses		
FSC 362 or	Food Science Nutrition OR	3
FSC 120 or	Contemporary Issues in Food OR	3
FSC 255 or	Sustainable Nutrients OR	3
FSC 150	Fundamentals of Baking	3
FSC 410	Food Chemistry and Lab I	4
FSC 412	Food Chemistry and Lab II	4

Biology

School of Arts & Science- Math & Sciences Division

The Biology majors explore complexity of life from cells through ecosystems. Biology courses emphasize data analysis and problem solving, along with broad scientific literacy, basic biological laboratory techniques and computer applications. The Biology in Health Sciences sequence prepares students to enter the professional world by providing skills and knowledge for success in post-professional schooling (Medical School, Graduate School), or employment in scientific industry. Each student works with a Biology faculty advisor to choose elective courses that best match her post-baccalaureate goal. Students who are interested in moving into environmental science, conservation or ecology are recommended to take the Environmental Science sequence. The Human-Biology pre-dietetics (listed in the Dietetics Department section of this catalog), Human-Biology pre-occupational therapy, or the Human-Biology pre-pharmacy are concentrations with a focused and directed outcome. The Science Education Major is a special major designed for students preparing to teach biology, chemistry, earth science or physics. Please see the Education section of the catalog for more information.

Biology majors in good academic standing must maintain a 2.2 GPA in all courses required for the Biology major and a cumulative GPA of 2.0.

BIOLOGY in HEALTH SCIENCE SEQUENCE		MAJOR
Credits required: 70		Academic Year 2025-2026
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Biology courses:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 202	Introduction to Ecology and Evolutionary Biology and Lab	4
SCI 107	Introduction to the Major	1
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
BIO 201	Cell Biology	3
BIO 325	Microbiology and Lab	4
BIO 337	Genetics and Lab	4
BIO 493	Biology Seminar	1
Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
CHE 333	Organic Chemistry I and Lab	4
CHE 352	Biochemistry I and Lab	4
Required Physics courses:		
PHY 201	General Physics I and Lab	4
PHY 202 or MAT 325	General Physics II and Lab or Discrete Math	4
Required Mathematics course:		
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
Required Science course:		

SCI 108	Flourishing in the Sciences	1
Required Statistics courses (select 1):		
MAT 216	Statistics	4
Must take at least 2 of the following courses:		
BIO 411	Exercise Physiology	3
BIO 415	Advanced Genetics	4
BIO 442	Advanced Microbiology	4
BIO 457	Ecology	4
CHE 416	Biochemistry II and Lab	4

BIOLOGY in ENVIRONMENTAL SCIENCES SEQUENCE		MAJOR
Credits required: 64		Academic year 2025-2026
Note: 2.2 GPA in the major and 2.0 GPA overall.		
Course Code	Course Title	Credits
Required Biology courses:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 201	Introduction to Ecology and Evolutionary Biology and Lab	4
SCI 107	Introduction to the Major	1
BIO/CHE 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
BIO 201	Cell Biology	3
BIO 325	Microbiology and Lab	4
BIO 337	Genetics and Lab	4
BIO 356	Developmental Biology and Lab	4
BIO 493	Biology Seminar	1
BIO 457	Ecology	4
Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 206	Organic and Biochemistry and Lab	4
CHE 222	Instrumental Quantitative Analysis and Lab	4
Required Mathematics course:		
MAT 111	Algebra I	4
MAT 113	Trigonometry	2
Required Science course:		
SCI 108	Flourishing in the Sciences	1
Required Statistics courses (select 1 option):		
MAT 216	Statistics	4
Must take 1 of the following :		
BIO 415	Advanced Genetics	4

BIO 442	Advanced Microbiology	4
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HUMAN BIOLOGY MAJOR PRE-OCCUPATIONAL THERAPY CONCENTRATION Credits required: 54 Academic Year 2025-2026		
Course Code	Course Title	Credits
Required Biology courses:		
BIO 100	Introduction to Cell & Molecular Biology and Lab	4
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
BIO 201	Cell Biology	3
BIO 356	Developmental Biology and Lab	4
BIO 411	Exercise Physiology	4
Required Chemistry course:		
CHE 113	General Chemistry I and Lab	4
Required Communication course:		
COM 105	Professional Business Presentations	3
Required Occupational Therapy courses:		
OCT 101	Orientation to Occupational Therapy	1
OCT 201	Medical Terminology	1
Required Physics course:		
PHY 201	Physics I and Lab	4
Required Psychology courses:		
PSY 103	Introductory Psychology	3
PSY 214	Developmental Psychology	3
PSY 325	Psychopathology	3
Choose one of the following:		
SOC 101	Introductory Sociology	3
ANT 102	Cultural Anthropology	4
Required Statistics courses (select 1 option):		
MAT 208	Statistical Literacy	3
MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4

HUMAN BIOLOGY MAJOR PRE-PHARMACY CONCENTRATION Credits required: 87 Note: In this program, students complete courses at Mount Mary University and the Medical College of Wisconsin Pharmacy Doctorate Program in order to earn a Mount Mary University undergraduate degree and a PharmD degree from Medical College of Wisconsin.		
Course Code	Course Title	Credits
Required Biology courses:		
BIO 100	Introduction to Cell & Molecular Biology and Lab	4
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
BIO 201	Cell Biology	3
BIO 325	Microbiology and Lab	4

Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4
CHE 333	Organic Chemistry I and Lab	4
CHE 334	Organic Chemistry II and Lab	4
CHE 352	Biochemistry I and Lab	4
Required Mathematics courses:		
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
MAT 216	Statistics	4
MAT 251	Calculus I	4
Required Occupational Therapy course:		
OCT 201	Medical Terminology	1
Required Physics Course:		
PHY 201	General Physics I and Lab	4
Required Economics course (select 1):		
BUS 301	Microeconomics	4
BUS 302	Macroeconomics	3
Medical College of Wisconsin Courses:		
PRM 510	Biochemistry	3
PRM 511	Genetics and Clinical Immunology	3
PRM 512	Human Anatomy and Physiology	3
PRM 561	Principles of Drug Action and Pharmacogenetics	5
PRM 562	Infectious Disease I	5
PRM 564	Infectious Disease II	5

BIOLOGY in HEALTH SCIENCES SEQUENCE		POST-BACCALAUREATE CERTIFICATION
Credits required: 24		Academic Year 2025-2026
Note: 2.2 GPA in the certificate		
Course Code	Course Title	Credits
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
BIO 325	Microbiology and Lab	4
BIO 337	Genetics and Lab	4
Required Chemistry courses:		
CHE 113	General Chemistry I and Lab	4
CHE 114	General Chemistry II and Lab	4

BIOLOGY ENVIRONMENTAL SCIENCES SEQUENCE		POST-BACCALAUREATE CERTIFICATION
Credits required: 18		Academic Year 2025-2026
Note: 2.2 GPA in the certificate and 2.0 GPA overall.		
Course Code	Course Title	Credits
BIO/CHE 216	Environmental Science	3

BIO 220	Contemporary Environmental Issues	3
BIO 325	Microbiology and Lab	4
BIO 337	Genetics and Lab	4
BIO 457	Ecology	4

BIOLOGY		MINOR
Credits required: 19		Academic Year 2025-2026
Note: 2.2 GPA in the minor and 2.0 GPA overall.		
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 202	Introduction to Ecology and Evolutionary Biology and Lab	4
Take 11 additional Biology credits BIO 105 may not be included.		11

Business Administration

School of Arts & Sciences - Business, Communication & Technology Division

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

Students can major in Business Administration or Business Administration: Human Resources (HR) Concentration.

The Business Administration minor provides a core of business knowledge for the non-business major. The Entrepreneurship minor is designed to give a non-business major an edge up in starting a small business in their chosen field. The Business Merchandising minor is designed for students majoring in Fashion Business, Interior Merchandising, or User Experience Design.

BUSINESS ADMINISTRATION		MAJOR
Credits required: 53		Academic Year 2026-2027
Note: 2.5 GPA in major courses required.		
Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	3
BUS 109	Data and Digital Literacy	3
BUS 201	Foundations of Data Analytics I	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 412	Strategies for Emerging Technologies	3
BUS 462	Finance	3
BUS 498	Internship	1
COM 270	Integrated Marketing Communications	3
	BUS or COM Electives (at least 6 credits)	6

BUSINESS ADMINISTRATION		POST-BACCALAUREATE CERTIFICATION
Credits required: 56		Academic Year 2026-2027
Note: 2.5 GPA in major courses required.		
Course Code	Course Title	Credits
MAT 216	Statistics	4
ENG 419	Technical and Business Communication	3
BUS 109	Data and Digital Literacy	3
BUS 201	Foundations of Data Analytics I	3

BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 462	Finance	3
BUS 470	Strategic Management	3
BUS 498	Internship	1-4
COM 270	Integrated Marketing Communications	3
	BUS or COM Electives (at least 6 credits)	6

BUSINESS ADMINISTRATION		MAJOR
HUMAN RESOURCES CONCENTRATION		Academic Year 2026-2027
Credits required: 53		
Note: 2.5 GPA in major courses required.		
Course Code	Course Title	Credits
MAT 216	Statistics	4
COM 235	Intercultural Communication	3
PSY 220	Industrial Psychology	3
ENG 419	Technical and Business Communication	3
BUS 109	Data and Digital Literacy	3
BUS 211	Financial Accounting	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 309	Human Resource Management	3
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 453	Staffing, Compensation, and Benefits	3
BUS 454	Training and Development	3
BUS 455	Employee and Labor Relations	3
BUS 456	Diversity, Equity, and Inclusion	3
BUS 498	Internship	1-4

BUSINESS ADMINISTRATION		POST-BACCALAUREATE CERTIFICATION
HUMAN RESOURCES CONCENTRATION		Academic Year 2026-2027
Credits required: 56		
Note: 2.5 GPA in major courses required.		
Course Code	Course Title	Credits

MAT 216	Statistics	4
COM 235	Intercultural Communication	3
PSY 220	Industrial Psychology	3
ENG 419	Technical and Business Communication	3
BUS 109	Data and Digital Literacy	3
BUS 211	Financial Accounting	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
BUS 309	Human Resource Management	3
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 453	Staffing, Compensation, and Benefits	3
BUS 454	Training and Development	3
BUS 455	Employee and Labor Relations	3
BUS 456	Diversity, Equity, and Inclusion	3
BUS 498	Internship	1-4

BUSINESS ADMINISTRATION		MINOR
Credits required: 21		Academic Year 2026-2027
Note: 2.5 GPA in minor courses required.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
BUS 211	Financial Accounting	3
ENG 419	Technical and Business Communication	3
BUS 362	Principles of Management	3
Choose 1 of the following economics courses and 6 additional BUS or COM courses		
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 306	Economics of Women and Work	3
	BUS or COM Elective (at least 6 credits)	6

ENTREPRENEURSHIP		MINOR
Credits required: 18		Academic Year 2026-2027
Note: 2.5 GPA in minor courses required.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
BUS 211	Financial Accounting	3
BUS 260	Introduction to Entrepreneurship	3
COM 270	Integrated Marketing Communications	3
BUS 362	Principles of Management	3

	BUS or COM Elective	3
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BUSINESS MERCHANDISING		MINOR
Credits required: 18		Academic Year 2026-2027
Note: 2.5 GPA in minor courses required.		
Course Code	Course Title	Credits
BUS 211	Financial Accounting	3
ENG 419	Technical and Business Communication	3
BUS 260	Introduction to Entrepreneurship	3
COM 270	Integrated Marketing Communication	3
	BUS or COM Electives (at least 6 BUS credits outside of the student's major requirements)	6

Business Analytics

School of Arts & Sciences - Business, Communication & Technology Division

Business analytics is the practice of collecting, processing, analyzing, and interpreting data to aid in decision-making within organizations. Business analysts help organizations make more informed decisions. Students with this major can work as data analysts, business analysts, data scientists, or in roles such as marketing analytics, financial analytics, operations analytics, or supply chain analytics. They may be employed in industries like finance, healthcare, retail, technology, or consulting, where data-driven decision-making is crucial for success.

BUSINESS ANALYTICS		MAJOR
Credits required: 45 credits, not including prerequisites		Academic Year 2026-2027
Note: 2.5 GPA for courses in the major.		
Course Code	Course Title	Credits
	Prerequisites:	
MAT 105	Algebra I	4
	Required courses for Business Analytics	
ITS 101	Programming for Everyone I	3
ITS 102	Programming for Everyone II	3
ITS 201	Foundations of Data Analytics I	3
ITS 202	Foundations of Data Analytics II	3
ITS 262	Career Navigation Business Analytics	3
ITS 301	Business Analytics I	3
ITS 302	Business Analytics II	3
ITS 494	Business Analytics Practicum	3
BUS 109	Data and Digital Literacy	3
BUS 335	Management Information Systems	3
ENG 419	Technical Business and Communication	3
MAT 111	Algebra II	4
MAT 216	Statistics	4
	Electives	
	Choose 1 additional class from BUS, COM, JUS, PHI, PSY, UXD	3

BUSINESS ANALYTICS		MINOR
Credits required: 19		Academic Year 2026-2027
Course Code	Course Title	Credits
ITS 201	Foundations of Data Analytics I	3
ITS 202	Foundations of Data Analytics II	3
ITS 301	Business Analytics I	3
ITS 302	Business Analytics II	3
ITS 494	Business Analytics Practicum	3
MAT 105	Algebra I	4

BUSINESS ANALYTICS**POST-BACCALAUREATE CERTIFICATE**

Credits required: 15

Academic Year 2026-2027

Course Code	Course Title	Credits
ITS 201	Foundations of Data Analytics I	3
ITS 202	Foundations of Data Analytics II	3
ITS 301	Business Analytics I	3
ITS 302	Business Analytics II	3
ITS 494	Business Analytics Practicum	3

Communication

School of Arts & Sciences - Business, Communication & Technology Division

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

- Communication Studies
- Health Communication
- Pre-GHE Health Communication
- Pre-MPH Health Communication

Communications professionals are flexible, knowledgeable, and can work in a wide variety of settings. Recent graduates have found jobs as marketing coordinators, human resources specialists, communication outreach coordinators, patient advocates, internal communication specialists, and media directors.

Career opportunities are available in businesses, consulting firms, agencies, health care organizations, education, government, and many cultural and social welfare organizations.

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

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

COMMUNICATION COMMUNICATION STUDIES CONCENTRATION		MAJOR
Credits required: 37		Academic Year 2026-2027
Note: 2.5 GPA for courses in the major, internship.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
COM 231	Interpersonal Communication	3
COM 235	Intercultural Communication	3
COM 255	Introduction to Media Studies	3
COM 270	Integrated Marketing Communication	3
COM 410	Research Methods	3
COM 494	Capstone Experience	3
COM 498	Internship	1
ENG 419	Technical and Business Communication	3
	Minimum 12 credits from any other COM course	12

COMMUNICATION HEALTH COMMUNICATION CONCENTRATION Credits required: 37 Note: 2.5 GPA for courses in the major, internship.		MAJOR Academic Year 2026-2027
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
COM 235	Intercultural Communication	3
COM 270	Integrated Marketing Communication	3
COM 330	Health Communication	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 410	Research Methods	3
COM 494	Capstone Experience	3
COM 498	Internship	1
COM elective - choose 12 credits from the following:		
COM 150	Introduction to Digital Marketing	3
COM 231	Interpersonal Communication	3
COM 232	Team Communication & Leadership	3
COM 280	Going Viral and Growth Hacking	3
COM 301	Introduction to Public Relations	3
COM 310	Gender Communication	3
COM 320	Organizational Communication and Behavior	3
COM 340	Social Media Marketing	3
COM 350	Global Marketing	3
COM 420	Brand Strategy	3
COM 491	Strategic Public Relations Management	3
COM 365	Selected Topics in Communication	3
ITS 110	AI for Everyone	3
PSY 323	Health Psychology	3
THY 350	Theological Ethics in Healthcare	4

COMMUNICATION PRE-GHE HEALTH CONCENTRATION Credits required: 43 Note: Students should apply to the Master of Global Health Equity (GHE) program at the Medical College of Wisconsin (MCW) by April 1 of their junior year. A 3.3 GPA overall, a writing sample, 3 letters of recommendation, a personal statement, and other supporting documents will be required to apply to the (GHE) program. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a Bachelor of Arts degree from Mount Mary. After graduation from Mount Mary, these students continue as graduate students at the MCW for approximately one additional year until they complete the GHE program. *These courses must be <i>completed</i> by April 1 st of junior year.		MAJOR Academic Year 2026-2027
Course Code	Course Title	Credits

	Required GHE prerequisites (see advisor for specific course recommendations; note, some courses may have prerequisites)	
	One course in Behavioral Science (choose ANT 102, 395, SOC 101, 201, 220, PSY 100 or 103)	3-4
	One course in Statistics (choose MAT 208, MAT 216, or PSY 310)	4
	Required Communication Courses:	
COM 235	Intercultural Communication	3
COM 270	Integrated Marketing Communication	3
COM 330	Health Communication	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 410*	Research Methods*	3
COM 494	Capstone Experience	3
	Electives - Choose 12 credits from any COM class	12
	Required MCW Courses:	
GHE 219	Introduction to Global Health Equity (Fall, Senior Year)	3
GHE 230	Epidemiology Research Methods (Fall, Senior Year)	2
GHE 220	Statistics for Global Health (Spring, Senior Year)	3
GHE	MCW GHE Elective (Spring, Senior Year)	2-3

COMMUNICATION

PRE-MPH HEALTH COMMUNICATION CONCENTRATION

Credits required: 45

Note: Students should apply to the Master of Public Health (MPH) program at the Medical College of Wisconsin (MCW) by April 1 of their junior year. A 3.3 GPA overall, a writing sample, 3 letters of recommendation, a personal statement, and other supporting documents will be required to apply to the (MPH) program. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a Bachelor of Arts degree from Mount Mary. After graduation from Mount Mary, these students continue as graduate students at the MCW for approximately one additional year until they complete the MPH program.

*These courses must be completed by April 1st of junior year.

Course Code	Course Title	Credits
Choose 1 of the following BIO courses (may fulfill Scientific Inquiry core):		
BIO100*	Introduction to Cell and Molecular Biology	4
BIO102*	Introduction to Ecology and Evolutionary Biology	4
BIO105*	Current Concepts in Biology	3
Choose 1 the following Behavioral Science courses (may fulfill a core requirement):		
ANT 102*	Cultural Anthropology	3
ANT 395*	Topics in Anthropology	3
SOC 101*	Introductory Sociology	3
SOC 201*	Social Problems: Interventions and Theory	3
SOC 220*	Conflict Transformation and Peacebuilding	3
PSY 103*	Introductory Psychology	3

MAJOR

Academic Year 2026-2027

Choose 1 of the following Statistics courses:		
MAT 116*	Statistical Literacy	3
MAT 216*	Statistics	4
PSY 310*	Behavioral Science Statistics	4
Required Communication Courses:		
COM 235	Intercultural Communication	3
COM 330	Health Communication	3
COM 331	Media and Health Communication	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 410*	Research Methods*	3
COM 494	Capstone Experience	3
Required MCW Courses:		
MCW 18200	Environmental Health	2
MCW 18201	Principles of Epidemiology	3
MCW 18203	Public Health Administration	3
MCW 18204	Introduction to Biostatistics	3
MCW 18212	Behavioral Science and Public Health	3

COMMUNICATION		MINOR
Credits required: 18		Academic Year 2026-2027
Note: 2.5 GPA in minor courses.		
Course Code	Course Title	Credits
COM 235	Intercultural Communication	3
COM 255	Introduction to Media Studies	3
COM 270	Integrated Marketing Communications	3
	Choose 9 credits from any COM class	9

Computer Science

School of Arts & Sciences - Business, Communication & Technology Division

The Computer Science program at Mount Mary University equips students with the skills needed for the digital economy. The major is designed around real-world software development problems and culminates in a capstone project. The minor is designated to support students in a variety of technology and non-technical majors. Computer Science majors are strongly recommended to minor in Mathematics or Applied AI.

COMPUTER SCIENCE MAJOR		Academic Year 2026-2027
Credits required: 47		
Note: Students majoring in Computer Science are strongly encouraged to minor in Mathematics and/or Applied AI. At minimum students are encouraged to complete MAT 251 Calculus I and ITS 270 Generative AI		
Course Code	Course Title	Credits
	Prerequisites: MAT 111 and MAT 113 must be completed prior to taking MAT 325. Students may meet these prerequisites through their math placement.	
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
	Required Major Courses:	
ENG 419	Technical and Business Communication	3
ITS 101	Programming for Everyone I	3
ITS 102	Programming for Everyone II	3
ITS 150	Introduction to Computer Science	3
ITS 230	Career Navigation Computer Sci	3
ITS 250	Web Development	3
ITS 280	Data Structures	3
ITS 305	Modern Technologies	3
ITS 351	App Development I: Backend	3
ITS 385	Algorithms	3
ITS 410	Software Development	3
ITS 493	Computer Science Capstone	3
MAT 216	Statistics	4
MAT 325	Discrete Math	4
	Choose one of the following:	
ITS 352	App Development II: Frontend	3
ITS 460	Computer Systems	3

COMPUTER SCIENCE MINOR		Academic Year 2026-2027
Credits required: 18		
<i>Students minoring in computer science are strongly encouraged to take MAT 325 Discrete Math.</i>		
Course Code	Course Title	Credits
ITS 101	Programming for Everyone I	3

ITS 102	Programming for Everyone II	3
ITS 150	Introduction to Computer Science	3
ITS 280	Data Structures	3
ITS 305	Modern Technologies	3
ITS 351	App Development I: Backend	3

**COMPUTER SCIENCE POST-BACCALAUREATE
CERTIFICATE**

Academic Year 2026-2027

Credits required: 41

Students obtaining a certificate in Computer Science must meet the mathematics prerequisites from their undergraduate credits or can take courses at Mount Mary University. All students are strongly encouraged to complete MAT 251 Calculus I and ITS 270 Introduction to Generative AI.

Course Code	Course Title	Credits
	Prerequisites: MAT 111 and MAT 113 must be completed prior to taking MAT 325. Students may meet these prerequisites through their previous undergraduate credits or at Mount Mary University.	
MAT 111	Algebra II	4
MAT 113	Trigonometry	2
	Required Major Courses:	
ITS 101	Programming for Everyone I	3
ITS 102	Programming for Everyone II	3
ITS 150	Introduction to Computer Science	3
ITS 250	Web Development	3
ITS 280	Data Structures	3
ITS 305	Modern Technologies	3
ITS 351	App Development I: Backend	3
ITS 385	Algorithms	3
ITS 410	Software Development	3
ITS 493	Computer Science Capstone	3
MAT 216	Statistics	4
MAT 325	Discrete Math	4
	Choose one of the following:	
ITS 352	App Development II: Frontend	3
ITS 460	Computer Systems	3
	Optional course:	
ITS 230	Career Navigation Computer Sci	3

Criminal Justice

School of Arts & Science- Behavioral Sciences Division

The Criminal Justice major prepares students for careers in criminal justice, law, government, public service, and non-profits. The foundation for a successful career in criminal justice is learning to critically assess a range of issues related to crime through a social scientific lens.

All majors take a set of required courses that aim to familiarize students with major issues and theories related to crime and develop their skills as social scientists. They explore a breadth of topics via a set of interdisciplinary elective courses. Criminal Justice majors complete a capstone course in which they apply their skills as social scientists to explore advanced topics in the field and also prepare for their career or graduate studies. The main goal is to provide students with the capacity to conduct their own social scientific research into topics related to crime throughout their time at Mount Mary and learn hard skills directly applicable to careers in criminal justice.

The Criminal Justice major allows students to add a minor or a second major and graduate within four years. Suggested options include artificial intelligence, cybersecurity, business administration, communication, English, global studies, history, philosophy, psychological science, Spanish, or theology.

CRIMINAL JUSTICE		MAJOR
Credits required: 40		Academic Year 2026-27
Note: GPA of 2.5 in major courses required.		
Course Code	Course Title	Credits
JUS 101	Introduction to Criminal Justice	3
JUS 203	Policing and Society	3
JUS 405	Women in Criminal Justice	3
JUS 497	Criminal Justice Capstone	3
ENG 419	Professional Writing & Communication	3
POS 213	American Government	3
PSY 103	Introductory Psychology	3
PSY 310 or MAT 216	Behavioral Science Statistics or Statistics	4
Choose one of the following Communication courses:		
Choose one course from the following:	COM 231 Intercultural Communication COM 235 Interpersonal Communication COM 355 Crisis Communication	3
Choose 12 credits from the following courses. At least 9 credits must be from JUS courses.		
Criminal Justice Electives		
JUS 240	Violent Crime	3
JUS 302	Mental Health and the Criminal Justice System	3
JUS 304	Forensics & Crime Scene Investigations	3
JUS 411	International Law and Justice	3

JUS 412	Immigration Law	3
JUS 495	Special Topics in Criminal Justice	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 212	Introduction to Nonprofits	3
SWK 210	Race, Gender, & Class	3
PHI 330	Contemporary Issues in Ethics	3

CRIMINAL JUSTICE		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
JUS 101	Introduction to Criminal Justice	3
Choose 9 credits from the following courses:		
JUS 203	Policing and Society	3
JUS 240	Violent Crime	3
JUS 302	Mental Health and the Criminal Justice System	3
JUS 304	Forensics & Crime Scene Investigations	3
JUS 405	Women in Justice	3
JUS 411	International Law and Justice	3
JUS 412	Immigration Law	3
JUS 495	Special Topics in Criminal Justice	3
BUS 375	Business Law	3
PHI 330	Contemporary Issues in Ethics	3
PSY 103	Introductory Psychology	3
SOC 220	Conflict Transformation and Peacebuilding	3
SWK 210	Race, Gender, and Class	3

Cybersecurity

School of Arts & Sciences - Business, Communication & Technology Division

Cybersecurity professionals protect computer systems, networks, and data from unauthorized access, attacks, damage, or theft. This major combines the technical skills foundational to become a cybersecurity professional, the ethical and legal implications of cybersecurity, and the management skills to effectively communicate security risks to stakeholders. Students with a major in cybersecurity might work as a cybersecurity analyst, security engineer, security consultant, incident responder, security auditor, or security architect. They may be employed in various industries such as finance, healthcare, government, technology, or defense, where protecting sensitive information and systems from cyber threats is critical.

CYBERSECURITY		MAJOR
Credits required: 39 credits, not including prerequisites		Academic Year 2026-2027
Note: 2.5 GPA for courses in the major.		
Course Code	Course Title	Credits
	Prerequisites:	
MAT 105	Algebra I	4
PSY 103	Introductory Psychology	4
	Required courses for Cybersecurity	
BUS 335	Management Information Systems	3
BUS 362	Principles of Management	3
COM 320	Organizational Communication and Behavior	3
ENG 419	Technical and Business Communication	3
ITS 101	Programming for Everyone I	3
ITS 102	Programming for Everyone II	3
ITS 240	Introduction to Cybersecurity	3
ITS 265	Career Navigation Cybersecurity	3
ITS 340	Network and System Security	3
ITS 341	Cybercrime and Governance	3
ITS 440	Security Operations	3
ITS 441	Ethical Hacking	3
ITS 450	The Future of Cybersecurity	3
ITS 492	Cybersecurity Capstone	3
ITS 498	Internship	3

CYBERSECURITY		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
ITS 240	Introduction to Cybersecurity	3
ITS 340	Network and System Security	3
ITS 341	Cybercrime and Governance	3
ITS 440	Security Operations	3
ITS 441	Ethical Hacking	3

ITS 450	The Future of Cybersecurity	3
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CYBERSECURITY Credits required: 18		POST-BACCALAUREATE CERTIFICATE Academic Year 2026-2027
Course Code	Course Title	Credits
ITS 240	Introduction to Cybersecurity	3
ITS 340	Network and System Security	3
ITS 341	Cybercrime and Governance	3
ITS 440	Security Operations	3
ITS 441	Ethical Hacking	3
ITS 450	The Future of Cybersecurity	3

Dietetics

School of Graduate Health & Professional Programs - Dietetics Department

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

Human Biology Pre-Dietetics Concentration

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

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

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

HUMAN BIOLOGY PRE-DIETETICS CONCENTRATION Credits required: 87 + core		MAJOR Academic Year 2025-2026
Note: Need to earn a “BC” or better in DTS courses. Need to earn a “C” or better in other courses required for the major. In the senior year of the undergraduate degree, students enter master's level courses where students need to earn a minimum of a “B”. To progress into the IMSND program, a minimum overall grade point average of 3.0 is required.		
Course Code	Course Title	Credits
DTS 152	The Profession of Dietetics	1
DTS 201	Food Science	3
DTS 250	Nutrition Principles	4
DTS 354	Applied Nutrition	3
DTS 362	Quantity Food Procurement and Production	3
DTS 465	Community Nutrition	3
DTS 505	Advanced Human Nutrition: Macronutrients, Micronutrients	3
DTS 520	Management and Leadership	3
DTS 564	Medical Nutrition Therapy I	4
DTS 566	Medical Nutrition Therapy II	4
DTS 570	Community Nutrition Program Management	2
DTS 574	Nutrition Research I	3

DTS 576	Nutrition Communication and Education	2
DTS 577	Counseling Skills	2
Optional Courses:		
	Dietetics Electives	3
Other Courses Required (Plus MMU Core Courses):		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 234	Anatomy and Physiology I with Lab	4
BIO 235	Anatomy and Physiology II with Lab	4
BIO 250	Cell Biology	3
BIO 325	Microbiology	4
BIO 337	Genetics	4
CHE 113	General Chemistry I	4
CHE 206	Organic and Biochemistry	4
OCT 201	Medical Terminology	1
PSY 103	Introductory Psychology	3
SOC 101	Introductory Sociology	3
MAT 111	Algebra II	4
MAT 216 or PSY 310	Statistics or Behavioral Science Statistics	4

PSYCHOLOGICAL SCIENCE

MAJOR

PRE-DIETETICS CONCENTRATION

Academic Year 2025-2026

Credits required: 90

Note: Need to earn a “BC” or better in DTS courses. Need to earn a “C” or better in other courses required for the major. In the senior year of the undergraduate degree, students enter master's level courses where students need to earn a minimum of a “B”. To progress into the IMSND program, a minimum overall grade point average of 3.0 is required.

Course Code	Course Title	Credits
PSY 103	Introductory Psychology	3
PSY 201	Professional Skills in Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310	Behavioral Science Statistics	4
Select 1 Lab-based course from the following three groups:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3

PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 214	Developmental Psychology	3
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 325	Psychological Disorders and Mental Health	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3
Additional required courses:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 234	Anatomy & Physiology I	4
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4
CHE 206	Organic and Biochemistry	4
DTS 152	The Profession of Dietetics	1
DTS 201	Food Science	3
DTS 250	Nutrition Principles	4
DTS 354	Applied Nutrition	3
DTS 362	Quantity Food Procurement and Production	4
DTS 465	Introduction to Community Nutrition	3
DTS 505	Advanced Human Nutrition: Macronutrients, Micronutrients	3
DTS 520	Management and Leadership	3
DTS 564	Medical Nutrition Therapy I	4

DTS 566	Medical Nutrition Therapy II	4
DTS 570	Community Nutrition Program Management	2
DTS 574	Nutrition Research I	2
DTS 575	Counseling Skills	2
DTS 576	Nutrition Communication and Education	2
DTS	Dietetics Electives	6
MAT 111	Algebra II	4
SOC 101	Introductory Sociology	3

Digital Marketing

School of Arts & Sciences - Business, Communication & Technology Division

Digital marketing professionals promote products or services on digital channels like websites, search engines, social media, email, and mobile apps. If you are creative and enjoy working with digital technology, a digital marketing major is a balance of content creation, technical savvy, and data analysis. Students with a major in digital marketing work as a digital marketing strategist, online marketing manager, social media manager, content marketing manager or SEO specialist. Digital marketers find careers in e-commerce, retail, advertising, or digital agencies, where an online presence and effective digital marketing strategies are essential for business success.

Students can major or minor in digital marketing. A minor in digital marketing pairs well with a major in public relations, fashion, psychology, English, and many others.

DIGITAL MARKETING		MAJOR
Credits required: 42		Academic Year 2026-2027
Note: 2.5 GPA for courses in the major, internship. Students are strongly encouraged to select a minor in Public Relations, Business Administration, Web Design and Development, Writing for New Media, Psychology or Entrepreneurship. Minors must have 9 unique credits. Students double majoring in Digital Marketing and Public Relations must earn a separate set of 24 credits for each major.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
COM 150	Introduction to Digital Marketing	3
COM 201	Career Navigation Digital Marketing	3
COM 270	Integrated Marketing Communications	3
COM 280	Going Viral and Growth Hacking	3
COM 295	Lifecycle & Email Marketing	3
COM 340	Social Media Marketing	3
COM 343	Persuasive Communication	3
COM 430	Digital Marketing Analytics	3
COM 492	Digital Marketing Capstone	3
COM 498	Internship	3
ENG 419	Technical and Business Communication	3
	Electives-choose 2 courses from the following	
BUS 260	Introduction to Entrepreneurship	3
BUS 340	Consumer Behavior	3
COM 235	Intercultural Communication	3
COM 285	Video Production I	3
COM 350	Global Marketing	3
COM 420	Brand Strategy	3
ITS 201	Foundations of Data Analytics I	3
ITS 202	Foundations of Data Analytics II	3

DIGITAL MARKETING

Credits required: 18

MINOR

Academic Year 2026-2027

Course Code	Course Title	Credits
COM 150	Introduction to Digital Marketing	3
COM 270	Integrated Marketing Communication	3
COM 280	Going Viral and Growth Hacking	3
COM 340	Social Media Marketing	3
COM 420	Brand Strategy	3
COM 430	Digital Marketing Analytics	3

DIGITAL MARKETING

Credits required: 15

POST-BACCALAUREATE CERTIFICATE

Academic Year 2026-2027

Course Code	Course Title	Credits
COM 150	Introduction to Digital Marketing	3
COM 280	Viral and Organic Growth	3
COM 295	Lifecycle and Email Marketing	3
COM 340	Social Media Marketing	3
COM 430	Digital Marketing Analytics	3

Education

School of Graduate Health & Professional Programs- Education Department

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

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

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

Programs are offered in the following categories: Early Childhood (birth to grade 3), Elementary/Middle School (kindergarten through grade 9), English and Language Arts (grades 4-12), Mathematics (grades 4-12), Science (grades 4-12), Social Studies (grades 4-12), Art (kindergarten to grade 12), Spanish (kindergarten to grade 12), English as a Second Language (kindergarten to grade 12), and Cross-Categorical Special Education (kindergarten to grade 12). Certification in bilingual education is also available through the Education Department. A major in Educational Studies is offered, which provides a background in educational topics, but does not prepare students for a teaching license.

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

Advising

Students in early childhood education, elementary/middle school education programs, English as a Second Language, Cross-Categorical Special Education, and educational studies will be assigned an advisor in the Education Department. Students in all other programs (e.g., Art Education, Mathematics Education, etc.) will have an advisor in their major and/or minor areas of study and in the Education Department.

Clinical Experiences

Prior to student teaching, all students must complete approximately 100 hours of approved clinical experience. Mount Mary University courses which require clinical experiences are: EDU 210, 300, 303, 312, 321, 322, 324, 329, 330, 340, 365, and 411. As part of, or in addition to education department course fieldwork, students need to demonstrate knowledge and understanding of equity through direct involvement with various racial, cultural, language, and economic groups in the United States to fulfill the statutory WDPI licensure requirements.

Several of the programs may require more than 120 credits for completion. With careful planning it is possible for a student to complete a program in four years. However, a student may be required to student teach in the fifth year.

All students are charged a fee for a criminal background check, which is required by the Wisconsin Department of Public Instruction and the school districts in which students are placed. Some districts have additional requirements. Students enrolled in EDU 312, EDU 321, and EDU 401 will be charged a criminal background check fee.

Admission to Teacher Education

In order to pursue any of the department's certification programs, a student must make formal application to the department and be admitted by action of the Education Department faculty. Post-baccalaureate students must fulfill the same requirements as undergraduate students unless specifically noted otherwise. For admission to any program, students are required to:

1. Complete at least 40 University credits, including *Mount Mary Core Curriculum* courses for undergraduate students. Post-baccalaureate students must provide evidence of having completed a general education program as part of a bachelor's degree. Transcripts will be reviewed for course equivalencies. Courses completed over 10 years ago may not be accepted.
2. Submit a completed *Application to the Education Department* form.
3. Achieve an overall cumulative grade point average of 2.5 or better for undergraduates, 2.75 for post bachelorette students
 - a. K-12 and middle/high school education students must achieve a cumulative grade point of 2.75 or better in the teaching major and minor.
 - b. Earn a grade of BC or better in each required EDU course. Post baccalaureate students who have completed the content requirements for their teaching license (e.g., math, science, art, Spanish, etc.) must either have achieved a GPA of 3.0 or better in the content area, or register to take the related Praxis II exam. Mount Mary does not offer the content portfolio option for the assessment of content knowledge.
4. Adequate progress toward degree for undergraduate students including Mount Mary core curriculum (general studies).
5. Exhibit personal and professional qualities essential to successful teaching: human relations, integrity/commitment, reflective thinking, and responsibility
 - a. As indicated by university faculty and Department Chairperson evaluations,
 - b. As observed by the Education Department faculty and cooperating school personnel.
6. Complete a favorable Criminal Background Check (federal and state) no more than 6 months prior to admission to the Education Department.

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

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

Admission to Student Teaching

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

1. Complete at least 100 university credits, including current or previous enrollment in methods courses.
2. Earn full admission status (all requirements have been met) to the Education Department.
3. Submit a completed Application for Student Teaching form.
4. Successful completion of approximately 100 hours of fieldwork with children/adolescents.
5. Minimum cumulative grade point average of 2.75 or better by the end of the semester in which the application is submitted. Alternative measures of performance are not considered.
6. Minimum grade of BC in each of the EDU courses.

7. Demonstrate proficiency in content and methods by completing required course work in the major(s) and minor(s) (if applicable) as outlined in the Education Department Curriculum.
8. Demonstrate knowledge in subject area(s) related to licensure.
 - a. For early childhood and elementary/middle school licenses:
 - i. OPTION 1- GPA of 3.0 or better in designated major and minor coursework
 - ii. OPTION 2- Praxis II Content Knowledge Exam
 1. Early Childhood: Elementary Education Content Knowledge (5018); Passing Score: 157
 2. Elementary and Middle School: Elementary Education: Multiple Subjects (5001; subtests 5002, 5003, 5004, 5005) (5001)
 - b. For Middle/High School, K-12 (Art, ESL, and Cross-Categorical Special Education) licenses
 - i. OPTION 1- GPA of 3.0 or better in discipline-based coursework
 1. Courses vary by major. See discipline-based courses (not EDU courses) required for the major as outlined in the Mount Mary Catalog.
 2. Transcripts will be reviewed for course equivalencies for transfer or post-baccalaureate students. Courses taken more than 10 years prior to application may not be accepted.
 - ii. OPTION 2 - Praxis II Content Knowledge Exam
 1. English as a Second Language: English to Speakers of Other Languages (5362); Passing Score: 149
 2. Cross-Categorical Special Education: Elementary Education Content Knowledge (5018); Passing Score: 157
 3. Other tests vary by content major. See ETS web site for Tests Required for Specific Licensure Areas in Wisconsin (www.ets.org/praxis/wi/requirements)
 - c. For K-12 (Spanish) licenses:
 - i. Successful completion of the ACTFL World Language Test as currently required by the state of Wisconsin (Oral Proficiency interview [OPI-OPIc] and Writing Proficiency Test [WPT] with a qualifying score on both tests as "Intermediate High") is required.
9. Early Childhood and Elementary/Middle School majors must provide a passing score on the Wisconsin Foundations of Reading Test (FoRT).
10. Exhibit personal and professional qualities essential to successful teaching: communication, interpersonal skills, responsibility, reflective thinking, and commitment-integrity:
 - a. As indicated by university faculty and Department Chairperson evaluations,
 - b. As observed by the Education Department faculty and cooperating school personnel.

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

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

General Education

Students in all teacher education programs must meet general education requirements as part of their bachelor's degree program. At Mount Mary University, this means the Mount Mary Core Curriculum. Transfer credits may be accepted if they meet content requirements and have been completed within the past ten (10) years with a grade of BC or better. The students should consult their Education Department advisor and their academic departments or

other advisors for the specific courses to meet the remaining requirements, some of which also meet requirements in the student's major. These requirements are also included in the *Education Department Guide for Students*.

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

Program Completion

To be endorsed for licensure, all students must satisfactorily complete an approved major/minor. All students need to achieve an acceptable score on the Foundations of Reading Test (for early childhood, elementary/middle school, or cross-categorical special education licenses) and state required content tests or earn a 3.0 or better GPA on major and minor coursework. At the time of program completion, a minimum grade point average of 2.75 or better on a 4.0 scale overall is required for a student to be endorsed for licensure. A student also needs to achieve a "Pass" in student teaching and achieve proficiency on the Student Teaching Portfolio.

Students who transfer into the University and wish to be endorsed for initial teacher certification by the University need to earn a minimum of 15 credits at Mount Mary University and be observed by University personnel in at least two field placements **before** they may apply to student teach.

The degree of Bachelor of Arts is granted to an undergraduate student completing the early childhood, elementary/middle school, English as a second Language, or Cross-Categorical Special Education programs. The degree of Bachelor of Arts or Bachelor of Science is granted to an undergraduate student completing other teacher education programs, according to the major field pursued.

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

Education Majors

Early Childhood (Birth through Grade 3) (UG): 80 credits;

2.75 or better GPA overall; successful completion of Praxis II Exam or 3.0 or better GPA in the major/minor coursework, Foundations of Reading Test, Student Teaching, Student Teaching Portfolio. Upon successful completion of the program, the student would be eligible for the teaching license for the early childhood level (birth through 3rd grade).

Elementary/Middle School (Grades K-9) (UG): 80 credits;

2.75 or better GPA overall; successful completion of Praxis II Exam or 3.0 or better GPA in the major/minor coursework; Foundations of Reading Test; Student Teaching; Student Teaching Portfolio. Upon successful completion of the program, the student would be eligible for the teaching license for elementary/middle school levels (K through 9th grade).

English as a Second Language (Grades K-12) (UG): 56 credits;

2.75 or better GPA overall; successful completion of Praxis II Exam or 3.0 or better GPA in the major/minor coursework; Student Teaching; Student Teaching Portfolio. Upon successful completion of the program, the student would be eligible for the teaching license for English as a Second Language (K through 12th grade).

Cross-Categorical Special Education (Grades K-12) (UG): 76 credits;

2.75 or better GPA overall; successful completion of Praxis II Exam or 3.0 or better GPA in the major/minor coursework; Foundations of Reading Test; Student Teaching; Student Teaching Portfolio. Upon successful completion of the program, the student would be eligible for the teaching license for cross-categorical special education (K through 12th grade).

Educational Studies (UG): 30 credits;

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

EDUCATION		ALL PROGRAMS
		Academic Year 2026-2027
Education Programs	Majors	Certification
The following Education programs are available for <i>early childhood/elementary</i> grade levels:		
Early Childhood/Elementary Education - Early Childhood Concentration (birth to grade 3)	X	X
Early Childhood/Elementary Education - Elementary/Middle School n (K to grade 9)	X	X
Educational Studies	X	
The following Education programs are available for kindergarten through high school education grade levels (K-12):		
Art Education	X	X
Cross-Categorical Special Education	X	X
ESL Education	X	X
Spanish Education	X	X
The following Education programs are available for <i>intermediate, middle and high school</i> education grade levels (grades 4-12):		
Mathematics Education	X	X
Science Education	X	X
Social Studies Education	X	X
Educational Studies	X	
The following minor is available in conjunction with programs above:	Elementary	High School
Bilingual Education (Spanish)	X	X
English as a Second Language	X	X
Cross-Categorical Special Education	X	X

EARLY CHILDHOOD EDUCATION (BIRTH-GRADE 3)		MAJOR
Credits required: 74-80		Academic Year 2026-2027
Course Code	Course Title	Credits
COM 105	Professional Presentations	3
BIO 216 or BIO 220	Environmental Science or Contemporary Environmental Issues	3

HIS 153 or HIS 154	United States History Part I or United States History Part II	3
HIS 383	People and the Planet	3
MAT 201	Mathematics for Early Childhood/Elementary/Middle School I	4
MAT 202	Mathematics for Early Childhood/Elementary/Middle School II	4
POS 213	American Government	3
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning (EC/EL/MS)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 340	Infants and Toddlers (fieldwork)	3
EDU 355	Teaching Elementary/Middle School Science	2
EDU 356	Teaching Elementary/Middle School Social Studies	2
EDU 365	Pre-Kindergarten/Kindergarten Education (fieldwork)	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456	Relationships with Families	3
EDU 470	Integrating the Arts	3
EDU 490	Student Teaching in Early Childhood	3-12

ELEMENTARY/MIDDLE SCHOOL (GRADES K-9)		MAJOR
Credits required: 74-80		Academic Year 2026-2027
Course Code	Course Title	Credits
COM 105	Professional Presentations	3
BIO216 or BIO 220	Environmental Science or Contemporary Environmental Issues	3
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
HIS 383	People and the Planet	3
MAT 201	Mathematics for Early Childhood/Elementary/Middle School I	4
MAT 202	Mathematics for Early Childhood/Elementary/Middle School II	4
POS 213	American Government	3
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3

EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning (EC/EL/MS)	1
EDU 329	Teaching in Middle School (fieldwork)	3
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 355	Teaching Elementary/Middle School Science	2
EDU 356	Teaching Elementary/Middle School Social Studies	2
EDU 365	Pre-Kindergarten/Kindergarten Education (fieldwork)	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456	Relationships with Families	3
EDU 470	Integrating the Arts	3
EDU 493 or EDU 494	Student Teaching in Elementary School or Student Teaching in Middle School	3-12

ENGLISH AS A SECOND LANGUAGE		MAJOR
Credits required: 56		Academic Year 2025-2026
Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
ENG 225	Linguistics	3
EDU 210	Foundations of Education	3
EDU 245	Teaching in a Multicultural Society	3
EDU 300	Teaching Literacy in Elementary/Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Practicum in Teaching and Learning	1
EDU 332	Curriculum, Instruction, and Assessment for ESL	3
EDU 332P	Practicum in ESL	1
EDU 335	Second Language Acquisition	3
EDU 375	Literacy and Multilingual Learners (fieldwork)	3
EDU 385	Leadership and Advocacy for Multilingual Learners	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 497A	Student Teaching in ESL	12

ENGLISH AS A SECOND LANGUAGE		MINOR
Credits required: 22		Academic Year 2025-2026
Course Code	Course Title	Credits
ENG 225	Linguistics	3

EDU 332	Curriculum, Instruction, and Assessment for ESL	3
EDU 332P	Practicum in ESL	1
EDU 335	Second Language Acquisition	3
EDU 375	Literacy and Multilingual Learners (fieldwork)	3
EDU 385	Leadership and Advocacy for Multilingual Learners	3
EDU 497A	Student Teaching in ESL	6
Students with a Middle/High School (4-12) or Kindergarten through Grade 12 (K-12) major who choose the English as a Second Language minor also will need to complete the following courses: EDU 300, 411, and 456.		

EDUCATIONAL STUDIES		MAJOR
Credits required: 30		Academic Year 2026-2027
Note: This major does not lead to teacher certification. To become a state licensed teacher, additional requirements would be needed, including approximately 100 hours of fieldwork, a semester of student teaching, additional coursework and passing scores on several state required assessments. Contact the Education Department for further information.		
Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 312	Teaching and Learning	3
EDU 405	Exceptional Learners	3
EDU 456	Relationships with Families	3
ELECTIVES – choose a minimum of 12 credits: (P = Clinical, must be taken with “parent” course)		
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 303	Literacy in the Content Areas	3
EDU 312P	Clinical in Teaching and Learning (EC/EL/MS)	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 329	Teaching Middle School (fieldwork)	3
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 340	Infants and Toddlers	3
EDU 355	Teaching Elementary/Middle School Science	2
EDU 356	Teaching Elementary/Middle School Social Studies	2
EDU 365	Pre-Kindergarten/Kindergarten Education (fieldwork)	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 470	Integrating the Arts	3

BILINGUAL EDUCATION (SPANISH)	MINOR
Credits required: 24-27	Academic Year 2026-2027

Course Code	Course Title	Credits
EDU 332/532	Second Language Acquisition	3
EDU 382/582	Teaching Reading, Writing and Content Areas in Spanish	3
ENG 225	Linguistics	3
SPA 227 or SPA 326	Intro to Hispanic Civilization/Culture or Hispanic and Latinx Cultures in the USA	3
SPA 333	Phonetics	3
SPA 334	Syntax	3
SPA 486/586	Bilingualism/Biculturalism	3
EDU 486	Student Teaching in Bilingual/Bicultural	3-6

MIDDLE/HIGH SCHOOL (Grades 4-12) Teacher Education (Undergraduate)

The middle/high school teacher education program prepares students to teach in intermediate, middle and high schools (grades 4-12). Teaching majors are offered in the following areas: English and Language Arts, Mathematics, Science, and Social Studies. Please also see the relevant content area's section of this catalog for more information on specific departments and courses.

39 EDU credits and content area course requirements; 2.75 or better GPA overall; successful completion of Praxis II Exam or 3.0 or better GPA in major/minor coursework; Student Teaching; Student Teaching Portfolio. See subject area for course listings and more information about content-specific programs.

Upon successful completion of the program the student would be eligible for the teaching license for grades 4-12.

Once graduates are endorsed for and receive their Tier II license (Provisional), they may have options to add licenses by passing a content test. See the Wisconsin Department of Public Instruction web page for more information: <https://dpi.wi.gov/licensing/pathways-licensure/additional-certification#Content%20Test%20Pathway>

English and Language Arts Education:

The English and Language Arts license allows graduates to teach English and Language Arts in grades 4-12. Successful completion of the Praxis II (English Content Test) or earning a 3.0 or better GPA in major coursework is required.

ENGLISH AND LANGUAGE ARTS EDUCATION MIDDLE/HIGH SCHOOL (GRADES 4-12)		MAJOR Academic Year 2026-2027
Credits required: 39 English/Language Arts + 39 Education		
Course Code	Course Title	Credits
ENG 117	Creative Writing	3
ENG 220	Special Topics Writing	3
ENG 225	Linguistics	3
ENG 254	Shakespeare	3
ENG 258	ARCHES: Workshop in publication	3
ENG 306	Studies in British Literature (pre-requisites required)	3
ENG 307	Studies in World Literature (pre-requisite required)	3

ENG 308	Studies in American Literature	3
COM 255	Introduction to Media Studies	3
COM 343	Persuasive Communication	3
Choose 2 of the following courses:		
ENG 103	Introduction to Literature	3
ENG 107	Myths, Legends, and Heroes	3
ENG 213	Literature Across Cultures	3
ENG 285	Special Topics in Literature	3
Choose 1 of the following courses:		
ENG 317	ST: Creative Forms (pre-requisite required)	3
ENG 420	ST: Explorations in Writing	3
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Middle/High School: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 333	English Language Arts Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12

MATHEMATICS EDUCATION		MAJOR
MIDDLE/HIGH SCHOOL (GRADES 4-12)		Academic Year 2026-2027
Credits required: 31 Mathematics + 39 Education		
Course Code	Course Title	Credits
MAT 251	Calculus I	4
MAT 252	Calculus II	4
MAT 325	Discrete Math	4
MAT 331	Abstract Algebra	4
MAT 333	Linear Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
Choose at least 1 of the following courses:		
MAT 143	Geometry in our World	3
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4

MAT 321	Differential Equations	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496	Independent Study	4
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Middle/High School: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 334	Mathematics Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12

SCIENCE EDUCATION		MAJOR
MIDDLE/HIGH SCHOOL (GRADES 4-12)		Academic Year 2026-2027
Credits required: 52 Science + 33 - 39 Education		
Course Code	Course Title	Credits
LIFE SCIENCES		
BIO 100	Introduction to Cell and Molecular Biology (includes lab)	4
BIO 201	Cell Biology	3
minimum of 8 additional Biology credits at 200 level or above		8
PHYSICAL SCIENCES		
PHY 201	General Physics I (includes lab)	4
PHY 202	General Physics II (includes lab)	4
CHE 113	General Chemistry I (includes lab)	4
CHE 114	General Chemistry II (includes lab)	4
minimum of 8 additional Chemistry credits at 200 level or above, excluding CHE 206		8
EARTH AND SPACE SCIENCES		
SCI 210	Earth and Space	3
ENVIRONMENTAL SCIENCE		
minimum of 3 credits of Environmental Science from the following courses:		
BIO 216	Environmental Science (includes lab)	3
BIO 220	Contemporary Environmental Issues	3
SCIENCE AND ENGINEERING PRACTICES		
UXD 210	User Experience II	3
MATHEMATICS		
MAT 216	Statistics (pre-requisite required)	4
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3

EDU 210	Foundations of Education	3
EDU 245	Teaching in a Multicultural Society	3
EDU 303	Literacy in the Content Areas [includes fieldwork]	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Middle/High School: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 326	Science Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12

SOCIAL STUDIES EDUCATION MIDDLE/HIGH SCHOOL (GRADES 4-12) Credits required: 37 Social Studies + 39 Education		MAJOR Academic Year 2026-2027
Course Code	Course Title	Credits
HIS 106 or HIS 107	World Civilizations Part I or World Civilizations Part II	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 346	20 th Century Europe	3
HIS 383	People and the Planet	3
HIS 485	Historiography and Historical Method	1
ANT 102	Cultural Anthropology	3
POS 213	American Government	3
SOC 101	Introductory Sociology	3
PSY 103	Introductory Psychology	3
UXD 101	User Experience I	3
Choose 1 of the following courses:		
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
HIS 377	Studies in World History: Environmental & Geographical History	3
Choose 1 of the following courses:		
HIS 260	Latin American History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
Choose 1 of the following courses:		
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3

EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Middle/High School: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 337	Social Studies Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12

Kindergarten through Grade 12 (K-12) Teacher Education (Undergraduate)

39 credits and content area course requirements: 56 Credits for ESL; 2.75 or better GPA overall; successful completion of the Praxis II Exam or a 3.0 or better GPA in Art Education major coursework; ACTFL test for Spanish Education; Student Teaching; Student Teaching Portfolio.

Art Education, Cross-Categorical Special Education, English as a Second Language Education, and Spanish Education are the areas offered at Mount Mary University. Preparation for a K-12 license in English as a Second Language is also available.

See Department descriptions for information about required content courses.

ART EDUCATION		MAJOR
Credits required: 43 Art + 39 Education		Academic Year 2026-2027
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 320	Global Modern and Contemporary Art	3
ART 356	Photography	3
ART 455	Printmaking	3
ART 475	Career Seminar	4
ATH 332	Multicultural Arts	3
Choose one of the following courses:		
ART 313	Figure Drawing	3
ART 337	Art Metal	3

ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Middle/High School: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 325	Art Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 470	Integrating the Arts	3
Choose one of the following courses:		
EDU 485	Student Teaching of Art in Middle/High School	3-12
OR		
EDU 497	Student Teaching of Art in Elementary School	3-12

ENGLISH AS A SECOND LANGUAGE		MAJOR
Credits required: 50 - 56		Academic Year 2026-2027
Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
ENG 225	Linguistics	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 300	Teaching Literacy in Elementary/Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning	1
EDU 332	Curriculum, Instruction, and Assessment for ESL	3
EDU 332P	Clinical in ESL	1
EDU 335	Second Language Acquisition	3
EDU 375	Literacy and Multilingual Learners (fieldwork)	3
EDU 385	Leadership and Advocacy for Multilingual Learners	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456	Relationships with Families	3
EDU 497A	Student Teaching in ESL	3-12

ENGLISH AS A SECOND LANGUAGE		MINOR
Credits required: 22		Academic Year 2026-2027
Course Code	Course Title	Credits
ENG 225	Linguistics	3
EDU 332	Curriculum, Instruction, and Assessment for ESL	3
EDU 332P	Clinical in ESL	1
EDU 335	Second Language Acquisition	3
EDU 375	Literacy and Multilingual Learners (fieldwork)	3
EDU 385	Leadership and Advocacy for Multilingual Learners	3
EDU 456	Relationships with Families	3
EDU 497A	Student Teaching in ESL	6

NOTE: The ESL Minor may only be taken **in conjunction with another licensable education major**. Students with a Middle/High School (4-12) or Kindergarten through Grade 12 (K-12) major who choose the ESL minor also need to complete the following courses: EDU 300, EDU 330, EDU 330P, EDU 411, EDU 456 for an additional 15 credits.

SPANISH EDUCATION		MAJOR
Credits required: 27 Spanish + Study Abroad + 33 - 39 Education		Academic Year 2026-2027
Note: At least two weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country; prepare a senior portfolio and present it formally to the World Languages department during final year of study. ACTFL (American Council on the Teaching of Foreign Languages) World Language Tests are required for all Spanish Education majors. Both the Oral Proficiency interview (OPI-OPIc) and Writing Proficiency Test (WPT) are required. The qualifying scores for licensure in Wisconsin on both tests are "Intermediate High."		
Course Code	Course Title	Credits
SPA 222 or SPA 335	Writing and Grammar Review in Spanish or Advanced Writing in Spanish	3
SPA 223 or SPA 332	Presenting and Speaking in Spanish or Advanced Conversation in Spanish	3
SPA 227	Hispanic Civilization and Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 333	Phonetics	3
SPA 334	Syntax	3
SPA 373 or SPA 483	Latin American Literature or Spanish Literature	3
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3
SPA 460	Capstone Seminar in Spanish	3

	Study Abroad	
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Early Adolescence/Adolescence: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 338	World Language Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 476	Student Teaching in World Languages	3-12
Note: Students in the Spanish Education major are required at least two weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country.		

CROSS-CATEGORICAL SPECIAL EDUCATION (K-12)		MAJOR
Credits required: 64 - 70		Academic Year 2026-2027
Course Code	Course Title	Credits
HIS 153 or HIS 154	United States History Part I or United States History Part II	3
HIS 383	People and the Planet	3
MAT 201	Mathematics for Early Childhood/Elementary/Middle School I	4
POS 213	American Government	3
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 300	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning (EC/EL/MS)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDE 320	Creating Inclusive Learning Environments	3
EDE 345	Understanding Learning Diversity: Characteristics and Assessment	3
EDE 345P	Clinical in Special Education (concurrent enrollment in SPE 345)	1
EDE 350	Elementary Academic and Behavioral Intervention Strategies (fieldwork)	3

EDE 352	Secondary Academic and Behavioral Intervention Strategies (fieldwork)	3
EDE 450	Collaboration with Students, Parents, and Professionals	3
EDE 486	Student Teaching in Special Education	6-12

CROSS-CATEGORICAL SPECIAL EDUCATION (K-12)		MINOR
Credits required: 22		Academic Year 2026-2027
Course Code	Course Title	Credits
EDE 320	Creating Inclusive Learning Environments	3
EDE 345	Understanding Learning Diversity: Characteristics and Assessment	3
EDE 345P	Clinical in Special Education (concurrent enrollment in SPE 345)	1
EDE 350	Elementary Academic and Behavioral Intervention Strategies (fieldwork)	3
EDE 352	Secondary Academic and Behavioral Intervention Strategies (fieldwork)	3
EDE 450	Collaboration with Students, Parents, and Professionals	3
EDE 486	Student Teaching in Special Education	6-12

NOTE: The Cross-Categorical Special Education Minor may only be taken in conjunction with another education major. Students with a Middle/High School (4-12) or Kindergarten through Grade 12 (K-12) major who choose the cross-categorical minor also will need to complete the following courses: HIS 153 or HIS 154, HIS 383, MAT 201, POS 213, EDU 300, EDU 330, EDU 330P, EDU 411 for an additional 25 credits.

RELIGIOUS STUDIES EDUCATION		MAJOR
Credits required: 29 Theology + 39 Education		Academic Year 2026-2027
Note: The Wisconsin Department of Public Instruction (WDPI) no longer certifies teachers in Religious Studies. The Milwaukee Archdiocese has set up their own guidelines for teachers. Interested students should contact the Chair of the Education Department.		
Course Code	Course Title	Credits
THY 220	Christian Theological Foundations	3
THY 317	World Religions	3
THY 398	Synthesis Seminar	3
Biblical or Old Testament Studies - 3 credits from the following courses:		
THY 310	The Sacred Writings of Israel	3
THY 337	Poetic and Wisdom Literature	3
THY 313	The Bible and Art	3
THY 372	Special Topics in Biblical Theology	3
New Testament Studies - 3 credits from the following courses:		
THY 312	The New Testament	3
THY 338	The Letters of Paul	3
THY 335	The Gospels	3
THY 372	Special Topics in Biblical Theology	3
Ethics - 3 credits from the following courses:		
THY 350	Theological Ethics in Healthcare	3

THY 352	Introduction to Moral Theology	3
THY 374	Special Topics in Systematic Theology	3
PHI XXX	An ethics course from the Philosophy Course offerings	3
Historical Theology - 3 credits from the following courses:		
THY 320	Christian Classics	3
THY 327	History of Christian Thought	
THY 329	Christianity in Rome	3
THY 346	Modern Christian Social Thought	3
THY 373	Special Topics in Historical Theology	3
	Additional 9 credits of Theology coursework	
EDUCATION COURSES:		
PSY 214	Developmental Psychology	3
EDU 210	Foundations of Education	3
EDU 245	Culturally Competent Teaching in a Diverse Society	3
EDU 303	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods for Middle/High School: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 401	Student Teaching Seminar	1
EDU 405	Exceptional Learners	3
EDU 475	Directed Work in Education	1-3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	6-12

Post-baccalaureate Certification Programs

A person who holds a bachelor's degree from an accredited college or university wishing to work for teacher certification in any of our post-baccalaureate programs is eligible to apply to the Mount Mary University Post-Baccalaureate Certification to Master's Program. The first step in the application process is to submit transcripts from previous degrees or coursework for evaluation in light of Wisconsin Department of Public Instruction and Mount Mary program requirements. For the Early Childhood and Elementary/Middle School Post Baccalaureate Programs, transcripts are reviewed for coursework in **American Government, Communications, Geography, History, Mathematics, and Science**. Students who have not met requirements in these areas will need to take additional coursework. Although the student needs to fulfill the same professional requirements for certification as the undergraduate, some of these requirements may be fulfilled through previous coursework as determined by transcript review, through Praxis II exams, or through graduate courses which can be applied toward Mount Mary's Master of Arts in Education: Professional Development. A favorable background check (state and federal levels) is required as part of the Admissions process. Students must earn a minimum of 15 credits at Mount Mary before they are able to student teach.

EARLY CHILDHOOD (BIRTH-GRADE 3)

Credits required: 44 + 4-13 Student Teaching

POST-BACCALAUREATE CERTIFICATE

Academic Year 2026-2027

Note: Requires a general education program as part of the bachelor's degree, 2.75 or better overall GPA; passing Praxis II Exam score or 3.0 or better GPA in required coursework; Foundations of Reading Test, Student Teaching; Student Teaching Portfolio. Upon successful completion of all program requirements, the student would be endorsed for the teaching license for early childhood levels (birth through grade 3).

Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
EDU 300/510	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning	1
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 340	Infants and Toddlers (fieldwork)	3
EDU 355	Teaching Elementary/Middle School Science	2
EDU 356	Teaching Elementary/Middle School Social Studies	2
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3
EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 411/511	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456/556	Relationships with Families	3
EDU 470/570	Integrating the Arts	3
EDU 490	Student Teaching in Early Childhood	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergrad course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergrad course)	3

ELEMENTARY/MIDDLE SCHOOL (GRADES K-9)

Credits required: 44 + 4-13 Student Teaching

POST-BACCALAUREATE CERTIFICATE

Academic Year 2026-2027

Note: Requires a general education program as part of the bachelor's degree, 2.75 or better overall GPA; passing Praxis II Exam score or 3.0 or better GPA in required coursework; Foundations of Reading Test, Student Teaching; Student Teaching Portfolio. Upon successful completion of all program requirements, the student would be endorsed for the teaching license for elementary and middle school levels.

Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
EDU 300/510	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning	1
EDU 329	Teaching Middle School	3
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 355	Teaching Elementary/Middle School Science	2
EDU 356	Teaching Elementary/Middle School Social Studies	2
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3

EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 411/511	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 456/556	Relationships with Families	3
EDU 470/570	Integrating the Arts	3
EDU 490 or EDU 493	Student Teaching in Early Childhood or Student Teaching in Elementary School	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3

Middle/High School (Grades 4-12) Teacher Education (Post-baccalaureate)

Teaching certificates are offered in the following areas: English and Language Arts, Mathematics, Science, Social Studies. Please see the relevant content area section of this catalog for more information about specific departments and courses.

Requires a general education program as part of the bachelor's degree and favorable background check (state and federal levels) at time of admission., 2.75 or better overall GPA; passing Praxis II Exam score or 3.0 or better GPA in required content coursework; Student Teaching; Student Teaching Portfolio.

Upon successful completion of all program requirements, the student would be endorsed for the teaching license for intermediate, middle, and high school levels (grades 4-12).

Once graduates are endorsed for and receive their Tier II license (Provisional), they may have options to add licenses by passing a content test. See the Wisconsin Department of Public Instruction web page for more information: <https://dpi.wi.gov/licensing/pathways-licensure/additional-certification#Content%20Test%20Pathway>

ENGLISH AND LANGUAGE ARTS EDUCATION MIDDLE/HIGH SCHOOL (GRADES 4-12)		POST-BACCALAUREATE CERTIFICATE
Credits required: 39 Language Arts + 26 Education + 4-13 Student Teaching		Academic Year 2026-2027
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 333	English/Language Arts Methods	3
EDU 405/703	Exceptional Learners	3
EDU 401	Student Teaching Seminar	1
EDU 482 or	Student Teaching in High School or	3-12

EDU 489	Student Teaching in Middle School	
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
MAJOR COURSES REQUIRED:		
ENG 117	Introduction to Creative Writing	3
ENG 220	Special Topics Writing	3
ENG 225	Linguistics	3
ENG 254	Shakespeare	3
ENG 258	ARCHES—workshop in publication	3
ENG 306	Studies in British Literature	3
ENG 307	Studies in World Literature	3
ENG 308	Studies in American Literature	3
COM 255	Introduction to Media Studies	3
COM 343	Persuasive Communication	3
Choose 2 of the following courses:		
ENG 103	Introduction to Literature	3
ENG 107	Myths, Legends, and Heroes	3
ENG 213	Literature Across Cultures	3
ENG 285	Special Topics in Literature	3-4
Choose 1 of the following courses:		
ENG 317	Advanced Creative Writing	3-4
ENG 420	Advanced Special Topics in Writing	4

MATHEMATICS EDUCATION		POST-BACCALAUREATE CERTIFICATE
MIDDLE/HIGH SCHOOL (GRADES 4-12)		Academic Year 2026-2027
Credits required: 30 Mathematics + 26 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 334	Mathematics Education	3
EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3

MAJOR COURSES REQUIRED:		
MAT 251	Calculus I	4
MAT 252	Calculus II	4
MAT 325	Discrete Math	4
MAT 331	Abstract Algebra	4
MAT 333	Linear Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
Choose at least 1 of the following courses:		
MAT 143	Geometry in Our World	3
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 321	Differential Equations	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496	Independent Study	2-4

SCIENCE EDUCATION		POST BACCALAUREATE CERTIFICATE
MIDDLE/HIGH SCHOOL (GRADES 4-12)		Academic Year 2026-2027
Credits required: 52 Science + 27 Education + 4-13 Student Teaching		
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in the Content Areas [includes fieldwork]	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods: General	3
EDU 322P	Clinical in Instructional Methods	1
EDU 336	Science Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
MAJOR COURSES REQUIRED:		
LIFE SCIENCES		
BIO 100	Introduction to Cell and Molecular Biology (includes lab)	4
BIO 201	Cell Biology	3
Minimum of 8 additional Biology credits at 200 level or above		
PHYSICAL SCIENCES		
PHY 201	General Physics I (includes lab)	4
PHY 202	General Physics II (includes lab)	4

CHE 113	General Chemistry I (includes lab)	4
CHE 114	General Chemistry II (includes lab)	4
Minimum of 8 additional Chemistry credits at 200 level or above		
EARTH AND SPACE SCIENCES		
SCI 210	Earth and Space	3
ENVIRONMENTAL SCIENCE		
minimum of 3 credits of Environmental Science from the following courses:		
BIO102	Introduction to Ecology and Evolutionary Biology (includes lab)	3
BIO 216	Environmental Science (includes lab)	3
SCIENCE AND ENGINEERING PRACTICES		
UXD 101	User Experience I	3
MATHEMATICS		
MAT 216	Statistics (prerequisite required)	4

SOCIAL STUDIES EDUCATION		POST-BACCALAUREATE CERTIFICATE
MIDDLE/HIGH SCHOOL (GRADES 4-12)		Academic Year 2026-2027
Credits required: 37 Social Studies + 26 Education + 4-13 Student Teaching		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 337	Social Studies Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
MAJOR COURSES REQUIRED:		
HIS 106 or HIS 107	World Civilizations Part I or World Civilizations Part II	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 346	20 th Century Europe	3
HIS 360	History of Wisconsin	3
HIS 383	People and the Planet	3
HIS 485	Historiography and Historical Method	1
ANT 102	Cultural Anthropology	3

POS 213	American Government	3
SOC 101	Introductory Sociology	3
PSY 103	Introductory Psychology	3
Choose 1 of the following courses:		
BIO 216	Environmental Science	3
BIO 220	Contemporary Environmental Issues	3
HIS 377	Studies in World History: Environmental & Geographical History	3
Choose 1 of the following courses:		
HIS 260	Latin American History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
Choose 1 of the following courses:		
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3

Kindergarten through Grade 12 (K-12) Teacher Education (Post-baccalaureate)

Requires a general education program as part of the bachelor's degree and favorable background check (state and federal levels) at time of admission, 2.75 or better overall GPA; passing Praxis II Exam score or 3.0 or better GPA in required content coursework; ACTFL test required for Spanish Education Student Teaching; Student Teaching Portfolio.

Upon successful completion of all program requirements, the student would be endorsed for the teaching license for kindergarten through grade 12 levels.

ART EDUCATION		POST-BACCALAUREATE CERTIFICATE
KINDERGARTEN TO GRADE 12 (K-12)		Academic Year 2026-2027
Credits required: 43 Art + 26 Education + 4-13 Student Teaching		
Note: Final assessment through student teaching, education portfolio and senior exhibit.		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 325	Art Education Methods	3
EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 485	Student Teaching of Art in Middle/High School	

or EDU 497	or Student Teaching of Art in Elementary School	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
CONTENT COURSES REQUIRED:		
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World - Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 320	Global Modern and Contemporary Art	3
ART 356	Photography	3
ART 455	Printmaking	3
ART 475	Career Seminar	4
UXD 232	Adobe Photoshop and Illustrator	3
Choose 1 of the following courses:		
ART 313	Figure Drawing	3
ART 337	Art Metal	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3

ENGLISH AS A SECOND LANGUAGE		POST-BACCALAUREATE CERTIFICATE
Credits required: 43 Education Coursework + 4-12 Student Teaching		Academic Year 2025-2026
Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
ENG 225	Linguistics	3
EDU 300/510	Teaching Literacy in Elementary/Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Practicum in Teaching and Learning	1
EDU 332/552	Curriculum, Instruction, and Assessment for ESL	3
EDU 332/552P	Practicum in ESL	1
EDU 335/535	Second Language Acquisition	3
EDU 375/575	Literacy and Multilingual Learners (fieldwork)	3
EDU 385/585	Leadership and Advocacy for Multilingual Learners	3
EDU 401	Student Teaching Seminar	1
EDU 405/703	Exceptional Learners	3
EDU 497A	Student Teaching in ESL	3-12
EDU 700	Diversity Among Learners	3
EDU 715	Policy Issues in Education	3

CROSS-CATEGORICAL SPECIAL EDUCATION (K-12)		POST-BACCALAUREATE CERTIFICATE
Credits required: 45 Education Coursework + 3-12 Student Teaching		Academic Year 2026-2027
Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning (EC/EL/MS)	1
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1
EDU 401	Student Teaching Seminar	1
EDU 510	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 511	Teaching Literacy in Early Childhood Classrooms (fieldwork)	4
EDU 700	Diversity Among Learners	3
EDU 703	Exceptional Learners	3
EDU 715	Seminar: Policy Issues in Education	3
EDE 520	Creating Inclusive Learning Environments	3
EDE 545	Understanding Learning Diversity: Characteristics and Assessment	3
EDE 545P	Clinical in Special Education (concurrent enrollment in SPE 345)	1
EDE 550	Elementary Academic and Behavioral Intervention Strategies + fieldwork	3
EDE 552	Secondary Academic and Behavioral Intervention Strategies + fieldwork	3
EDE 650	Collaboration with Students, Parents, and Professionals	3
EDE 486	Student Teaching in Special Education	3-12

NOTE: Transcripts are reviewed prior to enrollment to determine possible transfer coursework and for content coursework in **geography, history, mathematics, and political science**. Additional courses in those areas may be required.

ENGLISH AS A SECOND LANGUAGE		POST-BACCALAUREATE CERTIFICATE
Credits required: 44 Education Coursework + 3-12 Student Teaching		Academic Year 2026-2027
Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
ENG 225	Linguistics	3
EDU 300/510	Teaching Literacy in Elementary/Middle School Classrooms (fieldwork)	4
EDU 312	Teaching and Learning	3
EDU 312P	Clinical in Teaching and Learning	1
EDU 332/552	Curriculum, Instruction, and Assessment for ESL	3
EDU 332/552P	Clinical in ESL	1
EDU 335/535	Second Language Acquisition	3
EDU 375/575	Literacy and Multilingual Learners (fieldwork)	3
EDU 385/585	Leadership and Advocacy for Multilingual Learners	3
EDU 401	Student Teaching Seminar	1

EDU 405/703	Exceptional Learners	3
EDU 411	Teaching Literacy in Early Childhood Classrooms	4
EDU 456	Relationships with Families	3
EDU 497A	Student Teaching in ESL	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3

NOTE: Transcripts are reviewed prior to enrollment to determine possible transfer coursework.

SPANISH EDUCATION		POST-BACCALAUREATE CERTIFICATE
KINDERGARTEN TO GRADE 12 (K-12)		Academic Year 2026-2027
Credits required: 27 Spanish + Study Abroad + 27 Education + 3-12 Student Teaching		
Note: At least two weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country. ACTFL (American Council on the Teaching of Foreign Languages) World Language Tests are required for all Spanish Education majors. Both the Oral Proficiency interview (OPI-OPIc) and Writing Proficiency Test (WPT) are required. The qualifying scores for licensure in Wisconsin on both tests are "Intermediate High."		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 324	Instructional Methods: Subject	3
EDU 405/703	Exceptional Learners	3
EDU 401	Student Teaching Seminar	1
EDU 476	Student Teaching in World Languages	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
CONTENT COURSES REQUIRED:		
SPA 222 or SPA 335	Writing and Grammar Review in Spanish or Advanced Writing in Spanish	3
SPA 223 or SPA 332	Presenting and Speaking in Spanish or Advanced Conversation in Spanish	3
SPA 227	Hispanic Civilization and Culture	3
SPA 228	Introduction to Hispanic Literature	3
SPA 333	Phonetics	3
SPA 334	Syntax	3

SPA 373 or SPA 483	Latin American Literature or Spanish Literature	3
SPA 375 or SPA 485	Latin American Civilization or Civilization of Spain	3
	Study Abroad	
Note: Students earning the Spanish Education post-baccalaureate certifications are required to spend at least two weeks of study or work (paid, service learning and/or internship) abroad in a Spanish-speaking country.		

Non-Licensure Teacher Education (Post Baccalaureate)

RELIGIOUS STUDIES EDUCATION		POST-BACCALAUREATE CERTIFICATE
Credits required: 29 Theology + 39 Education		Academic Year 2026-2027
Note: The Wisconsin Department of Public Instruction (WDPI) no longer certifies teachers in Religious Studies. The Milwaukee Archdiocese has set up their own guidelines for teachers. Interested students should contact the Chair of the Education Department.		
Course Code	Course Title	Credits
PROFESSIONAL EDUCATION REQUIREMENTS:		
PSY 214	Developmental Psychology	3
EDU 303/502	Literacy in Content Areas (fieldwork)	3
EDU 321	Teaching and Learning	3
EDU 321P	Clinical in Teaching and Learning	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 575	Directed Work in Education	3
EDU 405/703	Exceptional Learners	3
EDU 401	Student Teaching Seminar	1
EDU 482 or EDU 489	Student Teaching in High School or Student Teaching in Middle School	3-12
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
CONTENT COURSES REQUIRED:		
THY 220	Christian Theological Foundations	3
THY 317	World Religions	3
THY 398	Synthesis Seminar	3
Biblical or Old Testament Studies - 3 credits from following courses:		
THY 310	The Sacred Writings of Israel	3
THY	Poetic and Wisdom Literature	3

THY 313	The Bible and Art	3
THY 372	Special Topics in Biblical Theology	3
New Testament Studies - 3 credits from the following courses:		
THY 312	The New Testament	3
THY 338	The Letters of Paul	3
THY	The Gospels	3
THY 372	Special Topics in Biblical Theology	3
Ethics - 3 credits from the following courses:		
THY 350	Theological Ethics in Healthcare	3
THY 352	Introduction to Moral Theology	3
THY 374	Special Topics in Systematic Theology	3
PHI	An ethics course from the Philosophy Course offerings	3
Historical Theology - 3 credits from the following courses:		
THY 320	Christian Classics	3
THY	History of Christian Thought	3
THY	Christianity in Rome	3
THY 346	Modern Christian Social Thought	3
THY 373	Special Topics in Historical Theology	3
Additional 9 credits of Theology courses		

EDUCATIONAL STUDIES

Credits required: 30

POST-BACCALAUREATE CERTIFICATE

Academic Year 2026-2027

Note: This program does not lead to teacher certification. To become a state licensed teacher, additional requirements would be needed, including approximately 100 hours of fieldwork, a semester of student teaching, additional coursework and passing scores on several state required assessments. Contact the Education Department for further information.

Course Code	Course Title	Credits
PSY 214	Developmental Psychology	3
EDU 312	The Psychology of Teaching and Learning	3
EDU 405/703	Exceptional Learners	3
EDU 456/556	Relationships with Families	3
EDU 700	Diversity Among Learners (or EDU 245 undergraduate course)	3
EDU 715	Seminar: Policy Issues in Education (or EDU 210 undergraduate course)	3
ELECTIVES – choose a minimum of 12 credits: (P = Clinical, must be taken with “parent” course)		
EDU 300/510	Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)	4
EDU 303/502	Literacy in the Content Areas	3
EDU 312P	Clinical in Teaching and Learning (EC/EL/MS)	1
EDU 322	Instructional Methods	3
EDU 322P	Clinical in Instructional Methods	1
EDU 330	Teaching Mathematics	3
EDU 330P	Clinical in Teaching Mathematics	1

EDU 329	Teaching Middle School (fieldwork)	3
EDU 340	Infants and Toddlers	3
EDU 357	Teaching Elementary/Middle School Science	2
EDU 358	Teaching Elementary/Middle School Social Studies	2
EDU 365	PreKindergarten/Kindergarten Education (fieldwork)	3
EDU 411/511	Teaching Literacy in Early Childhood Classrooms (fieldwork)	3
EDU 470/570	Integrating the Arts	3

Title II Reporting

Teachers certified by the State of Wisconsin are required to demonstrate content knowledge in the subjects for which they are certified to teach. Wisconsin has identified specific Praxis II content tests for most of the certification categories in which licenses are granted in the state. This requirement may also be met with a GPA of 3.0 or higher in required coursework. The Foundations of Reading Test (FoRT) is required for those certified in early childhood, elementary, middle school, or cross-categorical special education areas, and the ACTFL written and oral exams are required for those certified in Spanish or Bilingual/Bicultural Education. Each educator preparation program is required to report pass rates on these tests to the Wisconsin Department of Public Instruction each year.

WDPI, in turn, reports the University's program completer pass rates to the U.S. Department of Education. The pass rate for all Mount Mary University program completers is 100%. Approximately 93 percent of our program completers gained employment in education over the past five years.

English

School of Arts & Sciences - Humanities Division

The English Program offers one English major with four concentrations:

- Creative Writing
- Literature
- Writing & Content Strategy for New Media
- Education – English and Language Arts*

The English Program offers five minors:

- Creative Writing
- Literature
- Writing for New Media
- Journalism
- English

The English Program offers four post-baccalaureate certificates:

- Creative Writing
- Literature
- Writing for New Media
- Education- English and Language Arts*

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

English majors sharpen their skills in analyzing, interpreting, and writing. They think critically about texts and develop their own responses to them. Students in all concentrations develop writing and communication skills for use in the workplace through their coursework, internships, and extracurricular activities. We offer classes during the day, evening, and occasionally on Saturdays. We also offer online and hybrid courses.

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

English majors must maintain an overall grade point average of 2.0 with a grade point average of 2.5 in major courses; they are expected to prepare a graduation portfolio according to guidelines established by the program. Students should declare a major with the University or the Humanities Division Chair as soon as they have determined an interest. Transfer students must complete at least 20 credits at Mount Mary for concentrations in creative writing, literature or writing for new media; 12 credits for a minor.

ENGLISH CREATIVE WRITING CONCENTRATION Credits required: 42	MAJOR Academic Year 2026-2027
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Note: 2.5 GPA in major courses, graduation portfolio, internship.

Course Code	Course Title	Credits
Courses in Writing and Strategy, 15 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 317	Advanced Creative Writing	3-4
ENG 419	Technical and Business Communication	3
Additional writing classes, select a minimum of 6 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	4
ENG 498	Internship (with emphasis in writing)	1-4
Courses in Language & Theory, 6 credits		
ENG 225	Linguistics	3
PHI 344	Philosophy of Literature	3
Courses in Critical Thinking and Empathy, 15 credits (any literature classes)		
ENG 103	Introduction to Literature	3
ENG 104	Special Topics in Literature	3
ENG 106	Women and Literature	3
ENG 107	Myths, Legends, & Heroes	3
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 275	Literature of Place	3
ENG 285	Special Topics in Literature	3
ENG 306	Studies in British Literature	3-4
ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4
Note: Although ENG courses appear in many core areas, it is the expectation that ENG majors take additional courses, outside of ENG, to satisfy their core. Critical and creative thinking are enhanced through a variety of disciplinary perspectives. If a student majors in two areas, the Division Chair may allow an exception to this expectation.		

ENGLISH
WRITING & CONTENT STRATEGY FOR NEW MEDIA
 Credits required: 42

MAJOR
 Academic Year 2026-2027

Note: 2.5 GPA in major courses, graduation portfolio, internship.

Course Code	Course Title	Credits
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Courses in Writing and Strategy, 18 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 419	Technical and Business Communication	3
Additional writing classes, select a minimum of 3 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	3-4
ENG 498	Internship (with emphasis in writing)	1-4
Courses in Language & Theory, 6 credits		
ENG 225	Linguistics	3
PHI 344	Philosophy of Literature	3
Courses in Critical Thinking and Empathy, 15 credits (any literature classes)		
ENG 103	Introduction to Literature	3
ENG 104	Special Topics in Literature	3
ENG 106	Women and Literature	3
ENG 107	Myths, Legends, & Heroes	3
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 275	Literature of Place	3
ENG 285	Special Topics in Literature	3
ENG 306	Studies in British Literature	3-4
ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4
Note: Although ENG courses appear in many core areas, it is the expectation that ENG majors take additional courses, outside of ENG, to satisfy their core. Critical and creative thinking are enhanced through a variety of disciplinary perspectives. If a student majors in two areas, the Division Chair may allow an exception to this expectation.		

ENGLISH LITERATURE CONCENTRATION		MAJOR
Credits required: 42		Academic Year 2026-2027
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
Courses in Literature, Critical Thinking, and Empathy, 12 credits		
ENG 254	Shakespeare	3-4
ENG 306	Studies in British Literature	3-4

ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
Additional Courses in Literature, Critical Thinking, and Empathy, 9 credits		
ENG 103	Introduction to Literature	3
ENG 104	Special Topics in Literature	3
ENG 106	Women and Literature	3
ENG 107	Myths, Legends, & Heroes	3
ENG 213	Literature Across Cultures	3
ENG 275	Literature of Place	3
ENG 285	Special Topics in Literature	3
ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4
Courses in Language & Theory, 6 credits		
ENG 225	Linguistics	3
PHI 344	Philosophy of Literature	3
Courses in Writing and Content Strategy, 12 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 419	Technical and Business Communication	3
Additional Courses in Writing and Content Strategy, 3 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	4
ENG 498	Internship	1-4
Note: Although ENG courses appear in many core areas, it is the expectation that ENG majors take additional courses, outside of ENG, to satisfy their core. Critical and creative thinking are enhanced through a variety of disciplinary perspectives. If a student majors in two areas, the Division Chair may allow an exception to this expectation.		

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

ENGLISH CREATIVE WRITING CONCENTRATION		POST-BACCALAUREATE CERTIFICATION
Credits required: 42		Academic Year 2026-2027
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
Courses in Writing and Strategy, 15 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3

ENG 258	Arches: Workshop in Publication	3
ENG 317	Advanced Creative Writing	3-4
ENG 419	Technical and Business Communication	3
Additional writing classes, select a minimum of 6 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	4
ENG 498	Internship (with emphasis in writing)	1-4
Courses in Language & Theory, 6 credits		
ENG 225	Linguistics	3
PHI 344	Philosophy of Literature	3
Courses in Critical Thinking and Empathy, 15 credits (any literature classes)		
ENG 103	Introduction to Literature	3
ENG 104	Special Topics in Literature	3
ENG 106	Women and Literature	3
ENG 107	Myths, Legends, & Heroes	3
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 275	Literature of Place	3
ENG 285	Special Topics in Literature	3
ENG 306	Studies in British Literature	3-4
ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4

**ENGLISH
WRITING & CONTENT STRATEGY FOR NEW MEDIA
CONCENTRATION**

POST-BACCALAUREATE CERTIFICATION
Academic Year 2026-2027

Credits required: 42

Note: 2.5 GPA in major courses, graduation portfolio, internship.

Course Code	Course Title	Credits
Courses in Writing and Strategy, 18 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 419	Technical and Business Communication	3

Additional writing classes, select a minimum of 3 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	3-4
ENG 498	Internship (with emphasis in writing)	1-4
Courses in Language & Theory, 6 credits		
ENG 225	Linguistics	3
PHI 344	Philosophy of Literature	3
Courses in Critical Thinking and Empathy, 15 credits (any literature classes)		
ENG 103	Introduction to Literature	3
ENG 104	Special Topics in Literature	3
ENG 106	Women and Literature	3
ENG 107	Myths, Legends, & Heroes	3
ENG 213	Literature Across Cultures	3
ENG 254	Shakespeare	3-4
ENG 275	Literature of Place	3
ENG 285	Special Topics in Literature	3
ENG 306	Studies in British Literature	3-4
ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4

ENGLISH LITERATURE CONCENTRATION		POST-BACCALAUREATE CERTIFICATION
Credits required: 43		Academic Year 2026-2027
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
Courses in Literature, Critical Thinking, and Empathy, 12 credits		
ENG 254	Shakespeare	3-4
ENG 306	Studies in British Literature	3-4
ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
Additional Courses in Literature, Critical Thinking, and Empathy, 9 credits		
ENG 103	Introduction to Literature	3
ENG 104	Special Topics in Literature	3
ENG 106	Women and Literature	3
ENG 107	Myths, Legends, & Heroes	3
ENG 213	Literature Across Cultures	3
ENG 275	Literature of Place	3
ENG 285	Special Topics in Literature	3

ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4
Courses in Language & Theory, 6 credits		
ENG 225	Linguistics	3
PHI 344	Philosophy of Literature	3
Courses in Writing and Content Strategy, 12 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 419	Technical and Business Communication	3
Additional Courses in Writing and Content Strategy, 3 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	4
ENG 498	Internship	1-4

ENGLISH CREATIVE WRITING		MINOR
Credits required: 18		Academic Year 2026-2027
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
Courses in Writing and Strategy, 15 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 317	Advanced Creative Writing	3-4
ENG 419	Technical and Business Communication	3
Additional writing classes, select a minimum of 3 credits		
ENG 220	Special Topics in Writing	1-4
ENG 317	Advanced Creative Writing (may be repeated for credit with different topic)	3-4
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 420	Advanced Special Topics in Writing (may be repeated for credit with different topic)	4

ENGLISH WRITING & CONTENT STRATEGY FOR NEW MEDIA		MINOR
Credits required: 18		Academic Year 2026-2027
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits

Courses in Writing and Strategy, 18 credits		
ENG 117	Introduction to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 325	Writing & Content Strategy for New Media, Advanced	3
ENG 358	Arches: Workshop in Publication	1-4
ENG 419	Technical and Business Communication	3

ENGLISH LITERATURE		MINOR
Credits required: 18		Academic Year 2026-2027
Note: 2.5 GPA in major courses, graduation portfolio, internship.		
Course Code	Course Title	Credits
Courses in Literature, Critical Thinking, and Empathy, 12 credits		
ENG 254	Shakespeare	3-4
ENG 306	Studies in British Literature	3-4
ENG 307	Studies in World Literature	3-4
ENG 308	Studies in American Literature	3-4
Additional Courses, 6 credits		
ENG 213	Literature Across Cultures	3
ENG 285	Special Topics in Literature	3
ENG 385	Special Topics in the Novel	3-4
ENG 475	Special Topics in Literature	3-4
PHI 344	Philosophy of Literature	3

ENGLISH JOURNALISM		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
ENG 125	Writing & Content Strategy for New Media, Introduction	3
ENG 258	Arches: Workshop in Publication	3
ENG 358	Arches: Workshop in Publication	6
ENG 325	Advanced New Media Theory and Composing	3-4
COM 255	Introduction to Media Studies	3

ENGLISH		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
Any combination of 18 credits in ENG courses (not including ENG 110 and 120)		

Exercise Science

School of Arts & Sciences - Math & Sciences Division

The Exercise Science Program prepares students to professionally apply the theory and principles of exercise and health for the personal, social, educational, and vocational development of others. The primary focus of exercise science is to educate graduates to enter a variety of institutions and cultures to support others on their health and fitness journeys. The program integrates the opportunity to prepare for Personal Training Certification, Group Fitness Instructor Certification Preparation, and the American College of Sports Medicine Exercise Physiologist Certification exams. Our goal is for graduates to be prepared so they can enter a variety of careers and graduate programs.

Exercise Science majors in good academic standing must maintain a 2.2 GPA in all courses required for the Exercise Science major and a cumulative GPA of 2.0.

Post-baccalaureate students wishing to pursue an Exercise Science Major should contact the chair of the Math & Sciences Division.

EXERCISE SCIENCE		MAJOR
Credits required: 52		Academic Year 2026-2027
Course Code	Course Title	Credits
Required Biology Courses:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
Required Exercise Science Courses:		
EXS 130	Introduction to Exercise and Sport Science	2
EXS 265	Fitness Formats and Trends	3
EXS 275	Strength Training & Conditioning Methods	3
EXS 285	Personal Training Certification Preparation	4
EXS 335	Kinesiology and Biomechanics	4
EXS 355	Exercise Testing and Prescription	4
EXS 375	Care and Prevention of Athletic Injuries	3
EXS 385	Modern Health and Wellness	3
EXS 420	National Trends of Disease	3
EXS 461	Fieldwork	1-4
EXS 485	Capstone	1
Required Occupational Therapy Courses:		
OCT 201	Medical Terminology	1
Required Psychology Course:		
PSY 103	Introduction to Psychology	4
Elective Course (select 1):		
PSY 340	Foundations of Sport Psychology	3-4
PSY 323	Health Psychology	3-4
BIO 411	Exercise Physiology	3
Required Statistics courses (select 1):		

MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4

EXERCISE SCIENCE		POST-BACCALAUREATE CERTIFICATE
Credits required: 25		Academic Year 2026-2027
Course Code	Course Title	Credits
Required Exercise Science Courses:		
EXS 265	Fitness Formats and Trends	3
EXS 275	Strength Training & Conditioning Methods	3
EXS 285	Personal Training Certification Preparation	4
EXS 385	Modern Health and Wellness	3
Required Biology Courses:		
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4
Required Math Course (select 1)		
PSY 310	Behavioral Science Statistics	4
MAT 216	Statistics	4

EXERCISE SCIENCE		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
EXS 275	Strength Training and Conditioning	3
EXS 285	Personal Training Certification Preparation	3
EXS 385	Modern Health and Wellness	3
PSY 103	Introduction to Psychology	3
Take 6 elective Exercise Science credits		6

Exercise Science and Dietetics 3+2 Program

The exercise science program offers students the opportunity to earn an accelerated Bachelor of Sciences in Exercise Science degree, then direct admittance into the Dietetics Master's program. For additional information about the Masters of Science in Dietetics degree, please refer to that section of the bulletin. A GPA of 3.0 in the exercise science major courses, would ensure direct admittance to Exercise Science & Dietetics 3+2 Program.

EXERCISE SCIENCE 3+2 MAJOR		
Credits required: 69 Undergraduate and 55 Graduate		Academic Year 2026-2027
Note: 3.0 GPA in the major and overall.		
Course Code	Course Title	Credits
Required Biology Courses:		
BIO 100	Introduction to Cell and Molecular Biology and Lab	4
BIO 234	Anatomy and Physiology I and Lab	4
BIO 235	Anatomy and Physiology II and Lab	4

BIO 325	Microbiology and Lab	4
Required Chemistry Courses:		
CHE 113	General Chemistry I and Lab	4
CHE 206	Organic and Biochemistry and Lab	4
Required Dietetics Courses:		
DTS 201	Intro to Food Science	3
DTS 250	Nutrition Principles	4
DTS 362	Quantity Food Procurement & Production	3
DTS 354	Applied Nutrition	3
DTS 465	Intro to Community Nutrition	3
Required Exercise Science Courses:		
EXS 265	Fitness Formats and Trends	3
EXS 275	Strength Training & Conditioning Methods	3
EXS 355	Exercise Testing and Prescription	4
EXS 385	Modern Health and Wellness	3
Required Mathematics Course:		
MAT 111	College Algebra II	4
Required Psychology Courses:		
PSY 103	Introduction to Psychology	3
PSY 323	Health Psychology	3-4
Required Occupational Therapy Course:		
OCT 201	Medical Terminology	1
Required Statistics courses (select 1):		
MAT 216	Statistics	4
PSY 310	Behavioral Science Statistics	4
Required Dietetics Graduate Courses:		
DTS 505	Advanced Nutrition / Macro/Micronutrients	3
DTS 520	Management and Leadership	3
DTS 564	Medical Nutrition Therapy I	4
DTS 566	Medical Nutrition Therapy II	4
DTS 570	Community Nutrition Program Mgmt	2
DTS 574	Nutrition Research I	3
DTS 576	Nutrition Communication and Education	2
DTS 575	Counseling Skills	2
DTS 604	Leadership in Dietetics	3
DTS 675	Seminar – Management or Community	1
DTS 676	SEL in Medical Nutrition Therapy I	2
DTS 677	SEL Management OR Community	2-3
DTS 678	Seminar in Medical Nutrition Therapy II	1
DTS 680	SEL in MNT 2	2
DTS 681	SEL in MNT Relief	1
DTS 715	Research Design & Analysis I	1

DTS 716	Research Design & Analysis II	1
DTS 770	Applied Grad Research	1-2

Fashion

School of Arts & Sciences- *Arts & Design Division*

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

To support these majors, the fashion program has developed unique collaborative relationships with regional retailers and apparel product developers, offering students the opportunity to observe, consult and work in the field. These professionals regularly participate in the curriculum through guest lectures, field trips, critiques, and cooperative projects. Computer labs offer access to Adobe Creative Suite, Browzwear patternmaking software and Visual Retailing CAD software. The Fashion Archive at Mount Mary University includes over 10,000 garments and accessories ranging from the late 18th century to early 21st century. Internships are required of all majors. Students can compete in regional and national competitions.

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

The Fashion Business major is designed to build a student's skill in, and understanding of, both online and brick and mortar retailing and merchandising. Coursework includes management principles, buying and assortment planning, trend analysis, and visual merchandising including store planning and design. Fashion Business prepares graduates for careers in retail management, buying, assortment planning, visual merchandising, styling, store planning, fashion marketing, product development and event planning.

Students in the Fashion Business program are required to obtain a minor in a related field of their choice. The recommended Business Merchandising minor complements the Fashion Business major and incorporates business administration and entrepreneurship classes. Fashion Business majors may, with permission of their advisor, choose an alternate minor that complements the fashion major including Communications, Writing for New Media, Studio Art or User Experience Design. The minor will require students to work closely with an advisor in the chosen minor program and their major advisor to ensure that the proper classes are taken to fulfill the requirements.

The Fashion Business minor primarily complements the fashion design major, particularly for those students who wish to pursue an entrepreneurial career path. Coursework offers a combination of Fashion Business content and courses offered through the Business Administration program. The minor will require students to work closely with the Fashion Business advisor and their major advisor to ensure that the proper classes are taken to fulfill the requirements.

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

FASHION DESIGN		MAJOR
Credits required: 75		Academic Year 2026-2027
Note: 2.5 GPA overall and 2.5 GPA in major courses. All eligible Fashion Design students are required to submit final garments to a jury panel and, if selected, participate in the annual student fashion show.		
Course Code	Course Title	Credits
ART 105	Two-Dimensional Design and Color Theory	3
ART 313	Figure Drawing	3
FSH 107	Fashion Concepts and Careers	2
FSH 110	Clothing Construction	3
FSH 160	Flat Patternmaking Fundamentals	3
FSH 200	Professional Practices	1
FSH 212	Draping Fundamentals	3
FSH 214	Digital Fashion Art I	3
FSH 215	Digital Fashion Art II	3
FSH 218	Sophomore Design Studio	3
FSH 220	Fashion Art	3
FSH 235	Textiles	3
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 342	Fashion Design I	3
FSH 344	Fashion Career Strategies	2
FSH 352	Junior Design Studio	3
FSH 355	Digital Patternmaking I	3
FSH 356	Digital Patternmaking II	3
FSH 363	Fashion Design II	3
FSH 398	Internship: Fashion Careers	2
FSH 461	Senior Capstone R&D	1
FSH 462	Senior Capstone I	3
FSH 463	Senior Capstone II	3
Fashion Electives: Choose at least 4 credits from the following courses:		
FSH 115	Design Fundamentals Workshop	1
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 297	Machine Knitting Workshop	2
FSH 335	Re-Curating the Fashion Archive	3
FSH 372	Paris Design Seminar (offered every other J-Term)	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Fashion Business	1-4
FSH 395	Special Topics in Fashion Design	1-4
ART 359	Fiber/Fabric Design	3

FASHION DESIGN		POST-BACCALAUREATE CERTIFICATE
Credits required: 32		Academic Year 2026-2027
Note: Individually designed in consultation with the Chair. All eligible Fashion Design students are required to submit final garments to a jury panel and if selected, participate in the annual student fashion show.		
Course Code	Course Title	Credits
Select a minimum of 32 credits from the following courses:		
FSH 107	Fashion Concepts and Careers	2
FSH 110	Clothing Construction	3
FSH 115	Design Fundamentals Workshop	1
FSH 160	Flat Patternmaking Fundamentals	3
FSH 200	Professional Practices	1
FSH 212	Draping Fundamentals	3
FSH 214	Digital Fashion Art I	3
FSH 215	Digital Fashion Art II	3
FSH 218	Sophomore Design Studio	3
FSH 220	Fashion Art	3
FSH 235	Textiles	3
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 297	Machine Knitting Workshop	2
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 335	Re-Curating the Fashion Archive	3
FSH 342	Fashion Design I	3
FSH 344	Fashion Career Strategies	2
FSH 352	Junior Design Studio	3
FSH 355	Digital Patternmaking I	3
FSH 356	Digital Patternmaking II	3
FSH 363	Fashion Design II	3
FSH 372	Paris Design Seminar (offered every other J-Term)	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Fashion Business	3
FSH 395	Special Topics in Fashion Design	1-4
FSH 398	Internship: Fashion Careers	2
FSH 461	Senior Capstone R&D	1
FSH 462	Senior Capstone I	3
FSH 463	Senior Capstone II	3

FASHION BUSINESS		MAJOR
Credits required: 67		Academic Year 2026-2027
Course Code	Course Title	Credits
FSH 107	Fashion Concepts and Careers	2
FSH 200	Professional Practices	1
FSH 235	Textiles	3
FSH 265	Global Retailing Principles	3
FSH 319	Visual and Experiential Merchandising	3
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 344	Fashion Career Strategies	2
FSH 367	CAD for Merchandisers	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Fashion Business	3
FSH 398	Internship: Fashion Careers	2
FSH 418	Buying and Assortment Planning	3
ART 105	Two-Dimensional Design and Color Theory	3
BUS 109	Data and Digital Literacy	2
BUS 340	Consumer Behavior	3
BUS 362	Principles of Management	3
ITS 201	Foundations of Data Analytics	3
COM 270	Integrated Marketing Communication	3
COM 340	Social Media Marketing	3
UXD 232	Adobe Photoshop and Illustrator	3
Optional Fashion Electives:		
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 335	Re-Curating the Fashion Archive	3
FSH 374	Paris Merchandising Seminar (offered every other J-Term)	3

FASHION BUSINESS		MINOR
Credits required: 18, not including Prerequisites		Academic Year 2026-2027
Course Code	Course Title	Credits
BUS 260	Introduction to Entrepreneurship	3
MAT 105	Algebra I	4
BUS 340	Consumer Behavior	3
FSH 265	Global Retailing	3
FSH 418	Buying & Assortment Planning	3
Choose 6 additional credits from the following:		
BUS 362	Principles of Management	3

COM 340	Digital Marketing & Social Media	3
FSH 319	Visual & Experiential Merchandising	3
FSH 331	Trend Forecasting	3
FSH 367	CAD for Merchandisers	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics: Luxury & Brand Management	3
FSH 380	Special Topics: Social Psychology of Dress	3

FASHION BUSINESS		POST-BACCALAUREATE CERTIFICATION
Credits required: 32		Academic Year 2026-2027
Note: Individually designed in consultation with the Chair. College Algebra is a prerequisite for all Fashion Business certificate students.		
Course Code	Course Title	Credits
Select a minimum of 32 credits from the following courses:		
FSH 107	Fashion Concepts and Careers	2
FSH 200	Professional Practices	1
FSH 235	Textiles	3
FSH 265	Global Retailing Principles	3
FSH 277	New York Study Tour (offered every other Fall)	1
FSH 319	Visual and Experiential Merchandising	3
FSH 320	Fashion Lifecycle	3
FSH 321	Fashion History	3
FSH 322	Product Analysis	3
FSH 331	Trend Forecasting	3
FSH 344	Fashion Career Strategies	2
FSH 367	CAD for Merchandisers	3
FSH 375	Fashion Show Coordination	3
FSH 380	Special Topics in Fashion Business	2
FSH 398	Internship: Fashion Careers	2
FSH 418	Buying and Assortment Planning	3
UXD 232	Adobe Photoshop and Illustrator	3
BUS 205	Personal Finance	2
BUS 209	Survey of Financial Accounting	3
or	or	or
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
ENG 419	Technical & Business Communication	4
BUS 260	Introduction to Entrepreneurship	3
BUS 301	Microeconomics	3
or	or	or
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3

BUS 309	Human Resource Management	3
COM 240	Social Media Marketing	3
COM 270	Integrated Marketing Communication	3
BUS 340	Consumer Behavior	3
BUS 360	Advertising and Promotion	3
BUS 362	Principles of Management	3
BUS 375	Business Law	3
BUS 462	Principles of Finance	3
ITS 201	Foundations of Data Analytics	3

General Studies

School of Arts & Sciences – Humanities Division

The General Studies major is designed to provide an opportunity for undergraduates who hold associate degrees in any field from an accredited college to earn a Bachelor of Arts degree.

It is intended for undergraduates who:

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

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

General Studies Major Requirements: 9 Credits: nine-credit concentration in a specific program or in one of the core areas, and completion of Mount Mary University Core Curriculum for transfer students.

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

GENERAL STUDIES		MAJOR
Credits required: 9 + Core Curriculum 43		Academic Year 2026-2027
Course Code	Course Title	Credits
	Concentration of 9 credits in a specific program or one of the core realms (3 credits at 200 level or higher and at least 6 credits at the 300 level or higher)	9

Global Studies

School of Arts & Sciences – Humanities Division

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

The Global Studies major creates a broad range of career opportunities including government service, international business, international law, diplomatic service, international education, travel industry, intercultural communication, translating/interpreting, and graduate study in a variety of fields. A Global Studies minor is also available.

GLOBAL STUDIES		MAJOR
Credits required: 39		Academic Year 2026-2027
Note: 2.50 GPA, world language study, study abroad, and a second major or minor are required.		
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
COM 235	Intercultural Communication	3
HIS 383	People and the Planet	3
HUM 386	United Nations	3
GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
POS	Any 3 credits in Political Science	3
Choose 1 of the following Non-Western History courses:		
HIS 107	World Civilization Part II	3
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose 1 of the following Conflict Mediation courses:		
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 242	Peace and Conflict in the International Context	3
SOC 479	Conflict Mediation for Professionals	3
	2 semesters World Language (not ASL)	6

GLOBAL STUDIES		POST-BACCALAUREATE CERTIFICATE
Credits required: 40		Academic Year 2026-2027
Note: 2.50 GPA; world language study; study abroad, and a second major or minor are required.		
Course Code	Course Title	Credits

ANT 102	Cultural Anthropology	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
COM 235	Intercultural Communication	3
HIS 383	People and the Planet	3
HUM 386	United Nations	3
GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
POS	Any 3 credits in Political Science	3
Choose 1 of the following Non-Western History courses:		
HIS 107	World Civilization Part II	3
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose 1 of the following Conflict Mediation courses:		
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 242	Peace and Conflict in the International Context	3
SOC 479	Conflict Mediation for Professionals	3
	2 semesters World Language (not ASL)	6

GLOBAL STUDIES: PRE-GLOBAL HEALTH EQUITY

MAJOR

Credits required: 39-48

Academic Year 2026-2027

Not including prerequisites or MCW courses

Note: Students should apply to the Master of Global Health Equity (GHE) program at the Medical College of Wisconsin (MCW) by April 1 of their junior year. A 3.0 GPA overall, application, official transcript, 3 letters of recommendation, and a personal statement will be required to apply to the (GHE) program. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a Bachelor of Arts degree from Mount Mary. After graduation from Mount Mary, these students continue as graduate students at the MCW for approximately one additional year until they complete the GHE program.

Students must have at least three weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country.

*These courses must be *completed* by April 1st of junior year.

Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	3
BUS 302	Macroeconomics	3
BUS 303	International Business and Economics	3
COM 235	Intercultural Communication	3
HIS 383	People and the Planet	3
HUM 386	United Nations	3

GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
POS	Any 3 credits in Political Science	3
Choose 1 of the following Non-Western History courses:		
HIS 107	World Civilization Part II	3
HIS 260	Latin America History and Culture	3
HIS 270	Modern Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 280	Middle East History and Culture	3
Choose 1 of the following Conflict Mediation courses:		
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 242	Peace and Conflict in the International Context	3
SOC 479	Conflict Mediation for Professionals	3
	2 semesters World Language (not ASL)	6
	Recommended courses to fulfill one core area (3 credits)	
ANT 102*	Cultural Anthropology	3
ANT 395*	Special Topics in Anthropology	2-4
ANT 495*	Special Topics in Anthropology	2-4
SOC 101*	Introductory Sociology	3
SOC 220*	Conflict Transformation and Peacebuilding	3
SOC 479*	Conflict Mediation for Professionals	3

GLOBAL STUDIES		MINOR
Credits required: 21		Academic Year 2026-2027
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	3
BUS 302	Macroeconomics	3
COM 235	Intercultural Communication	3
GLO 200	Introduction to Global Studies	3
GLO 400	Global Studies Seminar	3
	2 semesters World Language (not ASL)	6

Healthcare Administration

School of Arts & Sciences - Business, Communication & Technology Division

The Healthcare Administration program will empower students to take on critical roles in healthcare organizations, hospitals, insurance companies, and public health institutions, ensuring they contribute to the future of healthcare innovation.

The minor can also serve as a valuable addition for business, social work, psychological science, communication, nursing or other health science students who wish to make a meaningful impact in healthcare by focusing on administration, policy, and leadership.

HEALTHCARE ADMINISTRATION		MAJOR
Credits required: 44		Academic Year 2026-2027
Course Code	Course Title	Credits
BUS 309	Human Resource Management	3
BUS 335	Management Information Systems	3
BUS 498	Internship	1
COM 232	Team Communication and Leadership	3
COM 270	Integrated Marketing Communication	3
COM 330	Health Communication	3
HCA 101	Inside US Healthcare Policy	3
HCA 201	Career Navigation Healthcare Admin	3
HCA 250	Healthcare Justice, Law, and Ethics	3
HCA 305	Strategic Healthcare Operations	3
HCA 310	Healthcare Finance	3
HCA 320	Healthcare Analytics, IT, AI	3
HCA 450	Healthcare Capstone	3
MAT 216	Statistics	4
PSY 220	Industrial/Organizational Psychology	3

HEALTHCARE ADMINISTRATION		MINOR
Credits required: 19		Academic Year 2026-2027
Course Code	Course Title	Credits
HCA101	Inside US Healthcare Policy	3
HCA 250	Healthcare Justice, Law, and Ethics	3
HCA 305	Strategic Healthcare Operations	3
HCA 310	Healthcare Finance	3
HCA 320	Healthcare Analytics, IT, AI	3
MAT 216	Statistics	4

History, Political Science, and Social Sciences

School of Arts & Sciences – Math & Sciences Division

Mount Mary University offers minors in History and Political Science, as well as an interdisciplinary Social Sciences minor.

History minors study the people and history of the United States, Western, non-Western, and global societies, from political, social, and cultural perspectives. Courses are designed to develop an awareness, understanding, and appreciation of the experiences and achievements of humans from the past and present.

Political science minors are prepared to function as leaders in civic life. This requires a firm understanding of the structure of the political systems, knowledge concerning international relations, and the development of leadership. Students come to understand the people and the political process of the past in their context in order to understand the evolution of society and the world.

A minor in Social Sciences draws from diverse fields like sociology, anthropology, and business. Students learn about diverse perspectives on systemic inequalities, cultural dynamics, and historical contexts. This minor encourages collaboration across disciplines, fostering a sense of community and shared responsibility for addressing social justice concerns.

HISTORY		MINOR
Credits required: 18		Academic Year 2026-2027
There are two options to fulfill the requirements of the History minor:		
18 credits of HIS-prefix courses		
or		
12 credits of HIS-prefix courses + 6 credits from list of interdisciplinary options		
Course Code	Course Title	Credits
HIS-prefix courses		
HIS 106	World Civilizations I	3
HIS 107	World Civilizations II	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 260	Latin America History and Culture	3
HIS 270	Asian History and Culture	3
HIS 275	African History and Culture	3
HIS 277	Reacting to the Past	4
HIS 280	Middle East History and Culture	3
HIS 346	20 th Century Europe	3

HIS 357	Studies in American History	3
HIS 377	Studies in World History	3
HIS 383	People and the Planet	3
HIS 386	Foreign Relations	3
Interdisciplinary options		
ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 326	Women in Art	3
ART 320	Global Modern and Contemporary Art	3
ANT 395	Special Topics in Anthropology	3
FSH 321	Fashion History	3
THY 326	History of Christian Thought I	4
THY 328	History of Christian Thought II	4

POLITICAL SCIENCE		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
COM 320	Organizational Communication	3
POS 213	American Government	3
Choose remaining credits from the following courses:		
COM 301	Introduction to Public Relations	3
HIS 153	United States History Part I	3
HIS 154	United States History Part II	3
HIS 277	Reacting to the Past	4
POS 386	Foreign Relations	3
JUS 101	Introduction to Justice	3
PHI 335	Social and Political Philosophy (may be cross-listed as POS 335)	4
SOC 220	Conflict Transformation and Peacebuilding	3

SOCIAL SCIENCES		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
ANT 102	Cultural Anthropology	3
SOC 101	Introductory Sociology	3
Select any of the following:		
ANT 367	Anthropology of Women	3
ANT 395	Special Topics in Anthropology	3
HIS 383	People and the Planet	3
BUS 301	Microeconomics	3
BUS 302	Macroeconomics	3
BUS 306	Economics of Women and Work	3
JUS 101	Introduction to Justice Studies	3
POS 213	American Government	3
PSY 103	Introductory Psychology	3
SOC 212	Introduction to Nonprofits	3
SOC 220	Conflict Transformation and Peacebuilding	3
SOC 395	Special Topics in Sociology	3
SOC 479	Conflict Mediation for Professionals	3
SWK 210	Race, Gender, and Class	3
SYM 110	Leadership for Social Justice	3

Interior Architecture & Design

School of Arts & Sciences – Business Communication, Technology Division

The Interior Architecture & Design Department offers two major options: a CIDA (Council for Interior Design Accreditation) accredited Interior Architecture & Design major and an Interior Merchandising major.

Courses within the Interior Architecture & Design major address the changing complexities of the design and construction industry. Preparing individuals for the National Council for Interior Design Qualification (NCIDQ) certification examination, this major provides students with multiple avenues to explore three-dimensional interior spaces. The program aims to develop professional design skills while empowering students to identify, research and creatively solve design problems. The knowledge and skills learned establish a solid foundation for successful design careers in many market sectors including healthcare, hospitality, corporate, and residential environments along with furniture and sustainable design. The Interior Architecture & Design major focuses on both academic skills, real-world applications and professional development while qualifying for Pathway #1 of the NCIDQ examination.

The Interior Merchandising major provides individuals a professional pathway that merges interior design with merchandising, communication and business content. This degree enables individuals to work in specialized management and sales sectors within the design and construction industry. Merchandisers may be responsible for aspects within the design field including collaborations with design, production and marketing professionals on social media platforms, visual communications and advertising materials. The major provides understanding of industry trends such as color marketing, product and material sales and merchandising, and innovations in technology. Individuals in the Interior Merchandising program have the option of obtaining a business minor (Business Merchandising, Business Administration, or Entrepreneurship) or may choose other minors that complement the major including Communications, Writing for New Media, Studio Art or User Experience Design.

The program provides all students with exceptional opportunities in networking, community involvement, and real-world applications. Students interact with practicing (interior) design professionals and related practitioners throughout their studies to establish realistic understanding, expectations and goals for educational experience. Student-centered learning in small class settings along with comprehensive academic studies curriculum prepare individuals for successful and rewarding employment before and after graduation. A field-study internship, mandatory for graduation, assists the student in gaining practical and professional experience in the interior design industry. Workforce readiness courses (ART 200 and INT 401) prepare students for the internship and job search processes. A formal portfolio review and assessment occurs at the completion of INT 401 Career Seminar and Portfolio.

Faculty members are involved in their fields of expertise through professional practice and continuing education. The National Council for Interior Design Qualification (NCIDQ) exam, licensing/practice pathways, and professional certifications are emphasized. The student ASID Student Chapter is affiliated with the professional organizations ASID (American Society of Interior Designers) and IIDA (International Interior Design Association). The group is engaged in professional networking and community service opportunities. Field trips and guest speakers are an integral component of the active learning curriculum.

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

INTERIOR ARCHITECTURE & DESIGN		MAJOR
Credits required: 69, not including prerequisites		Academic Year 2026-2027
Course Code	Course Title	Credits

Prerequisite:		
ART 105	Two-Dimensional Design and Color Theory	3
Required Interior Design courses:		
INT 100	Professional Survey	1
INT 101	Studio I – Fundamentals	4
INT 103	Architectural Drafting	3
INT 110	Spaces, Proxemics and Planning	3
INT 130	History of Architecture and Interiors	3
ART 200	Professional Practices	1
INT 201	Studio II – Residential Design	4
INT 204	Building Construction	3
INT 225	Illuminated Environments	3
INT 226	Sketching, Rendering and Presentation	3
INT/UXD 232	Adobe Photoshop and Illustrator	3
INT 245	Textiles and Finish Materials	3
INT 301	Studio III – Commercial Design	4
INT 302	Studio IV – Special Topics	4
INT 315	Environmental Design & Construction Practices	3
INT 330	Advanced Graphic Communication	3
INT 342	Business Procedures	3
INT 398	Internship	3-6
INT 401	Career Seminar & Portfolio	1
INT 410	Contemporary Issues in Design	3
INT 420	Capstone Project – Research Principles	2
INT 421	Capstone Project – Design Development	3
INT Elective: Choose 3 credits from the following courses:		
INT 340	Advanced Residential Design	3
INT 350	Furniture Design	3
INT 360	Interior Architecture	3
INT 370	Study Abroad Seminar	3
INT 496	Independent Study	1-3
	INT 496 may count for 1 INT elective with Chair's approval	
Art/Art History Elective: Choose 3 credits from the following courses:		
ART 220	Three-Dimensional Design	3
ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3

ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3

INTERIOR MERCHANDISING	MAJOR
Credits required: 57, not including prerequisites	Academic Year 2024-2025

Course Code	Course Title	Credits
	Prerequisites:	
ART 105	Two-Dimensional Design and Color Theory	3
Major Courses Required:		
INT 100	Professional Survey	1
INT 101	Studio I – Fundamentals	4
INT 103	Architectural Drafting	3
INT 130	History of Architecture and Interiors	3
ART 200	Professional Practices	1
INT/UXD 232	Adobe Photoshop and Illustrator	3
INT 245	Textiles and Finish Materials	3
INT 342	Business Procedures	3
INT 350	Furniture Design	3
INT 398	Internship	3-6
INT 401	Career Seminar & Portfolio	1
INT 410	Contemporary Issues in Design	3
INT 420	Capstone Project – Research Principles	2
INT 421	Capstone Project – Design Development	3
FSH 265	Global Retailing Principles	3
FSH 319	Visual Presentation	3
FSH 331	Trend Forecasting	3
COM 105	Professional Presentations	3
COM 270	Integrated Marketing Communications	3
BUS 340	Consumer Behavior	3
Select 3 credits from the following courses:		
COM 231	Interpersonal Communication	3
COM 232	Team Communication and Leadership	3
COM 235	Intercultural Communication	3
COM 320	Organizational Communication and Behavior	3
COM 343	Persuasive Communication	3

INTERIOR ARCHITECTURE & DESIGN	POST-BACCALAUREATE CERTIFICATE
Credits required: 68, not including prerequisites	Academic Year 2026-2027

Course Code	Course Title	Credits
Required Interior Design courses:		
INT 100	Professional Survey	1
INT 101	Studio I – Fundamentals	4

INT 103	Architectural Drafting	3
INT 110	Spaces, Proxemics and Planning	3
INT 130	History of Architecture and Interiors	3
INT 201	Studio II – Residential Design	4
INT 204	Building Construction	3
INT 225	Illuminated Environments	3
INT 226	Sketching, Rendering and Presentation	3
INT/UXD 232	Adobe Photoshop and Illustrator	3
INT 245	Textiles and Finish Materials	3
INT 301	Studio III – Commercial Design	4
INT 302	Studio IV – Special Topics	4
INT 315	Environmental Design & Construction Practices	3
INT 330	Advanced Graphic Communication	3
INT 342	Business Procedures	3
INT 398	Internship (three – 1 credit courses required)	3-6
INT 401	Career Seminar & Portfolio	1
INT 410	Contemporary Issues in Design	3
INT 420	Capstone Project – Research Principles	2
INT 421	Capstone Project – Design Development	3
INT Elective: Choose 3 credits from the following courses:		
INT 340	Advanced Residential Design	3
INT 350	Furniture Design	3
INT 360	Interior Architecture	3
INT 370	Study Abroad Seminar	3
INT 496	Independent Study	1-3
	INT 496 may count for 1 INT elective with Chair's approval	
Art/Art History Elective: Choose 3 credits from the following courses:		
ART 212	Mixed Media	3
ART 220	Three-Dimensional Design	3
ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3

Linguistics

School of Arts & Sciences- Humanities Division

Linguistics professionals study the nature of human language, analyzing its structure, sound systems, meaning, and cultural impact. If you are curious about how human communication works, a linguistics minor offers a balance of analytical problem-solving, cognitive science, and cultural awareness.

Students who study linguistics cultivate highly adaptable skills in pattern recognition, data analysis, and intercultural communication. Whether you are aiming for a career in global technology, education, marketing, or public policy, understanding the mechanics of language is an invaluable tool for navigating a connected world.

LINGUISTICS		MINOR
Credits required: 18		Academic Year 2026-2027
Note: Students must have met the world language requirement or completed a 101-level course in a language other than English.		
Course Code	Course Title	Credits
	All linguistics minors must take:	
ENG 225	How Language Works 3	3
	Choose 12 credits from the following:	
ENG 245	Words Around the World: Lexicology	3
ENG 255	Syntax	3
ENG 265	Global Englishes	3
ENG 305	History of English	3
ENG 320	Language & Identity: Sociolinguistics	3
SPA 225	Spanish for Heritage Speakers	3
SPA 301	Global Spanishes	3
SPA 333	Phonetics	3
SPA 334	Syntax	3
SPA 350	Introduction to Translation and Interpreting	3
SPA 486	Introduction to Bilingualism and Biculturalism	3
	Choose ONE course from the following:	
ENG 202	Centering Women's Voices	3
ENG 307	World Lit	3
GLO 217	Global Poetics: From Sagas to Slams	3
SPA 225	Spanish for Heritage Speakers	3

Mathematics

School of Arts & Sciences – Math and Sciences Division

The mission of the Mathematics program reflects the Mount Mary University mission in its commitment to excellence in teaching and learning with an emphasis on critical thinking. The program promotes analytical and quantitative thinking through courses offered in its curricula and in support of other programs. The mathematics major is designed to prepare students for successful careers requiring a strong foundation in mathematics, mathematics teaching at the secondary level, or for graduate study.

The program offers majors in mathematics and, through the Education Department, in early adolescence/adolescence mathematics teaching. Please see the Education section of this Bulletin for more details. A minor in mathematics is also offered.

Students majoring or minoring in math are expected to maintain a cumulative grade point average of 2.0 and a grade point average of 2.2 in major or minor courses. Transfer students declaring a major in mathematics must complete at least three courses at the 300 level or above in the program. Transfer students declaring a minor in mathematics must complete at least two courses in the program. For the University mathematics graduation requirements please see Academic Policies/Graduation requirements.

MATHEMATICS Credits required: 30		MAJOR Academic Year 2025-2026
Note: Admission and retention require a cumulative GPA of 2.0 and a GPA of 2.2 in major or minor courses.		
Course Code	Course Title	Credits
MAT 251	Calculus I	4
MAT 252	Calculus II	4
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 311	Linear Algebra	4
	Choose at least 3 electives from the following courses:	
MAT 321	Differential Equations	4
MAT 325	Discrete Mathematics	4
MAT 328	Numerical Analysis	4
MAT 331	Abstract Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496	Independent Study	2-4
MAT 498	Internship	2-4
	Additional Mathematics coursework, if necessary, for a minimum of 30 credits	

MATHEMATICS Credits required: 18		MINOR Academic Year 2025-2026
Note: 2.0 overall GPA; 2.5 minor GPA.		
Course Code	Course Title	Credits
MAT 251	Calculus I	4
MAT 252	Calculus II	4
	Choose at least 3 electives from courses above MAT 252:	
MAT 261	Calculus III	4
MAT 301	Fundamental Concepts of Higher Mathematics	4
MAT 311	Linear Algebra	4
MAT 321	Differential Equations	4
MAT 325	Discrete Mathematics	4
MAT 328	Numerical Analysis	4
MAT 331	Abstract Algebra	4
MAT 343	Modern Geometry	4
MAT 346	Introduction to Probability and Statistics	4
MAT 347	Elementary Number Theory	4
MAT 495	Topics in Mathematics	2-4
MAT 496 or MAT 498	Independent Study or Internship	2-4

Nursing

School of Nursing – Nursing Division

Mount Mary University offers a direct entry Bachelor of Science in Nursing. The baccalaureate degree program in nursing at Mount Mary University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

BSN Program

The BSN Nursing program is a four-year Bachelor of Science in Nursing (BSN) degree program. All four years of the BSN program are at Mount Mary University. The BSN program prepares students to take the National Council Licensure Examination (NCLEX). Passing the NCLEX allows program graduates to be eligible for licensure as a Registered Nurse (RN) by the Wisconsin Board of Nursing (BON). *Nursing education programs are mandated by boards of nursing and accreditors to provide students with clinical and simulation experiences. Clinical facilities require that students provide evidence of their health status to protect clients and employees' health. Specific health and vaccination requirements must be met prior to the clinical experience.

Students are admitted to the nursing program upon admission to the university. Continuation in the program is reliant upon meeting the progression requirements.

Students enrolled in the Nursing program should anticipate additional expenses beyond standard tuition and university fees. These may include, but are not limited to, required textbooks, electronic resources, laboratory fees, clinical supplies, uniforms, background checks, drug screening, immunizations, and certification-related costs. Students are responsible for all program-related fees as outlined by the Nursing department. All fees are subject to change and are the responsibility of the student.

BSN PROGRAM		MAJOR
Credits required: 122		Academic Year 2026-2027
Progression Requirements:		
- A minimum grade of BC (79%) or better is required for all NUR coded courses. A "Pass" grade is required in all clinical courses and lab courses. - A student can repeat an individual NUR coded course once, and a student can repeat a maximum of 2 times for NUR coded courses over the entire program. - In addition, the following are required to begin NUR clinical courses: Approved Castle Branch Clearance (drug screen, caregiver background check, & immunization requirements) & Cardiopulmonary Resuscitation (CPR) Basic Life Support (BLS), Healthcare Provider level by the American Heart Association.		
Course Code	Course Title	Credits
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 234	Anatomy and Physiology I with Lab	4
BIO 235	Anatomy and Physiology II with Lab	4
CHE 113	General Chemistry 1	4
PSY 214	Developmental Psychology	4
MAT 109	Math for Health Professionals	3
MAT 209	Experiential Nursing Math	1
OCT 201	Medical Terminology	1
MAT 216	Statistics	4

Nursing (NUR) Core Courses		
NUR 114	Introduction to Nursing	2
NUR 200	Health Assessment	2
NUR 200L	Health Assessment Lab	2
NUR 210	Nutrition and Health Promotion	2
NUR 261	Pathophysiology and Pharmacology I	3
NUR 262	Pathophysiology and Pharmacology II	3
NUR 249	Foundations and Applications of Nursing Practice	3
NUR 249C	Foundations and Applications Clinical	3
NUR 249L	Foundation and Applications Lab	2
NUR 319	Mental Health	2
NUR 350	Medical Surgical I	3
NUR 350C	Medical Surgical I Clinical	3
NUR 350L	Medical Surgical I Lab	2
NUR 361	Healthcare Informatics and Economics	2
NUR 370	Medical Surgical II	3
NUR 370C	Medical Surgical II Clinical	3
NUR 370L	Medical Surgical II Lab	2
NUR 420	Nursing Leadership	2
NUR 432	Community Based Nursing	2
NUR 432C	Community and Specialty Clinicals	2
NUR 440	Evidence-Based Practice	3
NUR 441	Nursing Transitions	3
NUR 441C	Nursing Transitions Clinical	3
NUR 449	Advanced Medical Surgical	3
NUR 449C	Advanced Medical Surgical Clinicals	3
NUR 449L	Advanced Medical Surgical Lab	2
NUR 470	Obstetrics and Pediatrics	3

Philosophy

School of Arts & Sciences – Humanities Division

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

PHILOSOPHY		MAJOR
Credits required: 30		Academic Year 2026-2027
Course Code	Course Title	Credits
PHI 497	Senior Independent Study	2-4
	27 more credits in any PHI courses	27

PHILOSOPHY		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
	18 credits in any PHI courses	18

Psychological Science

School of Arts & Sciences – Math & Sciences Division

Psychological Science is the scientific exploration of behavior and mental processes. Students have an opportunity to learn about many fascinating topics, including human development, mental health, cognition, learning, health, emotions, personality, and the biological basis of behavior. Psychological Science students also examine the role that experience plays in shaping the unique characteristics of individuals and groups, and how human behavior is shaped by sociocultural contexts. The development of critical thinking, research competence, and statistical literacy enables a deeper understanding of these topics and enhances the skills that are valued by employers. An undergraduate degree in Psychological Science is excellent preparation for graduate study in the field, as well as developing skills and knowledge that can be applied to a wide variety of career paths.

The Psychological Science minor is a strong supplement to other programs in the sciences and helping professions, or any major in which greater understanding of the biological, cognitive, and social bases of behavior is beneficial. Students gain insight into how psychological principles can be applied to human interactions and everyday life.

Opportunities for enrichment outside of the classroom include research opportunities mentored by faculty in the department, activities sponsored by Psi Chi (the International Honor Society in Psychology), and student attendance and presentations at conferences on and off campus.

A 2.5 overall GPA must be maintained in Psychological Science major courses in order to remain in the major, and at least 15 credits in the major must be taken at Mount Mary University. Students planning to pursue a major or minor in Psychological Science should contact their academic advisor as early in their academic career as possible.

Psychological Science: Pre-Dietetics concentration

Students interested in pursuing the integrated Master of Science in Nutrition and Dietetics are able to take graduate dietetics courses in their senior year of undergraduate studies. Students who are accepted into the graduate program, after applying in their junior year, are able to complete the Master's degree in an additional year (including summer) of graduate courses after completing their undergraduate degree.

Psychological Science : Pre-Occupational Therapy concentration

Students interested in pursuing an advanced degree in occupational therapy are able to fulfill the prerequisites for admission to the MMU occupational therapy graduate program. Specific minimum grade requirements exist for some prerequisite courses.

Medical College of Wisconsin dual programs: pre-Master of Public Health and pre-Global Health Equity

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

PSYCHOLOGICAL SCIENCE		MAJOR
Credits required: 40		Academic Year 2026-2027
Note: 2.5 GPA required in major courses.		
Course Code	Course Title	Credits
PSY 103	Introductory Psychology	3
PSY 201	Professional Skills in Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310	Behavioral Science Statistics	4
PSY 438	Experimental Psychology	3
PSY 493	Psychology Capstone Seminar	3
Plus a total of 18 credits of electives, including at least one from each group:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3
PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 214	Developmental Psychology	3
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 325	Psychological Disorders and Mental Health	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3
Plus 1 of the following:		
ANT 102	Cultural Anthropology	3
ANT 367	Anthropology of Women	3
ANT 395	Topics in Anthropology	3
SOC 101	Introductory Sociology	3
SOC 220	Conflict Transformation and Peacebuilding	3
SWK 210	Race, Gender, and Class	3

PSYCHOLOGICAL SCIENCE		MAJOR
PRE-DIETETICS CONCENTRATION		Academic Year 2026-2027
Credits required: 90		
Note: Need to earn a “BC” or better in DTS courses. Need to earn a “C” or better in other courses required for the major. Before taking DTS 564, students have the option of taking an online medical terminology course (OCT 201) or a departmental medical terminology exam to demonstrate competency in this area. In the senior year of the undergraduate degree, students enter master’s level courses in which students need to earn a		

minimum of a “B”. To progress into the Integrated Masters of Science in Nutrition and Dietetics program, a minimum overall grade point average of 3.0 is required.

Course Code	Course Title	Credits
PSY 103	Introductory Psychology	3
PSY 201	Professional Skills in Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310	Behavioral Science Statistics	4
Select 1 Lab-based course from the following three groups:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3
PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 214	Developmental Psychology	3
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 325	Psychological Disorders and Mental Health	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3
Additional required courses:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 234	Anatomy & Physiology I	4
BIO 325	Microbiology	4
CHE 113	General Chemistry I	4
CHE 206	Organic and Biochemistry	4
DTS 152	The Profession of Dietetics	1
DTS 201	Food Science	3
DTS 250	Nutrition Principles	4
DTS 354	Applied Nutrition	3
DTS 362	Quantity Food Procurement and Production	4
DTS 465	Introduction to Community Nutrition	3
DTS 505	Advanced Human Nutrition: Macronutrients, Micronutrients	3
DTS 520	Food & Nutrition Systems Management	1
DTS 564	Medical Nutrition Therapy I	4
DTS 566	Medical Nutrition Therapy II	4
DTS 570	Community Nutrition Program Management	2
DTS 574	Nutrition Research I	2
DTS 575	Counseling Skills	2

DTS 576	Nutrition Communication and Education	2
DTS	Dietetics Electives	3
MAT 111	Algebra II	4
SOC 101	Introductory Sociology	3

PSYCHOLOGICAL SCIENCE PRE-OCCUPATIONAL THERAPY CONCENTRATION		MAJOR
Credits required: 52		Academic Year 2026-2027
Course Code	Course Title	Credits
PSY 103	Introductory Psychology	3
PSY 201	Professional Skills in Psychology	3
PSY 214	Developmental Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310	Behavioral Science Statistics	4
PSY 325	Psychological Disorders and Mental Health	3
Select 1 course from EACH of the following three groups:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3
PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3
Natural Science courses		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 234	Anatomy & Physiology I	4
BIO 235	Anatomy & Physiology II	4
PHY 201	General Physics 1	4
Communication course		
COM 105	Professional Presentations	3
Select 1 from the following courses		
SOC 101	Introductory Sociology	3
ANT 102	Cultural Anthropology	3
Occupational Therapy courses		
OCT 101	OT Orientation	1
OCT 201	Medical Terminology	1

PSYCHOLOGICAL SCIENCE PRE-GLOBAL HEALTH EQUITY CONCENTRATION		MAJOR
Credits required: 34 (44 with 4 Master's courses)		Academic Year 2026-2027

Note: Students should apply to the Master of Global Health Equity (GHE) program at the Medical College of Wisconsin (MCW) by April 1 of their junior year. A 3.3 GPA overall, a writing sample, 3 letters of recommendation, a personal statement and other supporting documents will be required to apply to the master's program. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a Bachelor of Science degree from Mount Mary. After graduation from Mount Mary, these students continue as graduate students at the MCW for approximately one additional year until they complete the GHE program.

*These required GHE prerequisites must be completed by April 1st of junior year.

Course Code	Course Title	Credits
PSY 103*	Introductory Psychology	3
PSY 201	Professional Skills in Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310*	Behavioral Science Statistics	4
PSY 438	Experimental Psychology	3
Plus a total of 15 credits of electives, including at least one from each group:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3
PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 214	Developmental Psychology	3
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 325	Psychological Disorders and Mental Health	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3
Select 1 from the following courses:		
ANT 102	Cultural Anthropology	3
ANT 367	Anthropology of Women	3
ANT 395	Topics in Anthropology	3
SOC 101	Introductory Sociology	3
SOC 220	Conflict Transformation and Peacebuilding	3
SWK 210	Race, Gender and Class	3
Required MCW courses:		
MCW	Introduction to Global Health Equity (Fall, Senior Year)	3
MCW	Epidemiology Research Methods (Fall, Senior Year)	2
MCW	Statistics for Global Health (Spring, Senior Year)	3
MCW	MCW GHE Elective (Spring, Senior Year)	2-3

PSYCHOLOGICAL SCIENCE**PRE-MASTER OF PUBLIC HEALTH CONCENTRATION**

Credits required: 37 (52 with MCW courses)

MAJOR

Academic Year 2026-2027

Note: 2.5 GPA required in major and 3.0 GPA overall to apply to the Master of Public Health (MPH) program. Students should apply to the MPH program by April 1 of their junior year. Three letters of recommendation and a personal statement will be required along with other supporting documents. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a BA. In order to complete this MPH program, additional classes will be required at MCW. *These courses must be completed by April 1st of junior year.

* Prerequisite courses for the MCW MPH program

Course Code	Course Title	Credits
PSY 103*	Introductory Psychology	3
PSY 201	Professional Skills in Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310*	Behavioral Science Statistics	4
PSY 438	Experimental Psychology	3
Select 1 course from EACH of the following three groups:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3
PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 214	Developmental Psychology	3
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 325	Psychological Disorders and Mental Health	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3
Select 1 from the following courses:		
ANT 102	Cultural Anthropology	3
ANT 395	Topics in Anthropology	3
SOC 101	Introductory Sociology	3
SOC 220	Conflict Transformation and Peacebuilding	3
SWK 210	Race, Gender and Class	3
Select 1 of the following courses:		
BIO 100	Introduction to Cell and Molecular Biology	4
BIO 102	Introduction to Ecology and Evolutionary Biology	4
BIO 105	Current Concepts in Biology	3
*MCW courses (all are required)		
MCW 18200	Environmental Health	3
MCW 18201	Principles of Epidemiology	3
MCW 18203	Public Health Administration	3

MCW 18204	Introduction to Biostatistics	3
MCW 18212	Behavioral Science and Public Health	3

PSYCHOLOGICAL SCIENCE		MINOR
Credits required:19		Academic Year 2026-2027
Note: 2.5 GPA in minor required.		
Course Code	Course Title	Credits
PSY 103	Introductory Psychology	3
PSY 250	Introduction to Research Methods	3
PSY 310	Behavioral Science Statistics	4
Select 1 course from EACH of the following three groups:		
Sociocultural group		
PSY 212	Cultural Psychology	3
PSY 256	Social Psychology	3
PSY 350	Psychology of Emotion	3
PSY 365	Psychology of Personality	3
Developmental/Applied group		
PSY 214	Developmental Psychology	3
PSY 220	Industrial/Organizational Psychology	3
PSY 230	Health Psychology	3
PSY 325	Psychological Disorders and Mental Health	3
PSY 340	Foundations of Sports Psychology	3
Cognitive/Biological group		
PSY 245	Cognitive Psychology	3
PSY 280	Behavioral Neuroscience	3
PSY 330	Psychopharmacology	3
PSY 360	Psychology of Learning	3

Public Relations

School of Arts & Sciences – Business, Communication & Technology Division

Public relations (PR) focuses on strategic communication between an organization and its various stakeholders, including the public, customers, employees, investors, media outlets, and government agencies. PR professionals manage and enhance the reputation of the organization, convey its messages effectively, plan public events, manage crisis communication, and maintain positive public perception. Students with this major can work as a public relations specialist, PR manager, corporate communications manager, media relations manager, or in roles such as spokesperson, press secretary, or PR consultant. PR professionals find employment in corporate, nonprofit, government, healthcare, entertainment, or public relations agencies.

Students can major or minor in public relations. A minor in public relations pairs well with a major in digital marketing, fashion business, English, and many others.

PUBLIC RELATIONS		MAJOR
Credits required: 40		Academic Year 2026-2027
Note: 2.5 GPA for courses in the major, internship. Students are strongly encouraged to select a minor in Writing for New Media, Digital Marketing, Business Administration, Web Design and Development, or Entrepreneurship. Minors must have 9 unique credits. Students double majoring in Public Relations and Digital Marketing must earn a separate set of 24 credits for each major.		
Course Code	Course Title	Credits
BUS 109	Data and Digital Literacy	3
COM 270	Integrated Marketing Communications	3
COM 301	Introduction to Public Relations	3
COM 320	Organizational Communication and Behavior	3
COM 340	Social Media Marketing	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 360	Advertising & PR Promotions	3
COM 491	Strategic Public Relations Management	3
COM 494	Capstone Experience	3
COM 498	Internship	1
ENG 419	Technical and Business Communication	3
	Electives-choose 6 credits from the following:	
BUS 260	Introduction to Entrepreneurship	3
COM 220	Communication Theory	3
COM 232	Team Communication and Leadership	3
COM 235	Intercultural Communication	3
COM 285	Video Production I	3
COM 295	Lifecycle and Email Marketing	3
COM 365	Selected Topics in Communication	3
COM 385	Media in the Modern World	3
ENG 125	Introduction to New Media Writing	3

ENG 258	Arches	3
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PUBLIC RELATIONS Credits required: 18		MINOR Academic Year 2026-2027
Course Code	Course Title	Credits
COM 270	Integrated Marketing Communications	3
COM 301	Introduction to Public Relations	3
COM 343	Persuasive Communication	3
COM 355	Crisis Communication	3
COM 360	Advertising and PR Promotions	3
COM 491	Strategic PR Management	3

Social Work

School of Graduate Health & Professional Programs – Social Work Department

Preparation for entry-level generalist social work practice is the primary goal of the Social Work Department. Graduates are eligible to apply for recognition as a Certified Social Worker (CSW) by the Wisconsin Department of Safety and Professional Services (DPS). Curriculum content is selected to provide students with skills useful in diverse settings and across various systems and levels including individuals, families, small groups, organizations, and the wider community. Emphasis is placed on learning from practice. Student field placements are arranged in accordance with students' learning needs and interests. Students spend a total of 450 hours in field instruction developing social work skills through educationally directed practice. Mount Mary University has a long tradition of preparing students for social work practice. The University has held constituent membership in the Council on Social Work Education since 1963. The baccalaureate Social Work Department is accredited by the Council on Social Work Education (CSWE). This accreditation has been continuous since 1974.

A wide variety of employment opportunities exist for social workers with a bachelor's degree. Graduates of the Social Work Department have been employed by hospitals and nursing homes, homeless shelters, family and children's services, substance abuse programs, rehabilitation centers, jails, probation and parole offices, and legislative and advocacy services. In addition, many graduates of the department have completed master's degree programs in social work; advanced standing is available to our alumni in numerous social work graduate programs nationwide.

The Social Work Department has two student organizations: the Social Work Club and Phi Alpha. The club promotes a sense of community while providing opportunities for socializing and sharing common interests and concerns through community service, fundraisers, food and clothing drives as well as social and political action. Phi Alpha is the Social Work Honor Society. It is open to junior and senior level students who have achieved a cumulative GPA of 3.0 or above and a GPA of 3.25 or above in social work courses, who have completed at least eight credits in the Social Work Department, and who have demonstrated leadership ability and dedication to social justice.

Specific information about the two-phase formal admission procedure for the major may be obtained from the Social Work Department. In part it includes completion of a Goodness of Fit exercise, a minimum cumulative GPA of 2.0 and a 2.7 GPA in social work courses.

Students must have completed the formal admissions procedure and be approved by the Screening Committee before they may enroll in field education courses. To retain their status as social work majors, students must maintain a minimum cumulative grade point average of 2.0, and 2.7 in social work courses required by the major; information about additional retention criteria may be obtained from the Social Work Department. Academic credit for prior life or work experience cannot be granted for any SWK course required by the major.

SOCIAL WORK		MAJOR
Credits required: 64		Academic Year 2026-2027
Note: 2.7 GPA in major and 2.0 GPA overall; 450 hours of fieldwork.		
Course Code	Course Title	Credits
SWK 210	Race, Gender and Class	3
SWK 231	Introduction to Social Work	3
SWK 232	Social Welfare Policies and Services	3
SWK 330	Human Behavior and Social Environment	3
SWK 340	Generalist Practice I	3
SWK 342	Field Education I	5

SWK 343	Generalist Practice II	3
SWK 362	Research for Social Work	3
SWK 453	Field Education II	5
SWK 455	Social Policy and Generalist Practice	4
SWK 492	Field Education III	5
SWK 494	Senior Social Work Seminar	2
BIO 105	Current Concepts in Biology	3
PSY 103	Introductory Psychology	4
PSY 214	Developmental Psychology	4
PSY 310	Behavioral Science Statistics	4
PSY 325	Psychopathology	4
SOC 101	Introductory Sociology	3

Spanish

School of Arts & Sciences – Humanities Division

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

Students earning 9 or higher retroactive credits in Spanish, because of high school studies, may apply all but 6 of those credits to a major or minor in Spanish.

SPANISH		MAJOR
Credits required: 33, not including prerequisites		Academic Year 2026-2027
Note: Cumulative GPA of 2.0 or above; minimum GPA of 2.50 in the major; at least two weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country.		
Course Code	Course Title	Credits
Prerequisite courses – 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
Choose 1 writing course:		
SPA 222 or SPA 204 or SPA 225	Writing & Grammar Review in Spanish or Intermediate Spanish for Professionals or Spanish for Heritage Learners	3
Choose 1 Culture or Literature Course		
SPA 223 or SPA 332 or SPA 203	Presenting & Speaking in Spanish or Advanced Conversation in Spanish or Intermediate Spanish	3
Choose 1 Culture or Literature Course		
SPA 333 and SPA 334	Phonetics and Syntax	3 3
Choose 1 Culture or Literature Course		
SPA 373 or SPA 483 or SPA 375 or SPA 485 or SPA 227 or SPA 228	Latin American Literature or Spanish Literature or Latin American Civilization or Civilization of Spain or Hispanic Civilization & Culture or Introduction to Hispanic Literature	3

SPA 350	Intro to Translation and Interpreting	3
Choose 1 Civic Engagement Course		
SPA 210	Social Justice in the Americas or	3
SPA 326	US Hispanic & Latinx Cultures	
SPA 460	Capstone Seminar in Spanish	3
	Minimum of 9 additional credits of electives from GLO 200 or above or SPA 203 or above	9
Note: Students in the Spanish and Spanish Education (including Spanish teaching minors) major are required to study (or work for pay or credit) abroad for at least two weeks in a Spanish-speaking country. Students who have extenuating circumstances that prevent them from participating in study abroad may petition for alternative arrangements.		

SPANISH: PRE-GLOBAL HEALTH EQUITY		MAJOR
Credits required: 33, Not including prerequisites or MCW courses		Academic Year 2026-2027
Note: Students should apply to the Master of Global Health Equity (GHE) program at the Medical College of Wisconsin (MCW) by April 1 of their junior year. A 3.0 GPA overall, application, official transcript, 3 letters of recommendation, and a personal statement will be required to apply to the (GHE) program. Students should work closely with their advisors during the application process. Upon completion of the major listed here, students will receive a Bachelor of Arts degree from Mount Mary. After graduation from Mount Mary, these students continue as graduate students at the MCW for approximately one additional year until they complete the GHE program. Students must have at least two weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country. *These courses must be <i>completed</i> by April 1st of junior year.		
Course Code	Course Title	Credits
Prerequisite courses – 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
Choose 1 writing course:		
SPA 222 or SPA 204 or SPA 225	Writing & Grammar Review in Spanish or Intermediate Spanish for Professionals or Spanish for Heritage Learners	3
Choose 1 speaking course:		
SPA 223 or SPA 332 or	Presenting & Speaking in Spanish or Advanced Conversation in Spanish or	3

SPA 203	Intermediate Spanish	
2 Linguistics courses:		
SPA 333 and SPA 334	Phonetics and Syntax	3 3
Choose 1 Culture or Literature Course		
SPA 373 or SPA 483 or SPA 375 or SPA 485 or SPA 227 or SPA 228	Latin American Literature or Spanish Literature or Latin American Civilization or Civilization of Spain or Hispanic Civilization & Culture or Introduction to Hispanic Literature	3
SPA 350	Intro to Translation and Interpreting	3
Choose 1 Civic Engagement Course		
SPA 210 SPA 326 SPA 460	Social Justice in the Americas or US Hispanic & Latinx Cultures Capstone Seminar in Spanish	3 3
	Minimum of 9 additional credits of electives from GLO 200 or above or SPA 203 or above	9
	Recommended courses to fulfill one core area (3 credits)	
ANT 102*	Cultural Anthropology	3
ANT 395*	Special Topics in Anthropology	2-4
ANT 495*	Special Topics in Anthropology	2-4
SOC 101*	Introductory Sociology	3
SOC 220*	Conflict Transformation and Peacebuilding	3
SOC 479*	Conflict Mediation for Professionals	3
	Recommended courses to fulfill SCI or SI core (3 credits)	
BIO100*	Introduction to Cell and Molecular Biology	4
BIO102*	Introduction to Ecology and Evolutionary Biology	4
BIO105*	Current Concepts in Biology	3
BIO 216	Environmental Science	3
BIO 220	Contemporary Issues	3
	Choose one the following Statistics courses (3-4 credits)	
MAT 208*	Statistical Literacy	3

PSY 310*	Behavioral Science Statistics	4
	MCW Global Health Equity courses:	
MCW XXX	Introduction to Global Health Equity (Fall, Senior Year)	3
MCW XXX	Epidemiology Research Methods (Fall, Senior Year)	2
MCW XXX	Statistics for Global Health (Spring, Senior Year)	3
MCW XXX	MCW GHE Elective (Spring, Senior Year)	2-3

SPANISH		POST-BACCALAUREATE CERTIFICATE
Credits required: 33, not including prerequisites		Academic Year 2026-2027
Note: Cumulative GPA of 2.0 or above; minimum GPA of 2.50 in the major; at least two weeks of study or work (paid, service learning and/or internship) in a Spanish-speaking country.		
Course Code	Course Title	Credits
Prerequisite courses – 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
Choose 1 writing course:		
SPA 222 or SPA 204 or SPA 225	Writing & Grammar Review in Spanish or Intermediate Spanish for Professionals or Spanish for Heritage Learners	3
Choose 1 speaking course:		
SPA 223 or SPA 332 or SPA 203	Presenting & Speaking in Spanish or Advanced Conversation in Spanish or Intermediate Spanish	3
2 linguistics courses:		
SPA 333 and SPA 334	Phonetics and Syntax	3

SPANISH / ENGLISH BILITERACY		PRE-BACCALAUREATE CERTIFICATE
Credits required: 16		Academic Year 2026-2027
Note: This certificate is available for Mount Mary pre-baccalaureates (undergraduates).		
Course Code	Course Title	Credits
Choose 1 Culture / Literature Course		
SPA 227 or SPA 228 or SPA 326	Hispanic Civilization & Culture or Introduction to Hispanic Literature or US Hispanic & Latinx Cultures	3
Choose 1 Writing Course		
SPA 222 or	Writing & Grammar Review in Spanish or	3

SPA 225	Spanish for Heritage Learners	
Choose 1 Linguistics Course		
SPA 333 or SPA 334	Phonetics or Syntax	3
SPA 350	Intro to Translation and Interpreting	3
SPA 486	Bilingualism/Biculturalism	3
SPA 498	Internship	1

SPANISH		MINOR
Credits required: 18, not including prerequisites		Academic Year 2026-2027
Course Code	Course Title	Credits
Prerequisite courses – 2 years of high school Spanish or:		
SPA 101	Elementary Spanish I	3
SPA 102	Elementary Spanish II	3
Choose 1 writing course:		
SPA 222 or SPA 204 or SPA 225	Writing & Grammar Review in Spanish or Intermediate Spanish for Professionals or Spanish for Heritage Speakers	3
Choose 1 speaking course:		
SPA 223 or SPA 203 or SPA 332	Presenting & Speaking in Spanish or Intermediate Spanish or Advanced Conversation in Spanish	3
SPA 223 or SPA 332	Presenting & Speaking in Spanish or Advanced Conversation in Spanish	3
2 linguistics courses:		
SPA 333 and SPA 334	Phonetics and Syntax	6
Choose 1 Culture/Literature Course		
SPA 373 or SPA 483 or SPA 375 or SPA 485 or SPA 227 or SPA 228	Latin American Literature or Spanish Literature or Latin American Civilization or Civilization of Spain or Hispanic Civilization & Culture or Introduction to Hispanic Literature	3
Choose 1 Civic Engagement Course		

SPA 210	Social Justice in the Americas	3
SPA 326	or US Hispanic & Latinx Cultures	

Studio Art

School of Arts & Sciences – Arts & Design Division

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

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

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

STUDIO ART		MAJOR
Credits required: 43		Academic Year 2026-2027
Note: Senior Exhibit Required. Internship highly recommended.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 200	Professional Practices	1
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 320	Global Modern and Contemporary Art	3
ART 356	Photography	3
ART 455	Printmaking	3
ART 475	Career Seminar	4
UXD 232	Adobe Photoshop and Illustrator	3
Choose 3 credits from the following studio courses:		
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 337	Art Metal	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3

ART 375	Special Topics in Art	1-3
ART 460	Advanced Studies in Studio Art	3

STUDIO ART		MINOR
Credits required: 18		Academic Year 2026-2027
Note: Elective options determined in Studio Art Minor advising session.		
Course Code	Course Title	Credits
	Select any 18 credits from the following courses:	
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 111	Experiencing Art	3
ART 115	Art Appreciation	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 329	Art Education Instructional Methods	4
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3
ART 455	Printmaking	3
ART 460	Advanced Studies in in Studio Art	3
ART 475	Career Seminar	4

STUDIO ART		POST-BACCALAUREATE CERTIFICATION
Credits required: 43		Academic Year 2026-2027
Note: Earned undergraduate degree required. Senior Exhibit.		
Course Code	Course Title	Credits
ART 101	Drawing	3
ART 105	Two-Dimensional Design and Color Theory	3
ART 200	Professional Practices	1
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3

ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 320	Global Modern and Contemporary Art	3
ART 356	Photography	3
ART 455	Printmaking	3
ART 475	Career Seminar	4
UXD 232	Adobe Photoshop and Illustrator	3
Choose 3 credits from the following studio courses:		
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 337	Art Metal	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art	1-3
ART 460	Advanced Studies in in Studio Art	3
ART 475	Career Seminar	4

Theology

School of Arts & Sciences – Humanities Division

The Theology program maintains that a fully human life includes response in faith to God. This program of study provides opportunities for students to understand and find meaning in the Judeo-Christian tradition and enter into dialogue with both Christian and non-Christian traditions.

The program offers a major and minor in theology for those interested in any type of church ministry, in graduate school, in enhancing a career or major in another area, or in personal enrichment. The major in religious education, in conjunction with the teacher education program, provides preparation for teaching in grades 6-12. Please see the Education section of this catalog for more information on the religious education major. A Certificate in Theology is available to students who have already earned an undergraduate degree and wish to obtain a major in theology. The requirements are the same as for a theology major.

Self-designed independent readings courses offer students the opportunity to pursue areas of interest beyond the listed course options. Internships for majors are strongly encouraged and available for both majors and minors.

The Theology program is also home to a chapter of Theta Alpha Kappa (TAK), the National Honor Society for Religious Studies and Theology. Those students who have completed 12 credits of theology and have a GPA of 3.5 or higher in theology courses may be inducted into the society. Students in the Theology program often choose to participate regularly in the activities and service-oriented opportunities offered by Mount Mary's Office of Campus Ministry.

Students seeking admission to the major (or minor) must receive program approval and maintain an overall GPA of 2.3, with a GPA of 2.5 in major courses. Transferred theology credits will be evaluated for their applicability toward the major. At least 9 credits of the major or minor, plus the Search for Meaning course, must be earned at Mount Mary University. Application is normally made prior to the junior year but can be done at any time as long as the requirements are fulfilled before graduation. The theology major culminates with a Synthesis Seminar (THY 398-498) and an "Exit Paper" and "Exit Interview," usually done in the second half of the last semester before graduation.

THEOLOGY		MAJOR
Credits required: 36		Academic Year 2026-2027
Course Code	Course Title	Credits
THY 220	Christian Theological Foundations	3
THY 310	The Sacred Writings of Israel	3
THY 312	The New Testament	3
THY 327	History of Christian Thought	3
THY 352	Introduction to Moral Theology	3
THY 398	Synthesis Seminar	3
	PLUS 18 CREDITS FROM ANY OF THE FOLLOWING (as offered):	
	<i>Biblical Group</i>	
THY 313	The Bible and Art	3
THY 335	The Gospels	3
THY 337	Poetic & Wisdom Literature	3

THY 338	The Letters of Paul	3
THY 372	Special Topics in Biblical Theology	3
	<i>Historical Group</i>	
THY 320	Christian Classics	3
THY 329	Christianity in Rome	3
THY 346	Modern Christian Social Thought	3
THY 373	Special Topics in Historical Theology	3
	<i>Systematics/Ethics Group</i>	
THY 317	World Religions	3
THY 350	Theological Ethics in Healthcare	3
THY 370	Women and Theology	3
THY XXX	Justice and the Monk	3
THY XXX	Liberation Theologies	3
THY XXX	Law, Theology, & Justice	3
THY 377	The Church and Sacraments	3
THY 354	Introduction to Pastoral Theology	3
THY 374	Special Topics in Systematic Theology	3

THEOLOGY		POST-BACCALAUREATE CERTIFICATE
Credits required: 40		Academic Year 2026-2027
Note: 2.5 GPA in major; 2.3 GPA overall; exit interview.		
Course Code	Course Title	Credits
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Biblical Group (8 credits minimum)		
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament	4
	Choose 4 credits from the following courses:	
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament (whichever course was not already taken)	4
THY 313	The Bible and Art	3-4
THY 330	The Gospel and Letters of John	2-3
THY 333	The Wisdom Literature	2-3
THY 338	The Letters of Paul	4
THY 340	The Synoptic Gospels	2-3
THY 342	The Psalms	2-3
THY 345	Biblical Perspectives on Justice	2-3

THY 372	Special Topics in Biblical Theology	2-4
Historical Group (7 credits minimum)		
THY 326 or THY 328	History of Christian Thought I or History of Christian Thought II	3-4
	Choose 3 credits from the following courses:	
THY 320	Christian Classics	3-4
THY 324	Early Christianity in Rome	4
THY 326 or THY 328	History of Christian Thought I or History of Christian Thought II (whichever course was not already taken)	3-4
THY 346	Modern Christian Social Thought	2-3
THY 373	Special Topics in Historical Theology	2-4
Systematics/Ethics Group (7 credits minimum)		
THY 220	Christian Theological Foundations	2-4
	Choose 3 credits from the following courses:	
THY 317	World Religions	2-4
THY 348	Current Moral Issues	2-4
THY 350	Theological Ethics in Healthcare	3-4
THY 352	Introduction to Moral Theology	3-4
THY 356	African American Religious Thought	4
THY 370	Women and Theology	2-4
THY 374	Special Topics in Systematic Theology	2-4
THY 398 or THY 498	Synthesis Seminar or Synthesis Seminar	2
Additional Theology coursework to complete the 40 credit requirement		

THEOLOGY		MINOR
Credits required: 20		Academic Year 2026-2027
Note: Ordinarily, SEA 101 is required before taking any other theology course. Exceptions require Division Chair's approval.		
Course Code	Course Title	Credits
THY 220	Christian Theological Foundations	3
THY 310 or THY 312	The Sacred Writings of Israel or The New Testament	3
	Plus 12 credits from any of the following:	
THY 398	Synthesis Seminar (Recommended)	3
	<i>Biblical Group</i>	
THY 313	The Bible and Art	3
THY 335	The Gospels	3
THY 337	Poetic & Wisdom Literature	3

THY 338	The Letters of Paul	3
THY 372	Special Topics in Biblical Theology	3
	<i>Historical Group</i>	
THY 320	Christian Classics	3
THY 329	Christianity in Rome	3
THY 327	History of Christian Thought	3
THY 346	Modern Christian Social Thought	3
THY 373	Special Topics in Historical Theology	3
	<i>Systematics/Ethics Group</i>	
THY 317	World Religions	3
THY 352	Introduction to Moral Theology	3
THY 350	Theological Ethics in Healthcare	3
THY 370	Women and Theology	3
THY XXX	Justice and the Monk	3
THY XXX	Liberation Theologies	3
THY XXX	Law, Theology, & Justice	3
THY 377	The Church and Sacraments	3
THY 354	Introduction to Pastoral Theology	3
THY 374	Special Topics in Systematic Theology	3

Web Design & Development

School of Arts & Sciences – Business, Communication, & Technology Division

The Web Design & Development major is designed to prepare students for careers as Web Designers and Developers while equipping them with versatile skills applicable to both technical and non-technical roles. This program emphasizes programming, user experience (UX), visual design, and marketing, ensuring a well-rounded education. With a strong focus on project-based learning, the curriculum enables students to develop and demonstrate the practical skills necessary to excel as effective Web Designers. The Web Design minor provides students with practical, in-demand skills such as programming, UX design, and visual communication, and pairs well with majors like digital marketing, business, art, English, public relations, and many others. Students can also opt to minor in UX Design or complete a post-baccalaureate certification in UX Design.

WEB DESIGN & DEVELOPMENT		MAJOR
Credits required: 43		Academic Year 2026-2027
Course Code	Course Title	Credits
	Prerequisites:	
ART 105	Two-Dimensional Design and Color Theory	3
MAT 208	Statistical Literacy	3
	Required Major Courses:	
COM 270	Integrated Marketing Communication	3
ITS 101	Programming for Everyone I	3
ITS 110	AI for Everyone	3
ITS 250	Web Development	3
ITS 491	Goal Oriented Web Development	3
UXD 101	User Experience I	3
UXD 210	User Experience II	3
UXD 232	Adobe Photoshop & Illustrator	3
UXD 355	Inclusive Design	3
UXD 412	Design for Emerging Technologies	3
UXD 455	Product Management	3
UXD 494	Capstone	3
UXD 498	Internship	1
	Choose 9 credits from one of the career categories below:	
	User Experience:	
UXD 258	Visual Design	3
UXD 305	Product Development	3
UXD 377	Persuasive Design	3
	Web Applications:	

ITS 102	Programming for Everyone II	3
ITS 351	App Development I: Backend	3
ITS 352	App Development II: Frontend	3

WEB DESIGN & DEVELOPMENT		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
ITS 250	Web Development	3
UXD 101	User Experience I	3
UXD 210	User Experience II	3
Choose 9 additional credits from the following:		
COM 270	Integrated Marketing Communication	3
ENG 125	Media Writing and Content Strategy	3
ITS 101	Programming for Everyone I	3
ITS 102	Programming for Everyone II	3
ITS 351	App Development I: Backend	3
ITS 352	App Development II: Frontend	3
ITS 491	Goal Oriented Web Development	3
UXD 232	Adobe Photoshop & Illustrator	3
UXD 258	Visual Design	3
UXD 248	Lettering & Typography	3
UXD 305	Product Development	3
UXD 355	Inclusive Design	3
UXD 377	Persuasive Design	3

WEB DESIGN & DEVELOPMENT		POST-BACCALAUREATE CERTIFICATE
Credits required: 24		Academic Year 2026-2027
Course Code	Course Title	Credits
UXD 101	User Experience I	3
UXD 210	User Experience II	3
UXD 305	Product Management	3
UXD 355	Inclusive Design	3
UXD 377	Psychology of Design	3
ITS 250	Web Development	3
ITS 491	Goal Oriented Web Development	3
	Choose one course from ITS 101 or 150	
ITS 101	Programming for Everyone I	3
ITS 150	Introduction to Computer Science	3

Women's & Gender Studies

School of Arts & Sciences- Humanities Division

Women's and gender studies professionals examine how gender shapes society, culture, history, and daily life. If you are passionate about social justice and enjoy looking at the world through a critical lens, a women's studies minor offers a powerful balance of history, cultural critique, and advocacy training.

Students who study women's and gender studies develop crucial skills in empathetic leadership, critical thinking, and intersectional data analysis. Whether you find a career in corporate diversity and inclusion, non-profit management, law, counseling, or public policy, an edge in understanding human equity is essential for modern institutional success.

WOMEN'S & GENDER STUDIES		MINOR
Credits required: 18		Academic Year 2026-2027
Course Code	Course Title	Credits
HUM 110	Feminisms	3
	Choose remaining 15 credits from the following courses:	
ART 236	Women in Art	3
ART 250	Art & Social Justice	3
BUS 306	Economics of Women	3
COM 310	Gender Communication	3
COM 385	Media in the Modern World	3
ENG 106	Women in Literature	3
ENG 202	Centering Women's Voices	3
ENG 320	Language & Identity: Sociolinguistics	3
ENG 385	RTTP: The Salem Witch Trials	3
JUS 405	Women in Criminal Justice	3
SPA 229	Women Writers of the Hispanic World	3
SPA 228	Introduction to Hispanic Literature	3
SWK 210	Race, Class, Gender	3

Additional School of Arts & Sciences Programs

PEACEBUILDING		PRE-BACCALAUREATE CERTIFICATE
Credits required: 18		Academic Year 2026-2027
Note: Relevant experiential learning is required: 30 hours of community service, a study abroad program, or participation in an approved peace event (e.g., peaceful march or protest). A minimum of 2.5 GPA in Peacebuilding curriculum is required at the time of graduation. Students are encouraged to pursue study in world languages and participate in a study abroad opportunity. Courses selected should represent diverse disciplines.		
Course Code	Course Title	Credits
	Foundational courses (required):	
SOC 220 or SOC 479	Conflict Transformation and Peacebuilding or Conflict Mediation for Professionals	3
GLO 200 or GLO 400	Introduction to International Studies or Senior Seminar in International Studies	3
	Two semesters of World Language (4 years in High School, 2 semesters of the same language in college, or 1 semester each of 2 different languages)	0-6
Area 1: Cultural & Social Understanding (at least 1 course):		
ANT 102	Cultural Anthropology	3
ATH 332	Multicultural Arts	3
COM 235	Intercultural Communication	4
ENG 307	World Literature	2 or 4
HIS 260	Latin American History & Culture	3
HIS 270	Modern Asian History & Culture	3
HIS 275	African History & Culture	3
HIS 280	Middle East History & Culture	3
PSY 256	Social Psychology	4
SPA 326	US Hispanic & Latinx Cultures	3
SWK 210	Race, Gender, and Class	3
THY 317	World Religions	4
Area 2: Issues in Social Justice (at least 1 course):		
BIO 220	Contemporary Environmental Issues	3
INT 410	Contemporary Issues in Design	3
JUS 101	Introduction to Justice Studies	3
PHI 330	Contemporary Issues in Ethics	3
SYM 110	Leadership for Social Justice Seminar	3
THY 345	Biblical Perspectives on Justice	2
THY 346	Modern Christian Social Thought	2
THY 348	Current Moral Issues	2-4
Area 3: Peacebuilding and Community Development (at least 1):		
ATH 397	Creative Community Development	3

COM 232	Small Group Communication	3
HUM 386	United Nations	3
GLO 200 or GLO 400	Introduction to Global Studies or Global Studies Seminar (if not used to fulfill GLO requirement)	3
PHI 335	Social and Political Philosophy	4
PSY 315	Psychology of Peace	3
SOC 220 or SOC 479	Conflict Transformation and Peacebuilding or Conflict Mediation for Professionals (if not used to fulfill SOC conflict requirement)	3
SOC 242	Peace & Conflict in the International Context (study abroad)	3

MULTIDISCIPLINARY ARTS		MINOR
Credits required: 18		Academic Year 2026-2027
Note: This minor combines coursework from three categories: 1) Art, 2) Writing and Literature, and 3) Music, Movement and Dance. Students must take a minimum of one course in each of the three categories. In addition, all students must take a minimum of 9 unique credits for this minor. The University defines a unique credit as one that is not counted toward fulfilling the requirements in a student's major course of study. This minor further requires that a unique credit for this minor is one that is not fulfilling credit requirements for the Artistic Inquiry Core or another minor.		
Course Code	Course Title	Credits
	Art	
ART 101	Drawing	3
ART 105	Two-Dimensional Design & Color Theory	3
ART 111	Experiencing Art	3
ART 115	Art Appreciation	3
ART 205	Ceramics	3
ART 220	Three-Dimensional Design	3
ART 225	Sculpture	3
ART 226	Painting	3
ART 231	Art of the Ancient World – Prehistoric to Late Medieval	3
ART 232	Global Empires and Exchanges: 1300-1700	3
ART 236	Women in Art	3
ART 313	Figure Drawing	3
ART 320	Global Modern and Contemporary Art	3
ART 329	Art Education Instructional Methods	4
ART 337	Art Metal	3
ART 356	Photography	3
ART 359	Fiber/Fabric Design	3
ART 367	Watercolor	3
ART 375	Special Topics in Art (minimum 3 credit course required)	1-3
ART 455	Printmaking	3
ART 460	Advanced Studies in Studio Art	3

ATH 275	Art for the Helping Professions	3
ATH 332	Multicultural Arts	3
	Writing and Literature	
ENG 117	Intro to Creative Writing	3
ENG 125	Writing & Content Strategy for New Media	3
ENG 220	Special Topics in Writing (minimum 3 credit course required)	1-4
ENG 258	Arches	3
ENG 317	Advanced Creative Writing	4
ENG 325	Advanced Writing for New Media	4
ENG 358	Arches	1-4
ENG 420	Special Topics in Writing	4
	Music, Movement and Dance	
MUS 250	Mount Mary Choir	2
PED 220	Modern Dance I	2
PED 221	Modern Dance II	2
PED 224	Creating Dance	3
PED 250	Experiencing Dance	3
PED 256	Dance in Film	3
PED 280	Ballet I	2
PED 290	Intro to Jazz Dance	2

HEALTH SCIENCE HUMANITIES		MINOR
Credits required: 18		Academic Year 2026-2027
Note: Other special topic classes as offered.		
Course Code	Course Title	Credits
Choose at least 18 credits from the following		
COM 330	Health Communication	3
ENG 285	Special Topics in Literature: Lessons in Literature, Life and Loss	1-4
ENG 285	Special Topics in Literature: Literature of Healing	1-4
HIS 377	Studies in World History: History of Medicine	3
HIS 377	Studies in World History: History of Disease	3
PHI 332	Philosophy of Health	4
PHI 347	Philosophy of Science	3
THY 350	Theological Ethics in Healthcare	4

Compass Year

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

Features of the Undecided Program include:

- Evidence-based and Strengths-based programming:
- Major exploration through:
 - Classes which also count toward their degree:
 - Guest speakers from many professions:
 - Experiential Learning (job shadowing and internships):
- Cohort model (which also leads to better persistence to graduation).

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

Summer Jump Start

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

Pre-Professional Studies

Pre-professional courses prepare students to enter schools of dentistry, law, medicine or veterinary science. Since acceptance into professional schools is very competitive, pre-professional students should be mindful of the many factors governing these admissions: high undergraduate academic achievement, some study specialization and acceptable scores on the prospective professional school's standardized admissions test. It is strongly recommended that pre-professional students acquire a copy of their prospective admissions examination manual early in their undergraduate career. They will thus be able to apprise themselves of the knowledge and skills required and plan their studies accordingly.

Pre-Pharmacy Program

There are two options for students who are interested in pursuing a pharmacy degree (PharmD). One option is through an agreement between Mount Mary and the Medical College of Wisconsin (MCW) that is open to first-year students who apply to the PharmD early assurance admission program. In this program, students who satisfy requirements (courses and programming) are assured admittance to the Medical College of Wisconsin PharmD program. The second option is for students to complete the pre-requisites and/or degree from Mount Mary University and apply to a pharmacy school of their choice.

Pre-Medical, Pre-Dental, & Pre-Veterinary

In most cases, medical, dental and veterinary schools select students with a liberal education who have majored and excelled in a field of interest while also demonstrating ability in several science courses, mathematics and English composition.

Students may major in any area but should have at least one year of each of the following laboratory sciences prior to attempting their admission examination: biology, general chemistry, organic chemistry, biochemistry and physics. Some schools recommend additional science courses along with mathematics, particularly calculus. Since these schools evaluate candidates on the basis of the first three years in college, students are encouraged to complete the requirements by the end of the junior year.

Graduate Programs



Art Therapy

School of Graduate Health & Professional Programs - Art Therapy Department

Master of Science in Art Therapy with Emphasis in Counseling

Mount Mary's Graduate Art Therapy Program utilizes an art-based, clinical training approach to graduate-level art therapy education. The faculty and students strive to create a community of learners in which all members share a commitment to meaningful participation in graduate level academic, artistic, clinical, intra- and inter-personal study.

Program Mission: The Mount Mary University Graduate Art Therapy Program is committed to a relational, art-based philosophy and curriculum that educates students to become self-reflective, ethical practitioners. Didactic, artistic, and experiential learning are integrated with supervised clinical experience to provide an environment for the development of the whole person. Respect for the dignity of all people and their creative expression is a hallmark of the program.

Program Goals: The overarching goal of the Graduate Art Therapy Program is to prepare competent, entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Program-specific goals are:

- Goal #1: To develop practitioners that are able to apply theory to practice, employ critical thinking, and navigate complexity and conditions of uncertainty.
- Goal #2: To develop practitioners that are able to effectively utilize the creative process and active visual art making within the helping relationship.
- Goal #3: To develop practitioners who are responsive to issues of social justice and to the needs of people in diverse settings.
- Goal #4: To develop practitioners that follow professional ethical standards and scope of practice.

Program Student Learning Outcomes (SLOs): The Graduate Art Therapy Program has also defined the following nine SLOs:

1. Demonstrate a broad knowledge of art therapy and counseling theory in order to develop a guiding theory of change.
2. Apply effective treatment strategies, interventions, and techniques for a wide range of therapeutic goals and the treatment of behavioral and mental health disorders.
3. Apply the therapeutic properties of a wide range of art processes and media safely and effectively to address therapeutic/treatment goals and objectives.
4. Utilize imagery, creativity, symbolism, and metaphor as means for promoting wellness and addressing therapeutic/treatment goals.
5. Apply multiculturally competent strategies for working with diverse communities and clients.
6. Understand how the therapist's own attitudes and beliefs about culture, oppression, and privilege impact the helping relationship.
7. Know federal and state laws and professional codes of ethics for both art therapy and counseling and demonstrate the ability to apply ethical decision-making models.
8. Demonstrate interpersonal skills, such as collaboration, respectful communication, cultural humility, and cross-disciplinary appreciation, to work effectively with a wide range of systems, organizations, professionals, colleagues, supervisors, stakeholders, and clients, and to advance the profession.
9. Understand the importance of actively engaging in self-reflection, self-care, continuing education, and supervision throughout one's career to provide ethical and effective treatment.

Mount Mary's 60-credit Master of Science in Art Therapy with Emphasis in Counseling features:

- **An accredited program**—The Mount Mary University Graduate Art Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (caahep.org) upon the recommendation of The Accreditation Council for Art Therapy Education. Mount Mary's art therapy program is the only accredited art therapy graduate degree program in Wisconsin;
- **Integrated learning**—Courses promote hands-on experiential learning to integrate artistic, academic, and clinical studies with professional practice. The program offers a supportive and collaborative environment of learners;
- **Direct access to faculty**—Work side-by-side with internationally recognized faculty who are theorists, practitioners, and leaders at the forefront of the art therapy profession. Mount Mary University's Art Therapy faculty members are highly experienced artists and therapists in the field of art therapy and bring their real-world experiences into the classroom;
- Twenty-one 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 with Emphasis in Counseling is aligned with the current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards;
- **Licensure**—Many states have laws that regulate the practice of art therapy and counseling. Students are responsible for knowing the competency areas and licensure criteria of the state in which they intend to practice. The Graduate Art Therapy Program at Mount Mary University has received official confirmation that it is an Approved 60 Credit Educational Program in Professional Counseling in the state of Wisconsin. The Professional Counselor Section of the Joint Board of Marriage and Family Therapy, Professional Counseling, and Social Work has determined that the Mount Mary Graduate Art Therapy Program has met the educational requirements needed for licensure per MPSW 14.01 of the Wisconsin Administrative Code. Applying for approval does not guarantee that approval will be granted. Although the MMU Graduate Art Therapy Program meets the equivalency requirement criteria for a degree in Professional Counseling as a related profession in the state of Wisconsin, professional counselor licensure eligibility may vary state by state. For more information about state-by-state licensing efforts for art therapy, see the following link: <https://arttherapy.org/state-advocacy/>;
- **Registration and Board Certification**—The Mount Mary Graduate Art Therapy Program prepares students to qualify academically for their professional credentials in art therapy. Registration (ATR) and Board Certification (BC) are administered nationally by the Art Therapy Credentials Board. Currently, art therapy is not licensed in most states. For a current list of states that license art therapists and information about state-by-state licensing efforts for art therapy, see the following link: <https://arttherapy.org/state-advocacy/>.

Pedagogical Approach

The Graduate Art Therapy Program is founded on a belief that creativity is inherent in every individual. Courses promote experiential learning to integrate artistic, academic and clinical studies with professional practice. Students are offered a process-oriented program in which they learn to formulate theory and practice within the context of their lives, thus preparing them to help others find their own paths toward growth and change. The program offers a supportive and collaborative atmosphere. A dynamic classroom environment presents sophisticated theoretical models and encourages students to articulate their visions for practice and express themselves. Students will gain strong clinical skills through hands-on practicum and internship experiences that integrate theory and practice.

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 Graduate Art Therapy Program Director, if their circumstances warrant. The degree program must be completed within seven years from the beginning of required coursework.

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 GPA of at least 3.0 is preferred of all applicants for admission.

Prerequisite Coursework

Art therapy is a profession founded on visual art and psychology theories and frameworks. Applicants must have sufficient undergraduate preparation in these areas. Prerequisite coursework listed below follows the approved educational standards of the American Art Therapy Association. Applicants must complete prerequisite coursework before full admission to the degree program is granted.

- A. Studio Art (minimum 18 credits)
Design, Drawing, Painting, Ceramics, Sculpture or 3-D Design, & other electives in studio art
- B. Psychology (minimum 12 credits)
General Psychology, Developmental Psychology, Abnormal Psychology, and Personality Theories (recommended; or electives in psychology)

Admission Procedures

How to Apply

1. **Complete and submit the online [Graduate Student Application](#).**
2. **Submit the non-refundable application fee** (\$45 for domestic students). You can submit the payment online by credit card or e-check through Transact Payments on the My Mount Mary portal. Note: The application fee is waived for Mount Mary alumni. If you're an alumna, contact your [graduate admission counselor](#) to obtain the waiver code prior to submitting your application.
3. **Submit your official transcripts from all colleges or universities attended.** You will need to contact each institution (typically the Registrar's Office) to have your transcript sent directly to Mount Mary University. If you are in the process of completing a bachelor's degree, send your current transcript at the time of application and then send your final transcript once your degree is conferred. If you previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:
Graduate Admission Office
Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222-4597
mmu-admissop@mtmary.edu
4. **Submit three letters of recommendation.** The recommendations should be a reference person who can speak to your potential for graduate study. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. **Submit an artwork portfolio.** The portfolio should include 15-20 images (submitted in JPEG format via flash drive, web-based portfolio, PDF, or PowerPoint) in at least three studio areas confirming your range of media competence and creativity and should include work in two-dimensions, three-dimensions and color.
6. **Write and submit a career goals statement.** The two- to five-page statement should specify your professional skills, your reason for pursuing professional education in art therapy and past experiences contributing to your decision to pursue this course of study. Please include your name on the statement. Using APA format for publication is advised.
7. **Provide a sample of written academic work.** Submit at least one academic paper for review. A paper in art therapy or a related art such as psychology or education is acceptable. Academic papers that use APA style format for citations and references is preferable, if available.

When to Apply

The application deadline is January 15. Admission decisions will be made after all application materials are received and candidates complete an interview with Art Therapy faculty. Applications completed after the January 15 deadline will be reviewed on a case-by-case basis dependent upon program capacity. A limit of 24 students are accepted each year to begin in the fall term.

Office for Graduate Admissions
 Mount Mary University
 2900 North Menomonee River Parkway
 Milwaukee, WI 53222-4597
 (414) 930-3049
mmu-gradinfo@mtmary.edu

**Program requirements are subject to change in response to the Accreditation Council for Art Therapy Education (ACATE) and State of Wisconsin educational standards for professional counseling.*

Alignment of Academic Program Courses with State of Wisconsin MPSW 14.01 Standards

Required Courses	COURSE	CREDITS
Supervised Practicum	ATH 737 Supervised Practicum and Internship	3
Supervised Internship	ATH 738 Supervised Internship	3
	ATH 739 Supervised Internship	3
Counseling Theory	CON 610 Theories of Counseling	3
Human Growth & Development	ATH 545 Human Growth and Development	3
Social and Cultural Foundations	ATH 772 Multicultural Foundations	3
Helping Relationship	ATH 764 Techniques of Practice in the Helping Relationship	3
Group Dynamics Processing & Counseling	ATH 762 Group and Institutional Dynamics	3
Lifestyle & Career Development	CON 611 Career Development	3
Assessment & Testing	ATH 782 Assessment	3
Research & Evaluation	ATH 780 Research and Evaluation	3
Professional Counseling Orientation	ATH 773 Ethical and Professional Issues	3
Foundations in Clinical Mental Health Counseling	CON 785 Advanced Issues in Clinical Mental Health Counseling	3
Clinical Mental Health Counseling Diagnosis & Treatment Planning	ATH 761 Clinical Treatment	3

Crisis & Trauma Counseling	CON 650 Trauma Counseling	3
Abnormal Behavior & Psychopathology	CON 770 Psychopathology	3
Addictions Counseling	CON 714 Addictions	3
Family, Partnership, & Couples Counseling	CON 741 Family Systems	3
Total Credits from Required Courses		54
Elective Courses		
ATH 790 Culminating Project		3
ATH 540 History and Theory of Art Therapy		3
Total Credits from Elective Courses		6
Total Program Credits		60

Example of Full-Time Sequence 60 credits

<i>Fall Semester, Year I</i>	<i>Spring Semester, Year I</i>	<i>Summer, Year I</i>
ATH 545	ATH 764	CON 770
ATH 758	ATH 772	
ATH 540	ATH 773	

<i>Fall Semester, Year II</i>	<i>Spring Semester, Year II</i>	<i>Summer, Year II</i>
ATH 737	ATH 738	CON 611
ATH 782	ATH 761	
ATH 762	CON 650	

<i>Fall Semester, Year III</i>	<i>Spring Semester, Year III</i>
ATH 739	ATH 790
CON 741	CON 785
ATH 780	CON 714

Business Administration

School of Arts and Sciences- Business, Communication, & Technology Division

Master of Business Administration

Introduction

The Master of Business Administration (MBA) is designed to develop professional, competent, and ethical leaders for the global business environment. The MBA is an online 30-credit degree program emphasizing strong analytical skills and data-informed practices. Students take 21 credits in foundational core courses then select a 9-credit specialization in artificial intelligence, business analytics, cybersecurity, finance or healthcare administration.

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.

Mission

The mission of the Master of Business Administration (MBA) program is to prepare students to become effective, responsible, and ethical business leaders capable of making a meaningful impact in today's dynamic and globally interconnected business environment. The program emphasizes the development of advanced knowledge, analytical skills, and strategic decision-making tools necessary to address complex, real-world organizational challenges. Attention is given to ethical leadership, responsible use of technology and artificial intelligence, and data-informed management practices. Students are prepared to navigate diverse cultural contexts, lead innovation, and uphold integrity and accountability within an increasingly technology-driven and globally complex business landscape.

Student Outcomes

Upon completion of an MBA degree, a student should:

1. Use and adapt leadership strategies to evaluate, motivate oneself and others, and facilitate collaboration in teams.
2. Target effective and appropriate messages to different audiences, including peers, stakeholders, decisionmakers, 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. Drive business innovation, efficiency, and ethical decision-making by leveraging an understanding of AI and other technologies.

Admission Requirements

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:

- 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.
- 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.

How to Apply:

- Complete and submit the online Graduate Student Application.
- Submit the nonrefundable application fee. The application fee is waived for Mount Mary alumni. Contact your graduate admission counselor to obtain the alumni waiver code.
- Submit your official transcripts from all colleges or universities attended. You will need to contact each institution (typically the registrar's office) to have your transcript sent directly to Mount Mary University. If you are in the process of completing a bachelor's degree, send your current transcript at the time of application and then send your final transcript once your degree is conferred. If you previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via mail or electronically to:
 - Graduate Admission Office, Mount Mary University, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597
 - mmu-admissop@mtmary.edu
- Submit two letters of recommendation. The recommendation letters should be from professionals and/or professors able to comment on the applicant's abilities and commitment. Recommendation forms and instructions are included in the Graduate Student Application.
- Write and submit a career goals statement.
- Application materials can be uploaded via your application portal, or submitted via postal mail or email to:
 - Mount Mary University
Graduate Admission Office
N. Menomonee River Parkway, Milwaukee, WI
53222-4597

- o mmu-admissop@mtmary.edu

Prerequisite Coursework Recommendations

Students must have completed undergraduate coursework in financial accounting prior to enrolling in BUS 640 Accounting Analysis and Control. If they have not, they may complete a four-week foundational preparatory module to ensure they are adequately prepared for the course.

A course or experience in spreadsheets and the basics of data analysis and visualization concepts (using tools like Excel or Google Sheets) is strongly recommended.

Master of Business Administration Degree Requirements

Thirty (30) graduate credits are required for the MBA degree. Students complete 21 credits in foundational core courses and select 9 additional credits from one of five specializations. All courses are 3 credits.

Foundational Core (21 credits): required for all students

	Core MBA Courses (21 credits)
BUS 610	Strategic Communication
BUS 620	Leadership
BUS 625	Marketing Strategy
BUS 640	Accounting Analysis & Control
BUS 626	Generative AI for Managers
or	or
BUS 651	Info Gov, Risk Management, Compliance
BUS 670	Managerial Finance
or	or
BUS 671	Healthcare Finance

Specializations (9 credits): students must select one of the following:

	Artificial Intelligence
BUS 642	Business Use Cases for AI Models
BUS 643	AI Governance and Ethics
BUS 644	Managing AI Projects

	Business Analytics
BUS 682	Spreadsheet Modeling
BUS 683	Python for Bus Analytics
BUS 644	Managing AI Projects

	Cybersecurity
BUS 652	Network Architectures for Cyber Managers
BUS 653	Cyber Risk Management and Strategy
BUS 655	Executive Cyber Defense

	Finance
BUS 673	Capital Markets and Investing
BUS 674	Financial Statements Analysis
BUS 675	Frontiers of Finance

	Healthcare Administration
BUS 662	Economics of US HC System
BUS 663	Management of HC Orgs
BUS 664	Data Analysis for HC Managers

Counseling

School of Graduate Health & Professional Programs - Counseling Department

Master of Science in Professional Counseling

Introduction

The Master of Science in Professional Counseling program has two specializations: Clinical Mental Health Counseling (60 credits) and School Counseling (54 credits). The Clinical Mental Health Counseling specialization also includes a Clinical Rehabilitation Counseling emphasis option (6-9 additional credits). Post-master's certificates are available in each counseling specialization and emphasis.

Graduates of the program may find employment in mental health centers, private, community and non-profit counseling agencies, addictions treatment centers, child or family counseling clinics, vocational rehabilitation settings, academic and career advising or rehabilitation services in higher education, adjunct teaching positions, correction settings, hospitals, K-12 schools, Veteran Affairs, and business and industry.

Mission

The mission of Mount Mary University's M.S. in 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 and mentored to become multiculturally conscious trauma responsive practitioners who are committed to the values and ethical principles of the 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 specialization. The objectives are met through students' involvement with course work, experiential learning, and practicum/internship.

1. Students understand the ethics of our professional counseling organizations and credentialing bodies and demonstrate how to self-evaluate their own wellness and performance in relation to these ethical standards.
2. Students know theories and models of multicultural counseling, social justice, and advocacy; the influence of social-cultural identities and acculturative experiences on individuals' worldviews, help-seeking and coping behaviors; and the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups.
3. Students know the models of resilience, optimal development, and wellness in individuals and families, as well as the effects of crises, disasters, stress, grief, trauma and other factors that affect lifespan development.
4. Students know and apply theories and models of advocacy, career development and decision-making to their counseling and assessment to foster consumers' skill development for career, educational, and life-work planning and management
5. Students demonstrate basic and advanced interviewing and counseling skills, including developing goals, counseling preventions/interventions, and consultation.
6. Students know the theoretical foundations and dynamics of group counseling and demonstrate culturally sustaining and developmentally responsive strategies for designing and facilitating groups.
7. Students apply culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, as well as for diagnostic and intervention planning purposes.

8. Students acquire knowledge of research methods, statistical analyses, needs assessment, and counseling program evaluation, and apply evaluation results and research to inform evidence-based counseling practice.
9. Students demonstrate the advanced knowledge and skill necessary to practice in chosen counseling specialization (e.g., clinical mental health, school, clinical rehabilitation) through coursework and a clinical experience.

Admission Requirements and Procedures

- Baccalaureate degree from a regionally accredited college or university;
- Have an academic background in the behavioral sciences, including an undergraduate statistics course (Generally a minimum of 18 credits in communications, education, psychology and sociology are required.);
- Demonstration of ability to handle academic work of graduate-level rigor as evidenced by previous academic performance with a 3.0 minimum GPA; or equivalent evidence of successful academic achievement (e.g. GRE, MAT, 3.0 GPA in post-baccalaureate course work);
- Career goals congruent with earning a master's in counseling; and
- Global disposition—suitability for a career in a helping profession, as evidenced by any of the following: quality of interview, personal data, quality of written statement, and/or letters of recommendation.

Applicants to the post-master's certification program must meet the following admission requirements:

1. Master's degree from a regionally accredited college or university in an appropriate field.
2. Three letters of recommendation.
3. Written Career Goal Statement
4. Personal interview.

Applicants should be aware that admission into any graduate program is granted on a competitive basis. Students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.

Application deadlines -

May 1 (for fall semester entry)

October 1 (for spring semester entry)

March 1 (for summer semester entry)

How to Apply:

1. **Complete and submit the online [Graduate Student Application](#).**
2. Submit the non-refundable application fee. You can submit the payment online by credit card or e-check through Transact Payment on the My Mount Mary portal. Note: The application fee is waived for Mount Mary alumni. If you're an alum, 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 email to mmu-admissop@mtmary.edu or mailed to: Mount Mary University, Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597.
4. **Submit three letters of recommendation.** The recommendation letters should be from professionals and/or professors able to comment on the applicant's abilities and commitment. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. **Write and submit a career goals statement.** The statement should specify your professional career/goals, relevant volunteer/work experience, and a discussion of how your education and/or work has been

enhanced by exposure to diverse people, places, or experiences. Please include your name on the statement.

6. **Complete and submit a criminal background check.** Submit a criminal background check through [CastleBranch](#).

Submit all application materials via postal mail or email to:

- Mount Mary University, Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597 or mmu-admissop@mtmary.edu

Master of Science in Professional Counseling Program Degree Requirements

Overview

The Master of Science in Professional Counseling program uses the most relevant and recent theories and research in the field to guide curriculum development. It includes a common core of foundational coursework and then more specialized courses that correspond to the specializations and emphasis offered within the program. The core curriculum is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, the Professional Counseling program includes coursework in each of the eight core curricular areas:

Eight Core Curricular Areas (All courses are 3 credits unless otherwise specified).

1. Professional Counseling Orientation and Ethical Practice
CON 600 Professional Identity & Ethics
CON 601 Orientation to Practicum-Internship (0 credits)
2. Social & Cultural Identities and Experiences
CON 700 Multicultural Counseling
3. Lifespan Development
CON 750 Counseling Across the Lifespan
4. Career Development
CON 611 Career Development; or
CON 711 Academic and Career Planning and Development
5. Counseling Practice and Relationships
CON 610 Theories of Counseling
CON 612 Techniques of Counseling
CON 741 Family Systems Theory, Assessment, and Practice
6. Group Counseling and Group Work
CON 740 Group Procedures in Counseling
7. Assessment and Diagnostic Processes
CON 720 Counseling Assessment
CON 770 Psychopathology
8. Research and Program Evaluation
CON 630 Statistics, Research & Program Evaluation

Context, Knowledge, and Skills (All courses are 3 credits unless otherwise specified).

- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 622 Diagnoses and Treatment Planning
CON 640 Medical & Psychosocial Aspects of Disabilities
CON 650 Trauma Counseling 1
EDU 703 Exceptional Learners

CON 712 Counseling Children and Adolescents
CON 714 Addictions Counseling
CON 730 Counseling in Schools
CON 760 Psychiatric Rehabilitation & Intervention
EDU 742 Instructional Strategies
CON 775 Psychopharmacology
CON 785 Advanced Issues in Clinical Mental Health Counseling

Clinical Instruction (All courses are 3 credits unless otherwise specified).

CON 795 Supervised Practicum
CON 796 Counseling Internship 1
CON 797 Counseling Internship 2
CON 798 Counseling Internship 3 (1-3 credits)

Research/Thesis Option

Students who are interested in developing their research skills or are committed to pursuing a Ph.D. in Counselor Education and Supervision have the option of completing a thesis by registering for CON 790 Research or Thesis (1-3 credits) for a minimum of six credits over a minimum of two semesters.

Clinical Mental Health Counseling Specialization –60 credits

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is on the list of approved education programs meeting the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DSPS).

Required Courses (All courses are 3 credits unless otherwise specified).

CON 600 Professional Identity & Ethics
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling
CON 611 Career Development (allowed to substitute with CON 711)
CON 612 Techniques of Counseling
CON 622 Diagnoses and Treatment Planning
CON 630 Statistics, Research, Program Evaluation
CON 650 Trauma Counseling 1
CON 700 Multicultural Counseling
CON 714 Addictions Counseling
CON 720 Counseling Assessment
CON 740 Group Procedures in Counseling
CON 741 Family Systems Theory, Assessment and Practice
CON 750 Counseling across the Lifespan
CON 770 Psychopathology
CON 775 Psychopharmacology
CON 785 Advanced Issues in Clinical Mental Health Counseling
CON 795 Supervised Practicum
CON 796 Counseling Internship 1
CON 797 Counseling Internship 2

Elective Courses (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management

CON 651 Trauma Counseling 2
CON 652 Trauma Counseling 3
CON 659 Conflict Mediation for Professionals
CON 679 Special Topics in Counseling (1-3 credits)
CON 680 Human Sexuality and Counseling
CON 712 Counseling Children & Adolescents
CON 715 Professional Issues in Addictions Counseling
CON 730 Counseling in Schools
CON 780 Independent Reading (1-3 credits)
CON 790 Research or Thesis (1-3 credits)

Emphasis in Clinical Rehabilitation Counseling – 9 credits

Students who complete an Emphasis in Clinical Rehabilitation Counseling are required to take three (3) additional 3-credit courses, one of which may fulfill the elective requirement:

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
 CON 640 Medical & Psychosocial Aspects of Disability
 CON 760 Psychiatric Rehabilitation

Students who complete the emphasis in Clinical Rehabilitation Counseling are eligible to become a Certified Rehabilitation Counselor (CRC) upon graduation and after passing the national Certified Rehabilitation Counselor Exam (CRCE). A passing score on the CRCE meets the examination requirement for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services.

School Counseling Specialization - 54 credits

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

Required Courses (All courses are 3 credits unless otherwise specified).

CON 600 Professional Identity & Ethics
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling
CON 612 Techniques of Counseling
CON 630 Statistics, Research, Program Evaluation
CON 650 Trauma Counseling 1
CON 700 Multicultural Counseling
CON 711 Academic/Career Planning & Development
CON 712 Counseling Children & Adolescents
CON 730 Counseling in Schools
CON 740 Group Procedures in Counseling
CON 741 Family Systems Theory, Assessment and Practice
CON 750 Counseling across the Lifespan
CON 795 Supervised Practicum
CON 796 Counseling Internship 1 (School placement)
CON 797 Counseling Internship 2 (School placement)
EDU 703 Exceptional Learners (Required for students without WI teaching certification)
EDU 742 Instructional Strategies (Required for students without WI teaching certification)

Elective Courses (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 651 Trauma Counseling 2
CON 652 Trauma Counseling 3
CON 659 Conflict Mediation for Professionals
CON 679 Special Topics in Counseling (1-3 credits)
CON 680 Human Sexuality and Counseling
CON 714 Addictions Counseling
CON 720 Counseling Assessment
CON 770 Psychopathology
CON 780 Independent Reading (1-3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling
CON 790 Research or Thesis (1-3 credits)

Additional Program Requirements

1. Students must follow all rules and procedures specified in the Mount Mary University Graduate Student Handbook.
2. Prior to starting Practicum or Internship, students must register for CON 601 "Orientation to Practicum/Internship". Orientation is a zero-credit course that is offered in a one-time three-hour workshop format.
3. "*Application of Intent to Start Practicum/Internship*" must be completed at least two semesters prior to starting Practicum. Students must confirm that all prerequisites have been completed.
4. Each fall, all practicum/internship students accompany the Practicum/Internship Program Coordinator to a Ropes and Challenge Course. A fee for each student may be assessed at the start of the semester and is based on the number of students participating. Only post-master's students and students enrolled in CON 798 (Internship III) are exempt from this requirement.
5. All students complete 100 clock hours on-site of supervised practicum.
6. Internship I & II are intended to be 300 hours EACH. The essential criterion is that a student's hours must add up to 600 by the end of CON 797 Internship 2. Students in the School Counseling specialization complete a year-long (August/September to June), 600-hour internship that extends across the PK-12 school experience (i.e., elementary school, middle school, high school).
7. Students in the Clinical Mental Health Counseling specialization are required to pass the CPCE.
8. Students in the School Counseling specialization are required to pass the PRAXIS II Professional School Counselor Exam.
9. Complete Exit Survey followed by an Exit Interview with graduate advisor.
10. Application for Graduation must be filed with the Department Chair and the Registrar by the date established by the Registrar.

Post-Master's Certificates

Post-Master's Certificates in Counseling are designed for students who have previously received a master's degree in the counseling field and who seek an additional area of specialization 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.

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 18 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 SPECIALIZATIONS:		
	CLINICAL MENTAL HEALTH	SCHOOL	CLINICAL REHABILITATION
M.S. DEGREE EARNED	Estimated number of credits needed to complete	Estimated number of credits needed to complete	Estimated number of credits needed to complete
Typical 42cr-48cr master's degree in mental health counseling	12-18 credits needed: CON 622, 650, 714, 741, 785 & up to 700 hours in a clinical mental health dependent on previous internship placement (CON 796 & 797)	Non-certified teachers (21-24 credits typically needed): CON 650, 712, 730, 741, EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797) Certified teachers (15-21 credits typically needed)– CON 650, 712, 730, 720, 741 & 600 hours in a school counseling internship (CON 796 & 797)	24-33 credits needed: CON 615, 622, 640, 650, 714, 741, 760, & 785 and up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 796 & 797)
Typical 60cr. Clinical Mental Health Counseling Degree	-----	15-18 credits needed: CON 712, 730, EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797) Certified teachers (9-15 credits typically needed)– CON 712, 730 & 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)
Typical 36cr-48cr master's degree in school counseling	Min. 15-21 credits needed: CON 622, 650, 714, 785, & up to 700 hours in a clinical mental health internship (CON 795, 796 & 797)	-----	27-33 credits needed: CON 615, 622, 640, 650, 714, 770, 760 & up to 700 hours in a clinical rehabilitation internship (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	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

Licensure and Certification

The Mount Mary University **Clinical Mental Health Counseling specialization** is on the approved list of institutions meeting the educational requirements necessary to obtain the Licensed Professional Counselor – Initial Training license (LPC-IT) in the state of Wisconsin by the Department of Safety and Professional Services. There are

additional requirements for full licensure as an LPC, including obtaining a training license, completing 3,000 hours of post-master's supervised clinical experience, and successfully passing the National Counselor Exam (NCE), Certified Rehabilitation Counselor Exam (CRCE), or National Clinical Mental Health Counselor Exam (NCMHCE). Mount Mary University's Master of Science in Professional Counseling Program is a participant in the National Board for Certified Counselors national certification program - Graduate Student Administration - National Counselor Certification Examination (GSA-NCC Exam) for currently enrolled clinical mental health students. The NCC credential is the only master's level, professional counselor certification that students can apply for while enrolled in University. Complete information regarding application and requirements for licensing are available from DSPS's website at <https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>.

The **Clinical Rehabilitation Counseling** emphasis prepares students for eligibility to apply for several credentials as a result of successful completion of the training. Graduates are eligible to become a Certified Rehabilitation Counselor (CRC) by passing the national Certified Rehabilitation Counselor Exam. Further national certification may also include Certified Disability Management Specialist (CDMS) and Certified Case Manager (CCM).

The **School Counseling** specialization is approved by the Wisconsin State Department of Public Instruction (WDPI). Curriculum is consistent with nationally recognized training standards and qualifies graduates of the program for a Provisional Educator license: School Counselor, License Code 7054, under PI 34 in the State of Wisconsin. All students will be licensed at the K-12 grade levels. Additional information about requirements for licensing is available from the WDPI website at <https://dpi.wi.gov/tepd/elo/in-state>. Students in the school specialization will need additional course work, as well as internship experiences, to meet the academic requirements for licensure as an LPC in the State of Wisconsin.

General Disclosure Statement: Not every state grants reciprocity for certification or licensure to applicants lacking prior credentials and/or experience. Students who plan to seek employment as counselors in states other than Wisconsin are advised to contact the entity in that state which certifies or licenses counselors in the appropriate setting. <https://mtmary.edu/about/fast-facts/heoa.html>

Ph.D. in Counselor Education and Supervision

Introduction

The Ph.D. in Counselor Education & Supervision is a 60-plus semester credit program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The primary focus of counselor education is the training and preparation of multiculturally conscious counseling academics and supervisors; this includes recruiting and training counselors to become the future generations of academic professionals who will teach the curriculum of counseling theory and practice. In addition, the program is designed to provide students with a comprehensive multicultural and social justice education that can be seen in all layers of the environment in which students learn.

Licensed Professional Counselors, School Counselors, Rehabilitation Counselors, and other master's level mental health professionals are eligible to apply to the Ph.D. program in Counselor Education & Supervision.

The Ph.D. in Counselor Education & Supervision (CES) program is designed to prepare graduates to be counselor educators and supervisors and to assume positions in institutions of higher education. In accordance with Council for Accreditation in Counseling and Related Education Programs (CACREP; www.cacrep.org), our goal is to graduate counselor educators and supervisors by:

1. Providing the knowledge base of the counseling profession in a climate of scholarly inquiry.
2. Preparing students to inform professional practice by generating new knowledge for the profession.
3. Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry.

4. Equipping students to assume positions of leadership in the profession and/or their area(s) of specialization.

Mission

The mission of the Ph.D. in Counselor Education & Supervision program at Mount Mary University is to develop a diverse, holistic learning community that prepares students as counselor educators and supervisors with a strong counselor identity, advocacy and leadership skills, integrity, and a deep sense of social justice. The Ph.D. in Counselor Education & Supervision Program prepares highly ethical and advocacy-driven counselor educators, administrators, supervisors, researchers, clinicians, and leaders by providing students with a comprehensive multicultural and social justice education.

Program Goals

The Ph.D. in CES program prepares culturally humble counselor educators to teach and train master's level counselors. Doctoral students will gain knowledge and skills in diverse, multicultural settings, consistent with both ethical and evidence-based practice within the counseling profession.

Program Objectives

The following objectives are relevant to all students in the Ph.D. in CES program regardless of area of specialization. The objectives are met through students' involvement with course work, related experiences, practicum, and the internship. The objectives of the program are as follows:

1. To prepare students to effectively integrate theory and clinical counseling practice;
2. To prepare students to become effective multicultural clinical supervisors;
3. To prepare students to become skilled multicultural teachers, acquiring knowledge and skills in pedagogy and teaching methods that constitute best practice in counselor education;
4. To prepare students to conduct rigorous research on important questions relevant to counseling;
5. To prepare students to engage in counseling leadership; and
6. To prepare students to engage in critical self-reflection regarding diversity and multiculturalism and acquire both the skills and the commitment to effectively advocate at the individual, group, and system level.

Admission Requirements

To be admitted to the Ph.D. in Counselor Education and Supervision program, a candidate must at minimum meet the following standards:

- A master's degree in Counseling or a related field
- A minimum GPA of 3.30 or higher on a 4.0 scale in master's degree coursework. A GRE score is required for applicants who have a GPA below 3.30 in master's degree coursework.
- A Licensed Professional Counselor (LPC), Licensed School Counselor, or LPC or LPC-IT eligible in Wisconsin.
- Submit all required application materials (see details below)

International Students: See [additional application requirements and procedures](#) or contact your [graduate admission counselor](#) for questions.

Application Deadline: February 1

How to Apply

1. Complete and submit the [Doctoral Student Application](#).
2. Submit the non-refundable application fee. You can submit the payment online by credit card or e-check through Transact Payment on the My Mount Mary portal. Note: The application fee is waived for Mount Mary alumni. If you're an alum, contact your graduate admission counselor to obtain the waiver code prior to submitting your application.
3. Submit your official transcripts from all colleges or universities attended. You will need to contact each institution (typically the registrar's office) to have your transcript sent directly to Mount Mary University. If you

previously attended Mount Mary, you do not need to request Mount Mary transcripts, but you should provide transcripts from other schools, if applicable. Official transcripts can be submitted via email to mmu-admissop@mtmary.edu or mailed to: Mount Mary University,

Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597.

4. Submit three letters of recommendation. The recommendations should be from professionals and/or professors able to comment on abilities and commitment to do Ph.D. scholarly work. Letters should also be addressed to the MMU Ph.D. Admissions Committee. Please use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
5. Submit a Curriculum Vitae (CV).
6. Submit an application essay. Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The purpose of this essay is to gauge your critical and analytical thinking as well as your writing, editing skills, general reasoning skills, and your ability to reflect on your education and work experience as they relate to a social justice philosophy of counselor education. (See application materials for writing guidelines)
7. Complete and submit a criminal background check. Submit a criminal background check received from the Wisconsin Department of Justice (or state of residence) or through [CastleBranch](#). If completed via CastleBranch, the Counseling Department will have access to the results of your background check. It is not necessary to email the results of your background check if completed via CastleBranch.
8. Complete an interview with the Professional Counseling program.

Submit all application materials via postal mail or email to:

- Mount Mary University, Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597 or mmu-admissop@mtmary.edu

Once you submit all application materials, the Program Director will contact you to schedule an interview. Admission decisions will be made after all application materials are received and the interview is completed.

Ph.D. in Counselor Education and Supervision Degree Requirements

The Ph.D. in CES includes a minimum of 60 semester credit hours. Embedded in the curriculum are counseling practicum and internships. The practicum and counseling internship experiences include individual counseling, group counseling, and rotation of on-call crisis work at the Counseling and Wellness Center on the Mount Mary University campus. Other internship experiences include supervision and teaching and are spread out over the course of the program.

Students who have not completed their master's program in counseling from a CACREP accredited program will go through a transcript review. Requirements include completion of the standards in the eight CACREP content areas and being eligible for licensure (LPC, LPC-IT or School Counselor). Additionally, the program director will determine if there is a need for students to take prerequisite courses to bring them in line with the degree requirements of the Doctoral Program

Required Courses

CON 800 Supervision in Counselor Education
CON 810 Instructional Strategies in Counselor Education & Supervision
CON 820 Advanced Multicultural & Social Justice Counseling and Supervision
CON 825 Advanced Multicultural & Social Justice in Teaching, Leadership, and Research
CON 829 Introduction to SPSS and Statistical Reporting
CON 830 Advanced Statistics in Counselor Education & Supervision

CON 840 Quantitative Research Methods and Design
 CON 841 Applied Quantitative Analysis
 CON 845 Qualitative Research Methods and Design
 CON 846 Applied Qualitative Analysis
 CON 850 Advanced Counseling Theories
 CON 860 Counselor Education, Leadership, and Advocacy
 CON 875 Advanced Counseling Practicum
 CON 880 Internship in Counselor Education & Supervision (Counseling, Supervision, Teaching) (3 credits; total of 12 credits required)
 CON 889 Qualifying Assessment (0 credit)
 CON 890 Dissertation (minimum 9 credits)
 CON 900 Advanced Ethics Cognate
 CON 901 Advanced Career Development Cognate
 CON 902 Advanced Program Evaluation Cognate

Master of Science in Professional Counseling Program Degree Requirements

Overview

The Master of Science in Professional Counseling program uses the most relevant and recent theories and research in the field to guide curriculum development. It includes a common core of foundational coursework and then more specialized courses that correspond to the specializations and emphasis offered within the program. The core curriculum is based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. As such, the Professional Counseling program includes coursework in each of the eight core curricular areas:

Eight Core Curricular Areas (All courses are 3 credits unless otherwise specified).

9. Professional Counseling Orientation and Ethical Practice
 - CON 600 Professional Identity & Ethics
 - CON 601 Orientation to Practicum-Internship (0 credits)
10. Social & Cultural Identities and Experiences
 - CON 700 Multicultural Counseling
11. Lifespan Development
 - CON 750 Counseling Across the Lifespan
12. Career Development
 - CON 611 Career Development; or
 - CON 711 Academic and Career Planning and Development
13. Counseling Practice and Relationships
 - CON 610 Theories of Counseling
 - CON 612 Techniques of Counseling
 - CON 741 Family Systems Theory, Assessment, and Practice
14. Group Counseling and Group Work
 - CON 740 Group Procedures in Counseling
15. Assessment and Diagnostic Processes
 - CON 720 Counseling Assessment
 - CON 770 Psychopathology
16. Research and Program Evaluation
 - CON 630 Statistics, Research & Program Evaluation

Context, Knowledge, and Skills (All courses are 3 credits unless otherwise specified).

- CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
- CON 622 Diagnoses and Treatment Planning
- CON 640 Medical & Psychosocial Aspects of Disabilities
- CON 650 Trauma Counseling 1
- EDU 703 Exceptional Learners
- CON 712 Counseling Children and Adolescents
- CON 714 Addictions Counseling
- CON 730 Counseling in Schools
- CON 760 Psychiatric Rehabilitation & Intervention
- EDU 742 Instructional Strategies
- CON 775 Psychopharmacology
- CON 785 Advanced Issues in Clinical Mental Health Counseling

Clinical Instruction (All courses are 3 credits unless otherwise specified).

- CON 795 Supervised Practicum
- CON 796 Counseling Internship 1
- CON 797 Counseling Internship 2
- CON 798 Counseling Internship 3 (1-3 credits)

Research/Thesis Option

Students who are interested in developing their research skills or are committed to pursuing a Ph.D. in Counselor Education and Supervision have the option of completing a thesis by registering for CON 790 Research or Thesis (1-3 credits) for a minimum of six credits over a minimum of two semesters.

Clinical Mental Health Counseling Specialization- 60 credits

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is on the list of approved education programs meeting the requirements necessary for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services (DPS).

Required Courses (All courses are 3 credits unless otherwise specified).

- CON 600 Professional Identity & Ethics
- CON 601 Orientation to Practicum-Internship (0 credits)
- CON 610 Theories of Counseling
- CON 611 Career Development (allowed to substitute with CON 711)
- CON 612 Techniques of Counseling
- CON 622 Diagnoses and Treatment Planning
- CON 630 Statistics, Research, Program Evaluation
- CON 650 Trauma Counseling 1
- CON 700 Multicultural Counseling
- CON 714 Addictions Counseling
- CON 720 Counseling Assessment
- CON 740 Group Procedures in Counseling
- CON 741 Family Systems Theory, Assessment and Practice
- CON 750 Counseling across the Lifespan
- CON 770 Psychopathology
- CON 775 Psychopharmacology

CON 785 Advanced Issues in Clinical Mental Health Counseling
CON 795 Supervised Practicum
CON 796 Counseling Internship 1
CON 797 Counseling Internship 2

Elective Courses (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 651 Trauma Counseling 2
CON 652 Trauma Counseling 3
CON 659 Conflict Mediation for Professionals
CON 679 Special Topics in Counseling (1-3 credits)
CON 680 Human Sexuality and Counseling
CON 712 Counseling Children & Adolescents
CON 715 Professional Issues in Addictions Counseling
CON 730 Counseling in Schools
CON 780 Independent Reading (1-3 credits)
CON 790 Research or Thesis (1-3 credits)

Emphasis in Clinical Rehabilitation Counseling- 6-9 credits

Students who complete an Emphasis in Clinical Rehabilitation Counseling are required to take three (3) additional 3-credit courses, one of which may fulfill the elective requirement:

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 640 Medical & Psychosocial Aspects of Disability
CON 760 Psychiatric Rehabilitation

Students who complete the emphasis in Clinical Rehabilitation Counseling are eligible to become a Certified Rehabilitation Counselor (CRC) upon graduation and after passing the national Certified Rehabilitation Counselor Exam (CRCE). A passing score on the CRCE meets the examination requirement for initial licensure for Licensed Professional Counselor (LPC-IT) in the State of Wisconsin by the Department of Safety and Professional Services.

School Counseling Specialization- 54 credits

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

Required Courses (All courses are 3 credits unless otherwise specified).

CON 600 Professional Identity & Ethics
CON 601 Orientation to Practicum-Internship (0 credits)
CON 610 Theories of Counseling
CON 612 Techniques of Counseling
CON 630 Statistics, Research, Program Evaluation
CON 650 Trauma Counseling 1
CON 700 Multicultural Counseling
CON 711 Academic/Career Planning & Development
CON 712 Counseling Children & Adolescents
CON 730 Counseling in Schools
CON 740 Group Procedures in Counseling
CON 741 Family Systems Theory, Assessment and Practice

CON 750 Counseling across the Lifespan
CON 795 Supervised Practicum
CON 796 Counseling Internship 1 (School placement)
CON 797 Counseling Internship 2 (School placement)
EDU 703 Exceptional Learners (Required for students without WI teaching certification)
EDU 742 Instructional Strategies (Required for students without WI teaching certification)

Elective Courses (All courses are 3 credits unless otherwise specified).

CON 615 Introduction to Clinical Rehabilitation Counseling & Case Management
CON 651 Trauma Counseling 2
CON 652 Trauma Counseling 3
CON 659 Conflict Mediation for Professionals
CON 679 Special Topics in Counseling (1-3 credits)
CON 680 Human Sexuality and Counseling
CON 714 Addictions Counseling
CON 720 Counseling Assessment
CON 770 Psychopathology
CON 780 Independent Reading (1-3 credits)
CON 785 Advanced Issues in Clinical Mental Health Counseling
CON 790 Research or Thesis (1-3 credits)

Additional Program Requirements

11. Students must follow all rules and procedures as specified in the Mount Mary University Graduate Student Handbook.
12. Prior to starting Practicum or Internship, students must register for CON 601 "Orientation to Practicum/Internship". Orientation is a zero-credit course that is offered in a one-time three-hour workshop format.
13. "*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.
14. Each fall, all practicum/internship students accompany the Practicum/Internship Program Coordinator to a Ropes and Challenge Course. A fee for each student may be assessed at the start of the semester and is based on the number of students participating. Only post-master's students and students enrolled in CON 798 (Internship III) are exempt from this requirement.
15. All students complete 100 clock hours on-site of supervised practicum.
16. Internship I & II are intended to be 300 hours EACH. The essential criterion is that a student's hours must add up to 600 by the end of CON 797 Internship 2. Students in the School Counseling specialization 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).
17. Students in the Clinical Mental Health Counseling specialization are required to pass the CPCE.
18. Students in the School Counseling specialization are required to pass the PRAXIS II Professional School Counselor Exam.
19. Complete Exit Survey followed by an Exit Interview with graduate advisor.
20. Application for Graduation must be filed with the Department Chair and the Registrar by the date established by the Registrar.

Post-Master's Certificates

Post-Master's Certificates in Counseling are designed for students who have previously received a master's degree in the counseling field and who seek an additional specialization or area of emphasis in which to be licensed. In

most cases specific licenses are granted by state regulating and licensing boards and, in some cases, licensing or credentialing may be awarded by a national professional organization.

Post-Master's Certificates are designed to meet the needs of the individual student. Requirements may vary based on length of time since obtaining the original master's degree, type of credentialing/licensure seeking, and curriculum content of the original master's degree. In most cases, if the time period since obtaining the original counseling degree has been fewer 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 SPECIALIZATION:		
	CLINICAL MENTAL HEALTH	SCHOOL	CLINICAL REHABILITATION
CURRENT M.S. DEGREE			
COMMUNITY	15-24 credits needed: CON 650, 714, 715 or 622, 741, 775, 785 & up to 700 hours in a clinical mental health counseling internship, dependent on previous internship placement (CON 796 & 797)	Non-certified teachers (approx. 21-24 credits needed): CON 601, 650, 712, 730, 741 EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797) Certified teachers (approx. 15-18 credits needed)– CON 601, 650, 712, 730 741 & 600 hours in a school counseling internship (CON 796 & 797)	27-30 credits needed: CON 615, 622 or 715, 640, 650, 714, 741, 760, & up to 700 hours in a clinical rehabilitation internship, dependent on previous internship placement (CON 795, 796 & 797)
CLINICAL MENTAL HEALTH	-----	18 credits needed: CON 601, 712, 730, EDU 703 & 742, & 600 hours in a school counseling internship (CON 796 & 797)	9-15 credits needed: CON 615, 640, 760, & up to 700 hours in a clinical rehabilitation internship or 12-24 months of supervised qualifying employment, dependent on previous internship placement (CON 796 & 797) and work experience
SCHOOL	27-30 credits needed: CON 650, 714, 622, 720, 741, 770, 775 785, & up to 700 hours in a clinical mental health/addiction internship (CON 795, 796 & 797)	-----	30-36 credits needed: CON 615, 622, 640, 650, 714, 720, 770, 741, 760 & up to 700 hours in a clinical rehabilitation internship or 12-24 months of supervised qualifying employment, dependent on previous internship placement (CON

			795, 796 & 797) and work experience
OTHER	Curriculum Based On Previous Degree. Must meet equivalent or complete: CON 600, 610, 611 or 711, 612, 630, 700, 720, 740, 741, 750, 795	Curriculum Based On Previous Degree. Must meet equivalent or complete: CON 600, 610, 611 or 711, 612, 630, 700, 720, 740, 741, 750, 795	Curriculum Based On Previous Degree. Must meet equivalent or complete: CON 600, 610, 611 or 711, 612, 630, 700, 720, 740, 741, 750, 795

Licensure and Certification

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Ph.D. in Counselor Education and Supervision

Introduction

The Ph.D. in Counselor Education & Supervision is a 48-plus semester credit program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The primary focus of counselor education is the training and preparation of multiculturally conscious professional counselors; this includes recruiting and training the future generations of academic professionals who will teach the curriculum of counseling theory and

practice. In addition, the program is designed to provide students with a comprehensive multicultural and social justice education that can be seen in all layers of the environment in which students learn.

Licensed Professional Counselors, School Counselors, Rehabilitation Counselors, and other master's level mental health professionals are eligible to apply to the Ph.D. program in Counselor Education & Supervision.

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6. Preparing students to inform professional practice by generating new knowledge for the profession.
7. Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry.
8. Equipping students to assume positions of leadership in the profession and/or their area(s) of specialization.

Mission

The mission of the Ph.D. in Counselor Education & Supervision program at Mount Mary University is to develop a diverse, holistic learning community that prepares students as counselor educators and supervisors with a strong counselor identity, advocacy and leadership skills, integrity, and a deep sense of social justice. The Ph.D. in Counselor Education & Supervision Program prepares highly ethical and advocacy-driven counselor educators, administrators, supervisors, researchers, clinicians, and leaders by providing students with a comprehensive multicultural and social justice education.

Program Objectives

The following objectives are relevant to all students in the Ph.D. in CES program regardless of area of specialization. The objectives are met through students' involvement with course work, related experiences, practicum, and the internship. The objectives of the program are as follows:

7. To prepare students to effectively integrate theory and clinical counseling practice;
8. To prepare students to become effective multicultural clinical supervisors;
9. To prepare students to become skilled multicultural teachers, acquiring knowledge and skills in pedagogy and teaching methods that constitute best practice in counselor education;
10. To prepare students to conduct rigorous research on important questions relevant to counseling;
11. To prepare students to engage in counseling leadership; and
12. To prepare students to engage in critical self-reflection regarding diversity and multiculturalism and acquire both the skills and the commitment to effectively advocate at the individual, group, and system level.

Admission Requirements

To be admitted to the Ph.D. in Counselor Education and Supervision program, a candidate must at minimum meet the following standards:

- A master's degree in Counseling or a related field
- A minimum GPA of 3.30 or higher on a 4.0 scale in master's degree coursework. A GRE score is required for applicants who have a GPA below 3.30 in master's degree coursework.
- A Licensed Professional Counselor (LPC), Licensed School Counselor, or LPC or LPC-IT eligible in Wisconsin.
- Submit all required application materials (see details below)

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Office of Graduate Admissions
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Milwaukee, WI 53222-4597

Or email to mmu-admissop@mtmary.edu

12. Submit three letters of recommendation. The recommendations should be from professionals and/or professors able to comment on abilities and commitment to do Ph.D. scholarly work. Letters should also be addressed to the MMU Ph.D. Admissions Committee. Please use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
13. Submit a Curriculum Vitae (CV).
14. Submit an application essay. Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The purpose of this essay is to gauge your critical and analytical thinking as well as your writing, editing skills, general reasoning skills, and your ability to reflect on your education and work experience as they relate to a social justice philosophy of counselor education.

Writing Guidelines

- Provide a 6-9-page response to the prompts below. Approximately two – three pages per writing prompt
- Text should be double-spaced, Times New Roman, 12-point font with 1-inch page margins
- Running header on each page with applicant name and page numbers
- Use major heading for each question prompt and subheadings as appropriate for your response
- Submit PDF file format document

Using the above criteria as a guide, please answer the following questions:

- Please identify and discuss your personal, educational, and career goals. How do you think a Ph.D. in Counselor Education & Supervision will help you achieve your career goal(s)? Please discuss your previous academic and clinical training that will provide the foundation of your doctoral studies. How will these inform your doctoral program?
 - What does multiculturalism, social justice, and intersectionality of identity mean to you? How do you practice this in your professional counseling?
 - Please share your research interest/s, any professional leadership you have engaged in, and any advocacy experiences/projects that you have been a part of.
15. Complete and submit a criminal background check. Submit a criminal background check received from the Wisconsin Department of Justice (or state of residence) or through [CastleBranch](#). If completed via CastleBranch, the Counseling Department will have access to the results of your background check. It is not necessary to email the results of your background check if completed via CastleBranch.

16. Complete an interview with the Professional Counseling program.

Submit all application materials via postal mail or email to:

- Mount Mary University, Office of Graduate Admissions, 2900 N. Menomonee River Parkway, Milwaukee, WI 53222-4597 or mmu-admissop@mtmary.edu

Once you submit all application materials, the Program Director will contact you to schedule an interview. Admission decisions will be made after all application materials are received and the interview is completed.

Ph.D. in Counselor Education and Supervision Degree Requirements

The Ph.D. in CES includes a minimum of 78 semester credit hours, 30 of which may be brought forward from a student's master's degree*. Embedded in the curriculum are counseling practicum and internships. The practicum experience includes individual counseling, group counseling, and a rotation of on-call crisis work on the Mount Mary University campus. Internship experiences include supervision and teaching, as well as counseling, research, or leadership, and they are spread out over the course of the first two years of the program.

*A total of 30 credits of coursework may be transferred in from a completed master's degree in counseling. A minimum of three credits of equivalent coursework in each of the eight core curricular areas, based on current Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, is required.

Eight Core Curricular Areas (All courses are 3 credits unless otherwise specified).

1. Professional Orientation and Ethical Practice
CON 600 Professional Identity & Ethics
2. Social & Cultural Diversity
CON 700 Multicultural Counseling
3. Human Growth & Development
CON 750 Counseling Across the Lifespan
4. Career Development
CON 611 Career Development
5. Helping Relationships
CON 610 Theories of Counseling
CON 612 Techniques of Counseling
CON 741 Family Systems Theory, Assessment, and Practice
6. Group Work
CON 740 Group Procedures in Counseling
7. Assessment
CON 720 Counseling Assessment
CON 770 Psychopathology
8. Research & Program Evaluation
CON 630 Statistics, Research & Program Evaluation

A minimum of 48 credits of doctoral-level coursework is required for the degree.

Required Courses

CON 800 Supervision in Counselor Education
CON 810 Instructional Strategies in Counselor Education & Supervision
CON 820 Advanced Multicultural & Social Justice Counseling and Supervision
CON 825 Advanced Multicultural & Social Justice in Teaching, Leadership, and Research

CON 829 Introduction to SPSS and Statistical Reporting
CON 830 Advanced Statistics in Counselor Education & Supervision
CON 840 Quantitative Research Methods and Design
CON 841 Applied Quantitative Analysis
CON 845 Applied Qualitative Analysis, Research Methods and Design
CON 850 Advanced Counseling Theories
CON 860 Counselor Education, Leadership, and Advocacy
CON 875 Advanced Counseling Practicum
CON 880 Internship in Counselor Education & Supervision (Counseling, Supervision, Teaching) (1.5 credits;
total of 6 credits required)
CON 890 Dissertation (minimum 9 credits)

Dietetics

School of Graduate Health & Professional Programs - Dietetics Department

Mount Mary University has a 90-year history of quality dietetic education. The mission of the graduate program in nutrition and dietetics is to develop the analytical, creative, and critical thinking skills of students to become Registered Dietitian Nutritionists who excel as practitioners in a variety of settings.

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) requires a minimum of a graduate degree to take the registration examination for dietitians with didactic and supervised experiential learning eligibility requirements (<https://www.cdrnet.org/graduatedegree>).

Mount Mary University offers two master's level programs in Dietetics:

1. Pre-professional: The Integrated Master of Science in Nutrition and Dietetics is designed for students who enter with any bachelor's degree, resulting in verification to take the registered dietitian (RD) exam. Students in this program will earn a master's degree, and complete 1050 hours of supervised experiential learning.
- 2.
3. Post-professional: Master of Science in Advanced Dietetics is designed for Registered Dietitian Nutritionists who are interested in attaining a master's degree.

Pre-Professional: Integrated Master of Science in Nutrition and Dietetics (IMSND)

The IMSND Program at Mount Mary University is ACEND-accredited, and completion will enable the student to take the Registered Dietitian (RD) Examination. Exam requirements are set by the Commission on Dietetic Registration (CDR.) See: <https://www.cdrnet.org/RDNeligibility>.

When graduates achieve the RD or RDN designation by passing the registration exam, they may then apply to the credentialing board for certification or licensure in the state (or states) in which they intend to practice. The process for state certification and licensure may be different depending on the state and is separate from becoming registered. Please visit the website: <https://www.cdrnet.org>.

The IMSND curriculum prepares students for a variety of career options in dietetics. The program equips students for leadership in three main areas of dietetics which include clinical nutrition, community dietetics, and foodservice management. Along with coursework, students obtain supervised experiential learning hours while in the program. The majority of this program is based in Milwaukee.

Admission Information

IMSND Direct Admission Policies

The IMSND is accredited to serve a cohort of 36 students each year. To be eligible for the Mount Mary University IMSND program, you must meet the following minimum requirements:

- have a bachelor's degree or equivalent from a regionally accredited college or university;
- have a minimum undergraduate GPA of 2.75 on a 4.0 scale;
- meet specific admission requirements for early or regular admission (see below); and
- submit all required application materials (see details below).

All applicants will be reviewed and granted regular admission by the Dietetics Faculty Review Board after February 15th, 2027 and notified of their admission decision by March 1st, 2027.

International Students: See [additional application requirements and procedures](#) or [contact your graduate admission counselor](#) for questions.

How to Apply to the IMSND Program

There are three routes to becoming a Registered Dietitian Nutritionist (RDN) through the IMSND at Mount Mary University. Please see below for details regarding the application process for:

- Mount Mary University undergraduate students majoring in Human Biology Pre-Dietetics concentration and Psychology Pre-Dietetics concentration
- Students with a dietetic or nutrition science degree and with or without a verification statement
- Students with a non-nutrition degree

For information regarding the Human Biology Pre-Dietetics concentration or Psychology Pre-Dietetics concentration and direct admission to the Integrated Master of Science in Nutrition and Dietetics, <https://mtmary.edu/majors-programs/undergraduate/dietetics/index.html>

IMSND Regular Admission Policy

Dietetic or Nutrition Science Degree with or without a Verification Statement or Non-Nutrition Degree

To apply:

- **Complete and submit the online [Graduate Student Application](#).**
- **Submit the non-refundable application fee.** You can submit the payment online by credit card or e-check through Transact Payment on the [My Mount Mary](#) portal.
- Complete an application in the Dietetic Internship Centralized Application System (DICAS) [DICAS | Applicant Login Page Section \(liaisoncas.com\)](#).
- **Submit your official transcripts from all colleges or universities attended.**
- **Write and submit a personal statement.** The statement should specify your objectives, experience, and/or skills contributing to your decision to pursue graduate study in nutrition and dietetics. Please include your name on the statement.
- **Submit three letters of recommendation.** The recommendations should be from professionals and/or professors able to comment on abilities and commitment. Use our [Letter of Recommendation for Graduate Study Form \(PDF\)](#).
- **Submit a resume.**

Additional Requirements for Non-Nutrition Degrees or Those Without a Verification Statement

The following prerequisite courses must be completed or in progress when the student seeks admission:

PREREQUISITES

- Anatomy and Physiology with Lab (8 credits) or Anatomy and Physiology (4 credits)
- Medical Terminology (1 credit)
- Organic & Biochemistry (4 credits)
- Algebra II (4 credits)
- Statistics (4 credits)
- Microbiology (4 credits)
- Nutrition Principles or Introduction to Nutrition (4 credits)
- Life Cycle Nutrition/Applied Nutrition (3 credits)
- Food Science (3 credits)-
- Serv Safe Food Manager Certification

All Applicants

All applicants will be evaluated by the Dietetics Faculty Review Board in a competitive, objective process based on the factors as follows:

1. Work experience in food service and/or health care;
2. Service and/or leadership experiences;
3. Application form, personal statement, resume, and three references; and
4. Overall GPA, GPA in DTS courses and related courses (minimum 2.75 cumulative GPA and minimum 2.75 GPA in required dietetics/nutrition courses).

Students will not be admitted on provisional status or waitlisted for admission the following semester. Students who are not admitted may reapply the following year.

Degree Requirements

DTS 505 Advanced Human Nutrition: Macronutrients and Micronutrients	3 credits
DTS 520 Management and Leadership	3 credits
DTS 564 Medical Nutrition Therapy I	4 credits
DTS 566 Medical Nutrition Therapy II	4 credits
DTS 570 Community Nutrition Program Management	2 credits
DTS 574 Nutrition Research I	3 credits
DTS 577 Counseling Skills	2 credits
DTS 576 Nutrition Communications and Education	2 credits
DTS 605 Leadership in Dietetics	3 credits
DTS 675 Seminar in Dietetics I	1 credit
DTS 678 Seminar in Dietetics II	1 credit
DTS 676 Supervised Experiential Learning in Medical Nutrition Therapy I	2 credits
DTS 680 Supervised Experiential Learning in Medical Nutrition Therapy II	2 credits
DTS 681 Supervised Experiential Learning in Medical Nutrition Therapy Relief	1 credit
DTS 677 Supervised Experiential Learning in Management	3 credits
DTS 679 Supervised Experiential Learning in Community	3 credits
DTS 715 Research Design and Analysis I	1 credit
DTS 716 Research Design and Analysis II	1 credit
DTS 770 Applied Graduate Research	2-4 credits
Degree Requirement if needed	
DTS 791 Remediation Workshop	1 credit

Elective Courses (6 credits required and additional as needed)

DTS 550 Sports Nutrition	3 credits
DTS 551 Food as Medicine	3 credits
DTS 633 Nutritional Psychology I	3 credits
DTS 635 Nutritional Psychology II	3 credits
DTS 705 The Private Practice Blueprint	3 credits
DTS 575 Advanced Nutrition Counseling	3 credits

Counseling Electives

CON 610 Theories of Counseling	3 credits
CON 612 Techniques of Counseling	3 credits
CON 700 Multicultural Counseling	3 credits

Post-Professional: Master of Science in Advanced Dietetics (MSAD)

A graduate of this program will:

- Gain advanced evidence-based knowledge; Demonstrate synthesis of knowledge and resourcefulness in applying skills in selected areas of nutritional science;
- Develop an understanding of the research process and critically analyze nutritional research to remain up to date in the field.

Master of Science in Advanced 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.. The student orally presents and defends the written product to peers and faculty.

Master of Science in Advanced Dietetics – Grant Writing Option

This option is for students who want an alternative to the thesis. Students will develop a proposal for a research study and locate a grant that would cover the proposal, should the research ever be conducted. The student orally presents and defends the written product to peers and faculty.

Admission Requirements: Post-Professional

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

- A two-page letter describing your experience in the field of dietetics, professional goals contributing to the decision to pursue graduate study, and the intended emphasis area you plan to pursue. The letter should demonstrate writing competencies appropriate for graduate level work;
- A current resumé;
- Three letters of recommendation supporting the ability to succeed in graduate studies. Recommendations should be from those able to comment on your academic work, work experience, character, and leadership potential. Letters from past instructors and employers are highly recommended;
- A copy of your current CDR Registration;
- An interview with the Program Director may be required after the application is complete.

Submit required materials to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
(414) 930-3049

Or email to mmu-gradinfo@mtmary.edu

Application deadlines: Applications accepted at any time

Degree Requirements

The Post Professional Masters in Dietetics is a flexible online degree designed for the RD/RDN. This degree requires a total of 33-34 graduate credits, including the following required courses:

DTS 574 Nutrition Research I	3 credits
DTS 715 Research Design and Analysis I	1 credit
DTS 716 Research Design and Analysis II	1 credit

DTS 770 Applied Graduate Research	2-4 credits
7-9 total credits	

Elective Courses

DTS 505 Advanced Human Nutrition Macro- and Micronutrients	3 credits
DTS 550 Sports Nutrition	3 credits
DTS 551 Food as Medicine	3 credits
DTS 575 Advanced Nutrition Counseling	3 credits
DTS 633 Nutritional Psychology I	3 credits
DTS 635 Nutritional Psychology II	3 credits
DTS 705 The Private Practice Blueprint	3 credits

Counseling Electives

CON 610 Theories of Counseling	3 credits
CON 612 Techniques of Counseling	3 credits
CON 700 Multicultural Counseling	3 credits

Post Professional: Master of Science in Advanced Dietetics (MSAD)

Through successful completion of the Graduate Program in Dietetics the student will be able to:

- Through speculative exploration, demonstrate an understanding of the social, cultural, and political economic systems as they impact the profession of dietetics;
- Demonstrate synthesis of knowledge and resourcefulness in applying skills in selected areas of nutritional science;
- Conduct guided research to demonstrate the application of advanced knowledge to dietetic practice.

Master of Science in Advanced 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 Advanced Dietetics – Non-thesis Option

This option is for students who seek excellence in practice in their professional career through application of specialized knowledge to the work environment. Students explore, analyze, and critique a selected issue by developing a research proposal, Evidence Analysis Library consensus statement, or other project approved by advisor.

Master of Science in Advanced Dietetics – Grant Writing Option

This option is for students who would like to learn more about the grant process and potentially apply for one. The student will find a grant supporting their interests and this becomes their research project.

This path is often preferred by working professionals seeking advanced training through an accredited degree, but who do not have the opportunity for a comprehensive research project. The student orally presents the project to peers, faculty, and the project committee.

Admission Requirements: Post Professional

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

- A two-page letter describing your experience in the field of dietetics, professional goals contributing to the decision to pursue graduate study, and the intended emphasis area you plan to pursue. The letter should demonstrate writing competencies appropriate for graduate level work;
- A current resumé;
- Three letters of recommendation supporting the ability to succeed in graduate studies. Recommendations should be from those able to comment on your academic work, work experience, character, and leadership potential. Letters from past instructors and employers are highly recommended;
- A copy of your current CDR Registration;
- An interview with the Program Director may be required after the application is complete.

Submit required materials to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
(414) 930-3049

Or email to mmu-gradinfo@mtmary.edu

Application deadlines: Applications accepted at any time

Degree Requirements

The Post Professional Masters in Dietetics is a flexible online degree designed for the RD/RDN. This degree requires a total of 32 graduate credits, including the following required courses:

DTS 574 Nutrition Research I	3 credits
DTS 633 Nutritional Psychology I	3 credits
DTS 635 Nutritional Psychology II	3 credits
DTS 722 Issues and Problems in Healthcare	3 credits
DTS 770 Applied Graduate Research	2-4 credits
DTS 715 Research Design and Analysis I	1 credit
DTS 716 Research Design and Analysis II	1 credit
	15-17credits

Focus Topic Courses

DTS 560 Nutrition Assessment	3 credits
DTS 571A Pediatric Nutrition	3 credits
DTS 578 Nutrition in the Older Adult	3 credits
DTS 613 Weight Management Across the Life Cycle	3 credits
DTS 633 Nutritional Psychology I	3 credits
DTS 635 Nutritional Psychology II	3 credits
DTS 651 Food, The Gut, and The Genome	3 credits
DTS 700 Nutrigenetics	3 credits
DTS 705 The Private Practice Blueprint	3 credits
DTS 721 Nutritional Epidemiology	3 credits
DTS 744 Integrative and Functional Nutrition	3 credits
DTS 751 Nutrition Support Across the Life Cycle	3 credits
DTS 762 Diabetes & Renal Diseases	3 credits

DTS 764 Critical Care Nutrition	3 credits
DTS 765 Oncology	3 credits

Counseling Electives

DTS 575 Advanced Nutrition Counseling	3 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 Catalog for course descriptions and prerequisites.*

Nutrition & Fitness Electives

DTS 530 Exercise Physiology	3 credits
DTS 535 Fitness Assessment and Exercise Program Design	3 credits
DTS 550 Sports Nutrition	3 credits

Education

School of Graduate Health & Professional Programs - Education Department

Master of Arts in Education

Introduction

Mount Mary University's Master of Arts in Education (M.A.) degree program offers teachers the opportunity to strengthen their knowledge base and to broaden their repertoire of instructional skills. The 30-credit program offers professional development for teachers at all grade levels and subject areas. Technical college teachers also may benefit.

The Graduate Program in Education is an extension of an area in which the University has expertise based on a long and impressive history in the School Sisters of Notre Dame tradition of preparing teachers for 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, fall, and spring terms beginning in late August and January respectively. Various scheduling patterns are used to accommodate teachers' time commitments and preferences.

Mission

The mission of the Graduate Program in Education is to deepen the teacher's self-efficacy as a professional, to enhance reflective practice that is rooted in in-depth knowledge, theoretical and empirical findings, and specialized skills, and to foster teachers' development as reflective decision-makers who view their practice through a variety of critical lenses.

Goals

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

- Demonstrate intellectual and cultural understanding of the current national and global issues impacting education;
- Demonstrate a deeper understanding of the subject/content area currently taught and/or for which certification is held;
- Demonstrate an understanding of children and adolescents in a diverse global society, the conditions under which learning takes place, the organization of curricula and the implementation of effective instructional and assessment strategies
- Apply knowledge of subject/content areas, learners and the learning process; understanding of theoretical, empirical, and interpretive research; pedagogical expertise; and craftsmanship to an action research or instructional analysis project.

Admission Requirements and Procedures

In addition to the materials described in the general information section on admission (application form, official transcripts, fee) this program requires:

- Submission of an autobiographical statement of purpose, specifying objectives, and experience or skills contributing to the decision to pursue graduate study in education;
- Two letters of recommendation from within the professional field of education, indicating potential for graduate study. One letter from the applicant's present principal or supervisor;
- Reading Teacher License ONLY: Minimum GPA of 2.75 or better at time of admission (no probationary status granted); Submission of a successfully completed background check (state and federal levels).

NOTE: Applicants for the Great Lakes Waldorf Institute's Waldorf Teaching Certificate must meet the admission requirements for those organizations in addition to those for graduate study at Mount Mary University.

Additional information may be obtained from:

[Great Lakes Waldorf Institute](#)

Submit required materials to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway Milwaukee, WI 53222-4597
(414) 930-3049

Or email to mmu-gradinfo@mtmary.edu

Master 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.

Component 2 – Professional Expertise (12 credits)

Strengthens the teacher's understanding of the subject/content area or grade level currently taught or contributes to the teacher's general professional expertise. Students may choose relevant graduate courses from across graduate programs or select a focus on:

- Reading Teacher Certification (1316 supplementary license)
- Waldorf Education (partnership with Great Lakes Waldorf Institute)
- Teaching Practice

NOTE: According to the Wisconsin Department of Public Instruction, PI 34.33 applicants for the 1316 Reading Teacher license must have completed an approved program of study, hold a tier II, III, or IV teacher license, and have two years of successful regular classroom teaching experience.

Component 3 - Inquiry and Instructional Project (6 credits)

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

Waldorf Teaching Certificate

The Special Emphasis in Waldorf Education is possible through a partnership with Great Lakes Waldorf Institute. Designated as a "Full Member Institute" by the [Association of Waldorf Schools of North America](http://www.greatlakeswaldorf.org) (AWSNA), Great Lakes Waldorf Institute offers a Waldorf teaching certificate that may be completed in conjunction with the Mount Mary University Master of Arts in Education degree. The training integrates studies in Waldorf pedagogy and child development with philosophical foundational studies.

How to Apply to the Great Lakes Waldorf Institute Waldorf Teaching Certificate Program

The process begins with an application through the Great Lakes Waldorf Institute. Visit their web site for more information: <http://www.greatlakeswaldorf.org>.

The following courses are required by Great Lakes Waldorf Institute for the Waldorf teaching certificate.

Great Lakes Waldorf Institute Partnership Waldorf Teaching Certificate credits required: 27 Additional Credits required for Master of Arts in education: 15 Note: 3.0 GPA or above for Master of Arts in Education			Academic Year 2026-2027
Course Code	Course Title	Credits	
EDU 630	Human Development Birth to 21	2	
EDU 631 or EDU 645	Essentials of Waldorf Grades Teaching (Grades 1-8 Track) or Principles and Practices in Waldorf Early Childhood Programs	2	
EDU 632 or EDU XXX	Awakening Inspiration through Artistic Practice in Waldorf in Grades 1-8 or Awakening Inspiration through Artistic Practice in Waldorf Early Childhood	2	
EDU 633	The Inner Life of the Waldorf Teacher	2	
EDU 635 or EDU 646	Teaching Math in the Waldorf School (Grades 1-8 Track) or Understanding and Meeting the Developmental Needs of Children in Waldorf Early Childhood Programs	2	
EDU 640 or EDU XXX	Awakening Intuition through Artistic Practice in Grades 1-8 or Awakening Intuition through Artistic Practice in Waldorf Early Childhood Classes	2	
EDU 641	Understanding the Child through Observational Practice	2	
EDU 642 or EDU 647	Teaching Science in the Waldorf School (grades 1-8 Track) or Pedagogical Practice and Preparation for the Grades	2	
EDU 643 or EDU XXX	Awakening Imagination through Artistic Practice in Waldorf Grades 1-8 or Awakening Imagination through Artistic Practice in Waldorf Early Childhood Classes	2	
EDU 700*	Diversity Among Learners	3	
EDU 740*	Curriculum Design	3	
EDU 742*	Instructional Strategies	3	

* Also required for the Master of Arts in Education Degree

The complete Waldorf Teaching Certificate program requires additional learning experiences facilitated by Great Lakes Waldorf Institute. Follow the link to their website for more information:

<http://www.greatlakeswaldorf.org>

The following courses are required for the completion of the Master of Arts in Education

EDU 705	Introduction to Professional Inquiry	3
EDU 706	Instructional Project	3
EDU 715	Seminar: Policy Issues in Education	3

NOTE: The Waldorf Teaching Certificate is granted through Great Lakes Waldorf Institute in conjunction with the Association of Waldorf Schools of North America. A Waldorf teaching certificate does NOT lead to licensure by the Wisconsin Department of Public Instruction.

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 (birth to Grade 3), Elementary/Middle School Education (Kindergarten to Grade 9), Middle/High School Education (Grades 4-12), Art Education, Cross-Categorical Special Education, English as a Second Language, and Spanish Education (Grades K-12). 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, and EDU 700 Diversity Among Learners, which fulfills the multicultural education requirement, including the study of Native American tribes in Wisconsin. Other graduate level courses may serve as electives within the master's program. Completers in Mount Mary University's certification programs have successfully fulfilled all of the requirements of the Wisconsin Department of Public Instruction.

Additional information about this program may be obtained from the Education Department Chair.

Food Science
School of Arts & Sciences - Sciences Division

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 online 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, spring, and summer terms beginning in late August, January, and June respectively; time for research and writing are provided during the summer sessions. Students may choose one of two degree-tracks: thesis or non-thesis. Students who chose the thesis-based master's degree will be expected to conduct original research (either at the company of employment or on-campus), write a thesis document, and defend the research to a master's degree committee. Those students who chose the non-thesis master's degree will have a concentration of study in Business or Education and also conduct scholarly research on a topic of interest using peer-reviewed publications to build a manuscript. The manuscript will lay the foundation for connections between variables, issues, or events, and propose further research. Granting of the degree is dependent on the defense of the manuscript to the master's degree committee.

The degree can also be built by completing three stackable Professional Development Certificates. With this approach, students fulfill the same coursework, research, and requirements; however, the pathway to completion is divided into 3 distinct, recognized portions that can be completed independently. Successful completion of all three Professional Development Certificates within a 7- year time limitation is the equivalent of the M.S. in Food Science. Students will choose a thesis-based or non-thesis degree path and earn a Professional Development Certificate in Food Processing Chemistry, Food Safety and Toxicology, and Food Science Research. The Professional Development Certificates can stand alone, or be stackable toward the master's degree. Students who are following the traditional 2-year completion pathway will also be recognized with Professional Development Certificates as they complete each requirement.

Mission

The Master of Science in Food Science invites students to an advanced level of professional and creative achievement in food science. The curriculum draws on the philosophical tradition that stresses the importance of thought, expression, and ethical action in society. Skilled professional food scientists are able to communicate effectively, exert leadership, perform advanced scientific research, analyze and effectively confer actionable insights to scientific data, and foster social justice. Students prepare to assume professional leadership positions,

become published authors, advance within their current professions, and become educators in the field of food science.

Goals

Through participation in the Master of Science in Food Science, students will be able to:

- Demonstrate their knowledge of the theory, principles, and execution of scientific research;
- Demonstrate their knowledge and advanced understanding of the essential and fundamental concepts in the development, productions, and manufacturing of food;
- Demonstrate, through written analysis, the ways in which scientific literature and scientific data informs those within the profession of food science, as well as the public, of actionable insights to the production and manufacture of healthy and safe food;
- Demonstrate their ability to analyze and critique data collected by peers in the field of food science through the review of published, peer-reviewed literature;
- Demonstrate their ability to critique and edit their own work as evidenced by the final product and earlier revisions of their thesis or manuscript;
- Demonstrate their ability to use the appropriate technology in the field of food science;
- Demonstrate their ability to conduct the types of research that inspire, inform, and support future development of new or improved healthful foods.

Admission Requirements and Procedures

In addition to the materials described in the general information section on admission (application form, official transcripts, and fee) this program requires:

- Submission of an autobiographical statement of purpose, specifying objectives, and experience or skills contributing to the decision to pursue graduate study in food science.
- Two letters of recommendation from within the professional field of food science, indicating potential for graduate study.
- An interview with the Program Director.

Submit required materials to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

Master of Science in Food Science Degree Requirements

The Structure and Curriculum of the Program

The Master of Science degree in Food Science is built by completing three stackable Professional Development Certificates. Students/candidates choose a thesis-based or non-thesis degree. A non-thesis degree 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.

School of Graduate Health & Professional Programs, Education Department

The Stackable Certificates consist of the following courses:

- Food Processing Chemistry Certificate (FPC)
 - FSC 525 Food Chemistry and Analysis 3 credits
 - FSC 526 Food Science Statistics and Sensory Evaluation 3 credits
 - FSC 535 Principles of Food Processing and Engineering 3 credits
 - FSC 542 Seminar in Food Processing Chemistry 1 credit

TOTAL: 10 credits

- Food Safety and Toxicology Certificate (FST)
 - FSC 551 Food Microbiology and Toxicology 3 credits
 - FSC 601 Seminar in Food Safety and Toxicology 1 credit
 - FSC 602 Seminar in Food Science Research OR 1 credit
 - FSC 603 Seminar in Food Science for Business or Education concentration 2 credits
 - FSC 642 Regulatory Systems in Food Safety 3 credits

TOTAL: 8 or 9-credits

- Food Science Research Certificate (FSR)
 - FSC 626 Research Methods in Food Science 2 credits
 - FSC 660 Research in Food Science I 5 credits
 - FSC 661 Research in Food Science II 5 credits

This is the thesis-based option.

TOTAL: 12 credits

- Food Science Research Certificate (FSR) with Emphasis in Education (EDU)
 - FSC 626 Research Methods in Food Science 2 credits
 - EDU 700 Diversity Among Learners 3 credits
 - EDU 715 Policy Issues in Education 3 credits
 - EDU 742 Instructional Strategies 3 credits

This is a non-thesis-based option.

TOTAL: 11

credits

- Food Science Research Certificate (FSR) with Emphasis in Business (BUS)
 - FSC 626 Research Methods in Food Science 2 credits
 - BUS 610 Managerial Communication 3 credits
 - BUS 770 Strategic Management 3 credits
 - DTS 605 Leadership in Dietetics 3 credits

This is a non-thesis-based option.

TOTAL: 11 credits

Certificates required for the thesis and non-thesis options:

Degree	Certificates required
Master's degree – Thesis	FPC(10) + FST(8) + FSR(12) = 30 credits
Master's degree – Non Thesis	FPC(10) + FST(9) + FSR with emphasis in either BUS or EDU(11) = 30 credits

Most of the courses are offered in an online format. Some classes are online discussions in which the faculty member(s) and students can be seen and heard; other courses are pre-recorded lectures that can be viewed during the week, followed by an on-campus laboratory class on the weekend. There is no requirement to complete all three certificates unless the student plans to earn the MS in Food Science degree. Some students may feel the need to complete only one certificate for continuing education credits and career advancement. A student may return and complete another certificate at any time without the need to reapply as long as the second certificate has been commenced within 3 years of the completion of the first certificate. In order to receive the MS degree in Food Science, students must complete all three certificates within 7 years.

Thesis Track – Course requirements (30 credits)

Core Courses (19 credits)

FSC 525 Food Chemistry Analysis	3 credits
FSC 526 Food Science Statistics and Sensory Evaluation	3 credits
FSC 535 Principles of Food Processing and Engineering	3 credits
FSC 542 Seminar in Food Processing Chemistry	1 credit
FSC 551 Food Microbiology and Toxicology	3 credits
FSC 601 Seminar in Food Safety and Toxicology	1 credit
FSC 626 Research Methods in Food Science	2 credits
FSC 642 Regulatory Systems in Food Science	3 credits

-AND-

Thesis-specific Courses (11 credits)

FSC 660 Research in Food Science	5 credits
FSC 661 Research in Food Science	5 credits
FSC 602 Seminar in Food Science Research	1 credit

Non-Thesis Track – Course requirements (30 credits)

Core Courses (19 credits)

FSC 525 Food Chemistry Analysis	3 credits
FSC 526 Food Science Statistics and Sensory Evaluation	3 credits
FSC 535 Principles of Food Processing and Engineering	3 credits
FSC 542 Seminar in Food Processing Chemistry	1 credit
FSC 551 Food Microbiology and Toxicology	3 credits
FSC 601 Seminar in Food Safety and Toxicology	1 credit
FSC 626 Research Methods in Food Science	2 credits
FSC 642 Regulatory Systems in Food Science (includes PCQI certification)	3 credits certification)

-AND -

Non-Thesis Specific Courses with Emphasis in Business (11 credits)

BUS 610 Managerial Communication	3 credits
BUS 770 Strategic Management	3 credits
DTS 605 Leadership in Dietetics	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
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EDU 715 Policy Issues in Education	3 credits
EDU 742 Instructional Strategies	3 credits
FSC 603 Seminar in Food Science with an emphasis in Education	2 credits

Occupational Therapy

School of Graduate Health & Professional Programs - Occupational Therapy Department

Professional Entry Programs: Master of Science in Occupational Therapy (MSOT) Occupational Therapy Doctorate (OTD)

Occupational therapy is a health profession that focuses on redesigning daily occupations to maximize independence in living. Its practitioners provide services to individuals and populations of all ages who have physical, developmental, and psychosocial deficits, or other barriers to occupational performance. The program emphasizes the biological, behavioral, and social sciences. Occupational therapy students engage in experiential learning both on campus and in the professional practice environment.

The mission of the occupational therapy program of Mount Mary University is to provide a professional education in occupational therapy resulting in skilled hands-on generalist 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 practice knowledge as the basis for higher levels of inquiry and critical thinking about their practice.

Occupational therapy has two professional entry tracks that serve as preparation for initial certification as an occupational therapist. Once admitted to the Professional Entry program, students engage in learning opportunities designed to assist them in determining a 'best fit' for either the MSOT or OTD track. Students declare their decision in the second semester in the program and follow the declared track to degree completion.

Master of Science in Occupational Therapy (MSOT)

The MSOT track is a Master of Science (M.S.) program in which students complete 17 active months on campus 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 online culminating fieldwork project concluding the 24 month, 67 credit program. With time accounted for breaks, program duration is 27.5 months. Beginning in 2026, total program length is 24 months. With time accounted for breaks, program length is 25 months. The program offers a direct entry option for eligible undergraduate students who wish to earn 90 credits of undergraduate coursework in three academic years and then complete the master's coursework. Students who graduate in the MSOT program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. 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, all states require licensure in order to practice; however, state licenses are usually

based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete 24 weeks of Level II fieldwork. Level II fieldwork must be completed by two years from the time the student is eligible to begin Level II fieldwork. The program has maintained full accreditation since its inception in 1941.

Admission Requirements and Procedures

Admission to the occupational therapy program is based upon academic preparation and personal skills appropriate to the demands of the occupational therapy profession. The admission policy specifies minimum criteria and procedures used to determine the eligibility of a candidate. Admission requires an earned bachelor's degree at the time of entry or acceptance to the Direct Entry program for undergraduate students without an earned bachelor's degree. 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, color, religion, age, ethnic origin, gender, gender expression, or disability. Reasonable accommodations will be used for admission of students with a disability that may affect performance of technical standards and capacities in occupational therapy. Additional admission, retention, and graduation criteria are stated in the Occupational Therapy Program Handbook.

Fieldwork

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

The department and affiliated centers do not discriminate against any students because of race, religion, age, ethnic origin, or disability. Reasonable accommodation will be used for qualified students with a disability that may affect performance of technical standards in occupational therapy. Fieldwork sites require that students provide evidence of their health status and meet all health requirements 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.

Master of Science in Occupational Therapy Professional Entry Program Requirements

Prerequisite Courses:

BIO 234 Anatomy and Physiology I with Lab (4 credits)
BIO 235 Anatomy and Physiology II with Lab (4 credits)
PSY 214 Developmental Psychology (4 credits)
PSY 325: Psychological Disorders and Mental Health (4 credits)
MAT 208 Statistical Literacy (3 credits) or PSY 310 Behavioral Science Statistics (4 credits)
PHY 201 General Physics I (4 credits)

Master of Science in Occupational Therapy (MSOT) Program Courses: The listed prerequisite courses and acceptance into the program are required for enrollment in coursework in the MS or OTD program. The sequence of courses is essential as coursework is interconnected and interdependent. Any exceptions to the published sequence require the approval of the Chair of the Occupational Therapy Program.

OCT 530 Therapeutic Occupations

3 credits

OCT 532 Theory and Therapy Processes	4 credits
OCT 534 Applied Kinesiology	3 credits
OCT 536 Neuroscience for Rehabilitation (beginning in 2026, OCT 536 will be 3 credits)	2 credits*
OCT 540 Therapeutic Relationships Seminar	1 credit
OCT 545 Clinical Reasoning Level I Fieldwork	2 credits
OCT 551 Psychosocial Practice	3 credits
OCT 553 Pediatrics	3 credits
OCT 555 Gerontology	2 credits
OCT 577 Health Care Research	3 credits
OCT 580 Population Services	2 credits
OCT 650 Rehabilitation Skills	3 credits
OCT 655 Clinical Problem Solving Level I Fieldwork	2 credits
OCT 662 Physical Rehabilitation in Adults	4 credits
OCT 663 Occupational Performance in Adults	4 credits
OCT 664 Neuroconcepts (beginning in 2027, course will be eliminated with content moved into OCT 536 and 665)	2 credits*
OCT 665 Neurorehabilitation	3 credits
OCT 675 Professional Ethics and Practice	2 credits
OCT 679 Management and Leadership	3 credits
OCT 681,682,683 Advanced Practice (2) One advanced practice class required (Wellness, Pediatrics, Productive Aging)	
OCT 686, 688 Practice (2) One additional practice class required (Hands, Physical Rehab)	
OCT 698A Level II Fieldwork	6 credits
OCT 698B Level II Fieldwork	6 credits
OCT 785 Culminating Fieldwork Project (beginning in 2028, OCT 785 will be 3 credits)	2 credits*
Total Credits: 67 credits	

Occupational Therapy Doctorate (OTD) – Professional Entry Program

The OTD track is a doctoral program in which students complete 21 months on campus 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 online culminating fieldwork project, followed by 5 months of studies which include a doctoral capstone experience and doctoral capstone project, concluding the 33 month, 87 credit program. Beginning in 2026, program length is 28 months. Students complete 17 active months on campus 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 online culminating fieldwork project, followed by a 4 month doctoral capstone experience and doctoral capstone project, concluding the 28 month, 87 credit program. With time accounted for breaks, program length is 30 months. Students who graduate in the OTD program are eligible for the National Board for Certification in Occupational Therapy (NBCOT) examination.

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. 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, all states require licensure in order to practice; however, state licenses are usually

based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience. Level II fieldwork must be completed by two years from the time the student is eligible to begin Level II fieldwork. The doctoral capstone experience must be completed by one year from the time the student is eligible to begin the doctoral capstone experience. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

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, color, religion, age, ethnic origin, gender, gender expression, or disability. Reasonable accommodations will be used for admission of students with a disability that may affect performance of technical standards and capacities in occupational therapy. Additional admission, retention, and graduation criteria are stated in the Occupational Therapy Program Handbook.

Prerequisite Courses:

BIO 234: Anatomy and Physiology I with Lab (4 credits)

BIO 235: Anatomy and Physiology II with Lab (4 credits)

PSY 214: Developmental Psychology (4 credits)

PSY 325 Psychological Disorders and Mental Health (4 credits)

MAT 208 Statistical Literacy (3 credits) or PSY 310 Behavioral Science Statistics (4 credits)

PHY 201 General Physics I (4 credits)

Program Courses (Occupational Therapy Doctorate): The listed prerequisite courses and acceptance into the program are required for enrollment in coursework in the MS or OTD program. The sequence of courses is essential as coursework is interconnected and interdependent. Any exceptions to the published sequence require the approval of the Chair of the Occupational Therapy Program.

OCT 530 Therapeutic Occupations	3 credits
OCT 532 Theory and Therapy Processes	4 credits
OCT 534 Applied Kinesiology	3 credits
OCT 536 Neuroscience for Rehabilitation (beginning in 2026, OCT 536 will be 3 credits)	2 credits*
OCT 540 Therapeutic Relationships Seminar	1 credit
OCT 545 Clinical Reasoning Level I Fieldwork	2 credits
OCT 551 Psychosocial Practice	3 credits
OCT 553 Pediatrics	3 credits
OCT 555 Gerontology	2 credits
OCT 577 Health Care Research	3 credits
OCT 580 Population Services	2 credits
OCT 585 Population Services Practicum	2 credits
OCT 650 Rehabilitation Skills	3 credits
OCT 655 Clinical Problem Solving Level I Fieldwork	2 credits
OCT 662 Physical Rehabilitation in Adults	4 credits
OCT 663 Occupational Performance in Adults	4 credits
OCT 664 Neuroconcepts	2 credits*

(beginning in 2027, course will be eliminated with content moved into OCT 536 and 665)

OCT 665 Neurorehabilitation	3 credits
OCT 675 Professional Ethics and Practice	2 credits
OCT 679 Management and Leadership	3 credits
OCT 681,682,683 Advanced Practice (2) One advanced practice class required (Wellness, Pediatrics, Productive Aging)	
OCT 686, 688 Advanced Practice (2) One additional advanced practice class required (Hands, Physical Rehab)	
OCT 689 Doctoral Seminar	1 credit
OCT 690 Advancement of Occupational Therapy Practice	2 credits
OCT 690A Doctoral Advising	1 credit
OCT 698A Level II Fieldwork	6 credits
OCT 698B Level II Fieldwork	6 credits
OCT 787 Culminating Fieldwork Project	2 credits*
(beginning in 2028, OCT 785 will be 3 credits)	
OCT 811 Doctoral Capstone Experience	6 credits
OCT 813 Doctoral Capstone Scholarship	2 credits
OCT 813A Doctoral Capstone Advising	1 credit
OCT 815 Doctoral Capstone Project	2 credits
OCT 815A Doctoral Capstone Advising	1 credit
Total Credits: 87	

Degree Completion Requirements – MSOT and OTD Professional Entry Programs

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 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.

Technology Requirements

The online components of the M.S. and OTD program are accessed through Mount Mary University's Learning Management System, Canvas: canvas.mtmary.edu. The learner accesses all course materials in Canvas. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments:

- Access to desktop, laptop, or tablet computer with web camera
- Ability to send and receive emails, upload and download file attachments
- Ability to independently use a web search engine 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

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 the Occupational Therapy Program Handbook.

Credits

67 graduate credits are required for the Master of Science in Occupational Therapy degree (MS).

87 graduate credits are required for the Occupational Therapy Doctorate degree (OTD).

Culminating Project

The implementation of a culminating project under the guidance of a faculty advisor is required of both MSOT and OTD program students. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation, and demonstrates the student's competencies for practice.

Doctoral Capstone Project

The implementation of an individual capstone project under the guidance of a faculty advisor is required of all OTD students. The capstone project includes the demonstration of in-depth knowledge and ability to design solutions for practice challenges with professional literature review and reflections linking professional literature to doctoral capstone experiences.

National 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. To be eligible to take the National Board for Certification in Occupational Therapy exam, the student must graduate with a Master of Science degree in occupational therapy or an Occupational Therapy Doctorate degree, meet all the requirements of the university curriculum and successfully complete all fieldwork requirements (and capstone requirements for OTD students) of the university. The student is responsible for pursuing certification through the National Board for Certification in Occupational Therapy. All fieldwork must be completed within two years of completion of the didactic coursework for the program. When a felony or illness is considered a potential danger to the public, an applicant is subject to additional review by the certification board. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam. Students are responsible for paying all fees to sit for the certification exam and receive initial certification to practice.

State License to Practice

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

Post-Professional Programs:

Master of Science in Occupational Therapy (MS)

Occupational Therapy Doctorate (PP-OTD)

Post Professional Master of Science in Occupational Therapy

The Post Professional Master of Science (MS) 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 post-professional occupational therapy doctorate 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. Students present their culminating project at the end of the program, either on campus or virtually.

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.

Admission Requirements and Procedures

- Employment as an occupational therapist for a minimum of one year
- Application for admission to the university
- Application fee fulfilled
- All official transcripts from universities attended
- Minimum required cumulative GPA of 3.0 on a bachelor's degree or demonstrated academic ability
- Writing sample to demonstrate applicant's 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 to practice as an occupational therapist

The department does not discriminate against any applicant because of race, color, religion, age, ethnic origin, gender, gender expression, or disability. Reasonable accommodations will be used for admission of students with a disability that may affect performance of technical standards and capacities in occupational therapy.

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 online at <https://forms-public.mtmary.edu/Forms/gradapplication> or via mail to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

State Authorization Reciprocity Agreement (SARA)

The United States Department of Education requires that distance delivered programs be authorized to provide education across state boundaries. Through the Wisconsin Association of Independent Colleges and Universities, Mount Mary University is a member of the Midwestern Higher Education Compact that establishes reciprocity with other regions of the United States.

Post Professional Master of Science Program Requirements

OCT 700 Perspectives on Occupation 2 credits
OCT 710 Research in Occupational Therapy 3 credits
OCT 720 Theory and Practice 2 credits
OCT 734 Leadership 2 credits
OCT 795 Culminating Project 3 credits

Total: 12 credits

Curriculum Sequence

Fall

OCT 700 Perspectives on Occupation (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 higher 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 program (see Program Requirements).

Technology Requirements

The educational program is accessed through Mount Mary University's Learning Management System, Canvas: canvas.mtmary.edu. The learner accesses all course materials in Canvas. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments:

- Access to desktop, laptop, or tablet computer with web camera
- Ability to send and receive emails, upload and download file attachments
- Ability to independently use a web search engine 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 (PP-OTD)

The occupational therapy post-professional doctoral program is designed for practicing occupational therapists who seek to transition from a master's degree to an occupational therapy doctorate. The learning experiences are designed to enhance depth of knowledge and reflective practice in a chosen specialty practice area of either Children and Youth, Physical Disabilities and Rehabilitation, Wellness and Prevention, Productive Aging, Neurodivergent/Mental Health, or Education and Leadership. Students critique professional literature and relate it to a targeted practice challenge or opportunity. Students complete focused activities in a partner organization or in their work setting. Students complete a portfolio of accomplishments that can be used for career advancement, including faculty or leadership roles.

The student learning outcomes of the program are to:

- Synthesize in-depth knowledge to design solutions for practice challenges based on professional evidence.
- Implement interprofessional strategies to design and develop a targeted program that fits population and organization needs in a manner that reflects leadership and advocacy.
- Demonstrate knowledge, skills, and professional commitment to transform occupational therapy practice.

The program is 30 credits and accepts the transfer of 10 credits of prior master's degree coursework. 20 credits are completed in the program. 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. Students culminate their work at the end of the program with a doctoral defense, either on campus or distance delivered.

Students submit weekly postings critiquing professional literature and relating it to a targeted practice challenge or opportunity. Faculty provide directed readings and feedback on students' integration of knowledge with practice. Both asynchronous and synchronous components will direct students to interact with peers and faculty to form a learning community.

Students complete focused activities (residency) in a partner organization or in their work setting. A faculty advisor who has experience related to the student's chosen focus area will collaborate with the student through steps of program development. A practice residency focuses on expanding practice or service delivery models. Education residencies focus on teaching and design for learning. Leadership residencies focus on coaching and mentoring.

Admission Requirements and Procedures

- Employment as an occupational therapist for a minimum of one year
- Application for admission to the university
- Application fee fulfilled
- All official transcripts from universities attended
- Minimum required cumulative GPA of 3.2 on a 4-point scale on a master's degree (3.0 on a bachelor's degree) or demonstrated academic 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 online at <https://forms-public.mtmary.edu/Forms/gradapplication> or via mail to:

Office for Graduate Admissions
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597
(414) 930-3049
mmu-gradinfo@mtmary.edu

State Authorization Reciprocity Agreement (SARA)

The United States Department of Education requires that distance delivered programs be authorized to provide education across state boundaries. Through the Wisconsin Association of Independent Colleges and Universities, Mount Mary University is a member of the Midwestern Higher Education Compact that establishes reciprocity with other regions of the United States.

Post-Professional Doctorate Program Requirements

OCT 800 Professional Doctorate Plan

2 credits

OCT 802 Population Services	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 814A Doctoral Advising	1 credit
OCT 816 Specialty Practice Portfolio	2 credits
OCT 818 Professional Doctorate Portfolio	4 credits
OCT 818A Doctoral Advising	1 credit
Total credits:	20 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 10 credits of related courses or take the following prerequisite courses:

OCT 710 Research in Occupational Therapy
OCT 720 Theory and Practice
OCT 795 Culminating Project

Decisions about prerequisite courses for transfer are made by the Post-Professional Program Director.

Applicants with a bachelor's degree in occupational therapy need 12 credits of prerequisite courses that are completed in nine months. A post-professional Master of Science degree in occupational therapy is awarded upon successful completion of these courses:

OCT 700 Perspectives on Occupation
OCT 710 Research in Occupational Therapy
OCT 720 Theory and Practice
OCT 734 Leadership
OCT 795 Culminating Project

See the Post-Professional Master of Science program for additional information.

Curriculum Sequence

First Semester

OCT 800 Professional Doctorate Plan	2 credits
OCT 802 Population Services	2 credits
OCT 810 Advancement of Occupational Therapy Practice	2 credits

Second Semester

OCT 812 Specialty Practice Residency	4 credits
OCT 814 Specialty Practice Competencies	2 credits
OCT 814A Doctoral Advising	1 credit

Third Semester

OCT 816 Specialty Practice Portfolio	2 credits
OCT 818 Professional Doctorate Portfolio	4 credits
OCT 818A Doctoral Advising	1 credit

Degree Completion Requirements

A grade of B or higher 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).

The educational program is accessed through Mount Mary University's Learning Management System, Canvas: canvas.mtmary.edu. The learner accesses all course materials in Canvas. The following technology and skill requirements will allow the learner to readily access the learning resources and complete assignments:

- Access to desktop, laptop, or tablet computer with web camera
- Ability to send and receive emails, upload and download file attachments
- Ability to independently use a web search engine 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.

Social Work

School of Graduate Health & Professional Programs - Social Work Department

Master of Social Work

The graduate social work program at Mount Mary University is committed to preparing students for advanced professional social work practice with specialties in clinical social work and social work with families and children in a person-in-environment context. Specific information regarding the two tracks can be obtained from the Social Work Department. The Master of Social Work (MSW) program is aligned with the purpose, values and ethics of the social work profession. The program emphasizes the importance of human relationships, professional integrity, and the integration of knowledge based on scientific inquiry. An appreciation and respect for persons of all genders, diverse populations and those who live in poverty is a hallmark of the program. Further, the program aims to prepare students to advance human rights, which is also intrinsic to the mission of the university. The overarching and ultimate goal of the graduate program is to promote human and community well-being and the elimination of poverty and racism through the pursuit of social, racial, economic and environmental justice locally and globally.

Possible clinical field placements may include, but are not limited to, traditional counseling settings such as Catholic Charities, Lutheran Social Services, Jewish Family Services. These are national organizations that serve many cities in the United States. In Milwaukee an agency that specializes services to Latinx clients also has psychiatric services for its service users. A free clinic in Milwaukee has an integrated medical and behavioral services approach which may be the wave of the future in mental health services. All such placements provide direct clinical social work services. These are local Milwaukee agencies, and similar agencies exist across the country.

In addition, the Mount Mary Social Work Department has active relationships with the many child protection and family services agencies. Child protection agencies are in every locality in the country. It also has relationships with county-based and private adoption agencies such as Catholic Charities and Lutheran Social Services. Similar organizations provide adoption services in many cities.

Criteria for admission:

Students interested in obtaining an MSW in Social Work would need to apply to the Office of Graduate Admission (<https://forms-public.mtmary.edu/Forms/gradapplication>). Students are admitted to the graduate school and MSW program simultaneously.

Requirements for admission are as follows:

For Traditional (non-advanced standing) MSW applicants:

Minimum requirements:

1. Transcript demonstrating bachelor's degree from a 4-year college or university accredited by a recognized regional accrediting association. The program will accept bachelor's degrees from accredited universities in non-social work fields, for example, but not inclusive of psychology, sociology, women's studies, business, education, etc. Any student with a 4-year college degree can apply. For any student transferring in social work courses, those courses must be from a CSWE accredited program and must be approved by the Program Director.
2. GPA – 3.0 on 4.0 scale for the last 60 credits of undergraduate degree from a semester system/90 credits from a quarter system. One can apply if their GPA is lower than a 3.0, but they would be placed on probation status if admitted. If an applicant has less than a 3.0 GPA, they should discuss this in their personal statement and have at least one recommender discuss it in their recommendation letter.
3. Intro to statistics course: 200 level or higher, with a grade of C or better

4. Personal Statement: the applicant writes to the following questions:
- A) What are your professional social work goals and how might the Mount Mary MSW Program best provide you with the preparation to achieve those goals?
 - B) Anti-racism, diversity, equity and inclusion are major aspects of social work practice. Discuss your conceptualization of these aspects of social work and give an example of how you have participated in working towards these goals. Be as descriptive as possible.
 - C) Social workers may encounter experiences that conflict with their own personal values. Discuss how you might resolve such conflicts. Give an example of when you were confronted with a situation that conflicted with your values and how you resolved the conflict.
- 9.
- D) Discuss how you deal with stressful situations. Give an example of a stressful situation and how you responded to the stressful incident.

*If your GPA is below 3.0, you may still apply but you must address this in your personal statement and ask one or all of your recommenders to do so as well.

**If there are adverse life circumstances that you would like to address in your personal statement please do so with assurance of confidentiality on the part of the faculty.

5. Three (3) letters of recommendation

6. The applicant submits a resumé

7. Preferred qualifications:
1000 service hours paid or volunteer

*****Students enrolling in the MSW program from a CSWE-accredited BSW program are eligible for Advanced Standing. Courses listed below with a “§” are waived for students who have earned a BSW degree from a CSWE-accredited program.***

Foundation Generalist Year

Semester 1

SWK 531 Introduction to the Social Work Profession §	2 credits
SWK 540 Generalist Practice I: Social Work with Individuals, Families and Groups §	3 credits
SWK 543 Generalist Practice II: Social Work with Communities, Organizations & Social Policy §	4 credits
SWK 530 Human Behavior and the Social Environment §	3 credits
SWK 542 Field Practicum I and Seminar §	<u>5 credits</u>
	15 credits

Semester 2

SWK 510 Anti-Racism, Diversity §	2 credits
SWK 562 Research in Social Work §	2 credits
SWK 525 Generalist Psychopathology §	3 credits
SWK 553 Field Practicum II and Seminar §	5 credits
Electives §	<u>2-4 credits</u>
	13-15 credits

Advanced Generalist Year

Semester 1

SWK 625 Advanced Psychopathology <u>or</u> SWK 635 Practice with Families and Children	3 credits
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SWK 626 Substance Use Disorders <u>or</u> SWK 636 Child Abuse and Neglect	2 credits
SWK 640a <u>or</u> SWK 640b SWK Practicum I and Seminar—Clinical (a) <u>or</u> Child and Family(b)	5 credits
Electives	<u>4-5 credits</u>
	14-15 credits

Semester 2

SWK 662 Qualitative Research	3 credits
SWK 627 Mental Health <u>or</u> SWK 637 Child and Family System Organizations and Policies	2 credits
SWK 628 Clinical Social Work with Children and Adolescents <u>or</u>	
SWK 638 Social Work with Foster and Kinship Care	23 credits
SWK 641a <u>or</u> SWK 641b Practicum II and Seminar—Clinical (a) <u>or</u> Child and Family (b)	5 credits
Electives	<u>3-4 credits</u>
	15-16 credits

Electives

Fall

SWK 650 Mediation in Social Work	2 credits
SWK 651 Forensic Social Work	<u>3 credits</u>
	5 credits

Spring

SWK 660 Social Work With Intellectual and Other Disabilities	2 credits
SWK 661 Family Violence	2 credits
SWK 663 Crisis Intervention	<u>2 credits</u>
	6 credits

61 credits in total with students taking the maximum elective courses

57 credits in total with students taking the minimal elective courses

Course Descriptions

Courses offered through Rize Education

Mount Mary offers some courses through our partner, Rize Education, a consortium of independent colleges and universities. These courses can be identified several ways:

- The course number (i.e. ITS 101) will include an “R” in the section (i.e. ITS101.R01) The faculty is listed as “Staff, Partner Institution.”
- A Term courses are listed as “.AR1” and B Term courses are listed as “.BR1”.
- The course details include the note: Course Offered through Rize Ed.

Depending on a student’s major, they may take several courses, one or two courses, or no courses through Rize Education. Regardless of a student’s major, they can choose to take an elective course offered through Rize Education, as long as they meet any pre-requisites.

Courses offered through Rize Education are similar to MMU faculty-taught courses. Both types of courses:

- Use the same registration and withdrawal processes
- Provide required course materials on our bookstore website
- Use Canvas
- Post midterm and final grades to My Mount Mary
- Accept student accommodations

In contrast, courses offered through Rize Education are different from MMU faculty-taught courses in that both the other students in the course, as well as the instructor that teaches the course, are from different colleges and universities across the US.

For any questions or concerns regarding courses offered through Rize Education, contact the Registrar's Office (414-930-3062; mmu-registrar@mtmary.edu; NDH 153, first floor Notre Dame Hall).

ANT 102 Cultural Anthropology (Behavioral Science & Global) (Global Perspectives) 3 credits

Introduction to the anthropological perspective through a cross-cultural analysis of subsistence techniques, economics, politics, religion, art, language, kinship systems and marriage patterns in societies around the world. Discussion of theoretical frameworks, fieldwork methods, and the processes and impact of cultural change.

ANT 395 Anthropology of Medicine (Behavioral Science) (Human Connection) 3 credits

Medical anthropology is the study of biological and cultural factors that influence health and disease. The goal of this course is to explore the underlying causes and consequences of the health challenges we face today. By integrating evolutionary thinking with medical science, cultural diversity and global health perspectives, students will develop a richer understanding of a wide variety of medical conditions.

ANT 395 Special Topics in Anthropology (Behavioral Science) (Human Connection) 2-4 credits

Opportunity to study a significant topic or a particular geographic area from an anthropological perspective. Course title varies from semester to semester and is announced on the semester schedule.

ANT 498 Internship 1-4 credits

Work experience in an area of applied anthropology supervised by agency personnel and department advisor. Prerequisite: Open to qualified students with permission of the instructor.

- ART 101 Drawing (Fine Arts, AI) 3 credits**
Introduction to basic skills of drawing with line, value, texture, positive-negative space, perspective, and life drawing introduction with the nude human form. Observation and composition skills are emphasized. Various media. Foundation course. Repeatable for credit to advance individual development. Fee.
- ART 105 Two-Dimensional Design & Color Theory (Fine Arts, AI) 3 credits**
Develops working knowledge of the basic elements and principles of two-dimensional design and color theory through exploration of creative problem solving, skill building and critical thinking projects in a variety of media. Foundation course. Repeatable for credit to advance individual development. Fee.
- ART 111 Experiencing Art (Fine Arts, AI) 3 credits**
Explore introductory methods in art while learning about the practices of artists and art historical content. This course is intended for non-art majors looking for a diverse, introductory experience in art.
- ART 115 Art Appreciation (Fine Arts, AI) 3 credits**
This introductory course increases understanding and appreciation of the visual arts and architecture throughout history and in the present. For non-art majors.
- ART 205 Ceramics (Fine Arts, AI) 3 credits**
Exploration and application of ceramic techniques including hand building techniques, wheel throwing, preparation of clay, use of ceramic equipment, mixing of glazes, and firing of kilns. Repeatable for credit to advance individual development. Fee.
- ART 220 Three-Dimensional Design (Fine Arts, AI) 3 credits**
Problem based and theoretical approach to three-dimensional design. Exploration of methods and materials in articulation of form and space. Foundation course. Foundation course. Repeatable for credit to advance individual development. Approximate Fee: \$100.00.
- ART 225 Sculpture (Fine Arts, AI) 3 credits**
Introduction to basic sculptural methods and techniques. Theoretical concepts applied to critical analysis of three-dimensional form. Repeatable for credit to advance individual development. This class is open to all students, no previous experience expected. Fee.
- ART 226 Painting (Fine Arts, AI) 3 credits**
Introduction to painting methods and techniques. Contemporary painting and personal content are explored for developing paintings. Repeatable for credit to advance individual development. This class is open to all students, no previous experience expected. Fee.
- ART 231 Art of the Ancient World - Prehistoric to Late Medieval (Fine Arts & Global, GP) 3 credits**
This course serves as an introduction to the history of human visual expression, from the earliest evidence of image making before the Common Era to the end of the Medieval period. Course will discuss the context and visual aesthetic of these cultures to understand the historic, social, political, religious and other meanings behind the creation of works of art. Major works and significant developments from a global perspective are emphasized.
- ART 232 Global Empires and Exchanges: 1300-1700 (Fine Arts & Global, GP) 3 credits**
This course explores analysis of visual culture, objects, and architecture from the Early Renaissance to Baroque time periods (1300-1700 CE). Major works and significant artistic developments from a global perspective are emphasized. Course thematic framework considers art's interaction and context within a diverse set of political, cultural, and economic conditions.
- ART 236 Women in Art (Fine Arts & Global, GP) 3 credits**

This course retraces the global timeline of art history through the life and work of women involved in the production of visual arts and culture. Activities include the study of images, primary source documents, critical essays, addressing women in art history, plus exploration of contemporary artists working with issues of gender and identity.

ART 250 Art and Social Justice (Fine Arts & Global, CE)

3 credits

This course explores socially engaged art and the cultural work of social justice. Students will study compassion, empathetic practices, and socially engaged art and artists. Students will consider personal motivations for social engagement and complete creative work related to course content.

ART 270 Art of Time, Place, Memory (Fine Arts & Global, GP)

3 credits

This course immerses students in cultures other than their own while exploring art of or about that culture. Through travel and research, students will gain a frame of reference beyond their own. The concepts of time, place, and memory will be considered and used as a means for creating collaborative drawings and a travel journal that will embody the sensory and conceptual awareness gained through study abroad. Specific content will vary based on the study abroad location. May be repeated with change in destination.

ART 313 Figure Drawing (Fine Arts, AI)

3 credits

This course focuses on drawing the nude human form through direct observation. Variety of materials and techniques used. Emphasis on proportion, anatomy, volume, structure and dynamic expression. Repeatable for credit to advance individual development. Fee.

ART 320 Global Modern and Contemporary Art (Fine Arts & Global, GP)

3 credits

This course concerns the analysis of visual culture, objects, and architecture from the Rococo Period (mid-18th century) to the present. Emphasis placed on examining artworks and broader visual culture through the lens of different contextual frameworks: formal, authorial, socio-cultural, and identity. Major movements and significant artistic developments from a global perspective are emphasized. Historical and intellectual foundations of contemporary expression explored. Foundation course.

ART 337 Art Metal (Fine Arts, AI)

3 credits

Introduces basic principles of metalwork and jewelry through fabrication and casting processes. Emphasis on creative design and craftsmanship. Advanced work in centrifugal casting and metal fabrication including forging, raising, stone setting, etc. Repeatable for credit to advance individual development. Approximate fee: \$150.00.

ART 356 Photography (Fine Arts, AI)

3 credits

Introduction of camera usage, techniques and digital technology. Exploration of fundamental photography concepts as means of artistic expression and practical applications. Repeatable for credit to advance individual development. Fee.

ART 359 Fiber/Fabric Design (Fine Arts, AI)

3 credits

Application of design principles and creative concepts in two- and three-dimensional design problems using fibers and/or fabrics. Exploration in a variety of mixed media techniques, including fabric dying and painting, weaving, and fiber manipulation. Repeatable for credit to advance individual development. Fee.

ART 367 Watercolor (Fine Arts, AI)

3 credits

Introduction to watercolor painting concepts and techniques. Emphasis on manipulation of watercolors as a transparent medium. Emphasis is on the development of the student's personal style. Repeatable for credit to advance individual development. Fee.

ART 375 Special Topics in Art (Fine Arts, AI)

1-3 credits

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

ART 455 Printmaking (Fine Arts, AI)**3 credits**

Introduction to basic fine art printmaking media. Relief and monoprint processes included. Repeatable for credit to advance individual development. This class is open to all students, no previous experience expected. Approximate Fee: \$150.00.

ART 460 Advanced Studies in Studio Art (Fine Arts)**3 credits**

Offers advanced studio work in previously studied two-dimensional and/or three-dimensional media. Development of artistic, critical and conceptual skills through individual portfolios and studio practices. Discussion, peer and instructor critiques, and readings. Provides advanced students with a forum for artistic dialogue. Course may be repeated for credit. Prerequisite: Must have taken at least one of the following: ART 101, ART 205, ART 225, ART 226, ART 313, ART 337, ART 356, ART 359, ART 367, ART 455. Fee.

ART 475 Career Seminar**4 credits**

Final comprehensive experience in preparation of an art career. Integrates student art making with analysis of current trends through readings, discussions, critiques, guest presentations, exhibition attendance, and preparation for the senior exhibition. Includes examination of diverse theories of art with variety of artistic criticism methods. Required for all studio art and art education majors.

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

Student-initiated project under instructor direction. Completion of all foundation courses in ART major and written permission of the Director of Studio Art and instructor required. May be repeated for up to nine credits. Optional.

ART 498 Internship**1-6 credits**

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

ASL 101 Elementary American Sign Language I (Communications/Mathematics)**2 credits**

Introduction to the natural acquisition of American Sign Language through practice in signing on everyday communication topics. Aspects of deaf culture incorporated into class activities as appropriate to content. Note that there is no prerequisite for this class and that ASL 101 alone does not meet the World Language requirement.

ASL 102 Elementary Sign Language II (Communication/Mathematics)**2 credits**

Continuation of ASL 101. Prerequisite: ASL 101 or one year of high school American Sign Language. (Two retroactive credits awarded upon completion of the course with a final grade of B or better).

ATH 201 Introduction to Art Therapy**3 credits**

What is art therapy? Students are presented with evolving definitions of art therapy. Major historical figures and milestones covered. Theoretical models of art therapy rooted in art and psychology introduced. Frameworks for art therapy practice outlined. Art therapy research and APA writing methods introduced (*must be an art therapy major or minor to take this course*).

ATH 230 Media & Methods in Art Therapy**3 credits**

The use of art media & methods with different populations explored. Considerations related to aspects of human & artistic development, cultural sensitivity, accessibility of materials, and ethics covered. Art therapy media frameworks presented to inform practice. The understanding of aesthetic fluency, the use of symbolism, metaphor, & creativity in art therapy practice emphasized (*prerequisite: ATH 201 OR ATH 275*. Approximate Fee: \$25.00).

ATH 275 Art for the Helping Professions (Fine Arts Core, AI)**3 credits**

Investigation of the healing nature of art experienced through art materials and processes. Expanding definitions of art and creativity presented. Exposure to artist-activists and therapists who use art as an instrument of individual

and social transformation. Foundation for applied practice in art, art therapy and other helping professions (*course reserved for non-art therapy majors & art therapy minors, elective, course fee*).

ATH 332 Multicultural Arts (Fine Arts Core, GP)

3 credits

Through story, song, movement, and imagery, various cultural frameworks that effect relationships between individuals and groups are explored. Worldviews of diverse populations considered. Creative reflection on personal cultural identity, values, biases and assumptions about human nature. Using the arts as a framework, students begin to develop interpersonal skills needed to work with cultural differences from a social justice lens in various helping professions. Approximate fee: \$25.00.

ATH 345 Service Learning

2 credits

Participation in a weekly service project off campus that integrates course content and addresses the needs of community members (*prerequisites: ATH 201 OR ATH 275, ATH 230, ATH 390, elective*).

ATH 375 Special Topics in Art Therapy

1- 3 credits

Examines current topics and trends in the field of art therapy, including special needs of a diverse range of populations. Each course is 1 credit and is repeatable for a maximum of up to 6 credits (*elective*).

ATH 390 Group Art Facilitation

3 credits

Students will practice facilitating community and group art facilitation experiences. Students will learn effective group leadership facilitation skills necessary to run group art experiences for a wide range of participants and purposes. History, theory, and practice of art-based group experiences will be presented as a foundation for art facilitation practice. Materials and methods of art media within a group context will also be considered (*prerequisites: ATH 201 OR ATH 275, ATH 230, course fee*).

ATH 496 Independent Study

1-2 credits

Student-initiated project supervised by art therapy faculty advisor (*prerequisite: permission of program advisor, elective*).

ATH 495 Internship

2 credits

Individual student placement in an art-based community service organization. Supervised and designed to integrate academic and career goals (*prerequisites: ATH 201, ATH 230, ATH 390*).

ATH 497 Professional & Ethical Considerations in Art Therapy

3 credits

Students will explore professional and ethical issues relating to the field of art therapy. Topics include professional membership, licensure, scope of practice, and advanced art therapy studies (*prerequisites: ATH 201 or ATH 275*).

ATH 498 Senior Capstone Project

2 credits

Cumulative learning project for art therapy majors and minors. Students complete research on an art therapy topic of their choice. Research related art piece and artist statement completed. Students present their culminating project via public forums including poster & oral presentations (*prerequisites: ATH 201 or ATH 275, ATH 230, ATH 345 OR ATH 495, ATH 390, ATH 497 & approval from program advisor, hybrid: online synchronous & on campus*).

ATH 540 History and Theory 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 wellbeing. Additional emphasis will be placed on the application of creativity, symbolism, studio approaches, personal art making, and artistic language as related to professional identity and practice.

ATH 545 Human Growth and Development

3 credits

This course explores basic concepts of the development of individuals throughout the life cycle. Perspectives and trends of the intellectual, physical, social, and moral theories of development and their applications to counseling environments are examined. This course addresses normal and abnormal behavior, personality and learning theories, with attention given to crises and environmental influences.

ATH 737 Supervised Practicum and Internship

3 credits

Supervised practicum and internship coincides with student placement in a cooperating agency. Students integrate knowledge of theories with practical experience during 100 hours of supervised practicum practice at an approved treatment site. In addition to case presentations, professional, and clinical issues, group supervision fosters the student's commitment to ethical practice and creative expression as a basis for examining supervision issues that arise during practicum and internship experience. Prerequisites: ATH 540, 758, 764 and consent of the Director of Clinical Training.

ATH 738 Supervised Internship

3 credits

During this course, each student is placed at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. In addition to training and evaluation related to case presentations, consulting, and clinical conceptualization skills and techniques, group supervision fosters the student's commitment to ethical and reflective practice. A minimum of 300 clock hours on-site required of 150 hours of which must be direct client contact. Prerequisites: ATH 737, 758, 762, 764, consent of the Director of Clinical Training, and a passing score on the Educational Progress Review Evaluation.

ATH 739 Supervised Internship

3 credits

Placement at a cooperating site that is reflective of student's competencies and career goals. Student works with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. A minimum of 300 clock hours on-site required of which at least half (150) must be client contact. In addition to training and evaluation related to case presentations, consulting, and clinical conceptualization skills and techniques, group supervision fosters the student's commitment to ethical and reflective practice. Additional emphasis will be placed on mental health advocacy, applied leadership, as well as interdisciplinary and systems approaches to care. Prerequisites: ATH 737, 738, 758, 762, 764 and consent of the Director of Clinical Training.

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

3 credits

This course focuses on the elements of the diagnostic process such as administering a differential diagnosis, and the use of DSM-5. Students will be trained on how to administer an intake interview, conduct a mental status exam, as well as gather bio/ psycho/social and mental health history to develop a treatment plan. An additional emphasis will be placed on a wide range of techniques and interventions designed to address a spectrum of mental health concerns. Prerequisites: CON 770, ATH 737 & ATH 782.

ATH 762 Group and Institutional Dynamics

3 credits

This course explores theories of group dynamics; methods and skills applied to groups, families, cultural reference groups; and institutional systems. Attention is paid to the development of leadership skills and the functions of artistic media and process in the group context. Students are involved in an experience of group interaction. Issues explored include: techniques and training in group leadership; setting group norms; responding to clients; dealing with conflict; stages of group development; and application of group principles in a variety of treatment settings.

ATH 764 Techniques of Practice in the Helping Relationship**3 credits**

This course provides a broad understanding of the helping process, the therapeutic relationship and the dynamics of change. Includes essential skills and multiple strategies and interventions of helping. The roles of the helper and the client or consultee will be explored as related to foundational counseling and consultation theories and processes, techniques, collaboration, evidence-based practice, self- understanding/awareness, the creative process, and personal growth. Prerequisites: ATH 540, ATH 758.

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 Ethical and Professional Issues**3 credits**

This course studies American Counseling Association (ACA) philosophic, moral, legal and practical questions relevant to the professional practice of counseling, art therapy, and the larger fields of mental health care. Attention is given to basic principles of ethical thought and standards that guide counseling and art therapy practice and includes an understanding of professional roles and functions, credentialing and regulation, and organizational history and trends that affect the helping professions. Additional areas of coverage include the importance of supervision, benefits of professional organizations and credentialing, collaboration, advocacy for mental health professions and advocacy for clients and their access to mental health services.

ATH 780 Research and Evaluation**3 credits**

In this course students are presented the purposes, methods, and ethical, legal, and cultural considerations of research. Attention is given to surveying types of research and the development of the necessary skills to design and conduct a research study. Additional areas of coverage include the use of research to assess the effectiveness of mental health services such as treatment and program evaluation. Students are trained to become informed consumers of research through an understanding of basic statistics, the pros and cons of various research designs, and the informed use and value of published research studies.

ATH 782 Assessment**3 credits**

This course presents an integrated view of assessment procedures and appraisal methods related to mental health. Students learn how multiple variables, such as socio-cultural factors, continuously affect the course of therapy and the helping processes of individuals and groups related to assessment. Additional areas of coverage include behavioral science statistics, the selection of assessments with clients/patients as the basis for treatment planning, establishing treatment effects, evaluating assessment validity and reliability, documentation of assessment results, and ethical, cultural, and legal considerations in their use.

ATH 790 Culminating Project**3 credits**

Students develop in-depth knowledge in an area pertinent to the field of art therapy and relevant to their experience. Upon successful completion, the student is awarded a grade of P for the three credits. If the research project is not completed to the satisfaction of the university and external readers within this time frame, noncredit continuing registration (ATH 799) will be required until completion. Prerequisites: ATH 780

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. One credit fee.

BIO 100 Introduction to Cell and Molecular Biology and Lab (SCI / SI)**4 credits**

This foundational course explores the organization of living things from the molecular and cellular levels. Topics include the chemistry of biological molecules, cell structure and replication, energy flow, genetics, and current applications in biotechnology. The laboratory emphasizes data collection and analysis using relevant model systems. Fee. Not an appropriate course for non-majors.

BIO 104 Introduction to Biology**1 credit**

This course in the fundamentals of biology is designed for students to have additional contact time with the instructor and course content. Must be enrolled concurrently in BIO 100. Does not apply to the Biology Major or Minor.

BIO 105 Current Concepts in Biology (SCI / SI)**3 credits**

A survey of the principles of biology provides the framework for understanding the problems faced by society. Topics include cellular and organismic reproduction, genetics, systems of the human body and evolution. Does not apply to the Biology Major or Minor. Appropriate for non-majors.

BIO 119/219/319/419 Authentic Research in Microbiology Seminar**1 credit**

Track 2 Jewel Scholars will partake in a weekly Authentic Research in Microbiology Seminar series (ARMS). The Scholars will spend the academic year learning and applying the scientific method towards identifying and characterizing antibiotic-producing bacteria from the soil. Scholars will review and interpret primary scientific literature and conduct original biomolecular and microbiological research. During the weekly seminar and laboratory sessions, scholars will learn, discuss and implement the scientific method through hypothesis creation, data gathering and results interpretation. Findings will be presented at an end-of-the year culminating poster session. The cross-listed classes (CHE & FSC) will meet together each semester though projects will vary by a student's year in the program.

BIO 201 Cell Biology**3 credits**

Cell biology is the study of cell structure, function and how life works at the cellular level. The class will cover the structure and functions of cell membranes and organelles, cellular metabolism, cellular flow of energy and genetic information, and the regulation of cell growth and cell division. Focus will be placed on the molecular biology of cells. Prerequisite: BIO 100.

BIO 202 Introduction to Ecology and Evolutionary Biology and Lab**4 credits**

This foundation course explores the evolution of the diversity of life and the ecology of living things. Topics include evolution and its mechanisms, energy flow within and between organisms, and the ecological organization of populations, communities, ecosystems, and the biosphere, and how evolution and ecology interact to produce the diversity of life. The laboratory emphasizes experimental design using model and natural systems. Fee. Not an appropriate course for non-majors. Approximate fee: \$20.00.

BIO 216 Environmental Science (SCI & global / SI)**3 credits**

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. The course is taught using student-centered learning and includes a laboratory. Cross listed with CHE 216.

BIO 218 Biodiversity and Lab**4 credits**

This course is a survey of the major multicellular groups of organisms. The course introduces students to basic concepts of anatomy, physiology, ecology and evolution in animals, plants, and fungi. The laboratory explores the diversity of animal, plant, and fungal forms. Fee. Prerequisite: BIO 100.

BIO 220 Contemporary Environmental Issues (SCI & global / SI)**3 credits**

Through the study of cutting edge global environmental problems, students learn information and develop the analytical skills necessary to make informed personal and societal decisions about the environment. Appropriate for non-majors.

BIO 234 Anatomy and Physiology I and Lab

4 credits

This course explores the relationship between anatomical form and function in the major body systems from the tissue level to the organization of the body plan. The laboratory combines the study of models and virtual body parts with dissection. Prerequisite: BIO 100. Fee.

BIO 235 Anatomy and Physiology II and Lab

4 credits

This course explores how the function, regulation and integration of the major organ systems of the human body operate to maintain homeostasis and sustain life. The laboratory focuses on acquisition and analysis of physiological data. Prerequisite: BIO100. Fee.

BIO 307 Field Studies in Costa Rica (SCI & global/SI)

3 credits

A field course in Costa Rica to observe and investigate the ecological system in the area. This course introduces students to the variety of habitats, the large biodiversity of these habitats, and a close look at some of the animals that live there. There is emphasis on the interrelationships of humans and other species. Students also gain some exposure to the history and culture of Costa Rica. Fee. Appropriate for non-majors.

BIO 325 Microbiology and Lab

4 credits

Course themes include microbial cell biology, genetics, and the impact of microorganisms on humans. Emphasis is placed on epidemiology, emerging infections, and a global perspective of public health. Incorporates student-centered active learning in classroom and laboratory settings. Prerequisite: BIO 100. Fee.

BIO 337 Genetics and Lab

4 credits

The organization, inheritance and function of genetic information are explored from the molecular to the organismic and population levels. Topics include Mendelian principles, molecular genetics and the techniques used in modern molecular biology. The laboratory focuses on techniques relevant to molecular genetics. Prerequisite: BIO 100, BIO 250. Fee.

BIO 356 Developmental Biology and Lab

4 credits

The creation of cellular diversity and form is explored through the processes and control of cellular differentiation. The emergence of living order is revealed in the patterns of orderly change from fertilization to organ formation. The laboratory emphasizes the development of model organisms. Prerequisite: BIO 100, BIO250. Fee.

BIO 411 Exercise Physiology

4 credits

Analysis of the body's acute responses and chronic adaptations to various exercise conditions. Prerequisites: BIO 234 and 235.

BIO 415 Advanced Genetics

4 credits

This course explores concepts in genetics and biotechnology, with a focus on their application in modern society as well as potential ethical implications. The course will include hands on lab experience with a variety of tools and techniques, data analysis and discussions, and an ongoing student research project. Student-centered active learning methods are emphasized. Prerequisites: BIO 337. Fee.

BIO 442 Advanced Microbiology

4 credits

Selected public health issues are considered. Course involves detection, identification, and quantification of pathogenic microorganisms, including food-borne pathogens and microorganisms affecting water quality. Emphasizes student-centered active learning with laboratory work and a student research project. Prerequisites: BIO 325. Fee.

BIO 457 Ecology**4 credits**

This course examines modern concepts of ecology and explores ecosystem structure and function. It includes laboratory experience, off campus field work, and computer applications for data acquisition and statistical analysis. This is a Biology Major capstone course that culminates in a student research project. Student centered active learning experiences are emphasized. Prerequisites: BIO 100, BIO102. Recommended: MAT 216. Approximate fee: \$20.00.

BIO 484 Special Topics in Biology (SCI/SI)**2-4 credits**

The content of this course varies to allow study in specialized areas of biology. This course may be repeated for credit with a change in topic.

BIO 485 Masters of Science in Anesthesia Seminar I**0.5 credit**

This capstone seminar course is required for all junior and senior biology and chemistry majors interested in the Masters of Science in Anesthesia. This course will enable students to attend class at the Masters of Science in Anesthesia at MCW, connections with professionals, and publications from the profession. It will give students career preparation skills like finding and securing jobs after graduation, or skills to help them secure post graduate education. Prerequisite: declared biology or chemistry major with junior or senior standing following the Masters of Science in Anesthesia concentration.

BIO 486 Masters of Science in Anesthesia Seminar II**0.5 credit**

This course provides a student with mock interview with Masters of Science in Anesthesia faculty with follow-up feedback. The emphasis will be on increasing the student's understanding and comfort with the role of an Anesthesiology Assistant in an interdisciplinary team. Students will explore the skills, knowledge base, and attributes of the profession and prepare a personal development plan toward their Anesthesiology Assistant goal achievement. Prerequisite: declared biology or chemistry major with junior or senior standing following the Masters of Science in Anesthesia concentration.

BIO 490 Masters of Science in Anesthesia Experiential Learning**0.5 credit**

This course provides a student with a minimum of 32 hours of shadowing an Anesthesiology Assistant. The emphasis will be on understanding the day-to-day practice, developing concrete examples of the profession, better understanding of the profession and developing communication and other skills. This will culminate in a personal statement in which students describe their pathway into the profession. Prerequisite: declared biology or chemistry major with junior or senior standing following the Masters of Science in Anesthesia concentration.

BIO 296/496 Independent Study**1-4 credits**

An individual student explores some topic in biology as either a readings course or as an undergraduate research project, according to the discretion of the instructor and the needs and interest of the student. Prerequisite: BIO 100 and sufficient background in biology. Permission of instructor and Division Chair required. Fee may be assessed.

BIO 498 Internship**2-4 credits**

An individual student enhances the educational experience through placement with a cooperating agency, business, or institution that provides work-oriented experience in biology. Internships are individually designed to achieve and integrate academic and career goals. The nature of the assignment, type of experience, number of credits and evaluation procedure are to be stipulated in a statement of agreement involving the student, the on-site supervisor and the Mount Mary University academic advisor. Permission of Division Chair and faculty advisor required.

BUS 109 Data and Digital Literacy**3 credits**

This lab-based course covers data and digital literacy. Students are introduced to Microsoft software like Excel, Word, and PowerPoint, and apply topics including data entry, formatting, formulas, functions, tables, and graphs. Students cultivate digital literacy skills for academic and professional success, including independent research skills, digital etiquette, and professional technologies.

BUS 201 Foundations of Data Analytics I**3 credits**

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results. Cross listed with ITS 201.

BUS 205 Personal Finance**3 credits**

Applied course in personal financial management; topics include money values and behavioral finance, budgeting, consumer buying decisions, borrowing, student loan repayment, insurance, personal real estate, income taxation, and retirement saving and investing. Students learn and develop financial skills through activity-based learning emphasizing students’ individual financial goals. Prerequisite: sophomore standing.

BUS 209 Survey of Financial Accounting**3 credits**

A survey of introductory accounting concepts, including analyzing business transactions and understanding accounting principles. Emphasizes the interpretation of financial statements in terms of their content, format, and use. Prerequisite: Grade of C or better in MAT 105 and BUS 109.

BUS 211 Financial Accounting**3 credits**

Introduction to fundamental financial accounting principles and concepts. Analysis of corporate accounting information for preparation and interpretation of financial statements for external and internal decision making. A grade of B is required to continue in the accounting major.

BUS 212 Managerial Accounting**3 credits**

Analysis and interpretation of managerial accounting concepts for an effective internal planning and control system. Focuses on product costing, budgeting, and other decision-making models.

BUS 230 Project Management**3 credits**

Project Management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal-setting, professional progress trackers, stakeholder engagement, and project analysis.

BUS 260 Introduction to Entrepreneurship**3 credits**

This course introduces the fundamentals of entrepreneurship. Students learn to successfully transfer knowledge into products and processes that benefit society. The course demonstrates the entrepreneurial mindset, whereby students approach problems, think critically, and respond to the unexpected.

BUS 301 Microeconomics (Humanistics); Human Connection**3 credits**

Introductory course in microeconomics with primary emphasis on how demand, supply, and the price mechanism direct economic activities in a market economy. Topics include consumer behavior, production, market analysis, general resource allocation, income distribution, taxation, and government activities. New topics in microeconomic theory, such as behavioral economics and asymmetric information are included. Prerequisite: Grade of C or better in MAT 104 or 105

BUS 302 Macroeconomics (Humanistics); Human Connection**3 credits**

Introductory course in macroeconomics, involving analysis of national income accounting, the determination of national income and employment, money and banking, and the international monetary system. Prerequisite: Grade of C or better in MAT 104 or 105

BUS 303 International Business and Economics (Global ; Global Perspectives**3 credits**

Introduction to economic trade theory and practice. Topics include gains from trade, international finance, balance of payments, marketing, organizational strategies, cultural challenges, and human resource development. World events and case studies are emphasized. Recommended: BUS 301, 302.

BUS 306 Economics of Women and Work (*Humanistics; Human Connection*) **3 credits**

This seminar examines the relevance of gender in economic analysis, the role of women in the labor market, and how that role has changed over time. The course uses theoretical and empirical research to analyze labor market issues related to gender, including division of household labor, labor force participation, occupational choice, gender discrimination, gender wage gaps, and family-friendly policies in the workplace. Students examine and evaluate public policies to remedy gender differences in work opportunities and earnings. No prerequisite.

BUS 309 Human Resource Management **3 credits**

Introduction to fundamentals of human resource management emphasizing organizational and personal goals. Topics include basic human resource management functions, how they are performed, and the relationship between human resource managers and operating executives in public, private, and nonprofit organizations.

BUS 313 Intermediate Accounting I **3 credits**

Continues discussion of financial accounting theory and functions. In-depth presentation of current and long term assets, current liabilities, statement presentation, and the use of present value analysis. Prerequisite: BUS 211 with a grade of B or above.

BUS 314 Intermediate Accounting II **3 credits**

Extension of the study of financial accounting theory relative to long-term debt, stockholders' equity, securities, and investments and application of principles taught in accounting foundation courses. Prerequisite: BUS 313.

BUS 331 Principles of Marketing **3 credits**

An introduction to the marketing function, including target marketing, product development, pricing, promotion, and distribution. Current topics and company case studies are reviewed. A marketing plan is developed.

BUS 335 Management Information Systems **3 credits**

An introduction to the managerial aspects of information systems in business organizations, emphasizing planning, budgeting, implementing, and evaluating. Emerging technological trends are explored.

BUS 336 Accounting Information Systems **3 credits**

An introduction to accounting information systems, principles of accounting systems design, internal controls, advanced spreadsheets, and coverage of commercial accounting software packages. Co-requisite: BUS 314

BUS 340 Consumer Behavior **3 credits**

An in-depth study of the consumer purchase decision process and the individual and environmental factors that influence it. Current market strategies and company case studies are applied.

BUS 355 Cost Accounting **3 credits**

Design, implementation, and use of optimal accounting systems for product and service costing, internal and external financial reporting, managerial decision support, and organizational control. Prerequisite: BUS 212.

BUS 360 Advertising and Promotion **3 credits**

Presents comprehensive overview of advertising theory and practice, including ethical analysis and interpretation of social responsibility issues in advertising. Student teams prepare a major advertising plan, including advertising objectives, media plans, creative elements, and pre-testing research. Cross listed with COM 360.

BUS 362 Principles of Management **3 credits**

The principles and practice of organizational management with an emphasis on the relation of theory to practice in a variety of decision-making situations.

BUS 375 Business Law

3 credits

Law as it applies to business; history of law including current civil and criminal lawsuit procedures, small claims procedure, contracts, tort law, personal and real property law, creditors' rights, and bankruptcy.

BUS 395 Special Topics in Business

1-4 credits

Consideration of a special topic relevant to the theory or practice of business organizations, according to the interests of students. May be repeated for credit with a different topic.

BUS 401 Income Tax Accounting I

3 credits

In-depth study of the federal individual income tax as it applies to the determination of filing status, gross income, adjusted gross income, itemized deductions, losses and credits, determination of basis, depreciation, and the rules for recognizing gain or loss from property transactions. Prerequisite: BUS 211.

BUS 402 Income Tax Accounting II

3 credits

Federal tax laws as they apply to corporations, S corporations, partnerships, gifts, estates, and income taxation of trusts and estates. Prerequisite: BUS 401.

BUS 411 Auditing

3 credits

An introduction to the audit process from an internal and external perspective with an emphasis on practical applications and technological innovations. Co-requisite: BUS 314.

BUS 412 Strategies for Emerging Technologies

3 credits

As AI and other advanced technologies become embedded in daily life, this course challenges students to create new technologies to benefit humanity. Blending technological, entrepreneurial, and scientific thinking, students work together in interdisciplinary groups to develop business proposals based on current small-scale designs from NASA and/or other organizations. Course is repeatable (up to 12 credits maximum to advance individual development).

BUS 441/610 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 451 Advanced Accounting

3 credits

Accounting for consolidations, mergers and acquisitions; accounting for interim reporting and segment reporting; accounting for partnerships; and governmental and fiduciary accounting including non-profits, bankruptcies and estates. Prerequisite: BUS 314.

BUS 453/753 Staffing, Compensation and Benefits

3 credits

This course applies the methods used in recruiting, selecting, and hiring employees, as well as compensating them with wages, salaries, and benefits. Topics include legal issues in employment, selection devices, job analysis, methods of job evaluation, performance appraisal, basic systems and plans of compensating employees, and the planning, implementation, design, and evaluation of major employee benefits. Prerequisites: BUS 309 and junior status.

BUS 454/754 Training and Development

3 credits

Development and evaluation of training and career development programs in organizations. This course emphasizes theory of training and development, a skills-based approach to needs assessments, types of programs, and a practicum in conducting and evaluating a training and development session or program.

BUS 455/755 Employee and Labor Relations**3 credits**

The study of the relationship between management and organized groups of employees, including professional associations and labor unions. Students evaluate collective bargaining processes and strategies, legal regulations of bargaining, and negotiations and administration of collective agreements.

BUS 456/756 Diversity, Equity, and Inclusion**3 credits**

This course challenges students to identify, develop and support human resource initiatives for diversity, equity, and inclusion (DEI) that help improve organizational culture and competitive advantage. Students learn how to add strategic value and insights to an organization, develop meaningful relationships with organization stakeholders, and align initiatives with business strategy. Topics include DEI recruitment and retainment, HR innovation, and people analytics.

BUS 462/670 Finance**3 credits**

Study of the financial environment, the fundamental trade-off between risk and return, the time value of money, the principles of security valuation, and analysis of financial statements. Managerial finance topics include strategic long-term financing decisions, financial statement ratio analysis, capital structure, leverage, dividend policy, cost of capital, and global investing. Prerequisite: BUS 211.

BUS 470/770 Strategic Management**3 credits**

A capstone course using case studies to integrate concepts and skills from all business content courses. Environmental scanning, strategy formulation, strategy implementation, and evaluation and control are studied for the global environment of businesses. Prerequisites: BUS 462 and senior status.

BUS 485 Business Analytics**3 credits**

Introduces statistical principles and techniques necessary for quantitative managerial decision making. Topics may include probability theory, decision analysis, linear programming, PERT models, inventory management, and regression analysis. Prerequisite: MAT 216.

BUS 496 Independent Study**1-4 credits**

Student-initiated topic or project under the direction of an instructor. Approval of chair required.

BUS 498 Internship**1-12 credits**

Supervised professional work experience. Approval of chair required.

BUS 610 Strategic Communication**3 credits**

This course develops high-impact communication skills essential for effective leadership. Students learn strategic communication techniques to engage diverse stakeholders, refine and align messaging with organizational goals, and adapt communication styles across professional, cultural, and situational contexts. Emphasis is placed on leading decision-making conversations, managing complex discussions, and communicating with clarity and credibility in high-stakes business environments. Students strengthen their ability to communicate strategically, influence outcomes, and lead with confidence.

BUS 625 Marketing Strategy**3 credits**

Explore how organizations create value by integrating customer insight, digital platforms, analytics, and ethical decision-making into marketing strategy. Through case studies and strategic projects, students develop the skills needed to design adaptive, customer-focused marketing approaches that remain effective in the face of global competition and shifting market dynamics.

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 700 Leadership and Organizational Behavior

3 credits

Leadership requires an understanding of human behavior to understand why people behave as they do in relation to their job, team, and organization. This course challenges students to reflect upon their current leadership capacity as individuals who lead with courage, humility and compassion, and become intentional in expanding and exercising this capability to strengthen their own character and improve their people management skills. The course moves progressively through individual, team, and organizational levels of behavior drawing on concepts and practices from the field of organizational behavior (OB). Students explore intervention strategies and the role of OB in creating the changes that improve leaders, teams, and organizations within a culture of service leadership.

CHE 105 Chemistry and Society (SCI & global / SI)

3 credits

This course for non-science majors uses lecture and student-centered learning to increase awareness and appreciation of how chemistry affects everyday life. Does not apply to the Chemistry Major or Minor. Appropriate for non-majors.

CHE 113 General Chemistry I and Lab (SCI / SI)

4 credits

This course includes dimensional analysis, atomic structure, chemical bonding, stoichiometry, physical states of matter, energy relationships, periodic table, atomic and molecular structure and solutions. The laboratory complements the course topics. Must have MAT 105 or 109 or be taking it concurrently. Fee. Not appropriate for non-majors.

CHE 114 General Chemistry II and Lab

4 credits

The chemistry of metals and nonmetals, kinetics, chemical and aqueous equilibria, free energy relationships, electrochemistry, nuclear chemistry and chemistry of the transition metals are included in the course. Qualitative analysis included as part of the laboratory work. Prerequisite: CHE 113. Fee. Not appropriate for non-majors.

CHE 119/219/319/419 Authentic Research in Microbiology Seminar

1 credit

Track 2 Jewel Scholars will partake in a weekly Authentic Research in Microbiology Seminar series (ARMS). The Scholars will spend the academic year learning and applying the scientific method towards identifying and characterizing antibiotic-producing bacteria from the soil. Scholars will review and interpret primary scientific literature and conduct original biomolecular and microbiological research. During the weekly seminar and laboratory sessions, scholars will learn, discuss and implement the scientific method through hypothesis creation, data gathering and results interpretation. Findings will be presented at an end-of-the year culminating poster session.

Note: The course number is meant to correspond to the year of school a student is in. The cross-listed classes (BIO & FSC) will meet together each semester though projects will vary by a student's year in the program.

CHE 206 Organic and Biochemistry and Lab

4 credits

This course studies major organic functional groups by analyzing their structures, properties, and reactions. It also includes important biochemical molecules and analyzes their structures, properties, reactions, and metabolism in humans. The course is taught using student-centered learning and includes a laboratory. Prerequisites: CHE 113 and BIO 100. Fee.

CHE 216 Environmental Science (Sci & Global / SI)

3 credits

The course is a survey of environmental science that includes the relationship and responsibility of society and the individual to the natural world. The course is taught using student-centered learning. Cross-listed with BIO 216. Appropriate for non-majors.

CHE 222 Instrumental Quantitative Analysis and Lab

4 credits

The fundamental theory of analytical chemistry is covered through the exploration of the methods with an introduction to electrochemical and spectrophotometric techniques and separations. The laboratory complements the course topics. Prerequisite: CHE 113. Fee.

CHE 284 Forensic Chemistry

3 credits

This course will apply chemical, biological, and physical concepts to criminalistics and forensic science analysis techniques. Topics include substance identification, DNA analysis, toxicology, arson, and trace analysis.

CHE 296/496 Independent Study

1-4 credits

An individual student explores some topic in chemistry either as a readings course or as an individual research project, according to the discretion of the instructor and the needs and interests of the student. Prerequisites: CHE 113 and 114 and sufficient background in chemistry. Permission of instructor and Division Chair required. Fee may be assessed.

CHE 333 Organic Chemistry I and Lab

4 credits

Modern theories of bonding, stereochemistry, synthesis and reaction mechanisms. Organic synthesis is described from a mechanistic perspective. The chemistry of aliphatic hydrocarbons and their functional group derivatives are included. The laboratory covers techniques including extractions, recrystallization and chromatography. Synthesis and analysis of pharmaceutical compounds are included. Prerequisite: CHE 114 and CHE 222. Fee.

CHE 334 Organic Chemistry II and Lab

4 credits

This course is a continuation of CHE 333 that introduces the chemistry of biomolecules, including carbohydrates, lipids, proteins and nucleic acids. The chemistry of aromatic, mono- and poly- functional compounds, bonding, stereochemistry, mechanisms, synthesis, applied spectroscopy, and natural products are included. The laboratory includes synthesis, instrumental application and organic qualitative analysis. Prerequisite: CHE 333. Fee.

CHE 352 Biochemistry I and Lab

4 credits

This course is concerned with understanding the mechanism of life in molecular terms. Human metabolites and macromolecules are covered. Some non-human biochemistry, e.g., photosynthesis, is also covered. Labs are technique-based. Prerequisites: CHE 333 and BIO 100.

CHE 398/498 Internship

2-4 credits

An individual student enhances the educational experience through placement with a cooperating agency, business or institution that provides work-oriented experience in chemistry. Internships are individually designed to achieve and integrate academic and career goals. The nature of the assignment, type of experience, number of credits and evaluation procedure are to be stipulated in a statement of agreement involving the student, the on-site supervisor and the Mount Mary University faculty advisor. Permission of the instructor and Division Chair required.

CHE 416 Biochemistry II and Lab

4 credits

This course is a continuation of CHE 352. An extension of biochemistry, including signal transduction, biological information, metabolism, biochemistry systems, and perturbations of structure/function due to disease. Labs are technique-based. Prerequisite: CHE 352. Fee.

CHE 484 Special Topics in Biochemistry

2-4 credits

The content in this course varies to allow study in specialized areas of chemistry. This course may be repeated for credit with a change in topic.

COM 105 Professional Presentations (*Communication/Mathematics*)

3 credits

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

COM 107 Introduction to Communication Careers**2 credits**

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

COM 150 Introduction to Digital Marketing**3 credits**

Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns.

COM 201 Career Navigation Digital Marketing**3 credits**

This course will help you find a job in Digital Marketing upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Digital Marketing, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them. Students are strongly encouraged to take COM 105 prior to taking this course.

COM 220 Communication Theory (Communication/Mathematics)**3 credits**

In-depth examination of the communication field through the study of major communication theories and their application to various contexts common to the communication practitioner.

COM 231 Interpersonal Communication (Communication/Mathematics; Civic Engagement)**3 credits**

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

COM 232 Team Communication & Leadership (Communication/Mathematics; Civic Engagement)**3 credits**

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

COM 235 Intercultural Communication (Communication/Mathematics; Global Perspectives)**3 credits**

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

COM 255 Introduction to Media Studies (Communication/Mathematics); Civic Engagement)**3 credits**

A course for students to become more literate and critical consumers of modern media. The internet, television, film, radio, and media will be surveyed. The role of media in society, its historical roots, and its power to shape our world will be closely examined.

COM 270 Integrated Marketing Communications**3 credits**

Explores roles and partnerships of marketing, advertising, and communication practices with an emphasis on creative strategic planning.

COM 280 Going Viral & Growth Hacking**3 credits**

"Going viral" is crucial for businesses. Companies that create content that spreads quickly online can significantly grow their brand. "Growth hacking" maximizes every opportunity and extracts value from every move. This course teaches what drives people to share content and how to create shareable, meme-worthy material that boosts growth. You'll also discuss the ethics of going viral and handling negative publicity.

COM 285 Video Production I**3 credits**

This course teaches basic planning and production techniques involved for digital recording, lighting, audio, and editing software. Fee may be assessed.

COM 295 Lifecycle and Email Marketing**3 credits**

Lifecycle marketing is essential for businesses to maintain continuous engagement with customers by tailoring content to their specific stages. Emails are crucial for creating direct, personalized communication that varies by lifecycle stage. In this course, you'll learn to craft successful email campaigns within lifecycle marketing plans. By the end, you'll build a marketing campaign that drives customers to take desired actions based on their lifecycle stage. Prerequisite: ENG 120, COM 150, COM 201

COM 301 Introduction to Public Relations**3 credits**

Provides an overview of the field of public relations, including: strategic thinking process, social responsibility in public relations, media relations, internal communications, special event publicity, government relations, and PR law.

COM 310 /510 Gender Communication (Communication/Mathematics)**3 credits**

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

COM 320 Organizational Communication and Behavior**3 credits**

Examination of communication models and processes in various types of organizations. Topics include leadership, decision-making, organizational culture, conflict negotiation, and project management.

COM 330 Health Communication (Communication/Mathematics; Civic Engagement)**3 credits**

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

COM 331 Media and Health Communication**3 credits**

Explores different ways health care uses media. Topics will include the use of media in public health campaigns, within interactions between patients and providers, for coping resources, and the increase of digital health care use.

COM 340 Social Media Marketing**3 credits**

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. To be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. Prerequisites: COM 150

COM 343/543 Persuasive Communication (Communication/Mathematics; Civic Engagement)**3 credits**

Explores major theories and research in persuasive communication. The course focuses on the function of persuasion in a variety of written and oral contexts such as advertising, political discourse, and war propaganda; current and historical public communication events will be examined.

COM 344 SEO and SEM**3 credits**

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. This online class has optional live sessions. Prerequisite: COM 270

COM 350 Global Marketing (Global Perspectives)**3 credits**

Examines marketing principles as they are applied across national borders and in more than one country. Students will explore how corporations use market strategies across a worldwide market, and how corporations focus on similarities and differences in cultural, economic, political and social dimensions to adapt marketing strategies in multiple countries.

COM 355 Crisis Communication**3 credits**

Examines how organizations respond to crises like natural disasters, industrial accidents, public health situations, and school emergencies. The course focuses on case studies that illustrate successes and failures, as well as the ethical demands of communication during such situations. Students will develop response strategies and crisis management plans.

COM 365 Selected Topics in Communication**2-4 credits**

Allows students the opportunity to delve in-depth into a specific communication issue or problem. Topics may include: political, relational, nonverbal, and family communication. May be repeated.

COM 385/585 Media in the Modern World (Communication/Mathematics; Civic Engagement)**3 credits**

How does media function in a free society? How are race, class, women, the poor, LGBT, and other under-represented populations portrayed? How do we face ethical challenges posed by traditional media and participatory media like dating websites, news boards, Facebook, and Twitter? This class offers a critical, in-depth analysis of modern media.

COM 386 Video Production II**3 credits**

This course enhances the student's technical and aesthetic skills in digital recording and current digital editing software. Prerequisite: COM 285 or consent of instructor or Department Chair. Fee may be assessed.

COM 410 Research Methods**3 credits**

Introduces students to the basics of communication research. Essential ideas in research design, instrumentation, data collection, and data analysis will be covered.

COM 420 Brand Strategy**3 credits**

Studies methods of brand management throughout all internal and external marketing channels in an organization. A consumer-centric and managerial approach will be taken to examine how to build a brand, create a brand strategy, and measure and sustain the growth of brand equity.

COM 430 Digital Marketing Analytics**3 credits**

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, you'll learn to design experiments that rigorously test various marketing decisions, analyze digital customer behavior data using a variety of tools, and leverage data to refine marketing strategies and improve customer acquisition. Prerequisites: COM 150

COM 491 Strategic Public Relations Management**3 credits**

Develops advanced skills required for the public relations professional including issues management, campaign analysis, evaluation techniques and application, strategic communication planning, and advanced special events management techniques.

COM 492 Digital Marketing Capstone**3 credits**

Companies use multiple channels for marketing efforts. Campaigns are spread across social media, email, search, and more for maximum reach and engagement, leading to multi-channel strategies. In this course, you'll learn to create effective multi-channel marketing plans, considering the advantages and disadvantages of each platform. By the end, you'll produce a portfolio-worthy digital marketing campaign plan that utilizes multiple channels. Prerequisites: ENG 120, COM 150, COM 201, COM 295, COM 340

COM 494 Capstone Experiences**3 credits**

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

COM 496 Independent Study**1-4 credits**

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

COM 498 Internship**1-12 credits**

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

CON 600 Professional Identity & Ethics**3 credits**

Provides a broad understanding of professional counselor roles and functions, professional organizations and associations, professional history and trends, ethical and legal standards of ACA and CRCC, professional preparation standards, and professional credentialing. Prerequisite: graduate standing.

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

Covers process for choosing and securing a practicum/internship; expectation of students during their clinical experience. Fall offering for school counseling and spring offering for clinical mental health and clinical rehabilitation counseling. Prerequisite: graduate standing.

CON 610 Theories of Counseling**3 credits**

Exploration of a variety of counseling theories that are consistent with current research and practice in order to facilitate the development of students' theoretical orientations. Prerequisite: graduate standing; priority given to students enrolled in Professional Counseling Program.

CON 611 Career Development**3 credits**

Covers career theories and decision-making models; educational planning, and advocacy for diverse clients in a global economy; interrelationships between work, culture, family, and other life roles; career counseling processes; techniques; assessment, program development and evaluation; and online labor market information resources. Prerequisite: graduate standing.

CON 612 Techniques of Counseling**3 credits**

Provides a broad understanding and practical application of helping processes, basic and advanced helping skills and interventions; client and helper self-understanding and self-development; and facilitation of client changes. Prerequisite: graduate standing.

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

Provides an overview of rehabilitation counseling, including: history, development, theories and models; legislation; ethical principles; vocational rehabilitation; case management; intervention; prevention/wellness; consultation; education; advocacy; and the psychosocial aspects and impact of disability. Prerequisite: graduate standing.

CON 622 Diagnosis and Treatment Planning (formerly Adv. Counseling Techniques)**3 credits**

Training in and demonstrating competence in the diagnostic process, including writing clinical notes, clinical intake interviewing, suicide risk assessment, diagnosing (including differential and the ICD), and assessment and treatment planning for a broad range of mental health disorders. Prerequisites: CON 600, CON 610, CON 612.

CON 630 Statistics, Research, Program Evaluation**3 credits**

Examines principles, models, and applications of basic statistics and research in counseling; needs assessment; program evaluation; critical appraisal of counseling research literature; ethical and legal considerations. Prerequisite: Undergraduate statistics course & graduate standing.

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

Focuses on medical and psychosocial aspects of disability. Topics include: advocacy, effects of disability on health/functioning, interdisciplinary collaboration, impact on families, and assistive technology. Includes: medical terminology, etiology, and vocational implications of major diseases. Prerequisite: CON 615.

CON 650 Trauma Counseling 1**3 credits**

Covers assessment, diagnosis, and treatment of responses that occur after a trauma, including potential neurobiological responses and Post Traumatic Stress Disorder. Students develop an understanding of assessment and crisis interventions and working in a culturally responsive manner with individuals. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773.

CON 651 Trauma Counseling 2**3 credits**

Students develop skills in advanced interventions for work with individuals and organizations, including EMDR and trauma-informed care. Students gain further experience and practice in assessment and diagnosis as it informs treatment planning with special populations. Prerequisites: CON 650 with grade of AB or higher and instructor's consent; priority given to students enrolled in the Professional Counseling Program.

CON 652 Trauma Counseling 3**3 credits**

This advanced course explores embodied techniques for work with individuals and groups, including somatic interventions and mindfulness. Students will also develop a deeper understanding of how oppression and cultural identity impact diagnosis, assessment, and treatment. Prerequisites: CON 650 with grade of AB or higher and instructor's consent; priority given to students enrolled in the Professional Counseling Program.

CON 659 Conflict Mediation for Professionals**3 credits**

Provides the student a solid foundation in the theories and practice of conflict resolution using a mediation process. Students practice applying specific skill sets for conflict transformation, including formal mediation, dialogue circles, and problem-solving meetings. Students will complete required training for mediation certification. Prerequisite: Graduate Standing.

CON 679 Special Topics in Counseling**1-3 credits**

Current and emerging issues/trends in counseling. Specific topics and prerequisites announced in schedule of classes. May be retaken with different topics up to a maximum of nine credits. Prerequisite: graduate standing.

CON 680 Human Sexuality and Counseling**3 Credits**

Explores the relationship between mental health and human sexuality and the role of the professional counselor with sexuality-related issues. Biological foundations, research methodology, gender roles, attraction and love, variations in sexual behavior, sexuality and the life cycle, sexual problems, infertility, sex therapy, sexually transmitted diseases, sexual coercion, and sexual responsibility are covered. Prerequisite: graduate standing.

CON 700 Multicultural Counseling**3 credits**

Examination of diversity factors, including: ability, gender, race, and sexual orientation, focusing on counselors' self-awareness and roles in eliminating biases, prejudices, intentional and unintentional oppression, and discrimination, while promoting wellness, growth, social justice, and advocacy. Prerequisite: graduate standing.

CON 711 Academic/Career Planning & Development**3 credits**

Covers career theories; decision-making, and P-12 comprehensive career development models; college and career

readiness; advocacy for diverse people in a global economy; interrelationships between work, culture, family, and other life roles; academic and career counseling instruction and techniques; assessment; evaluation; program development and evaluation; online labor market information resources. Prerequisite: graduate standing.

CON 712 Counseling Children & Adolescents

3 credits

Describes various counseling issues and strategies applicable to working with children and adolescents. Topics include P-12 assessment, mental health, and behavioral disorders, signs and symptoms of substance use. Prerequisites: CON 612.

CON 714 Addictions Counseling

3 credits

Provides an overview of addiction theories, assessment, prevention, and treatment, and addiction work with individuals, couples/families, and groups. Co-occurring disorders, physiological effects, developmental issues, relapse prevention, cultural issues, and current research are explored. Prerequisites: CON 600, 610 & 612 or enrollment in graduate ATH program.

CON 715 Professional Issues in Addictions Counseling

3 credits

Provides advanced skill development in assessment, case management, and addiction counseling. Includes focus on treatment planning and co-occurring disorders. Offers exposure to professional services in order to grasp the nature of addiction treatment in the community. Prerequisite: CON 714.

CON 720 Counseling Assessment

3 credits

Provides understanding of assessment/appraisal, including test administration, scoring, and interpretation; behavior observation; and mental status examination. Statistical elements of assessment are explored, as well as ethical and culturally-relevant assessment of individuals, groups, and specific populations. Prerequisite: CON 600 & CON 630

CON 730 Counseling in Schools

3 credits

Focuses on the history, philosophy, and trends in school counseling. Topics include the ethical and legal issues, roles, functions, settings and professional identity of school counselors, along with the American School Counselor Association National Model for developing, delivering, and evaluating school counseling programs. Prerequisites: CON 600, 610 & CON 612.

CON 740 Group Procedures in Counseling

3 credits

Emphasizes applied work in group counseling methods. Group dynamics, leadership styles, and purpose are considered. Students learn theories, concepts, and skills related to working with groups. Prerequisites: CON 600, 610 & 612; can take concurrent with CON 612 or 795 with instructor's consent.

CON 741 Family Systems Theory, Assessment, and Practice

3 credits

Provides students with an introduction to a Family Systems approach and the skills related to conducting counseling: assessment and treatment of partner, marital, family relationships, and ecosystem relationships are emphasized. Societal and cultural implications and the importance of interpersonal factors in human development are addressed. Prerequisites: CON 600, 610 & 612 or ATH 758, 764 & 773.

CON 750 Counseling Across the Lifespan

3 credits

Addresses counseling practice in the context of lifespan development. Developmental theories such as learning and personality are addressed, as well as those that are related to individuals, their family, and the larger environment. Life transitions and events are examined, including developmental crises, psychopathology, addiction, and exceptional behavior. Emphasizes counseling techniques that promote optimal life experiences. Prerequisite: graduate standing.

CON 760 Psychiatric Rehabilitation & Intervention

3 credits

Coursework addressing diagnostic interviews, mental status examinations, symptom inventories, psychoeducational

and personality assessments, biopsychosocial histories, assessments for treatment planning; career and work-related assessments, including job-analysis, work site modification, transferrable skills analysis, and job readiness; strategies to advocate for clients with disabilities and rehabilitation counseling. Prerequisites: CON 615 & CON 770 or concurrent with 770.

CON 770 Psychopathology

3 credits

Covers assessment, diagnosis, and treatment of youth and adults who experience mental health and personality disorders, emotional distress, and psychological disorders. Teaches diagnosis skills using the DSM in a strengths-based and culturally appropriate manner. Prerequisites: CON 600, 610 & 612 or ATH 758, 764, & 773.

CON 775 Psychopharmacology

3 credits

Focuses on the impact of biological and neurological mechanisms on mental health and psychopharmacological medications for appropriate diagnosis, treatment planning, medical referral, and consultation. Prerequisite: CON 770.

CON 780 Independent Reading

1-3 credits

For graduate students who wish to study in-depth, selected counseling topics. Also available for students who are unable to secure needed content in regular courses. Prerequisites: graduate standing and consent of instructor.

CON 785 Advanced Issues in Clinical Mental Health Counseling

3 credits

Explores roles and principles of clinical mental health (CMH) counselors, including prevention, intervention, consultation, supervision, education, and advocacy. Addresses the history, development, models and theories of CMH counseling that promote mental health and wellness. Prerequisite: CON 795 or ATH 737.

CON 790 Research or Thesis

1-3 credits

For graduate students who wish to complete a master's thesis. Prerequisites: graduate standing and consent of instructor.

CON 795 Supervised Practicum

3 credits

Placement in a cooperating agency to explore the field of counseling or a particular specialty area. Emphasizes development of practice and counseling techniques. Required: 100 hours of supervised practicum experience and 40 hours of direct client contact. Experience includes evaluation of the student's counseling performance, one hour per week of individual or triadic supervision, and an average of 1.5 hours per week of group supervision. Prerequisites: CON 622 or concurrent with CON 622. Course fee \$25

CON 796 Counseling Internship I

3 credits

Placement at a cooperating site that is reflective of student's competencies and career goals. Students work with clients under the supervision of a qualified field supervisor at the site and a faculty supervisor. Required: 300 clock hours on-site with and 120 hours of F2F client contact. Experience includes: evaluation of students' counseling performance, one hour per week of individual or triadic supervision, and an average of 1½ hours per week of group supervision. Prerequisite: 795. Course fee \$25.

CON 797 Counseling Internship II

3 credits

Placement at a cooperating site that is reflective of student's competencies and career goals. Students work with clients under the supervision of a qualified field supervisor at the site, and a faculty supervisor. Required: 300 clock hours on-site with and 120 hours of F2F client contact. Experience includes: evaluation of students' counseling performance, one hour per week of individual or triadic supervision, and an average of 1½ hours per week of group supervision. Prerequisite: CON 796 or consent of instructor. Course fee \$25

CON 798 Counseling Internship III

1-3 credits

Designed for students unable to reach 700 hours by the end of Internship II. Students may take Internship III as

many times as needed. There is no classroom component to this course. Prerequisites: CON 797 and consent of instructor. Course fee \$25

CON 799 Continuing Registration

0 credits

If a student is unable to complete the written research project and oral presentation within the time frame of the allotted credits, continuing registration until completion is required. Such continuing registration does not result in additional credit but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

CON 800 Supervision in Counselor Education

3 credits

This course offers a didactic, theoretical overview of supervision theory, exploration of issues in supervision, and a practical, hands-on supervision experience of supervising inexperienced counselors-in-training.

CON 810 Instructional Strategies in Counselor Education & Supervision

3 credits

Students will develop a philosophy of teaching and learn strategies for implementing the CACREP standards for counselor educator preparation within master's level counselor training programs.

CON 820 Advanced Multicultural & Social Justice Counseling and Supervision

2 credits

The course will address various cultural dimensions and intersecting identities within the context of the counseling and supervisor's relationships in counselor education.

CON 825 Advanced Multicultural & Social Justice in Teaching, Leadership, and Research

2 credits

The course will address various cultural dimensions and the intersecting identities within the context of teaching, leadership, advocacy, and research in counselor education.

CON 829 Introduction to SPSS and Statistical Reporting

2 credits

The purpose of this course is to introduce/refresh students on the technologies needed to be successful in the doctoral Statistics and Quantitative Research courses.

CON 830 Advanced Statistics in Counselor Education & Supervision

3 credits

The purpose of this course is to provide an expanded understanding of statistical skills, concepts, strategies, results, and analysis.

CON 840 Quantitative Research Methods and Design

3 credits

This is a course in the first part of a two-semester investigation into quantitative research and design.

CON 841 Applied Quantitative Analysis

3 credits

This is a course in the second part of a two-semester investigation into quantitative research and design.

CON 845 Qualitative Research Methods and Design

3 credits

This is a course in the first part of a two-semester investigation into qualitative research and design.

CON 846 Applied Qualitative Analysis

3 credits

This is a course in the second part of a two-semester investigation into qualitative research and design.

CON 850 Advanced Counseling Theories

3 credits

Students will examine and integrate pertinent counseling theories that underpin the roles of a counselor, counselor educator, and counselor supervisor.

CON 860 Counselor Education, Leadership, and Advocacy

3 credits

This course examines organizational leadership styles and theories, advocacy models and practices, as well as

institutional accreditation, institutional structure, and governance practices of higher education.

CON 875 Advanced Counseling Practicum **3 credits**
Supervised practice of counseling. Focus on development of skills in working with individual clients.

CON 880 Internship in Counselor Education & Supervision **1.5 - 3 credits**
Students will examine and integrate knowledge and skills through experiential experiences in supervision, teaching, counseling, research, and leadership development. Repeated registration allowed.

CON 889 Qualifying Assessment **0 Credits**
The purpose of this assessment is for doctoral students to demonstrate comprehensive knowledge of counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Students will need to pass before being allowed to move onto their dissertations.

CON 890 Dissertation **3 credits**
This course prepares CES Ph.D. students to inform professional practice by generating new knowledge for the counseling profession through dissertation research or a comparable research project focusing on areas relevant to counseling practice, counselor education, and/or supervision. Prerequisite: Departmental Approval. Repeated registration allowed.

CON 896 Independent Study **1-3 credits**
Opportunity to pursue independent study of special interest to student under direction of a faculty advisor. Prerequisites: Department Approval. May be repeated for credit.

CON 899 Continuing Registration **0 credits**
If a student is unable to complete the dissertation within the time frame of the allotted nine credits, continuing registration until completion is required. Such continuing registration does not result in additional credit but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

CON 900 Advanced Ethics Cognate **1 credit**
This course is to refresh and reinforce knowledge of the ACA, ASCA, NBCC, and CCRC ethical codes/standards as well as ethical decision-making and legal issues that arise in counseling practice.

CON 901 Advanced Career Development Cognate **1 credit**
This course will focus on career preparation and planning for doctoral level CES.

CON 902 Advanced Program Evaluation Cognate **1 credit**
This course will review foundational program evaluation skills and advance students' knowledge in research-related evaluation in both clinical and educational contexts.

DTS 152 The Profession of Dietetics **1 credit**
An introduction to the dietetics profession including its history, current practice, future practice trends and career options, as well as requirements to become a registered dietitian (RD or RDN) and maintain that status. Lectures, discussions, and guest speakers. Required of Human Biology Pre-Dietetics concentration and Psychology Pre-Dietetics concentration majors. No prerequisites.

DTS 201 Food Science **3 credits**
Introduction to the scientific principles underlying food preparation. Comprehensive studies of food selection, preparation and composition including evaluation of prepared products, recipe modifications, and food demonstrations. Lecture and laboratory. Fee.

DTS 250 Nutrition Principles**4 credits**

Overview of the scientific basis of a healthy diet emphasizing personalized application of theory through discussion, case studies, and use of nutrient analysis software. Content includes the most recent dietary guidelines, energy yielding nutrients, regulation of digestion and absorption, metabolism, energy balance, vitamins, and minerals. New research is highlighted throughout the course. Prerequisites: CHE 206 and BIO 212/BIO 235.

DTS 354 Applied Nutrition**3 credits**

The application of normal nutrition concepts to life cycle stages, emphasizing disease prevention and health promotion. Introduction of nutrition screening and assessment techniques. Prerequisite: DTS 250.

DTS 362 Quantity Food Procurement and Production**3 credits**

Theory and application of quantity food production and procurement including food merchandising the Hazard Analysis Critical Control Point (HACCP) system and use of the menu for preparing safe, high-quality food to large numbers of people. Fee.

DTS 465 Community Nutrition**3 credits**

Introduction to community nutrition assessment, program planning, implementation, and evaluation using an epidemiologic approach. Examination of the impact of policy, legislation, advocacy, and civic engagement on the availability of programs, services, and resources addressing food security, disease prevention, health promotion, and nutritional status. Students will examine how social determinants of health connect to civic engagement and evaluate the ways advocacy, community involvement, and public action can reduce systemic inequities, promote cultural humility and competence, and advocate for meaningful societal change.

DTS 505 Advanced Human Nutrition Macronutrients and Micronutrients**3 credits**

Concepts of human nutrition integrated with principles of physiology and metabolism and current research reports with an emphasis on application to practice. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or RD/RDN status.

DTS 520 Management & Leadership**3 credits**

Application of management principles to foodservice operations and nutrition services including leadership, finance, quality control, human resources, negotiation, factors affecting foodservice design and equipment selection, and disaster preparedness. Includes supervised experiential learning. In-service education programs and field experiences are conducted by student dietitians at local institutions. Extended hours outside of scheduled class hours are required at times to gain managerial experience in catering and quantity food production and service. Prerequisites: Coursework required to enter the IMSND program as described in bulletin. Fee.

DTS 550 Sports Nutrition**3 credits**

This course examines the role of nutrition in exercise performance. Students will work one-on-one with an athlete throughout the course. Prerequisite: DTS 564 or RD/RDN status.

DTS 551 Food as Medicine- Evidence & Action**3 credits**

This course explores the concept of food as medicine from the perspective of the traditions of multiple cultures and the re-emerging interest in gardening/farming, teaching of culinary skills, and use of food in place of pharmaceutical products. Readings (scientific and social media), evidence-based discussions, experiential learning, and presentation development and sharing will aid in critically analyzing how food is medicine. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or RD/RDN status.

DTS 564 Medical Nutrition Therapy 1**4 credits**

Introduction to the study of medical nutrition therapy with the application of the nutrition care process to individuals in long term care and acute care settings. Contains 45 hours of Supervised Experiential Learning. Fee. Prerequisites: Coursework required to enter the program as described in bulletin.

DTS 566 Medical Nutrition Therapy II

4 credits

This course designed to apply and practice medical nutrition therapy for acute and chronic conditions. Contains 90 hours of Supervised Experiential Learning. Prerequisites: DTS 564 and DTS 505.

DTS 570 Community Nutrition Program Management

2 credits

Deeper dive into community nutrition assessment, program planning, implementation and evaluation from an epidemiologic approach. Impact of policy, legislation, and advocacy on availability of programs, services and resources addressing food security, disease prevention, health promotion, and nutritional status. Application of skills in relating to diverse populations through nutrition education presentations and other activities in the community. This class contains 15 hours of supervised experiential learning. Prerequisites: Coursework required to enter the IMSND program as described in bulletin.

DTS 574 Nutrition Research I

3 credits

Provides students with the knowledge and tools necessary to conduct research in dietetics. Research methodologies, how to plan and execute a project, ethical responsibilities in designing and conducting research involving human subjects, and statistical methods. Students develop a review of the literature. Prerequisite: Coursework required to enter the IMSND program as described in bulletin.

DTS 575 Advanced Nutrition Counseling

3 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 from a weight neutral perspective. Emphasis is placed on Intuitive Eating principles and other strategies that are part of AND's Nutrition Care Process. Prerequisite: Coursework required to enter the IMSND program as described in bulletin.

DTS 576 Nutrition Communication & Education

2 credits

Overview of the theories and skills employed by dietetics practitioners for effective oral and written communication, education with cultural sensitivity. Lecture, presentations, video simulations, and written projects. There are 30 hours of supervised experiential learning included. Prerequisites: Coursework required to enter the program as described in bulletin. Fee. Prerequisite: Coursework required to enter the IMSND program as described in bulletin.

DTS 577 Counseling Skills

2 credits

Overview of the theories and skills employed by dietetics practitioners for effective counseling with cultural sensitivity. 15 hours of Supervised experiential learning is included. Prerequisites: Coursework required to enter the program as described in bulletin.

DTS 604B Dietetics Elective Placement

1 credit

This elective rotation course offers dietetics graduate students the opportunity to explore specialized areas of practice within the field of dietetics, including community nutrition, management, medical nutrition therapy (MNT), or other emerging fields of the profession. This rotation allows students to deepen their understanding of dietetics practice, refine their professional skills, and apply theoretical knowledge in real-world settings, while complementing their core dietetics training and offering flexibility to expand their expertise in a focus area of practice. Students will be placed at a rotation site based on their individual interests and preceptor availability. This course provides 120-160 supervised experiential learning hours. Prerequisite: Coursework required to enter the IMSND program as described in bulletin.

DTS 605 Leadership in Dietetics

3 credits

This course will integrate basic leadership concepts, including learning individual leadership style, communication, interpersonal skills, understanding the mentoring role, coaching, basic principles of organizational management while integrating management theories, and conflict resolution to promote positive change. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or RD/RDN status.

DTS 633 Nutritional Psychology I

3 credits

This course is based on evidence in the scientific literature and will cover the connection between nutrients and mental health in all related diagnoses. Emphasis is placed on the practical application of evidence-based practice to medical nutritional therapy in providing ethical, optimal care. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or RD/RDN status.

DTS 635 Nutritional Psychology II

3 credits

This course is based on evidence in the scientific literature, and will cover the diagnosis of eating disorder, and the connection between nutrients and mental health in all related diagnoses. Emphasis is placed on the practical application of evidence-based practice to medical nutritional therapy in providing ethical, optimal care. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or RD/RDN status.

DTS 675 Seminar in Dietetics I

2 credits

Refinement of professional skills and demonstration of self-directed independence while assuming the role of a dietetic professional in foodservice management and community/consumer nutrition areas. This course includes hands-on supervised experiential learning activities, guest speakers, field trips, interprofessional education events, and projects. Prerequisite: DTS 505, DTS 566, DTS 577, DTS 520, DTS 570, and DTS 576.

DTS 676 Supervised Experiential Learning in Medical Nutrition Therapy I

2 credits

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in medical nutrition therapy and clinical nutrition settings. Supervised experiential learning sites may include: hospitals, clinics, or long-term care facilities. 480 hours of Supervised Experiential Learning is included. Approximately 12 weeks of 32-40-hour weeks plus a required throughout the semester and course sequence. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 566, DTS 505, DTS 577, DTS 520, DTS 570 and DTA 576.

DTS 677 SEL in Management

3 credits

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in food service management nutrition areas. Supervised experiential learning sites may include: hospitals, nursing homes, schools, clinics, and a wide variety of other opportunities for dietitians. 240 hours of supervised experiential learning is included. Approximately 6 weeks is required throughout the semester. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 566, DTS 505, DTS 577, DTS 520, DTS 574, DTS 576, DTS 570, and DTS 605.

DTS 678 Seminar in Dietetics II

1 credit

Seminar course in the final year of the IMSND program. Addresses those topics for final year, including placements, employment, Academy membership, and the registration exam. Prerequisite: DTS 675.

DTS 679 SEL in Community Nutrition

3 credits

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in community/consumer nutrition areas. Supervised experiential learning or supervised practice sites may include: schools, clinics, food pantries, and a wide variety of community organizations and alternative opportunities for dietitians. 240 hours of supervised experiential learning is included. Approximately 5-6 weeks is required throughout the semester. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 566, DTS 505, DTS 570, DTS 577, DTS 520, and DTS 576.

DTS 680 Supervised Experiential Learning in Medical Nutrition Therapy II**2 credits**

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in medical nutrition therapy and clinical nutrition settings. Supervised experiential learning sites may include: hospitals, clinics, or long-term care facilities. 480 hours of Supervised Experiential Learning is included. Approximately 12 weeks of 32-40-hour weeks plus a required throughout the semester and course sequence. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 566, DTS 505, DTS 570, DTS 577, DTS 520, and DTS 576.

DTS 681 Supervised Experiential Learning in Medical Nutrition Therapy Relief**1 credit**

Refinement of skills and demonstration of self-directed independence while assuming the role of a dietetic professional in medical nutrition therapy and clinical nutrition settings. Supervised experiential learning sites may include: hospitals, clinics, or long-term care facilities. 480 hours of Supervised Experiential Learning is included. Approximately 12 weeks of 32-40-hour weeks plus a required throughout the semester and course sequence. Additional costs may be incurred for transportation, parking and housing. Prerequisites: DTS 566, DTS 505, DTS 570, DTS 577, DTS 520, and DTS 576.

DTS 705 The Private Practice Blueprint**3 credits**

This course is designed to equip graduate students with essential foundational knowledge and comprehensive skills required to establish and manage a successful private practice. Students will participate in lectures, practical assignments, and interactive discussions; attend guest speaker sessions and gain insights from experienced professionals, and explore the intricacies of business planning, legal and ethical considerations, basic marketing strategies, and client relations. Projects and learning activities in this course will prepare students to meet the challenges and opportunities in the dynamic field of dietetics and get ready to embark on their journey as private practitioners. Fee. Prerequisite: Coursework required to enter the IMSND program as described in bulletin or RD/RDN status.

DTS 715 Research Design and Analysis I**1 credit**

Students continue with guided work on their thesis or grant proposal, by establishing a method for conducting the study and analyzing the data or a process for their project, which becomes their Chapter 3. Prerequisite: DTS 574.

DTS 716 Research Design and Analysis II**1 credit**

Students continue with guided work on their thesis or grant proposal by writing the introduction to their paper as well as finalizing a draft of chapters 1-3 with appendices. Prerequisite: DTS 715.

DTS 770 Applied Graduate Research**2-4 credits**

Students continue guided work on their research project by conducting research or finding a grant that would fund their research. . Students complete their research project and present orally to peers and faculty. Upon successful completion the student is awarded a grade of P. Prerequisites: DTS 715 and DTS 716.

DTS 791 DTS Competencies in MNT II**1-2 credits**

By arrangement. This course is designed for IMSND students who need to successfully complete ACEND graduate competencies in a DTS course. Students will work with an instructor on requirements needed.

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. Course fee.

EDE 320 Creating Inclusive Learning Environments**3 credits**

Focuses on the principles and practices essential for developing inclusive classrooms that support diverse learners, particularly those with special educational needs and neurodiversity. Emphasizing a strengths-based approach, students will explore how to identify and leverage individual strengths to foster a positive learning environment for all students.

EDE 345 Understanding Learning Diversity: Characteristics and Assessment

3 credits

Explores the complexities of learner diversity, focusing on recognizing and understanding students' unique strengths and needs, and practical tools to support diverse learners through effective assessment and intervention strategies. Includes various assessment methods—formal, informal, benchmark, classroom-based, and behavioral—to equip participants with the skills to interpret data and leverage student strengths to inform instruction and develop rigorous Individual Education Programs (IEPs). Prerequisite: EDU 405 or equivalent or consent of Department Chair.

EDE 345P Practicum in Special Education

1 credit

Involves 30 hours of observation and participation during the school day in area schools. Placements occur in K-12 classrooms. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in SPE 345 or consent of Department Chair.

EDE 350 Elementary Academic and Behavioral Intervention Strategies

3 credits

Introduces high-leverage practices for supporting elementary students with learning and behavioral goals. Topics include individual differences, developmental considerations, universal design for learning, and differentiated instruction aligned with IEPs and behavior plans. Strategies for promoting skill acquisition, generalization, and independence through scaffolding, explicit instruction, metacognitive approaches, and active engagement. Emphasizes individual strengths-based feedback and supportive classroom environments. Includes 15 hrs. of fieldwork in K-12 schools. Prerequisite: EDU 405 or equivalent or consent of Department Chair.

EDE 352 Secondary Academic and Behavioral Intervention Strategies

3 credits

Examines the use of evidence-based strategies to meet the academic and behavioral needs of diverse learners. Builds a foundation in high-leverage instructional practices, comprehensive systems of support, and developmentally appropriate academic intervention strategies coupled with designing and delivering instruction that is accessible, engaging, and responsive to students' IEPs. Explore proactive classroom management strategies as well as strategies to address challenging student behaviors. Includes 15 hrs. of fieldwork in K-12 schools. Prerequisite: EDU 405 or equivalent or consent of Department Chair.

EDE 450 Collaboration with Students, Parents, and Professionals

3 credits

Explores essential strategies and frameworks for fostering effective collaboration in special education settings. Emphasizes the development of culturally responsive and inclusive environments and navigating multi-tiered systems of support to enhance educational outcomes for students with diverse needs.

EDE 486 Student Teaching in Special Education

3-12 credits

Student teaching under the direction of an experienced special education teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - teachers adding a license to an existing one; 3-12 credits - post- baccalaureate certificate students or undergraduate students getting initial licenses.

EDE 520 Creating Inclusive Learning Environment

3 credits

Focuses on the principles and practices essential for developing inclusive classrooms that support diverse learners, particularly those with special educational needs and neurodiversity. Emphasizing a strengths-based approach, students will explore how to identify and leverage individual strengths to foster a positive learning environment for all students.

EDU 210 Foundations of Education**3 credits**

Introduction to historical, philosophical and social foundations underlying educational goals, and the organization, political, and economic aspects of schools. Introduction to the goals and requirements of the Education Department. Initial fieldwork is required.

EDU 215 Child and Adolescent Development**3 credits**

Introduction to the study of children and adolescents. Considers various aspects of development in infancy, early childhood, middle childhood and adolescence. This course is a prerequisite for EDU 312 and EDU 321.

EDU 245 Culturally Competent Teaching in a Diverse Society**3 credits**

Study of culturally responsive teaching from teacher and learner perspectives; human relations skills and techniques; models for multicultural education; impact of racism, sexism, ableism, and classism on the education system; history, culture, and tribal sovereignty of federally recognized tribes and bands in Wisconsin; trauma-sensitive approaches.

EDU 300/510 Teaching Literacy in Elementary and Middle School Classrooms (fieldwork)**4 credits**

Study of the nature and process of applying foundational literacy skills for oral, print and digital communication in language arts and content areas. Emphasis is placed on strategic, developmentally appropriate vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and writing at the elementary and middle school levels. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

EDU 300P Practicum in Reading and Language Arts**1 credit**

Generally taken in conjunction with EDU 300. Involves 30 hours of observation and participation in area schools. Placements occur in settings in grade levels corresponding to the students' major (early childhood, and elementary/middle school). Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Consent of Department Chair.

EDU 303/502 Literacy in Content Areas (fieldwork)**3 credits**

Focus on disciplinary literacy and the reading process; strategies for increasing basic reading skills across a range of texts (narratives, informational, print, digital, media); the interrelationship of reading, writing, speaking, and listening across the various content areas of the middle/secondary schools; literature for children and adolescents. Fieldwork is required (15 hours) Prerequisite: EDU 321 or consent of Department Chair.

EDU 304 Technology for Educators**2 credits**

This course will provide students with innovative practical applications of integrating technology into curriculum and instruction in K-12 settings.

EDU 312 Teaching and Learning**3 credits**

Study of learning factors and a variety of practices for effective, inclusive instruction, and of the principles and strategies for assessment of learning. Management theories, including conflict resolution, are studied and reinforced through classroom observation and participation in area schools. Prerequisites: EDU 215 or PSY 214 or EDU 701 (or concurrent enrollment); GPA of 2.5 or above. Admission to Department or consent of Department Chair. Students also must concurrently enroll in EDU 312P Practicum in Psychology of Teaching and Learning.

EDU 312P Practicum in Psychology of Teaching and Learning**1 credit**

Involves 30 hours of observation and participation in area schools. Placements occur in one or two settings in grade levels corresponding to the students' major (early childhood, elementary/middle school and middle/high school). Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in EDU 312 or consent of Department Chair.

EDU 315 Mathematics Curriculum and Methods**3 credits**

Study of research-based knowledge of children's learning of mathematics and of the teaching of mathematics in Pre-K through nine, mathematics teaching methods, methods of evaluation, and the school mathematics curriculum. Designed for mathematics minors in elementary/middle education. Prerequisite: EDU 330/330P or consent of instructor.

EDU 321 Teaching and Learning**3 credits**

Study of learning factors and a variety of practices for effective, inclusive instruction, and of the principles and strategies for assessment of learning. Management theories, including conflict resolution, are studied and reinforced through classroom observation and participation in area schools. Prerequisite: EDU 215, PSY 214 or EDU 701, Admission to Department or consent of Department Chair. Students also must concurrently enroll in EDU 312P Practicum in Teaching and Learning.

EDU 321P Practicum in Teaching and Learning**1 credit**

Involves 30 hours of observation and participation in area middle and/or high schools. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. EDU 215 or PSY 214 or EDU 701 (or concurrent enrollment); GPA of 2.5 or above.

EDU 322 Instructional Methods for Middle/High School: General**3 credits**

Study of instructional planning, general methods of instruction, materials, technology, the use of instructional media, school organization, classroom management and classroom assessment. Prerequisite: EDU 321 or consent of Department Chair.

EDU 322P Practicum in Teaching and Learning**1 credit**

Involves 30 hours of observation and participation in area high schools. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in EDU 322 or consent of Department Chair.

EDU 329 Teaching Middle School**3 credits**

Study of philosophical foundations of developmentally responsive middle level instructional practices, programs, and schools; Develop understanding of middle school students in terms of their individual experiences and identities. Emphasis will be placed on content-specific strategies to engage middle school students and support their learning in respectful, inclusive, and technology-rich classrooms. Prerequisite: EDU 312 or consent of Department Chair. Fieldwork is required (15 hours).

EDU 330 Teaching Mathematics**3 credits**

Study of strategies for teaching mathematics from a developmental perspective as well as continuing development of mathematics content knowledge; instructional strategies include assessment, questioning techniques, task selection and integrated approaches to instruction; scope and sequence of early childhood, elementary, and middle school mathematics curriculum, and national standards are included. Prerequisite: MAT 201 and 202; concurrent enrollment in EDU 330P or consent of Department Chair.

EDU 330P Practicum in Teaching Mathematics**1 credit**

Involves 30 hours of observation and participation during the school day in area schools. Placements occur in grade levels corresponding to the students' major. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in EDU 330 or consent of Department Chair.

EDU 331 Teaching in a Bilingual-Bicultural Program (Spanish-English)**3 credits**

Focusing on Spanish-English education, a consideration of the history and rationale of bilingual education, linguistic concepts necessary for bilingual teaching, curricular models, and materials and methods for bilingual/bicultural

learning. Examination of the various issues involved in assessment of bilingual education and educational development of English language learners.

EDU 332/532 Curriculum, Instruction, and Assessment for ESL

3 credits

Study strategies and models to promote second language acquisition in academic content, individualizing instruction, modifying curriculum, implementing targeted support plans, assessments, and accommodations to meet the unique needs of multilingual learners and ensure state compliance.

EDU 332P Practicum in ESL

3 credits

Involves 30 hours of observation and participation in area schools. Students are placed in a school through the Education Department and are formally observed at least once in their placement setting by Education Department personnel. Prerequisite: Concurrent enrollment in EDU 332/532 or consent of Department Chair.

EDU 333 English/Lang Arts Education Methods

3 credits

This course develops students' pedagogical content knowledge in English and language arts related disciplines. Students examine best practices in the field along with state and national standards and resources and explore professional organizations in the disciplines.

EDU 334 Mathematics Education Methods

3 credits

This course develops students' pedagogical content knowledge in the discipline of mathematics. Students examine best practices in the field along with state and national standards and resources and explore professional organizations in the disciplines.

EDU 335/535 Second Language Acquisition

3 credits

Explore second language acquisition theories and principles and their relationship to literacy development, academic content instruction, and the school experience for K-12 learners. The course introduces sociocultural and linguistic concepts, preparing prospective teachers for ESL, Bilingual Education, or World Language instruction.

EDU 336 Science Education Methods

3 credits

This course develops students' pedagogical content knowledge in science related disciplines. Students examine best practices in the field along with state and national standards and resources and explore professional organizations in the disciplines.

EDU 337 Social Studies Education Methods

3 credits

This course develops students' pedagogical content knowledge in the social studies related disciplines. Students examine best practices in the field along with state and national standards and resources and explore professional organizations in the disciplines.

EDU 338 World Language Education Methods

3 credits

This course develops students' pedagogical content knowledge in the world language education. Students examine best practices in the field along with state and national standards and resources and explore professional organizations in the disciplines.

EDU 340 Infants and Toddlers

3 credits

Approaches to infant/toddler care; responsive and relationship-focused care for children birth to age three. Emphasis is placed on positive ways to support an infant and toddler's social, emotional, physical and intellectual learning and development. Childcare observations included. Prerequisite: EDU 215 or PSY 214 or consent of Department Chair.

EDU 355 Teaching Science in Elementary/Middle School

2 credits

Emphasizes the integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. Plan a cohesive sequence of lessons

and authentic formative and summative assessments in the context of a standards-based, interdisciplinary unit plan. Incorporate a variety of student-centered, technology-rich, and culturally relevant science disciplinary-based instructional approaches. EDU 312 or consent of Department Chair.

EDU 356 Teaching Social Studies in Elementary/Middle School

2 credits

Emphasizes practices associated with the central concepts and tools in Behavioral Science, Civics, Economics, Geography, History, and Environmental Studies within a framework of informed inquiry. Plan a cohesive sequence of lessons and authentic formative and summative assessments in the context of a standards-based unit plan. Incorporate instructional strategies and discipline-based representations based on theory and research in social studies education. EDU 312 or consent of Department Chair.

EDU 365 Early Childhood Education (fieldwork)

3 credits

Philosophy, organization, curricula and environments of early childhood settings. Current research and appropriate practices birth to age eight/third grade, with an emphasis on working with three to five-year-old children. Classroom observation included. Prerequisite: EDU 312 or consent of Department Chair.

EDU 370 Managing the Learning Environment

3 credits

Development of strategies to foster a safe, positive classroom environment with attention given to developing norms, expectations, routines and organizational structures that support individual and collaborative learning and responsibility, build relationships, foster mutual respect, promote self-direction, and encourage inquiry. The relationship between motivation, engagement and management at all grade levels will be explored. Prerequisite: EDU 312 or consent of Department Chair.

EDU 375/575 Literacy and Multilingual Learner

1-4 credits

This course explores teaching English reading and writing as a new language, focusing on instructional models, lesson planning, and materials for language goals, vocabulary, grammar, fluency, and reading comprehension in K-12 content. Emphasis is on fostering independent learning in language-rich environments. Includes 15 hours of fieldwork.

EDU 380 Instruction and Assessment

3 credits

Study of instructional planning and general methods of instruction, materials, technology and instructional media appropriate for use in academic disciplines such as science, health, and social studies. Consideration of the various formative and summative assessment tools and connections to learning outcomes. Portfolios, authentic and alternative assessment practices are discussed. Strategies for providing effective feedback are explored. Interpretation and use of standardized tests to support student learning are considered. Prerequisite: EDU 312 or consent of Department Chair.

EDU 382/582 Teaching Reading, Writing, and Content Areas in Spanish

3 credits

An introduction to the theoretical reasons for using a phonics approach to teaching beginning reading skills and writing skills in Spanish, as well as appropriate methods to use. An exploration and practice of the many methods of moving beyond the phonics approach in teaching reading and writing skills in Spanish.

EDU 385/585 Leadership and Advocacy for Multilingual Learners

3 credits

Explore the leadership and advocacy roles of ESL teachers within federal and state legal frameworks, with a focus on collaboration with teachers, school personnel, families, and key stakeholders. The course emphasizes self-assessment, reflection, and supervised teaching experiences for professional growth.

EDU 395 Special Topics

1-3 credits

A variety of courses designed to meet the changing needs of teachers. These courses are designated as "Special Topics" and may be offered for one, two, or three credits during any given semester (see Course Offering Schedule for available courses and credits).

EDU 401 Student Teaching Seminar**1 credit**

Weekly group discussions of student teaching experiences, of human relations concerns deriving from those experiences, and of certification and placement information, with particular emphasis on the development of the Student Teaching Portfolio. Prerequisite: Concurrent enrollment in student teaching.

EDU 402/522 Using Children's Literature to Teach Reading**3 credits**

A study of children's literature as an integral part of learning and the developing of reading and language skills. Students consider genres, themes, authors, illustrators, and writing styles, as well as strategies for selecting and presenting literature. Prerequisite: EDU 312 or consent of Department Chair.

EDU 405/703 Exceptional Learners**3 credits**

Focus on exceptional needs students in a K-12 environment. Exploration of historical perspectives, societal expectations, state and federal laws pertaining to exceptionality; examination of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities; consideration of procedures used for identifying, assessing, and providing educational programming for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications. Includes study of effective strategies for inclusion, least restrictive environment, and the use of assistive technology.

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

Optional experience taken in conjunction with EDU 405/703. Involves 30 hours of observation and participation in area schools.

EDU 411/511 Teaching Literacy in Early Childhood Classrooms (fieldwork)**2-4 credits**

Study of the philosophy, research, methods connected with understanding and implementing an effective reading and language arts program in grades PreK-3. Emphasis is placed on the foundational skills such as teaching of phonemic awareness, phonics, vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and the foundations of writing. Students begin to develop a portfolio of reading strategies. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

EDU 435 Child Care Administration**3 credits**

Study of competencies necessary for administration of child care programs, Head Start, nursery schools, school age programs, family child care and other early care and education programs. Includes roles and responsibilities of early childhood administrators/supervisors, operations management, financial management, planning, external factors that affect operation of early care and education programs and best practices for children and families in early childhood programs. Prerequisite: EDU 312 or consent of Department Chair.

EDU 456/556 Relationships with Families**3 credits**

Students will study research related to relationships between families and schools. The course will focus on creating reciprocal relationships with families, re-imagining possibilities for relationships between home and school, and investigating how structural components of schooling impact home-school relationships. Prerequisite: EDU 312 or consent of Department Chair

EDU 465 Readings in Education**1-2 credits**

Content to be arranged by instructor in consideration of student's professional needs. Permission of chair required.

EDU 470/570 Integrating the Arts**3 credits**

Students apply content knowledge of the arts in designing effective teaching and assessment strategies. Students deepen their understanding of the relationships among the arts and between the arts and other disciplines by developing integrative learning experiences based on appropriate conceptual frameworks, applying current technology in meaningful ways, considering various populations and cultures and their values, collaborating with arts specialists, articulating connections to daily life, and designing appropriate assessments.

EDU 475 Directed Work in Education**1-4 credits**

Pursuit of a special topic or project under the direction of an instructor. Permission of chair required.

EDU 476 Student Teaching in World Languages (EC/A)**3-12 credits**

Student teaching under the direction of one or more experienced world language teachers at the appropriate levels. University supervisors visit the student at least eight times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 8 credits – post-baccalaureate certification students getting initial licenses; 12 credits - undergraduate students getting initial licenses.

EDU 480 Health, Safety and Movement**1 credit**

This course provides basic information for elementary teachers in health, safety and movement. Topics will include general health, nutrition, safety, as well as resources for classroom use.

EDU 482 Student Teaching in High School: (Subject)**3-12 credits**

Student teaching at the high school level in the student's major or minor, under the direction of an experienced classroom teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 3-12 credits - post-baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 485 Student Teaching of Art in Middle/High School**12 credits**

Student teaching under the direction of an experienced art teacher at the middle or high school level. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3 credits - students adding a license to an existing one; 3-12 credits - post- baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 486 Student Teaching- Bilingual/Bicultural**3-6 credits**

Student teaching in a bilingual or dual language (English/Spanish) setting under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least three times and guides and evaluates his/her progress through individual conferences. 3-6 credits – post- baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 489 Student Teaching in Middle School: (Subject)**3-12 credits**

Student teaching at the middle school level in the student's major or minor, under the direction of an experienced classroom teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3-12 credits - post- baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 490 Student Teaching in Early Childhood**3-12 credits**

Student teaching under the direction of an experienced classroom teacher in early childhood setting. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences. 3-12 credits – post-baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 493 Student Teaching in Elementary School**3-12 credits**

Student teaching under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least four times and guides and evaluates his/her progress through individual conferences. 3-12 credits – post- baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 494 Student Teaching in Middle School K to Grade 9**3-12 credits**

Student teaching at the middle school level under the direction of one or more experienced classroom teachers. A University supervisor visits the student at least four times and guides and evaluates his/her progress through

individual conferences. 3-12 credits - post- baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 495/595 Special Topics in Teaching ESL/ Bilingual Students

1-4 credits

Course title and subject matter vary according to advanced students' needs and interest. Specific topic announced before semester registration. Cross-listed with FLA 495/595.

EDU 496 Independent Study

1-3 credits

Study of a topic of interest through review of research literature, reading of library source material on a topic or other study. Topic must be approved by the faculty member under whose direction the study is done. Consent of Director also required.

EDU 497 Student Teaching of Art in Elementary School

3-12 credits

Student teaching under the direction of an experienced art teacher at the elementary level. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3-12 credits - post-baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 497A Student Teaching in ESL

3-12 credits

Student teaching under the direction of an experienced ESL teacher. University supervisors visit the student at least four times and guide and evaluate his/her progress through individual conferences. 3-12 credits - post-baccalaureate certificate students or undergraduate students getting initial licenses.

EDU 502 Literacy in Content Areas

3 credits

Study of reading and writing processes in various formats; strategies for increasing foundational literacy skills for oral, print, and digital communication; the interrelationship of reading, writing, speaking and listening across the various content areas of the intermediate/middle/high school grade levels; literature for children and adolescents.

EDU 510 Teaching Literacy in Elementary and Middle School Classrooms

4 credits

Study of the nature and process of applying foundational literacy skills for oral, print and digital communication in language arts and content areas. Emphasis is placed on strategic, developmentally appropriate vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and writing at the elementary and middle school levels. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

EDU 511 Teaching Literacy in Early Childhood Classrooms (fieldwork)

4 credits

Study of the philosophy, research, methods connected with understanding and implementing an effective reading and language arts program in grades PreK-3. Emphasis is placed on the foundational skills such as teaching of phonemic awareness, phonics, vocabulary, reading comprehension and fluency as well as the appropriate selection of children's literature and the foundations of writing. Students begin to develop a portfolio of reading strategies. Includes 15 hours of required fieldwork. Prerequisite: EDU 312 or consent of Department Chair.

EDU 522 Celebrate Children's Literature

3 credits

Overview of literature for young people (K-8) addressing historical perspectives, contemporary issues, recent publications, selection helps, resources, and the joy of reading. Hands-on acquaintance with new and recommended children's books provides a foundation for literature-based learning. Projects focus on creative ideas for applying children's literature in educational settings.

EDU 523 Reading and Learning Disabilities

3 credits

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

EDU 525 Seminar: Topical Themes

1-3 credits

An in-depth study of topical themes, issues and events that affect curricular development in K-12 schools. Focus placed on literature, contemporary practices in the communicative arts, integrated studies, and high-order thinking in the classroom. Readings are drawn from a single theme. The course may be repeated for credit with a change in the topic. Themes include: the Holocaust, civil rights, censorship, award-winning books, and women's issues. (see current Course Offering Schedule for available courses and credits)

EDU 532: Curriculum, Instruction, and Assessment for ESL

3 credits

Study strategies and models to promote second language acquisition in academic content, individualizing instruction, modifying curriculum, implementing targeted support plans, assessments, and accommodations to meet the unique needs of multilingual learners and ensure state compliance.

EDU 535: Second Language Acquisition

3 credits

Explore second language acquisition theories and principles and their relationship to literacy development, academic content instruction, and the school experience for K-12 learners. The course introduces sociocultural and linguistic concepts, preparing prospective teachers for ESL, Bilingual Education, or World Language instruction.

EDU 556 Relationships with Families

3 credits

Students will study research related to home-school relationships. The course will focus on building collaborative relationships with families, re-imagining possibilities for relationships between home and school, and investigating how structural components of schooling impact home-school relationships.

EDU 559 Assessment and Instruction of Literacy Difficulties

3 credits

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

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).

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 reading instruction, phonemic awareness, phonics, fluency, vocabulary, and comprehension and the integration of reading, writing, and language arts into the curriculum for emergent, developmental, and fluent readers and writers. Students will be introduced to the use of authentic assessment tools and procedures and developmentally appropriate practice. NOTE: This course is taught by a reading specialist and is required in the Urban Learning Collaborative Initial Certification Program.

EDU 604 Teaching Mathematics

3 credits

Students will study the strategies for teaching mathematics from a developmental perspective, as well as continuing development of mathematics content knowledge; instructional strategies include assessment, questioning techniques, task selection, and integrated approaches to instruction; scope and sequence of early childhood, middle

childhood, and early adolescence mathematics curriculum, and Common Core State Standards are included. This course is required in the Urban Learning Collaborative Initial Certification Program.

EDU 605 Social Studies Methods

3 credits

This course will integrate the content and methods of social studies. Based on the premise that social studies is the study of people and their environments, this course incorporates instructional methods, scope and sequence, and curricular designs that enhance this content area. This course includes the development of materials and media used in social studies instruction.

EDU 606 Science Methods

3 credits

This course is designed to provide students with an opportunity to practice using the science standards. In addition, students will reflect on science teaching strategies for understanding and student involvement using an inquiry approach to foster student curiosity.

EDU 608 Reading & Language Arts II

3 credits

Through this course, students will expand their knowledge of the nature and process of reading, including objectives, methods, materials, and techniques for the teaching of reading. Emphasis will be placed on a balanced approach to reading instruction, spelling instruction, vocabulary, comprehension, and the integration of reading, writing, and language arts into the curriculum for developmental and fluent readers and writers. Students will further their knowledge of and experience with authentic assessment tools and procedures, developmentally appropriate practice vocabulary, and comprehension instruction.

EDU 630 Human Development Birth to 21

2 credits

The purpose of this course is for students to gain an understanding of child development theories to help teachers design developmentally appropriate curriculum through the presentation of frameworks for understanding physical, emotional, and social development.

EDU 631 GRADES: Essentials of Waldorf Grades Teaching

2 credits

Course topics will include the Waldorf grade 1-8 teaching pedagogy - daily and weekly rhythms, working from imagination (percept) to understanding (concept), student-generated lesson books, and practical lesson planning for the year. Topics include block planning, the three-fold lesson, movement activities, speech work, and storytelling.

EDU 632 Awakening Inspiration through Artistic Practice

2 credits

This course will provide guided projects for participants to develop skills and ideas for teaching artistic activities with classes in Waldorf grade schools. Course activities will emphasize painting and drawing activities that develop capacities in students and connect to lesson material through the grades. Lesson material, techniques and guidelines for student work at different grade levels will be presented to help teachers better develop student skills and ability in artistic expression.

EDU 632A Awakening Inspiration through Artistic Practice

2 credits

This course offers guided projects that build practical artistic skills and teaching approaches for Waldorf early childhood settings. Coursework includes handwork and fiber arts such as knitting or crochet, dyeing, wet felting, and sewing. Projects and discussions emphasize child development and foster an experiential, respectful relationship with the natural world.

EDU 633 The Inner Life of the Waldorf Teacher

2 credits

In this course, we will focus on developing a meditative inner life, exploring our personal biography, and exploring how these understandings can help us become more self-aware teachers on a path of continual improvement. The philosophical foundations of Waldorf education will be presented and discussed to help participants understand how contemporary educational settings are a continuation of these original ideas. The course includes lectures, discussions of texts, and guest teachers sharing insights into various inner-life practices.

EDU 635 Teaching Math in the Waldorf School**2 credits**

This course will include an in-depth look at the Waldorf mathematics curriculum and pedagogy. Through reading, discussions, and projects, participants will explore how arithmetic, geometry, and algebra can be taught in grades 1-8 to meet students' developmental phases and stages.

EDU 640 Awakening Intuition through Artistic Practice**2 credits**

Through adult-oriented artistic experiences participants will explore color and form in the world and the way they use artistic work in various media, including chalk, pencils, pastels, and watercolor, participants will explore activities related to teaching lessons through the grades in a Waldorf school. Skill development, as well as strategies for incorporating artistic work into classroom experiences, will be presented and discussed.

EDU 640A Awakening Intuition through Artistic Practice**2 credits**

This course develops practical artistic and pedagogical skills through hands-on, collaborative projects for use in Waldorf early childhood settings. Emphasis is placed on activities such as puppetry that support the classroom environment and strengthen the social life of the early childhood community.

EDU 641 Child Development and Child Study**2 credits**

This course will explore child study and formative observation as a basis for assessment of student development and progress. Teaching strategies that support individual student needs in the classroom will also be introduced. Topics will include child development and the 12 senses as they apply to the stages of development from early movement to more sophisticated brain integration.

EDU 642 Teaching Science in the Waldorf School**2 credits**

An overview of the Waldorf science curriculum through the grades. Participants will explore the phenomenological approach to teaching sciences as well as specific topics presented at each grade level, including nature study, botany, zoology, geology, physics, and chemistry. Hands-on practice, demonstrations, and student work will be presented.

EDU 643 Awakening Imagination through Artistic Practice**2 credits**

Through guided artistic projects, participants will explore connections between artistic practices and representations of the world. Participants will develop skills in sculptural media, including clay, modeling, and beeswax. By connecting thinking and willing, these activities will build capacities for creating form, process, and precision in their work and in their classroom practice.

EDU 643A Awakening Imagination through Artistic Practice**2 credits**

Through guided artistic projects, participants will explore connections between artistic practices and representations of the world. Participants will develop skills in sculptural media, including clay, modeling, and beeswax. By connecting thinking and willing, these activities will build capacities for creating form, process, and precision in their work and in their classroom practice.

EDU 645 Early Childhood: Essentials of a Waldorf Kindergarten**2 credits**

This course offers an in-depth study of the developmental needs of children ages 3–7 within Waldorf early childhood education. Emphasis is placed on applying developmental theory through classroom design as curriculum. Topics include curriculum planning tools, the pedagogical role of the teacher, and the intentional integration of singing, music, play, work, artistic activity, and movement, while exploring daily and weekly rhythms, seasonal festivals and celebrations, and the meaningful integration of practical activities that support healthy development in early childhood settings.

EDU 646 Early Childhood: Meeting the Needs of the Young Children in the Kindergarten**2 credits**

This course examines child development from birth to age seven within the Waldorf early childhood context. Coursework integrates child study with practical and artistic skill development, including movement, painting, and hands-on artistic work. Emphasis is placed on culturally responsive curriculum design through storytelling, teacher self-reflection, classroom management, and an introduction to life processes, foundational senses, and their application in early childhood education.

EDU 647 Early Childhood: Deepening our Work & Preparing Children for First Grade **2 credits**

This course explores sensory integration and its role in healthy early childhood development. Topics include sensory processing, indicators of sensory challenges and overstimulation, reflex maturation, motor proficiency, assessment methods, and developmental profiles. Coursework emphasizes practical skill development through movement, artistic and supportive activities, child observation, and preparation for first-grade readiness, assessment, and evaluation.

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

Provides the educator with opportunities to explore the unique needs of and develop strategies for students with disabilities across the curriculum. Strategies include exploring issues of sensitivity, inclusion/self-contained settings, disability manifestations, adaptive tools and techniques, collaboration, and classroom management. Class includes lecture, class discussions, group experiences, creative presentations, and a research paper. Required for Adaptive Education license.

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

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

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

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

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

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

EDU 654 Assessment **3 credits**

An in-depth study of the various tools teachers use to assess student learning outcomes and provide feedback for continued learning. Portfolios, standardized tests, alternative assessment practices, and methods of expanding classroom assessments are discussed. Strategies for effective use of the assessment techniques are incorporated. Beneficial for all teachers who wish to extend their knowledge of student evaluation. Option for Adaptive Education license. This course is required in the Urban Learning Collaborative Initial Certification Program.

EDU 670 Managing the Learning Environment **3 credits**

Development of strategies to foster a safe, positive classroom environment with attention given to developing norms, expectations, routines, conflict resolution strategies, and organizational structures that support individual and collaborative learning and responsibility, build relationships, foster mutual respect, promote self direction, and encourage inquiry. The relationship between motivation, engagement, and management at all grade levels will be explored with attention given to research-based, best practices. This course is required in the Urban Learning Collaborative Initial Certification Program.

EDU 680 Instruction and Assessment **3 credits**

Study of instructional planning and general methods of instruction, materials, technology, and instructional media appropriate for use in academic disciplines such as science, health, and social studies. Consideration of the various formative and summative assessment tools and connections to learning outcomes. Portfolios, authentic and alternative assessment practices are discussed. Strategies for providing effective feedback are explored. Interpretation and use of standardized tests to support student learning are considered. Research base for strategies is examined. Prerequisite: EDU 602 or consent of Program Director.

EDU 700 Diversity Learners

3 credits

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

EDU 701 Child & Adolescent Development

3 credits

Introduction to the study of children and adolescents. Considers various aspects of development in infancy, early childhood, middle childhood and adolescence.

EDU 703 Exceptional Learners

3 credits

Focus on exceptional needs students in a K-12 environment. Exploration of historical perspectives, societal expectations, state and federal laws pertaining to exceptionality; examination of the causes and classification of various types of exceptionality, and characteristics and needs of learners with particular exceptionalities; consideration of procedures used for identifying, assessing, and providing educational programming for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications. Includes study of effective strategies for inclusion, least restrictive environment, and the use of assistive technology.

EDU 705 Introduction to Professional Inquiry

3 credits

A study of the action-based research process in educational settings. Students will identify a focus for an instructional project, synthesize relevant scholarly resources to contextualize the project, and develop an instructional plan. Content includes a review of approaches commonly used to analyze educational outcomes.

EDU 706 Instructional Project

3 credits

Students will document the implementation and analysis of an instructional project conducted in an educational setting. The course will provide the opportunity for on-going review and critique of the project process and documentation. The three credits required for completion may be distributed between multiple semesters. Upon successful completion, the student is awarded a grade of P for the three credits.

EDU 715 Seminar: Policy Issues in Education

3 credits

This course involves an examination of education policy topics. The course provides an introduction to policy implementation research and an investigation of current local and national education policy issues. Topics can include an examination of the social, moral, political, familial, economic, historical, and cultural issues influencing educational policies and practices.

EDU 740 Curriculum Design

3 credits

Foundations of curriculum development and assessment practice. Examination of a variety of curriculum and assessment models. Exploration of factors that inform curricular and instructional decisions.

EDU 742 Instructional Strategies

3 credits

A study of the increasing research base supporting models of instruction, learning theories, motivational techniques, content area literacy development, and effective classroom management techniques. Demonstration and analysis of

instructional models. Strategies focus on supporting growth in all domains of development and across content areas.

EDU 796 Independent Study

1-3 credits

Study of a topic of interest through review of research literature, reading of library source material on a topic, or other study. Topic must be approved by the faculty member under whose direction the study is done. Consent of Director also required.

EDU 799 Continuing Registration

0 credit

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

ENG 103 Introduction to Literature (*Literature; Artistic Inquiry*)

3 credits

Introduces students to the literary genres of fiction, poetry, and drama, the literary conventions that belong to each, and the vocabulary needed for discussion and interpretation. We will read a range of works and explore the basic concepts of narrative, poetic, and dramatic structures, literary techniques, and writing innovations. No prerequisite required.

ENG 104 Special Topics in Literature (*Literature; Artistic Inquiry*)

3 credits

Introduces students to a particular theme, era, writer, or genre for close study. Past topics have included Literature and Popular Culture, Detective Fiction, YA Literature, and The Unreliable Narrator. May be repeated for credit with change in topic. No prerequisite required.

ENG 106 Women in Literature (*Literature; Artistic Inquiry*)

3 credits

Introduces students to the history, traditions, and forms of writing by women with a special focus on the interplay between gender and writing. We will read a variety of texts written by women and learn the literary vocabulary needed for discussion and interpretation. No prerequisite required.

ENG 107 Myths, Legends, and Heroes (*Literature; Artistic Inquiry*)

3-4 credits

Introduces students to classical texts (such as The Odyssey and the Aeneid) and more contemporary literary heroes as well. We will study archetypal literary characters, plots, and themes and the literary vocabulary needed for discussion and interpretation. No prerequisite required.

ENG 110 Introduction to College Writing (*Writing Requirement*)

4 credits

Students in English 110 experiment with new writing techniques and revision strategies to produce carefully polished, college-level writing projects. The course asks students to engage with diverse, contemporary texts, participate in lively class discussions, workshops, and one-on-one conferences with the instructor. With ample practice in drafting, re-drafting, revising, and commenting on the work of others, students will exit the course having sharpened their skills as critical readers, writers, and thinkers, and will have developed basic skills in information literacy. A grade of "C" is required to pass ENG 110. Credits count toward the MMU Core. Formerly SYM 101. Course Fee.

ENG 117 Introduction to Creative Writing (*Fine Arts; Artistic Inquiry*)

3 credits

This course is designed for students who have little or no experience writing creative, original pieces of literature. We will explore multiple genres which may include poetry, fiction, creative nonfiction, and forms of dramatic writing such as plays, screenplays, and graphic novels. Smaller writing exercises will allow students to experiment with a range of creative writing techniques that culminate in larger pieces of writing. Different workshop models will be presented

within a critical framework and will provide space for each student to receive a variety of feedback from their peers and professor. No prerequisites required.

ENG 120 College Research Writing (Writing Requirement) 3 credits

English 120 offers students the opportunity to compose a critically considered research project in response to a pressing issue, problem, or concern. Through guided practice with quotation, synthesis, critical analysis, the ethical interpretation of information and data, and citation, students will focus on how to effectively structure and disseminate arguments for audiences. Students in this course will finesse their skills in library research and information literacy. A grade of "C" is required to pass ENG 120. Credits count toward the MMU Core. Formerly SYM 102. Prerequisite: Grade of "C" in ENG 110 or ECAT3/DSP3 placement. Course Fee.

ENG 125 Writing & Content Strategy for New Media (Communication/Mathematics; Artistic Inquiry) 3 credits

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

ENG 130 Review for Writing and Research (Communication/Mathematics) 2 credits

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

ENG 213 Literature Across Cultures (Literature & Global; Artistic Inquiry) 3 credits

Explores American literature through a wider, more inclusive lens. We will read and listen to the voices of Native Americans, African Americans, Latin Americans and Asian Americans through the genres of poetry, fiction, drama and film. Recommended prerequisite: ENG 110.

ENG 220 Special Topics in Writing 1-4 credits

Students in English 220 will focus on further developing and refining their writing skills in a given area of expertise, medium, or mode. The work of the course will help you consider your own writing process(es). We'll try out strategies for generating ideas, test various structures, arrangements, and modes. We'll experiment with revision and/or remix strategies. And we'll talk about the kinds of editing necessary for circulating and publishing texts in various contexts. May be repeated for credit with change in topic.

ENG 225 Linguistics 3-4 credits

Linguistics is a Social Science. Language research helps us better understand how and why people speak and write the way they do. This course is an introduction to the science of language. The focus is on scientific aspects of linguistics, specifically articulatory phonetics (including the IPA transcription), phonology, morphology, and psycholinguistics/neurolinguistics. Students will study and apply foundational concepts from the main fields of linguistics research, develop skills in linguistic analysis of data, define conceptual and methodological principles of linguistics, and apply them to linguistic problems and case studies. This course will have relevance for students in a range of fields, including health care, education, and the humanities. Also, learning more about linguistics will help you fall in love with language in ways you didn't know were possible!

ENG 254 Shakespeare (Literature; Artistic Inquiry) 2-4 credits

Introductory course uses selections from the comedies, tragedies, histories, and sonnets to study William Shakespeare as a dramatist, poet, and theatrical craftsman. We will read a sampling of Shakespeare's work and study how the Bard has been staged, interpreted, and revised over four centuries. Recommended prerequisite: ENG 110.

ENG 258 Arches: Workshop in Publication (Civic Engagement) 3 credits

Hands-on media production experience 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. Students who have already completed 3 credits of ENG 258 should register for ENG 358. Open to all majors. Recommended prerequisite: ENG 110.

ENG 275 Literature of Place (*Literature & Global; Artistic Inquiry*)

2-4 credits

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

ENG 285 Special Topics in Literature (*Literature; Artistic Inquiry*)

3 credits

Introduces students to a particular theme, era, writer, or genre for close study. Past topics have included Lessons in Literature, Life, and Loss; Literature and Fashion; Everything Austen, and Food and Literature. May be repeated for credit with change in topic. Recommended prerequisite: ENG 110.

ENG 296/396 Independent Study

1-4 credits

Consent of Instructor and Division Chair required.

ENG 306 Studies in British Literature (*Literature; Artistic Inquiry*)

3-4 credits

In Studies in British Literature, students will read representative works of British literature. The course may focus on a particular genre (e.g., the novel), era (e.g., British literature until 1660) or period (e.g., the Romantic period). Prerequisite: any 100 or 200 level literature class or transferred equivalent.

ENG 307 World Literature (*Literature & Global; Artistic Inquiry*)

3-4 credits

In Studies in World Literature, students will read representative works of world literature. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected works of non-Western literary traditions. Prerequisite: any 100 or 200 level literature class or transferred equivalent.

ENG 308 Studies in American Literature (*Literature; Artistic Inquiry*)

3-4 credits

In Studies in American Literature, students will read representative works of American literature. The course may focus on a particular genre (e.g., the short story), era (e.g., American literature until 1870) or period (e.g., the colonial and early national period). Prerequisite: any 100 or 200 level literature class or transferred equivalent.

ENG 317 Advanced Creative Writing

3-4 credits

This is an advanced creative writing course for people who have some experience writing creative, original pieces of literature, and who are interested in actively exploring poetry. Students will investigate a wide variety of poetry forms by studying craft models, reading creative theory, and completing writing exercises. Students will collaboratively decide on methods for sharing and providing feedback on peer work. Prerequisite: ENG 117.

ENG 325 Writing & Content Strategy for New Media

3-4 credits

Students will explore the theory and practice of composing new media. We will investigate how history, politics, economics, and technologies have shaped who we write for, when and why we write, and in what mode and manner we craft and deliver our messages. As we delve into the broader cultural conditions that have shaped new media writing, you will experiment with crafting and recrafting your own messages through various new media and modes. Together, we'll consider the affordances and constraints of composing with new media today. We'll discuss the range of choices we make as new media composers and how those are responded to by an ever-evolving audiences.

ENG 358 Arches: Workshop in Publication

1-4 credits

Hands-on media production experience 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. Prerequisite: ENG 258.

ENG 385 Special Topics in the Novel (*Literature; Artistic Inquiry*)

3-4 credits

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

ENG 419 Technical and Business Communication (*Communication/Mathematics*)

4 credits

In this class, you will gain a broad range of writing skills to prepare you for stepping into the workplace as a professional. We will design a survey, learn strategies for effective memo writing, professional emailing, and proposal writing. In teams, you will craft an instruction set, compose recommendation reports, and plan and promote events. You'll create a professional website, and we'll learn about digital usability testing. As we compose across these various professional genres and modes, we'll consider together what it means to write clearly and succinctly for defined, targeted audiences. You'll leave the class with a professional website and samples of projects that showcase your skills. Recommended prerequisite ENG 120.

ENG 420 Advanced Special Topics in Writing

4 credits

Students will focus and refine their writing skills in a given area of expertise, medium, or mode. The course may focus in on a particular are of the writing process or a particular mode or method of writing. In English 420, we'll discuss the kinds of revision and editing necessary for circulating and publishing your texts for various audiences. Prerequisite ENG 120. May be repeated for credit with change in topic.

ENG 475 Special Topics in Literature (*Literature; Artistic Inquiry*)

3-4 credits

Variable content for specialized study. Topics may include Studies in Contemporary Literature, Women Writers, Studies in Creative Nonfiction, or others. May be repeated for credit with change in topic. Prerequisite: ENG 120 and a previous literature class.

ENG 485 Capstone Senior Portfolio and Career Preparation

2 credits

Beginning in their first year of study as an English major or minor, students will organize and revise an online portfolio of academic, creative, and professional materials. Through subsequent semesters, students will continue to curate these materials, culminating in a Senior year Capstone Portfolio. Classwork will include resume building, engaging critically with multiple drafts, reflective writing, community engagement, and practicing interview skills. Part instruction and part writing lab, this course will guide students to prepare documents and dispositions for their future after graduation. English majors must repeat this course once per year for a minimum of 3 total credits. 4 credits are recommended.

ENG 492 Critical Reading, Theory, and Interpretation

4 credits

Introduction to literary criticism and theory. Examines the key questions in contemporary literary theory and the practice of literary criticism today. Major theories, including formalism, structuralism, deconstruction, psychoanalytic theory, feminist criticism, gender studies, queer theory, and post-colonial criticism will be discussed with an emphasis on application. Prerequisite: ENG 120.

ENG 498 Internship

1-4 credits

Field placement of a student with a publisher, newspaper, agency, business, or other organization. The nature of the assignment, types of writing experience, number of credits, and evaluation procedure are to be stipulated in a written contract involving the student, the site supervisor, and the English Program's internship coordinator. May be repeated for up to 6 credits.

EXS 130 Introduction to Exercise and Sport Science**1 credit**

An introduction to the history, current practices, trends, ethics, and careers in exercise science. Lectures, discussions and guest speakers. No prerequisites.

EXS 255 Health Care Teams: Evidence-based Practice**1 credit**

Develop skills for Inter-professional teamwork. Become proficient in reading and presenting current literature in health-related disciplines. No prerequisites.

EXS 265 Fitness Formats and Trends**3 credits**

Introduction to formats and trends in the fitness industry. Learn about and perform different exercise methods popular in health clubs, fitness centers, and on virtual platforms. Explore ethical issues surrounding products in the health and wellness industry. No pre-requisites. Fee. Cross listed with PED 233.

EXS 275 Strength Training & Conditioning Methods (SCI / SI)**3 credits**

Features participation and instruction in evidence-based exercise methods that improve musculoskeletal strength, cardio-vascular endurance, and overall health. Participation in exercise testing and experiments. Instruction in proper use of free weights, cardio machines, and a variety of exercise equipment and modes. Emphasis on class participation and a general knowledge of a balanced and fit lifestyle. No prerequisites. Cross listed with PED 230. Appropriate for non-majors.

EXS 285 Personal Training Certification Preparation**4 credits**

Prepare for and complete the NASM (National Academy of Sports Medicine) certified personal trainer certification exam. Learn to work with individuals using exercise to meet health and wellness goals. Prerequisites: EXS 265, EXS 275. Fee.

EXS 286 Group Fitness Instructor Certification Preparation**3 credits**

Prepare for and complete the AFAA (Athletics and Fitness Association of America) group fitness instructor certification exam. Learn to lead groups in a variety of exercise formats for community involvement, motivation, and health and wellness. Prerequisites: EXS 265, EXS 275. Fee.

EXS 335 Kinesiology and Biomechanics**4 credits**

Learn foundations of human motion, anatomy, and the musculoskeletal system to apply mechanical principles to movement and exercise. Measure and analyze human movement. Prerequisite: BIO 211. Approximate fee: \$20.00.

EXS 355 Exercise Testing and Prescription**4 credits**

Learn instruments that gather self-reported health data and use equipment to take basic physiological and anthropomorphic measurements. Evaluate data to assess risk and readiness; design and implement exercise programs. Explore ethical issues surrounding privacy of personal information in the health and wellness industry. Prerequisites: BIO 211, EXS 285 or EXS 335. Fee.

EXS 361 Motor Learning and Control**3 credits**

Learn how the neurological system functions to impact movement and systems of the body. Examine how learning new skills with repetition help acquire motor skills and control. Prerequisites: PSY 103, BIO 211.

EXS 375 Care and Prevention of Athletic Injuries**3 credits**

Learn to identify, prevent, treat, and rehabilitate common athletic injuries. Learn the appropriate boundaries and guidelines for different exercise science professionals. Prerequisites: BIO 211, EXS 335.

EXS 385 Modern Health and Wellness (SCI / SI)**3 credits**

Students examine the six dimensions of human wellness. Topics include: foundations of a wellness-centered lifestyle, nutrition, disease prevention, physical fitness, mental health and stress management. Opportunities to

participate in health and wellness related experiments. No pre-requisites. Cross-listed with PED 260. Appropriate for non-majors.

EXS 401 Health Care Teams: Opportunities & Challenges with Special Populations **2 credits**
Develop skills for Inter-professional teamwork. Learn best practices for interactions with diverse health professionals and special populations. Prerequisites: PSY 103.

EXS 420 National Trends of Disease **3 credits**
Become proficient in understanding current literature on public health, special populations, and disease. Prerequisites: BIO 211, MAT 216 or PSY 310.

EXS 461 Fieldwork **2 credits**
Level I Fieldwork: Structured out-of-class experiential learning that takes place on- or off-campus. Students engage in preparation for future professional opportunities and employment.

EXS 462 Fieldwork **4 credits**
Level II Fieldwork: Structured out-of-class experiential learning that takes place on- or off-campus. Students engage in preparation for future professional opportunities and employment that includes social media and marketing.

EXS 485 Capstone **1 credit**
Enhancement of the educational experience through placement with a cooperating agency, business, or industry. The nature of the assignment, type of experience, number of credits and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor and the academic advisor. Prerequisite: Director of Mathematics approval.

FLA 300 Introduction to Translation and Interpretation **3 credits**
Introduction to the principles of written translation and oral interpretation in languages other than Spanish. Includes instruction and practice in written translation of both literary and technical/commercial texts and oral interpretation in professional situations and dubbing of film or other audiovisual material. No prerequisite.

FLA 495/595 Special Topics in Teaching ESL/ Bilingual Students **1-4 credits**
Course title and subject matter vary according to advanced students' needs and interest. Specific topic announced before semester registration. Cross-listed with EDU 495/595.

FSC 119/219/319/419 Authentic Research in Microbiology Seminar **1 credit**
Track 2 Jewel Scholars will partake in a weekly Authentic Research in Microbiology Seminar series (ARMS). The Scholars will spend the academic year learning and applying the scientific method towards identifying and characterizing antibiotic-producing bacteria from the soil. Scholars will review and interpret primary scientific literature and conduct original biomolecular and microbiological research. During the weekly seminar and laboratory sessions, scholars will learn, discuss and implement the scientific method through hypothesis creation, data gathering and results interpretation. Findings will be presented at an end-of-the year culminating poster session. **Note:** The number is meant to correspond to the year of school a student is in. The cross-listed classes (BIO & CHE) will meet together each semester though projects will vary by a student's year in the program.

FSC 120 Contemporary Issues in Food (SCI /SI) **3 credits**
Introduction to the contemporary issues associated with food and nutrition and their relationship to current trends and health policies. There is an emphasis of learning how to choose evidence-based information and skills of critical thinking and explaining scientific principles to the public. Appropriate for non-majors.

FSC 150 Elements of Baking (SCI / SI) **3 credits**
Introduction to the fundamentals of baking breads and bakery items from around the world. Students will learn basic culinary skills while exploring different techniques in baking. There is an emphasis in learning introductory

baking science principles and some of the customs and lore of the country of origin of the food. Appropriate for non-majors. Fee.

FSC 200 Regulatory and Quality Standards

3 credits

Introduction to the science and the technology of food manufacture. Course covers the basic chemical, physical and microbiological properties of food and manipulation of these properties in the manufacture of food products. Students will earn the PCQI certification and HACCP training. Approximate fee: \$70.00.

FSC 255 Sustainable Food Nutrients (SCI / SI)

3 credits

This course explores the larger framework of food nutrition and accessibility from the perspective of the impact on the environment and social responsibility. There is an emphasis on decreasing food waste by preparing sustainable recipes and researching ways to decrease food waste in the kitchen and in the food industry. Appropriate for non-majors. Fee.

FSC 362 Food Science Nutrition

3 credits

This course connects the chemical and biological aspects of food ingredients, processing, storage, and alterations on the nutritional qualities of food. This course develops inter-professional communication skills needed for a food scientist working with other professionals. Fee. Prerequisites: BIO 100, CHE 113.

FSC 410 Food Chemistry I

4 credits

Students will explore the chemical and biological behavior of major food components including proteins, lipids, carbohydrates, water, and enzymes and connect their relevance to food processing, longevity, taste, and quality. Fee. Prerequisite: CHE113

FSC 412 Food Chemistry II

4 credits

Students will compare different methodologies in food chemistry and experiment with the chemistry of minor food components, including emulsifiers, stabilizers, colorants, preservatives, and flavorings. Students will also carry out an independent research project and develop technical communication skills needed for a food scientist to work with other professionals. Fee. Prerequisites: FSC 410, CHE 222.

FSC 432 Food Processing

3 credits

This course explores the processes and preservation methods of foods that occur in a commercial context, with an emphasis on a variety of procedures, sanitation standards, data analysis, and sustainability of these practices. Fee. Prerequisite: DTS 201 and FSC 440.

FSC 440 Principles of Food Engineering

3 credits

Students will apply technical analysis of food process operations and the fundamental chemical and physical attributes of those processes. Cross listed with FSC 535. Prerequisite: PSY 310 or MAT 216.

FSC 442 Advanced Food Microbiology

4 credits

Selected public health issues are considered. Course involves detection, identification, and quantification of pathogenic microorganisms, including food-borne pathogens and microorganisms affecting water quality. Emphasizes student-centered active learning with laboratory work and a student research project. Prerequisites: BIO 325. Fee.

FSC 450 Trends in Food Science

3 credits

(Internship or Capstone Product Development) This course explores current challenges in food science. Under close supervision by the instructor, students will spend at least 6 weeks working on an independent project in food science, either at a food manufacturing facility or on campus (with approval by the student's advisor). Prerequisite: DTS 201.

FSC 525 Food Chemistry and Analysis**3 credit**

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 526 Food Science Statistics and Sensory Evaluation**3 credits**

Students will perform descriptive measures, probability and probability distributions, testing hypotheses, estimation, sampling, correlation and regression, and chi-squared tests in the context of food manufacturing. Techniques and analysis in sensory evaluation of foods will be explored.

FSC 535 Principles of Food Processing and Engineering**3 credits**

Students will explore the processes and engineering principles of food manufacturing that occur in a commercial context. This course will emphasize technical analyses of food process operations.

FSC 542 Seminar in Food Processing Chemistry**1 credit**

Students will read primary literature in Food Processing Chemistry and present the research, with an emphasis on developing the next question to be investigated.

FSC 551 Food Microbiology and Toxicology**3 credits**

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.

FSC 599 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. This is charged as a 1 credit fee.

FSC 601 Seminar in Food Safety and Toxicology**1 credit**

Students will read primary literature in Food Safety and Toxicology and present the research, with an emphasis on developing the next question to be investigated.

FSC 626 Research Methods in Food Science**2 credits**

Students will gather and read primary literature in their research topic of interest, meet with thesis committee members, and progressively create a research proposal for the thesis research or non-thesis manuscript.

FSC 642 Regulatory Systems in Food Science**3 credits**

Students will understand the federal and international guidelines that govern the practice of regulating the healthfulness and safety of food. Integrated into this course is PCQI 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 the research proposal and with ongoing meetings with thesis committee members. This research can be done on campus and/or at industry sites and students will begin writing the thesis. Approximate Fee: \$100.00.

FSC 661 Research in Food Science II**5 credits**

Students will continue research as outlined in the research proposal and with ongoing meetings with thesis committee members. This research can be done on campus and/or at industry sites and students will continue writing their thesis.

FSC 602 Seminar in Food Science Research

1 credit

Students will submit a written research thesis and present thesis research to their thesis committee and possible other interested participants.

FSC 603 Seminar Food Science Research with emphasis in either BUS or EDU

2 credits

Students will submit written manuscript and present written manuscript to their committee and possible other interested participants.

FSH 107 Fashion Concepts and Careers

2 credits

Introduction to the dynamic global fashion business including an overview of the industry, the fashion cycle, and essential fashion vocabulary. Speakers and career assessments guide students through diverse career paths and opportunities by identifying individual interests and developing an academic and co-curricular plan toward future goals.

FSH 110 Clothing Construction

3 credits

Introduces first-year students to understanding and application of standard professional sewing techniques and the cutting, construction, and finishing of garments. Provides understanding of order of operations as applied to apparel production. Open to non-majors. Approximate Fee: \$110.00.

FSH 115 Design Fundamentals Workshop

1 credit

Students have additional access to expert technical guidance and support on assignments produced in fundamental construction and design courses. Recommended for students entering the design program with little to no sewing experience. This pass/fail course counts as elective credit and may be repeated for credit up to 3 credits. May be taken concurrently as additional support for FSH 110, FSH 160, FSH 212 or FSH 218.

FSH 160 Flat Patternmaking Fundamentals

3 credits

Skill-building related to pattern development and garment construction techniques. Students learn and practice drafting and pattern manipulations at both ½ scale and full scale to create styling variations. Prerequisite: FSH 110 or consent of instructor based on previous experience. Fee.

FSH 200 Professional Practices

1 credit

Prepares fashion students with professional skills and materials to support a successful internship search. Topics include interview preparation, success strategies, professional development and interpersonal effectiveness. A resume, cover letter and mini-digital portfolio are course outcomes.

FSH 212 Draping Fundamentals

3 credits

The art of draping is introduced as an alternative patternmaking technique to flat pattern development; students will practice and develop skills at both ½ scale and full scale. Prerequisite: FSH 160. Approximate Fee: \$80.00.

FSH 214 Digital Fashion Art I

3 credits

Introduction to the key tools and functions of Adobe Illustrator and Photoshop and its particular application within the fashion industry. Students will learn and practice skills required to create technical flats, manage color and texture swatches, and explore techniques for visual communication and project layouts. This course leverages both classroom instruction and application during the studio period and outside of class. Fee.

FSH 215 Digital Fashion Art II

3 credits

Instruction focuses on more advanced industry applications of Adobe Photoshop and Illustrator to create detailed technical flats, develop an interchangeable garment and details library, and experiment with different rendering

styles. Students will learn to manage color palettes, create story boards, experiment with print/pattern design and produce effective digital presentations. Efficient, industry-standard work habits are established. This course leverages both classroom instruction and application during the studio period and outside of class. Prerequisites: FSH 220 and INT 232 or FSH 214 or consent of instructor based on previous Adobe experience. Fee.

FSH 218 Sophomore Design Studio

3 credits

Flat pattern and creative draping techniques are applied to design, develop and construct unique apparel projects using ready-to-wear techniques. Students will design and produce two original projects including a Fashion Archive-inspired original dress with a focus on advanced sewing and fitting skills. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 160 and FSH 212. Fee.

FSH 220 Fashion Art

3 credits

Students learn to hand-illustrate garment details and fashion silhouettes on standard croquis, while developing a working process book of personal inspiration and design concepts. Instruction covers fundamentals of drawing accurate technical flats and development of an iterative design process while expanding upon application of fashion vocabulary. Prerequisite: ART 101 or ART 313. Approximate fee: \$255.00.

FSH 235 Textiles

3 credits

An analysis of the fabrics used in fashion with a focus on fibers, yarns, construction methods, finishing and appropriate selection for end-use. Study of the interrelationships among these components and their impact on value and performance related to consumer and professional decision-making.

FSH 265 Global Retailing Principles (*Global*)

3 credits

A comprehensive view of global omni-channel retailing including foreign market entry strategies; consumer behavior of local and foreign markets; marketing research; retail brand positioning and strategy; store locations; operations management; merchandise assortment; appropriate product placement for the market; and the integration of distribution channels.

FSH 277 New York Study Tour

1 credit

A five-day experience in New York City. Four days are filled with visits and appointments to museums, design studios, and showrooms. The weekend offers one free day to further explore fabric and trim resources, seek out creative inspiration and become familiar with retail brands/formats not found in the Midwest. Junior or senior status. This is offered every other Fall and may be repeated for additional credit, with instructor approval. Fee.

FSH 297 Machine Knitting Workshop

2 credits

A multi-level workshop class covering an assortment of machine knitting techniques. May be taken multiple times. First time students will learn techniques such as cast-on, bind-off, shaping, hem treatments, blocking, joining, and basic stitch variations. Returning students will explore colorwork, advanced hand-manipulated pattern stitches and gaining experience with double bed machines. All students will plan and knit a garment from a stitch and row gauge. Eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Fee.

FSH 312 Tailoring

3 credits

Introduction to the techniques involved in adapting basic blocks for tailored garments. Focus on the fabric selection and design details used to style tailored garments and exposure to a variety of tailoring methods. Students will develop technique samples in order to build skills, and the course culminates in the pattern development and construction of an original coat or suit design. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Offered every other Fall. Prerequisite: FSH 212. Fee.

FSH 319 Visual and Experiential Merchandising

3 credits

Exploration of how fashion is presented through applied merchandising theory and marketing activities for both brick & mortar and online retailers to create an impactful consumer experience. Includes floor sets, window presentations, fixture and mannequin development, mannequin styling, point of sale promotions, and special events. Application of principles through supervised experiences on campus and with retail stores.

FSH 320 Fashion Lifecycle

3 credits

It is a long road from initial fiber production to apparel development, manufacturing and marketing, to its ultimate disposal or reuse. The life cycle of garments is examined in order to appreciate proper ethical, economic and social responsibilities critical to apparel sourcing and manufacturing. Students will learn how manufacturing and the supply chain helps companies gain a competitive advantage, and understand buyer-supplier relationships, supply chain transparency, sourcing issues, and challenges of today's fashion industry. Attention is given to understanding sustainable practices and tempering the industry's impact on the environment. Prerequisite: FSH 235.

FSH 321 Fashion History (Global)

3 credits

A retrospective history of Western fashion with emphasis on understanding major global fashion movements, social contexts, and key 'Influencers' of each era. Explores evolution of silhouettes, fabrics, garment details and accessories. Course examines the ongoing influence of fashion history on contemporary designers. Includes extensive use of *The Fashion Archive*.

FSH 322 Product Analysis

3 credits

A study of the principles used to evaluate ready-to-wear apparel based on target market preferences in terms of aesthetic, physical, performance, and quality characteristics as they related to perceived value from an industry perspective. Analysis of garment terminology, ready-to-wear construction techniques, socially responsible sourcing, and manufacturer's tech packs. Prerequisites: FSH 235 and FSH 320.

FSH 331 Trend Forecasting

3 credits

Discussion and application of current events and designer influences and how they translate into mass market fashion trends. Students research target market demographics and psychographics as they relate to the fashion cycle and explore digital and print fashion resources to project seasonal trends in color, fabrication, silhouette, and details; emphasis on the production of professional digital presentations. Fee.

FSH 335 Re-Curating the Fashion Archive

3 credits

Mount Mary University is caretaker of an important Fashion Archive consisting of 10,000 artifacts dating from the late 18th to the early 21st century. This innovative class allows hands-on exploration of these historical objects through an introduction to professional approaches to care/conservation, historical/cultural research methods, material culture study, and progressive curatorial approaches. Students work individually and collaboratively to reinterpret culturally complex items from the Fashion Archive through their own interpretive lenses, giving voice to new and untold stories about old things. Strong emphasis on social justice-oriented themes such as social change, politics, race, gender, culture and our dynamic global community.

FSH 342 Fashion Design I

3 credits

A study of the conceptual design process. Students apply research, cumulative knowledge and CAD skills to create digital solutions to design briefs that explore a variety of customers, markets and categories. Emphasis on the production of professional digital presentations. Collection and concept presentations are critiqued by peers, instructor, and professionals in the field. Two projects conceptualized in Fashion Design I will be patterned and constructed in FSH 352 Junior Design Studio. This course leverages both classroom instruction and application during the studio period and outside of class. Prerequisites: ART 105, FSH 212, FSH 215 and FSH 235. Fee.

FSH 344 Fashion Career Strategies

2 credits

Students revise and update completed projects to illustrate mastery of skills and understanding of specific apparel markets, target customers and current trends via a professional portfolio. Includes the creation of a personal brand, resume, cover letter, business card, and digital formatting of portfolio/website toward securing internships and

employment. Professionals from the field will conduct a final mock interview. Students identify specific career goals and personal skill sets and prepare materials accordingly. Design Major Prerequisites: FSH 342, FSH 363, FSH 352, FSH 398. Fashion Business Major Prerequisite: Junior or senior status, FSH 398. Fee.

FSH 352 Junior Design Studio

3 credits

Analysis and application of techniques used in ready-to-wear manufacturing. Design, pattern development, and construction of multiple, unique apparel projects using ready-to-wear techniques. Two course projects conceptualized in Fashion Design I are patterned and constructed in this course. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 342. Fee.

FSH 355 Digital Patternmaking I

3 credits

Digital application of acquired patternmaking skills and an introduction to virtual 3D fitting techniques using Browzwear computerized patternmaking system. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 160. Fee.

FSH 356 Digital Patternmaking II

3 credits

Application of acquired digital patternmaking skills to the creation of individual designs. Includes advanced pattern manipulation as well as 3D draping and fitting using industry-standard software. Students will be introduced to advanced rendering and 3D animation techniques. Prerequisite: FSH 355. Fee.

FSH 363 Fashion Design II

3 credits

A study of the design process for product development. Students research and explore a variety of target markets, price points, and product categories to design retail assortments appropriate for a customer base. Application of skills in customer analysis, trend research and forecasting, color management, fabrication selection, silhouette design, and technical specs. Emphasis on the production of professional digital presentations. Professional-quality digital presentations are critiqued by peers, instructor, and professionals in the field. A semester-long cooperative project with a national product developer is integral to the course. This course leverages both classroom instruction and application during the studio period and outside of class. Prerequisites: FSH 215 and FSH 342. Fee.

FSH 367 CAD for Merchandisers

3 credits

Provides hands-on experience and knowledge of store and merchandise assortment planning using Visual Retailing software. Students create space plans for retail environments using industry-specific software that includes floor sets, lighting, and merchandise placement for variously-sized retail environments. Plans will be completed utilizing both hard and soft goods in challenging scenarios for wall and floor sets. Additional experience in the design and building of store fixtures with the program is also explored. Prerequisite: FSH 319. Fee.

FSH 372 Paris Design Seminar (Fashion Design majors only)

3 credits

A month-long experience in Paris including studio work with couture artisans, presentations by fashion marketers and trend forecasters, and guided tours of museums. Experiences vary each trip. The seminar includes a trip to Antwerp or other secondary fashion market as well as the opportunity to work behind the scenes at a runway fashion show. Sophomore standing in fashion design major required. Offered every other J-Term. Fee.

FSH 374 Paris Merchandising Seminar (Fashion Business majors only)

3 credits

A month-long experience in Paris including presentations by fashion marketers and trend forecasters, and guided tours of museums. Experiences vary each trip. The seminar includes a trip to Antwerp or other secondary fashion market; as well as structured retail and visual merchandising research; and the opportunity to work behind the scenes at a fashion week show. Sophomore standing in fashion business major required. Offered every other J-Term. Fee.

FSH 375 Fashion Show Coordination

3 credits

Students participate in the behind-the-scenes planning of the Mount Mary University fashion show. Class members form the steering committee that determines the theme, selects models, and promotes this annual on-campus event that draws an audience of over 1,000. Opportunity to work closely with professional resources and vendors in the show's production. Junior or senior status, fashion business or fashion design majors. May be repeated for additional credits on different committees, with instructor approval.

FSH 380 Special Topics in Fashion Business

1-4 credits

This course is designed to explore specific areas of interest in the business of fashion. The class may be offered for varying credits and may be repeated for additional credits on different topics. Topic rotations may include Luxury Brand Management, Social Psychology of Dress or Styling & Social Media.

FSH 395 Special Topics in Fashion Design

1-4 credits

This course is designed to explore specific areas of interest in fashion design. The class may be offered for varying credits and may be repeated for additional credits on different topics.

FSH 398 Internship: Fashion Careers

2-3 credits

A supervised work experience in an approved off-campus position as preparation for the challenges and responsibilities of a fashion career. Interns are required to reflect on their work experience through a journal and directed assignments. Performance evaluations by employer and faculty advisor are an integral part of the assessment process. Course may be repeated for a total of six credits. Offered either semester or summer. Prerequisites: Junior status in the fashion program and 2.5 GPA overall and 2.5 major GPA.

FSH 418 Buying and Assortment Planning

3 credits

Application of merchandising principles to the planning, buying, controlling and selling of retail goods. Students will learn the components of a six-month merchandise plan, preparation of an open-to-buy, and analysis of stock-to-sales ratios through real world simulations, retail mathematics calculations, and guest speakers. Prerequisites: MAT 105 and FSH 265.

FSH 461 Senior Capstone R&D

1 credit

First of the three-course sequence completed by FSH 463 Senior Capstone II. Emphasis is on utilization of market research and forecasting services to ideate two design concepts for the final Senior Capstone collection. For each concept, students create a process/inspiration book, develop hand sketches, and recommend color palette and textile choices to inform the design direction of their senior collection. Includes documentation detailing the intended target market, a competitor report and a draft of the concept paper. Prerequisite: FSH 352

FSH 462 Senior Capstone I

3 credits

Second of the two-course sequence completed by FSH 463 Senior Capstone II. This course initiates the senior collection by demonstrating comprehensive technical, creative, and industry knowledge acquired in prior semesters. All patternwork and garment muslins will be produced toward their completion in FSH 463. The selected design that best expresses the senior collection will be completed in final fabrics. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 461. Fee.

FSH 463 Senior Capstone II

3 credits

The culmination of the three-course sequence initiated by FSH 461 Senior Capstone R&D. This course completes the production of the senior collection by demonstrating comprehensive technical, creative, and industry knowledge acquired in prior semesters. The muslin designs developed in FSH 462 will be fitted on models and constructed in final fabrics, resulting in a professional final collection of garments. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Prerequisite: FSH 462. Fee.

FSH 464 Advanced Clothing Construction

2 credits

Advanced techniques in the design, patternmaking, construction, and fit of garments. Students will be challenged to achieve a professional level of proficiency in projects that use hand-sewing, specialty materials and machine detailing, as well as specialized shaping for outerwear, eveningwear, art-to-wear, etc. All eligible Fashion Design students will submit final garments to a jury panel of industry professionals to earn their place in the annual CREO fashion show. Offered every other Spring. Prerequisite: FSH 212. Fee.

GEO 310 World Regional Geography (*Humanistics*)

3 credits

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

GER 101 Elementary German I (*Communication/Mathematics*)

3 credits

Intensive practice of basic patterns to enable the student to understand, speak, read and write simple contemporary German. No prerequisites.

GLO 100 Study Abroad Orientation

1 credit

Orientation to the culture of the country of study, along with preparations for successful study abroad experiences. May be repeated with a change of topic. Offered the semester before a study abroad program.

GLO 200 Introduction to Global Studies (*Global; Global Perspectives*)

3 credits

An examination of relationships among the world's cultures and nations. The role of the United States in its relationships with other cultures and nations will provide the focal point for this course.

GLO 242 Peace & Conflict in International Conflict

3 credits

This course immerses students in a culture other than their own while studying the principles of how conflict evolves and peace is achieved. Offered occasionally as part of study abroad programs.

GLO 248 Profiles of Cultures

3 credits

In-depth study of selected societies, their traditional cultural patterns and adaptations to contemporary situations. Includes a focus on the rights of indigenous peoples, the processes of globalization, and an analysis of U.S. cultural patterns. This course meets the requirement for Behavioral Science Core.

GLO 250 Global Cultures (*Fine Arts & Global; Global Perspectives*)

3 credits

Examination of non-U.S. cultures through representative films and readings, etc. Courses taught in English, cultural artifacts presented in world languages with English subtitles. May be repeated with change of topic.

GLO 400 Global Studies Seminar

3 credits

Study of relationships among the world's cultures and nations and how they interact with one another in times of cooperation and conflict. This course relies on the disciplines of history, political science, and behavioral sciences. Among issues examined are: globalization, security, development, the environment, and social justice.

GLO 498 Internship

1-4 credits

For the Global Studies major, an enhancement of the educational experience through placement with a cooperating agency, business, institution, or industry. Nature of the assignment, type of experience, number of credits, and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor, and the academic advisor. Optional for the Global Studies major. May be repeated for up to 8 credits.

HCA 101 Inside US Healthcare Policy

3 credits

What happens to your healthcare when policies change? When a single regulation alters how you—or millions—receive treatment? This course explores the real-life impact of healthcare policies—from state regulations to federal laws—on hospitals, patients, and the healthcare we depend on. Whether you're curious about the rules behind the

scenes or gearing up for a career in healthcare, this class uncovers the system that affects every American's health and wallet.

HCA 201 Career Navigation Healthcare Administration

3 credits

You know you want a career in healthcare, but where do you begin? What skills you'll need to land that dream job? Whether you're aiming for an internship at a top hospital, a fast-growing clinic, or a cutting-edge pharma company, this course has you covered. You'll learn how to build connections, master interviews, and create a killer resume. By the end, you'll have the confidence and game plan to kickstart an amazing career in any healthcare field you choose!

HCA 250 Healthcare Justice, Law, and Ethics

3 credits

When is someone truly dead? Should an expensive cure be approved if a cheaper option exists? In an emergency, should resources go to neonatal or pediatric care? From genetic engineering to rationing care, healthcare faces some of today's toughest ethical, legal, and justice challenges. As we work to ensure fairness and uphold patient rights, it's an exciting time to engage with the tools, concepts, and frameworks that drive life-or-death decision-making.

HCA 305 Strategic Healthcare Operations

3 credits

How does a hospital go from losing millions a year to setting new standards in patient care? Why does one clinic thrive while another up the street closes? Strategy—which starts by understanding the complex operations that keep healthcare running. In this course, you'll build practical skills to tackle big problems, optimize resources, and identify and solve critical healthcare challenges from staffing and patient satisfaction to emergency preparedness.

Prerequisite: HCA 101

HCA 310 Healthcare Finance

3 credits

To save and improve lives, healthcare organizations must be financially strong—because healthcare is a business like any other. In this course, you'll learn how to develop financial strategies that not only keep healthcare businesses viable but also support ethical, high-quality patient care. From mastering budgeting to optimizing revenue cycles and ensuring compliance, you'll gain the expertise to help healthcare organizations thrive and impact patient care.

HCA 320 Healthcare: Analytics, IT, and AI

3 credits

Imagine leveraging technology to empower doctors to make smarter, faster decisions: using analytics to uncover trends that can transform patient care. Picture moving to a cloud system that saves a hospital millions—freeing up resources that could improve countless lives. In this course, you'll dive deep into the transformative power of AI, learn how to analyze healthcare data to drive outcomes, and understand the IT systems that keep everything running securely. Prerequisites: HCA 250 and MAT 216

HCA 450 Healthcare Administration Capstone

3 credits

In this capstone, you're not just learning—you're leading. You'll step into the role of a healthcare consultant tasked with solving a real-world hospital case study, identifying challenges, analyzing data, proposing improvements, and ensuring compliance—all while considering financials. Just like in the real world, you won't get the answers upfront—you'll need to find the problems, act on them, and present your strategic solutions with confidence. Prerequisites: HCA 101, 250, 305, 310, 320, and MAT 216.

HIS 106 World Civilizations Part I (History & Global) (Global Perspectives)

3 credits

World Civilizations I investigates the period between the dawn of civilization and the fourteenth century with a view toward understanding cultures and worldviews in a broad context. Student will explore foundational events and ideas in Europe, Africa, the Middle East, Latin America, and Asia from the first humans to the Middle Ages.

HIS 107 World Civilizations Part II (History & Global) (Global Perspectives)

3 credits

World Civilizations II investigates the period between the fourteenth century and the twentieth century with a view toward understanding cultures and worldviews in a broad context. Students will explore how the events and ideas of this period shaped the present world. *This course can be taken even if a student has not taken World Civilization I.*

HIS 153 United States History I (History) (Human Connection) 3 credits

Explores the ideas, events, and people that shaped the Early American republic from the period of colonization to 1877. This class offers a broad perspective that sets this period of American History in the context of world events. Students will analyze meetings of the three worlds of America, Europe, and Africa. The course then explores the causes and progress of the American Revolution followed by an investigation of the development of American government and society.

HIS 154 United States History II (History) (Human Connection) 3 credits

Explores the United States history from the 1877 through 2016. Students trace the political, social, and economic development of the United States from a minor, decentralized, rural nation to one that is considered a global power. The technological and economic evolution raises questions about the consequences on the native population, the people who came to live here, and the treatment of the environment. *This course can be taken even if a student has not taken US History I.*

HIS 260 Latin America History and Culture (History) (Global Perspectives) 3 credits

This course covers the history and cultures of Latin America from the earliest civilizations to the present. Latin America is geographically immense, culturally and ethnically diverse, and its history is incredibly relevant to issues in the modern world. In this class, students will immerse themselves in a study of Latin American societies through a close study of the region's political, social and economic history combined with a comprehensive look at various aspects of Latin American Culture.

HIS 270 Asian History and Culture (History & Global) (Global Perspectives) 3 credits

Asia has one of the longest recorded histories in the world. Through topical and chronological study of Asia, students will explore the diverse ethnic cultures, family structures, philosophies, technology of both key power brokers and smaller nations throughout the region.

HIS 275 African History and Culture (History & Global) (Global Perspectives) 3 credits

This course covers the history and cultures of Africa from the earliest civilizations to the present. The continent of Africa is geographically immense, culturally and religiously diverse, and its history is incredibly relevant to issues in the modern world. In this class, students will immerse themselves in a study of African societies through a close study of the continent's political, social and economic history combined with a comprehensive look at various aspects of African Culture.

HIS 277 Reacting to the Past (History) 4 credits

Reacting to the Past (RTTP) is an established program that works to engage students on a deeper level by having them work with primary material actively through role playing. Students are assigned primary readings from the era under discussion and are then given a role to play in an interactive game. For the French Revolution, for example, a student might be assigned the role of a literary figure, a politician, or an artist. The game is intended to take about six weeks, leaving ten weeks for lecture and reading. Students will navigate the complexity of historical arguments and debates, not only exploring the facts, but the ways people of the time interpreted and used facts to make decisions. May be cross-listed with ENG 385.

HIS 280 Middle East History and Culture (History) (Global Perspectives) 3 credits

This course offers a broad view of the history of the Middle East from the earliest time to the present. The early part of the course focusses on the birth of Islam in Arabia with a focus on the emergence of Islam's major sects. This is followed by an investigation of the great Islamic Empires to World War I. In the modern period, students will analyze

how the modern Middle East emerged from the World Wars, the impact of the discovery of oil, and the multifaceted conflicts that have plagued the region to the present time.

HIS 346 Twentieth Century Europe (History) (Global Perspectives)

3 credits

Twentieth century Europe saw periods of great upheaval. There was World War I, the Spanish Civil War, and World War II. After the latter, Europe found itself divided by the Cold War and continued racial/ethnic divisions which found expression in smaller confrontations, which were deadly. Throughout all of these conflicts, or as a result of them, new political and economic institutions emerged. As grim as all of this sounds there were also major transformations in architecture, literature, music, the arts and political rights.

HIS 357 Studies in American History (History)

2-4 credits

Courses offered as “studies” provide a thorough study of major periods in US History. The courses look at events or periods that changed the course of life in the United States. With each of the courses, the causes and consequences of social, economic, technological, political, and/or diplomatic developments are discussed against the background of the human development and relationships.

HIS 377 Studies in World History (History & Global) (Global Perspectives)

2-4 credits

Courses offered here as “studies,” allow students to experience an in-depth look at regional histories outside of the United States and Europe.

HIS 383 People and The Planet (History & Global) (Human Connection)

3 credits

This course explores the relationship people have to the history of Planet Earth from the earliest times to the present. With modules on geography, environmental history and conservation, it offers a broad view of the topic suitable for students with many majors.

HIS 386 Foreign Relations (History) (Global Perspectives)

2-4 credits

This course covers the history of the foreign policy of the major global powers since 1914. Current policy questions and issues are discussed and evaluated from the perspectives of various nations. Student also examine the evolution and consequences of the policies. This course may be cross-listed with POS 386.

HIS 485 Historiography and Historical Method

1 credit

In this course, students study both the methods used by historians in their craft and the development of history as a discipline, with the different historical schools of thought on what history is or is not. This course is for Social Studies Education majors; requires concurrent enrollment in EDU 324.

HUM 338 Leadership

2 credits

The primary purpose of this course is to help Caroline Scholars build leadership skills and gain a greater understanding of social justice. One of the main tools for this is discussion of students’ service sites. Students will connect what they learn in courses to activities they are doing at their service sites and vice versa. The course has students critically think about social justice issues and build on their strengths to become more effective leaders. May be repeated for credit. Required for and open to Caroline Scholars only.

HUM 386 United Nations (Global)

4 credits

In this course, students attend the Commission on the Status of Women Conference in New York at the United Nations. The United Nations emerged after four decades of war and disruption in the world. Primarily tasked with maintaining a vision of peace proffered by the victors of those conflicts, the UN has grown into an international body that works to maintain world “security,” to promote human dignity and human rights in the world, and to deal with contemporary issues affecting world economies and the world’s environment. The School Sisters of Notre Dame maintains a permanent NGO to the UN to work towards equal rights for women and girls around the globe. This course offers an overview of the United Nations Organization combining a broad vision of the body with specific emphasis on human rights, particularly those of women and girls. The costs of the trip are covered, except for

spending/tourist money. The conference hours count as part of the credit hours for the class. When enrollment exceeds available trip spots, students will compete for placement. This course satisfies the global requirement but does not count toward humanistics core.

INT 100 Professional Survey

1 credits

Exposes students to the interior design and architecture professions. Work styles, employment options, and industry practices are explored. Council for Interior Design Accreditation (CIDA), National Council for Interior Design Qualification (NCIDQ), American Society of Interior Designers (ASID) and International Institute of Interior Designers (IIDA) organizations are discussed along with leadership for Energy and Environmental Design (LEED), WELL Building Standard and other industry movements. Field trips that expose students to many areas in the industry. Fee.

INT 101 Studio I - Fundamentals

4 credits

Explores the interior design and architecture professions in context with industry conventions, regulations and communication. Studies include the elements and principles of design as applied to three-dimensional space will be investigated. Design theory and process will be introduced. Fundamental design applications of lighting systems, architectural and interior design concepts along with furniture criteria will be researched. Supporting foundational software and industry related activities are part of the course. Fee.

INT 103 Architectural Drafting

3 credits

This course is comprised of two parts. Part 1: Introduces elements, tools, and techniques of architectural drawing through basic exercises. Emphasis on the development of hand drafting skills while incorporating design language and drawing standards. Part II: Introduces use of computer-aided drafting for design applications. Emphasizes features, interfaces, and considerations in the use of the software. AutoCAD (current release) for Windows based PCs and various printing devices utilized. Editing and drawing techniques, including creation and display of attributes, schedule generation and dimensioning strategies. The standards of professionally drafted documents will be explored. Fee.

INT 110 Spaces, Proxemics and Planning

3 credits

Explores general spatial concepts from proxemics and territoriality to spatial organizational strategies. Spatial relationships by function and building type will be discussed. Space planning typicals based on anthropometric standards, ADA guidelines and recommended clearances by application will be incorporated into projects. Fee.

INT 130 History of Architecture & Interiors

3 credits

Surveys major styles of architecture and interiors from the ancient world to modern day. Primary objective of this course is to examine how historical to present day components of architecture and interior design respond to the political, social and economic climate of their respective eras. Available as an Honors Course. Fee.

INT 201 Studio II - Residential Design

4 credits

Incorporates basic principles and elements of design as applied to residential spaces. Emphasis is on conceptual problem solving and identification of key spatial relationships in living environments. Includes content ranging from residential design process models to residential material and product identification. Projects encourage independent thinking and creativity while meeting specific client needs. Field trips and speakers. Prerequisites: INT 101 and 103 or with permission. Fee. Must pass course with "C" or higher to proceed to next studio course.

INT 204 Building Construction

3 credits

Examines construction and finish materials in architecture and interior design as related to construction methods. Explores materiality, manufacturing and construction best practices and industry standards within the built environment. Students will experience the process through multiple field trips demonstrating the various stages of a building's construction. Prerequisite: INT 103 or with permission. Fee

INT 225 Illuminated Environments

3 credits

Investigates lighting design and the illumination of interior spaces. Provides vocabulary in lighting, including lamps, fixtures, uses, and lay-outs. Illustrates the use of photometric and manufacturers' catalogues. Students will produce residential and commercial lighting plans that communicate design intent. Three-dimensional design with a focus on ceiling plane development will be an integral part of the course. Open to all students. Fee.

INT 226 Sketching, Rendering and Presentation

3 credits

Examines different forms of graphic communication as it relates to interior design. Emphasis on techniques, formats and materials most common to professional practice. Includes three-dimensional space generation, media techniques, and software applications. Open to all students. Fee.

INT 232 Adobe Photoshop and Illustrator

3 credits

The course provides instruction and hands-on digital design experience with Adobe Illustrator, Photoshop and InDesign software. The goal is to empower students with foundational software understanding while also learning applied digital design theory. This is achieved through progressively more challenging assignments that leverage classroom instruction, studio and outside-class practice time, peer analysis and research inquiry. Fee. Cross listed with UXD 232.

INT 245 Textiles and Finish Materials

3 credits

Analyzes basic elements of fabric, fibers, yarns, fabrication methods, and finishes. Explores interrelationship of these components and their impact on performance related to consumer and professional decision making. Includes the study of textiles, materials and resources for the interior environment which considers finish products and their application as well as, manufacturing processes, installation methods, maintenance, and specifications. A working knowledge of textiles, materials and resources, specifically their properties and performance criteria, to appropriately specify textiles and materials for both contract and residential use. Speakers. Approximate Fee: \$50.00.

INT 301 Studio III - Commercial Design

4 credits

Emphasizes personal and public spaces within offices. Includes training in office systems using manufacturers' system catalogues. Explores codes, user safety, and barrier-free design. Practical application from programming and schematics through presentation. Creative solutions encouraged. Projects may consist of real-life projects with client interaction. Prerequisites: INT 201 or concurrent enrollment with INT 330. Field trips and/or speakers. Fee. Must pass course with "C" or higher to proceed to next studio course

INT 302 Studio IV -Special Topics

4 credits

Unifies skills and knowledge acquired in past classes and applies to a complex design problem. Projects consist of large-scale commercial space in a team project format. Creative solutions with practical application emphasized. Multiple layers, contract documents (drawings and specifications), schedules, codes, user safety, and professional presentation included. Prerequisite: INT 301. Field trips and/or speakers. Fee. Must pass course with "C" or higher to proceed to Capstone sequence, INT 420/421.

INT 315 Environmental Design and Construction Practices

2 credits

Explores integrated design practices from initial design through building construction. The study of various building systems, highlighting mechanical, electrical and plumbing disciplines, and their interface with designing interiors. In depth investigation of the construction process and associated practices as related to the interior designer will be included. Speakers. Prerequisite: INT 204 and 225 or with permission. Fee.

INT 330 Advanced Graphic Communication

3 credits

Introduces Building Information Modeling software, REVIT. Provides training in uses and techniques required to design and develop drawings in a 3-D platform. Incorporates newest applications and tools within software updates. Fee.

INT 340 Advanced Residential Design**3 credits**

Builds upon content and skills learned in Studio II Residential Design. Continued application of the design process as it applies to residential design criteria. Explore advanced techniques and content with an emphasis on kitchen & bath design. Prerequisites: INT 110, INT 201, INT 245, or with permission.

INT 342 Business Procedures**3 credits**

Introduces contracts and business forms for interior design. Financial compensation and computation of profits discussed. Commonly used vocabulary incorporated. Contract documents and project/ construction management documentation required for project completion introduced. Post occupancy evaluation discussed. Speakers.

INT 350 Furniture Design**3 credits**

Provides for the discussion and presentation of basic furniture construction, design techniques, components and materials used. Anthropometrics, ergonomics and universal design as associated with furniture design and construction are reviewed and applied within the context of the course projects. Students will design and create original furniture pieces. Prerequisite: INT 103 or with permission. Fee.

INT 360 Interior Architecture**3 credits**

This course will explore the cross-over between architecture and interior design. The interiors of the design process within these two disciplines: how can a designer import the space beyond finishes and how can the designer best collaborate with the architect. Course is one of three elective options for students to take to explore a specific topic more in-depth. Prerequisite: INT 204

INT 370 Study Abroad Seminar**3 credits**

Offered during the spring semester, destinations of this course vary by year. Activities will introduce students to regional design studies through behind-the-scenes tours. Cultural experiences and environments specific to the locale will be discussed. Multiple types of design will be explored ranging from architectural monuments to interior environments, to furniture and city planning. A review of historical and modern design at the destinations will be an integral part of the course curriculum.

INT 398 Internship**1-3 credits**

Supervisor assists with and approves placement. Considerations are based on student's interests, skills, demographics, and appropriateness. Student supervised by placement firm representative. Student completes fieldwork during third or fourth year of study in Interior Design Department. Prerequisite: With permission. Can be taken as 1-3 credits each semester. A minimum of 3 credits required. Can take up to 6 credits.

INT 401 Career Seminar & Portfolio**1 credit**

Creates bridge between academia and employment. Techniques in career search from cover letters and resumes to interviews and networking. This course includes a review for and preparation of an interior design portfolio. Students' individual strengths and preferences will be showcased by a collection representative of their studies. Emphasis is placed on the creation of a digital portfolio and portfolio book. Speakers and field trips. Prerequisite: INT 302. Fee.

INT 410 Contemporary Issues in Design (*Global*)**3 credits**

Examines contemporary issues in design related fields. Topics such as, but not limited to, cultural differences, political, economic, environmental and social influences and restrictions, ethics, poverty, disabilities and communications will be included. Historical and global impact, perspectives and practices will be explored. Meets global requirements. Online option by semester.

INT 420 Capstone Project –Research Principles**2 credits**

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

INT 421 Capstone Project--Design Development

3 credits

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

INT 496 Independent Study

1-3 credits

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

ITA 101 Elementary Italian I (*Communication/Mathematics & Global*)

3 credits

Introduces the student to the four basic language skills of speaking, listening, reading and writing. No prerequisites and no retroactive credits.

ITA 102 Elementary Italian II (*Communication/Mathematics*)

3 credits

Continuation of ITA 101. Prerequisite: ITA 101 or one year of high school Italian. (Three retroactive credits awarded upon completion of the course with a final grade of B or better).

ITS 101 Programming for Everyone I

3 credits

This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions.

ITS 102 Programming for Everyone II

3 credits

This course, built in collaboration with Google, follows on from Programming for Everyone I. In the first half of the course, you will learn how to leverage your Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, you will improve your programming skills and learn how to build a range of applications. This online class has optional live sessions. Prerequisite: ITS 101.

ITS 110 AI for Everyone

3 credits

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them (but less than you think). More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up-to-date on one of the most transformative technologies of our lifetimes.

ITS 130 Introduction to Games

3 credits

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot.

ITS 150 Introduction to Computer Science

3 credits

We live in a digital world, and to shape it, you need to understand the systems that power it. This course teaches you not just how computers work, but how they have—and will continue to—evolve. You'll get a taste for coding by

building your own website, design AI-powered products, learn how to break down technical problems, and become a wiser digital citizen in the process.

ITS 201 Foundations of Data Analytics I

3 credits

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results. Cross listed with BUS 201.

ITS 202 Foundations of Data Analytics II

3 credits

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you’ll conduct more advanced analysis and data manipulation using spreadsheets. You will also expand your data analytics toolkit by learning the basics of the programming language Python, enabling you to solve a wider range of data problems. Additionally, this course introduces predictive models. Prerequisite: ITS 201.

ITS 206 Games: Content & System Design

3 credits

If you’ve ever enjoyed the experience of playing a video game, you’ve had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components and build a deeper understanding of the game development process and an introduction to concepts in scripting.

ITS 210 AI for Decision Making

3 credits

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, you’ll learn how to ask the right ones and increase the productivity and innovation you can achieve with AI. Create better prompts, compare and contrast strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for decision-making across any discipline, opening up new career paths and personal growth. Prereq ITS 110

ITS 240 Introduction to Cybersecurity

3 credits

In today’s world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber attacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you’ll learn how to make the Internet safer. This online class has optional live sessions.

ITS 250 Web Development

3 credits

Have you ever wondered how you’d manage without websites—no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you’ll learn the fundamentals of web development, from HTML and CSS to JavaScript. You’ll discover how to create visually appealing and interactive sites. By the end, you’ll build responsive, user-friendly websites that captivate and engage users. Prerequisites: ITS 101 or 150

ITS 241 Modern Cybersecurity

3 credits

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions.

ITS 260 AI for Creativity and Design

3 credits

Generative AI has introduced a new paradigm of AI: the co-creator. Top professionals and companies use AI to

improve productivity and creativity every day, and in this course, you'll learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, you'll integrate AI tools into a variety of creative skill sets, and your own projects, building new avenues for creativity in your career. Prereq ITS 110

ITS 262 Career Navigation Business Analytics

3 credits

This course will help you find a job in Analytics upon graduation. Not just any job; one that excites you and meets your financial needs. In this course, you will explore career paths in Analytics, potential salary outcomes, and the skills you need to understand whether these salary outcomes will support you. This exploration will lead you to identify target jobs and opportunities. You will then plan the steps you need to take to achieve your goals and begin executing that plan.

ITS 265 Career Navigation Cybersecurity

3 credits

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them.

ITS 270 Introduction to Generative AI

3 credits

Generative AI is AI that can produce new content - answers, code, music, art, video, and more. This lightly technical introduction will teach the foundational skills to level up your understanding of transformers, LLMs, and more. By the end of this course, you will engineer better prompts and apply chain-of-thought techniques to generate AI solutions. Prerequisites: ITS 101 and ITS 102

ITS 275 Career Navigation in Applied AI

3 credits

AI jobs are exploding, but the pathways to discover and land them aren't always clear. In this course, you'll explore the growing variety of career pathways your AI skills unlock. Understand salaries, growth trends, target jobs, and the skills needed to land them. Develop resume and interview skills, achievable goals, and unlock careers for a meaningful and strong financial future.

ITS 301 Business Analytics I

3 credits

This course focuses on using the most common business analytics tools in the industry. You'll build foundational skills in SQL and Tableau to extract, analyze, and visualize data. You'll also dive into database design, hypothesis testing, and the nuances of big data in the business landscape. Prerequisites: ITS 201, 202.

ITS 302 Business Analytics II

3 credits

This course is intended as a continuation of Business Analytics I. You'll build on your knowledge of business analytics tools by learning advanced SQL and Tableau skills and predictive modeling. This course is oriented around business case studies to apply this newfound knowledge to real-world scenarios. Prerequisites: ITS 201, 202, 301.

ITS 305 Modern Technologies

3 credits

Ready to take your coding skills to the next level? It's time to explore the cutting-edge technologies that elevate you from a simple programmer to a software engineer. Discover tools like Docker, Jira, cloud computing, and GitHub that are essential for building scalable and secure products people can actually use. When you understand why these technologies matter and how they impact industry, you'll be ready to build real applications and stay ahead in tech. Prerequisites: ITS 101.

ITS 310 AI Ethics

3 credits

Have you ever heard someone say that AI could take over the world? As drastic as that may sound, AI poses substantial ethical risks to businesses, people, and anyone taking advantage of the technology. Therefore, learning the ethical theories and legal frameworks surrounding AI is critical for anyone using AI tools. This course will explore the ethical standards and legal requirements in AI deployment, covering topics such as bias, privacy, and

governance. Prerequisite ITS 110

ITS 320 Predictive Modeling in AI

3 credits

This course brings the predictive power of AI to your toolbox. You'll discover how to analyze, interpret, and forecast complex data using AI tools. Learn through hands-on activities and practice techniques like regression analysis and neural networks. You'll also explore how to fill in missing data and estimate your confidence in your predictions. By the end of this course, you'll have in-demand skills for your career and be ready to take on more advanced studies. Prerequisites: ITS 101, ITS 102, ITS 270, MAT 216

ITS 340 Network and System Security

3 credits

Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. This online class has optional live sessions.

ITS 341 Cybercrime and Governance

3 credits

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals. This online class has optional live sessions. Prerequisite: ITS 240.

ITS 351 Application Development I: Backend

3 credits

This course is all about equipping you with the skills to build dynamic, database-driven web applications—the core of great app development. You'll create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop middleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems. Prerequisites: ITS 150 and ITS 250

ITS 352 Application Development II: Frontend

3 credits

This course will have you building sleek, dynamic web apps using tools, such as React and Angular. Learn to create stunning front-end interfaces, seamlessly connect them with backend services, and ensure everything runs smoothly. You'll dive into component-based architecture, manage state like a pro, and master the art of making your apps fast and responsive. By the end, you'll be ready to create full-stack applications that stand out and wow users. Prerequisites: ITS 150, ITS 250, and ITS 351

ITS 385 Algorithms

3 credits

Imagine having to wait hours to buy a product online due to slow load speeds. That's the world without efficient algorithms. Algorithms are crucial for many everyday applications, such as enabling GPS systems to find the best routes and online stores to load quickly. In this course, you'll uncover the magic behind algorithms, learning divide-and-conquer, dynamic programming, and greedy algorithms. By the end, you'll build scalable applications that won't break. Prerequisites: ITS 101, ITS 102, ITS 280, MAT 325.

ITS 410 Software Development

3 credits

Ever wondered what it takes to turn a great idea into a fully functional software product? This course covers everything from concept to implementation. Learn to use Git for efficient code management, ensure quality with comprehensive testing, and streamline delivery with CI/CD pipelines. Discover design patterns and apply SDLC methods. By the end, you'll be equipped to tackle any software project with confidence and expertise. Prerequisites: ITS 150, ITS 250, and ITS 351.

ITS 440 The Future of Cybersecurity

3 credits

When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques

used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country. This online class has optional live sessions. Prerequisites: ITS 240, 341.

ITS 441 Ethical Hacking

3 credits

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where they are asked to ethically hack a real system. This online class has optional live sessions. Prerequisite: 440.

ITS 450 The Future of Cybersecurity

3 credits

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions. Prerequisite: 340

ITS 460 Computer Systems

3 credits

Curious about what happens under the hood of your computer? This course explores the inner workings of computer systems while teaching you the C programming language. Learn the fundamentals of operating systems, memory management, and file systems. Explore how microprocessors execute instructions and how peripherals communicate with the main system. By the end, you'll understand computer architecture and be able to optimize system performance using C. Prerequisites: ITS 101 and ITS 102.

ITS 470 Prescriptive AI

3 credits

Prescriptive AI teaches you the highest-value technical AI skills available. You'll use advanced techniques of optimization, evolutionary computation, surrogate modeling, and agent building, helping you use AI for its true superpower: faster, better decisions. Through real-world challenges and hands-on projects in decision-making, robotics, and more, you'll be able to frame problems and train models that make you a desirable hire in any industry. ITS 101, ITS 102, ITS 270, ITS 280, ITS 320, MAT 216

ITS 491 Goal-Oriented Web Design

3 credits

One of the main goals of a company's website is to improve its bottom line. In this course, you will propose and build a new website for an existing company. This website should be optimized to boost conversion events for the company in question. In doing so, you will need to research customer behavior and industry trends in order to successfully generate leads and sales. This course will test all of the skills built up through the Web Design major - design, prototyping, optimization, and programming.

ITS 492 Cybersecurity Capstone

3 credits

This course is the culmination of the Cybersecurity program, allowing you to apply your knowledge to real-world challenges. You will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare you for major cybersecurity certifications.

ITS 493 Computer Science Capstone

3 credits

Ready to bring everything you've learned together? This is your opportunity to apply your skills to a real-world challenge. In this course, you'll design, develop, and deliver a comprehensive software project from start to finish. Collaborate with peers, implement advanced programming concepts, and use industry-standard tools. By the end, you'll have a polished project to showcase your abilities and a deep understanding of the entire software development lifecycle. Prerequisites: ITS 101, ITS 102, ITS 150, ITS 230, ITS 250, ITS 280, ITS 305, ITS 351, ITS 410, MAT 325.

ITS 494 Business Analytics Practicum**3 credits**

In this capstone course, students engage in a hands-on business analytics project, tackling a real-world data problem from start to finish. This immersive experience equips students with the skills needed for their future roles as analysts, with a special focus on honing job interview skills and communicating findings to stakeholders.

Students will also learn how to build a portfolio for their job search. This online class has optional live sessions.

Prerequisites: ITS 201, 202, 301, 302.

JUS 101 Introduction to Criminal Justice**3 credits**

Introduces students to the study of criminal justice. Surveys the major institutions of the criminal justice system and the theoretical explanations for different types of crime. Topics include policing, courts, corrections, law, and public policy.

JUS 203 Policing and Society**3 credits**

Examines the complex intersections of modern police forces and society's policing needs. A special emphasis will be placed on examining evidence-based policing strategies for reducing violent crime.

JUS 218 Children and the Justice System**3 credits**

Explores the historical development, current organization, and functions of the juvenile justice system, placing emphasis on prevention and rehabilitation programs. Studies the impact of the social and cultural context of youth, including the roles of family, neighborhood, substance abuse, gender, and race.

JUS 240 Violent Crime**3 credits**

Examines research on violent crime, including homicide, battery, mass shootings, robbery, sex-based crimes, and human trafficking, among others.

JUS 302 Mental Health and the Justice System**3 credits**

Explores evidence-based practices for responding to mental health crises in the context of offending, including the co-responder model (police and social workers), and police training for responding to mental health crises. Also includes the impact of crime on the mental health of individuals working in the criminal justice field.

JUS 304 Forensics and Crime Scene Investigations**3 credits**

Explores research on best practices for solving crimes, with a special emphasis on the role of forensic evidence. Students will also gain an understanding of how forensics, police-community relations, race, and socioeconomic disadvantage intersect to impact crime scene investigations.

JUS 405 Women in Criminal Justice**3 credits**

Teaches the ethical and legal responsibilities of women as professionals in the justice system. Explores research related to the role of women in the justice system, and unique career trajectories, hurdles, and contributions they make to the functioning of the justice system.

JUS 411 International Law and Justice**3 credits**

Key concepts and doctrines of international law. Possible topics include international dispute resolution, human rights law, human trafficking, international criminal law, and war crimes.

JUS 412 Immigration Law**3 credits**

Foundation course in the rights of noncitizens and the immigration admission and removal process. Selected topics in immigration reform, asylum and refugee protection, and immigrant detention, rights, and discrimination.

JUS 495 Special Topics in Criminal Justice**3 credits**

Features a specific issue of law and justice, explored through research, human-centered design, discussion, media, and fieldwork, where appropriate. May be repeated for credit with a different topic.

JUS 496 Independent Study

1-4 credits

In-depth examination of a topic of specific interest to student. It may be repeated for credit with a different topic. Approval of Chair required.

JUS 497 Criminal Justice Capstone

3 credits

Exploration of advanced topics in criminal justice, plus professional development and preparation for careers and graduate studies. Prerequisites: Criminal Justice major, at least 18 credits of JUS courses or permission of Chair.

JUS 498 Internship in Criminal Justice

1-4 credits

Supervised professional work experience. Approval of chair required. Prerequisites: Background check (some settings); junior or senior status.

MAT 104 Mathematics in our World (CM)

3 credits

Survey of topics in mathematics used to reason quantitatively and visually for making decisions about current and historic issues with an emphasis on social justice. Topics may include perspective and symmetry, election processes, fairness, graphs and circuits, number theory in nature.

MAT 105 Algebra I (CM)

4 credits

Study of functions and their properties and graphs, primarily linear, quadratic and polynomial functions; linear inequalities; absolute value functions; factoring techniques. Prerequisite: Math placement category 11 or 12.

MAT 109 Math for Health Professions (CM)

3 credits

A study of measures, dimensional analysis, direct and inverse variation, linear and non-linear equations/systems and inequalities. A primary focus on applications to the health professions (such as medication/dosage) with an emphasis on both problem-solving and communication of results/solutions.

MAT 111 Algebra II (CM)

4 credits

Study of polynomial, rational, exponential and logarithmic functions, their properties, graphs and applications; systems of linear equations and matrices. Prerequisite: Math placement category 13 or a grade of "C" or better in MAT 105. May be taken concurrently with MAT 113.

MAT 113 Trigonometry

2 credits

Study of trigonometric functions and their graphs, trigonometric identities and equations, complex numbers and conic sections. Particular focus on problem-solving with trigonometry. Prerequisite: Math placement category 14, or taken concurrently with MAT 111, or a grade of "C" or better in MAT 111.

MAT 116 Statistical Literacy (CM)

3 credits

Emphasizes statistical literacy and statistical thinking. Using and understanding statistical terms and symbols, reading statistical graphs, and understanding fundamental ideas of statistics: sampling, center, spread, chance, estimation.

MAT 143 Geometry in our World (CM)

3 credits

Intuitive and informal study of geometries; historical introduction to geometric ideas involving both the plane and space. Topics may include symmetry and relationships in polygons and polyhedra, tilings and coverings, perspective and measurement as represented in the arts and sciences; technology is used to enhance the investigative approach in the course.

MAT 201 Mathematics for Early Childhood, Elementary and Middle School I (CM)

4 credits

Study of problem solving, basic concepts of sets, numeration systems, number theory, and the basic operations of whole numbers and rational numbers and their properties. Research- based methods of teaching course topics are included. Prerequisite: Early childhood/elementary or elementary/middle education major.

MAT 202 Mathematics for Early Childhood, Elementary and Middle School II (CM) 4 credits

Study of ratio and proportion, statistics, probability, geometry and measurement. Research- based methods of teaching course topics are included. Prerequisite: Early childhood/elementary or elementary/middle education major.

MAT 204 Concepts of Mathematics (CM) 3 credits

Problem solving and the historical evolution of mathematical thinking underlie the entire course. Topics may explore mathematics as patterns in number theory, mathematical infinity in set theory, mathematical symmetry in groups and rings, and counting processes in probability. Prerequisite: Math placement category 13 or higher, or a grade of "C" or better in MAT 201.

MAT 209 Experiential Nursing Math (CM) 1 credit

Applications of measures, dimensional analysis, variation and equations used in a clinical setting. Emphasis on math problem solving to promote patient safety. Prerequisite: A grade of "C" or better in MAT 109 and concurrent enrollment in NUR 251C.

MAT 216 Statistics (CM) 4 credits

Study of statistical topics including: descriptive measures, probability and probability distributions, testing hypotheses, estimation and confidence intervals, sampling, correlation and regression, chi-square. Prerequisite: Math placement category 13 or higher, or a grade of "C" or better in MAT 105.

MAT 251 Calculus I (CM) 4 credits

Study of limits and continuity of functions, the derivative and its applications, the indefinite integral. Prerequisite: Math placement category 15 or a grade of "C" or better in MAT 113.

MAT 252 Calculus II 4 credits

Continuation of MAT 251. Study of the definite integral and its applications; infinite series; an introduction to differential equations. Prerequisite: A grade of "C" or better in MAT 251 or Director of Mathematics approval.

MAT 261 Calculus III 4 credits

Continuation of MAT 252. Study of vectors, functions of many variables, partial differentiation, multiple integration, topics in vector calculus. Prerequisite: A grade of "C" or better in MAT 252.

MAT 301 Fundamental Concepts of Higher Mathematics 4 credits

An introduction to mathematical logic, reasoning and various proof techniques. Topics include set theory, number systems, relations, functions and writing formal proofs involving these concepts. Prerequisite: A grade of "C" or better in MAT 251 or Director of Mathematics approval.

MAT 311 Linear Algebra 4 credits

Systems of equations and matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues and eigenvectors, numerical aspects and applications of linear algebra. Prerequisite: MAT 252 or Director of Mathematics approval.

MAT 321 Differential Equations 4 credits

Study of methods for solving first and simple higher order differential equations, linear equations with constant coefficients, solution of linear systems, introduction of the Laplace transform, approximation methods, applications of differential equations, partial differential equations. Prerequisite: MAT 252 or Director of Mathematics approval.

MAT 325 Discrete Mathematics **4 credits**

A survey of discrete mathematics will be studied. Topics may include graph theory, cryptology, combinatorics, enumeration, and coding theory. Prerequisites: MAT 111 & MAT 113 or placement into math category 15.

MAT 328 Numerical Analysis **4 credits**

Study of the development and evaluation of methods for computing required numerical data. Topics include numerical solution of equations, finite differences, sums and series, interpolation and approximations, numerical differentiation and integration. Prerequisite: MAT 252 or Director of Mathematics approval.

MAT 331 Abstract Algebra **4 credits**

Study of number systems and properties of algebraic structures such as groups, rings, integral domains, fields, field extensions, isomorphisms and homomorphisms. Prerequisite: MAT 301 or Director of Mathematics approval.

MAT 343 Modern Geometry **4 credits**

An axiomatic and transformational study of Euclidean geometry and its relation to other geometries: finite, projective, and non-Euclidean. Prerequisite: MAT 252 or Director of Mathematics approval.

MAT 346 Introduction to Probability and Statistics **4 credits**

Study of the organization and analysis of data, elementary probability, permutations and combinations, random variables, expectation, probability distributions, sampling, testing hypotheses. Prerequisite: MAT 252 or Director of Mathematics approval.

MAT 347 Elementary Number Theory **4 credits**

Properties of integers, divisibility, Euclidean algorithm and its consequences, primes, arithmetic functions, theory of congruencies, numbers in other bases, primitive roots. Prerequisite: MAT 301 or Director of Mathematics approval.

MAT 361 Real Analysis **4 credits**

This is an introductory course in real analysis. Topics covered will include the following: a rigorous study of the real numbers, a formal approach to sequences and series, the topology of the real numbers, and a rigorous study of differentiation and integration of real-valued functions. Prerequisite: MAT 301 or Director of Mathematics approval.

MAT 495 Topics in Mathematics **2-4 credits**

Subjects such as topology, history of mathematics, philosophy of mathematics, applications, modeling, or selected topics in mathematics not available in other courses. Prerequisite: Director of Mathematics approval.

MAT 496 Independent Study **2-4 credits**

Individual investigations of topics or problems in mathematics not previously encountered. Prerequisite: Director of Mathematics approval.

MAT 498 Internship **2-4 credits**

Enhancement of the educational experience through placement with a cooperating agency, business, or industry. The nature of the assignment, type of experience, number of credits and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor and the academic advisor. Prerequisite: Director of Mathematics approval.

MUS 230 The American Musical (Fine Arts) **3 credits**

Discover how the American Musical has evolved from its early days to the present. Explore the effects of the social and political environment on musical theater. Understand the relationship of music to other art forms, including costumes, stage sets, dance forms and literature through exposure to videos, recordings and live performances. Attendance at one live musical is required. Fee

MUS 250 Mount Mary Choir (Fine Arts)**2-3 credits**

Learn to sing, read music and perform various styles of music including jazz, pop and Broadway show tunes. This class is open to MMU students of all skill levels and talents. No audition. No experience required. This course may be taken once for the 2 credit fa core option.

MUS 270 Music in Film (Fine Arts)**3 credits**

A great soundtrack can create mood, drama, intrigue and romance. Discover how music becomes an integral element of a film as it generates emotional responses while the mind is focused on dialogue, plot and action. Students will develop listening and critical thinking skills through activities, discussions and projects. Various film genres will be explored including dramas, musicals, action, adventures, fantasies and animations.

MUS 280 American Popular Music (Fine Arts)**3 credits**

This course is a broad overview of American Popular Music examined through the lens of historical events, cultural perceptions and technological developments. Through guided listening examples and videos clips, students will become informed listeners as they learn about the development, musical influences, styles, works, and important contributors to American Popular music.

MUS 328 Music Cultures of the World (Fine Arts & Global)**3 credits**

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

NUR 114 Introduction to Nursing**2 credits**

This course will serve as an overview of the scientific principles of nursing that promote and create a culture of safety and caring. Foundational concepts to the professional nursing role will be introduced. This includes the history of nursing, ethics and legalities, health policy and law, evidence-based practice, the health care system, professional communication, diversity, equity, inclusion, and an overview of the nursing process. Students will be introduced to the APA (American Psychological Association) writing style that is used in writing and formatting academic papers in this course.

NUR 200 Health Assessment**2 credits**

This course prepares nursing students to conduct and interpret a holistic health assessment as a foundational component of the professional nursing process. Students develop the knowledge, skills, and clinical judgment necessary to perform comprehensive and focused health assessments across diverse populations. Emphasis is placed on therapeutic communication, interviewing, and observational techniques, as well as systematic use of inspection, palpation, percussion, and auscultation. The course integrates physical, behavioral, spiritual, psychosocial, developmental, and cultural dimensions of health to support person-centered, evidence-based nursing care within the context of the patient, family, and community. Prerequisites: BIO 100, BIO 234, BIO 235, CHE 113, MAT 109, NUR 114. Corequisites: NUR 200L, NUR 261.

NUR 200L Health Assessment Lab**2 credits**

This laboratory course emphasizes the application of therapeutic communication, interviewing, and observational skills, along with hands-on practice of inspection, palpation, percussion, and auscultation techniques. Nursing students integrate physical, behavioral, spiritual, psychosocial, developmental, and cultural considerations into the assessment of the patient and the broader social unit through simulated and experiential learning activities. Prerequisites: BIO 100, BIO 234, BIO 235, CHE 113, MAT 109, NUR 114; Corequisites: NUR 200, NUR 261.

NUR 210 Nutrition and Health Promotion**2 credits**

The course will introduce the principles of nutrition as they relate to the health of individuals throughout the life cycle, disease prevention, health promotion, and patient centered care. Prerequisites: BIO 100, BIO 234, BIO 235; Corequisites: NUR 261, NUR 200, NUR 200L.

NUR 249 Foundations of Nursing Practice**3 credits**

This course introduces the foundations of professional nursing practices, including assessment and care activities that promote health and adaptive responses to clients across diverse healthcare settings. Emphasis is placed on the nursing process, health promotion, disease prevention, professional communication, and collaboration, incorporating cultural competence and critical decision-making to meet the needs of diverse patient populations. Throughout the course, students demonstrate competence in fundamental nursing principles through clinical skills performance validation in laboratory and clinical settings. Prerequisites: MAT 109, MAT 209, NUR 200, NUR 114, NUR 261; Corequisites: NUR 262. NUR 249 is equivalent to NUR 349.

NUR 249C Nursing Clinical Foundations**3 credits**

This course provides on-campus and off-campus experiences that allow students to apply the nursing process through direct client care across diverse healthcare settings. Students engage in the roles and responsibilities of professional nursing practice, demonstrating clinical judgment, therapeutic interventions, collaboration, and culturally competent care while responding to the health needs of diverse patient populations. Prerequisites: MAT 109, MAT 209, NUR 200, NUR 114, NUR 261; Corequisites: NUR 249, NUR 249L, NUR 262.

NUR 249L Foundations of Nursing Practice Lab**2 credits**

This laboratory course emphasizes the application and integration of the nursing process through hands-on practice of foundational nursing skills and therapeutic interventions. Nursing students learn to develop clinical judgment, psychomotor skills, and professional communication through direct client care in laboratory and simulation settings, supporting health promotion, disease prevention, and safe, evidence-based nursing care. Prerequisites: MAT 109, MAT 209, NUR 200, NUR 114, NUR 261; Corequisites: NUR 249, NUR 249C, NUR 262.

NUR 261 Pathophysiology & Pharmacology I**3 credits**

This course introduces foundational principles of pathophysiology and pharmacology, emphasizing basic cellular function, mechanisms of disease, and pharmacologic concepts across the lifespan. Students examine commonly used medication classes, including drug actions, indications, side effects, and foundational nursing implications for safe medication administration and patient education. Emphasis is placed on developing critical thinking skills to connect disease processes with underlying pathology and clinical manifestations. Prerequisite: BIO 100, BIO 234, BIO 235, CHE 113, MAT 109; Corequisite: NUR 200, NUR 200L, NUR 210.

NUR 262 Pathophysiology & Pharmacology II**3 credits**

This course builds upon foundational knowledge of pathophysiology and pharmacology to examine complex and multisystem disease processes and advanced pharmacologic management across the lifespan. Students analyze high-risk and specialized medication classes with an emphasis on clinical decision-making, priority nursing implications, patient-specific considerations, and evaluation of medication safety and effectiveness. The course emphasizes the application of critical thinking to interpret complex pathologic processes, predict clinical manifestations, and support comprehensive, evidence-based patient care. Prerequisites: NUR 200, NUR 200L, NUR 210, NUR 261. Corequisites: NUR 249, NUR 249C, NUR 249L.

NUR 319 Mental Health**2 credits**

This course provides a comprehensive overview of mental health nursing, emphasizing core concepts, common mental health conditions, and evidence-based approaches to promoting mental well-being. Students examine the biological, psychological, and social factors that influence mental health, including the impact of stigma on individuals, families, and communities. The course introduces therapeutic communication techniques, nursing interventions, psychopharmacology, and community-based support systems used in mental health care. Emphasis is placed on the nurse's role in recognizing mental health concerns, providing supportive and responsive care, and promoting mental wellness across diverse populations and healthcare settings. Prerequisites: NUR 249, NUR 249C, NUR 249L, PSY 214; Corequisites: NUR 350, NUR 350C, NUR 350L.

NUR 350 Medical Surgical I**3 credits**

This course provides foundational knowledge for the nursing care of adult patients experiencing common medical and surgical conditions. Students apply the nursing process to assess, plan, implement, and evaluate care for individuals with acute and chronic health alterations. Emphasis is placed on safe, evidence-based nursing care, clinical reasoning, therapeutic communication, and interprofessional collaboration across diverse healthcare settings. Prerequisite: NUR 261, NUR 262, NUR 249; NUR 249C, NUR 249L. Corequisites: NUR 350C, NUR 350L, NUR 319.

NUR 350C Medical Surgical I Clinical

3 credits

This clinical course provides supervised, hands-on experience caring for adult patients with common medical and surgical conditions in diverse HealthCare settings. Students apply foundational theoretical knowledge and nursing skills to patient care, with a focus on health assessment, basic nursing interventions, therapeutic communication, and accurate documentation. Emphasis is placed on safe patient care, prioritization, and the development of clinical judgment while managing stable patients with predictable health outcomes. Prerequisite: NUR 261, NUR 262, NUR 249, NUR 249C, NUR 249L; Corequisites: NUR 350, NUR 350L, NUR 319.

NUR 350L Medical Surgical I Lab

2 credits

This laboratory course focuses on developing foundational proficiency in patient assessment, basic nursing interventions, and the use of medical equipment and healthcare technology aligned with Medical-Surgical Nursing I content. Through skills-based practice and simulated learning experiences, students strengthen critical thinking, clinical reasoning, and decision-making abilities. Emphasis is placed on patient-centered care, teamwork, safety, and the application of evidence-based nursing practice. Prerequisite: NUR 261, NUR 262, NUR 249, NUR 249C, NUR 249L; Corequisite: NUR 350, NUR 350C, NUR 319.

NUR 361 Healthcare Informatics and Economics

2 credits

This course introduces healthcare informatics and economics within professional nursing practices. Students examine the use of electronic health records (EHRs), standardized nursing terminology, mobile health technologies, and telehealth to enhance patient care, along with related ethical and legal considerations. The course also explores the nurse's role in healthcare economics, including healthcare systems, cost containment, insurance models, and global perspectives. Emphasis is placed on the effective use of information and technology to support safe, quality, and evidence-based nursing care. Prerequisite: NUR 319, NUR 350, NUR 350C, NUR 350L. Corequisite: NUR 370, NUR 370C, NUR 370L.

NUR 370 Medical Surgical II

3 credits

This course builds on foundational medical-surgical nursing knowledge to prepare students to care for adult patients with complex, multisystem acute and chronic health alterations across the care continuum. Emphasis is placed on comprehensive, patient-centered, and holistic nursing care, with a focus on clinical reasoning, prioritization, and interprofessional collaboration. Students integrate pathophysiology, pharmacology, and evidence-based practice to support safe, effective care and to manage patients with higher acuity needs within diverse healthcare systems. Prerequisites: NUR 319, 350, 350C, 350L, Corequisites: NUR 361.

NUR 370C Medical Surgical II Clinicals

3 credits

This clinical course provides supervised, hands-on experience in diverse healthcare settings, allowing students to apply theoretical knowledge and nursing skills in the care of adult patients with acute and chronic health conditions. Students care for patients with increasingly complex and multisystem conditions, further developing clinical judgment, critical thinking, and decision-making abilities. Emphasis is placed on prioritization, interprofessional collaboration, and the delivery of safe, patient-centered care for individuals with higher acuity needs. Prerequisites: NUR 350, NUR 350C, NUR 350L; Corequisites: NUR 370, NUR 370L.

NUR 370L Medical Surgical II Lab

2 credits

This laboratory course advances student proficiency in complex patient assessment, advanced nursing interventions, and the use of medical equipment and healthcare technology aligned with Medical-Surgical

Nursing II content. Through high-fidelity simulation and skills-based practice, students develop clinical reasoning, rapid decision-making, teamwork, and the ability to manage deteriorating or high-risk patients. Emphasis is placed on safe, patient-centered, and evidence-based nursing care in increasingly complex clinical situations. Prerequisite: NUR 350, NUR 350C, NUR 350L; Corequisites: NUR 370, NUR 370C.

NUR 420 Nursing Leadership

2 credits

This course will explore leadership, management, and organizational theoretical frameworks using critical thinking strategies to study the paired roles of the nursing professional with the healthcare delivery models. There will be a review of techniques by successful managers, outcomes evaluation, quality improvement, and cost-wise decision-making. The student will complete a self-evaluation of their leadership skills and finalize their employment portfolio. Prerequisites: NUR 432, NUR 449, NUR 449C, NUR 449L, NUR 470. Corequisites: NUR 440, NUR 441, NUR 441C.

NUR 432 Community Based Nursing

2 credits

This course focuses on community and public health nursing across diverse populations and settings. Students examine the impact of social determinants of health on individuals, families, and communities, along with epidemiologic principles, ethical considerations, and the nurse's professional role in population health. Emphasis is placed on primary, secondary, and tertiary prevention strategies to promote, protect, and improve health through collaborative, evidence-based practice. Prerequisites: NUR 319, NUR 361, NUR 370, NUR 370C, NUR 370L. Corequisites: NUR432C, NUR449, NUR 449C, NUR 449L, NUR 470.

NUR 432C Community/Specialties Clinical

2 credits

This clinical will provide opportunities for the exploration of various specialties and community nursing. Prerequisites: NUR 319, NUR 361, NUR 370, NUR 370C, NUR 370L. Corequisites: NUR432, NUR449, NUR 449C, NUR 449L, NUR 470.

NUR 440 Evidence-based Practice

3 credits

This course examines theory and research methods that support evidence-based nursing practice. Students develop skills in evaluating research, understanding research design and ethics, and translating evidence into practice change. The course culminates in the development of an evidence-based proposal, written paper, and presentation.

Prerequisite: NUR 432, NUR 432C, NUR 449, NUR 449C, NUR 449L. Corequisite: NUR 420, NUR 441, NUR 441C.

NUR 441 Nursing Transitions

3 credits

This course prepares students for successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) through structured review, test-taking strategies, and comprehensive examination practice. Students are provided opportunities to identify individual strengths and areas for improvement to support readiness for licensure. The course also addresses transition-to-practice concepts, including professional role development and clinical expectations, which are explored and expanded through guided group discussion and reflective learning activities. Prerequisite: NUR432, NUR 432C, NUR 449, NUR 449C, NUR 449L. Corequisites: NUR 420, NUR440, NUR 441C.

NUR 441C Nursing Transitions Clinical

3 credits

This course focuses on the provision of comprehensive patient-centered nursing care of adults or children with the application of leadership and management principles through direct client care. This clinical experience provides an opportunity for students to demonstrate competence in the roles of professional nursing. Students demonstrate therapeutic interventions, skills, and clinical judgment, synthesizing concurrent and previous coursework. Prerequisites: NUR432, NUR 432C, NUR 449, NUR 449C, NUR 449L. Corequisites: NUR 420, NUR440, NUR 441. NUR 441C equivalent to NUR 491C.

NUR 449 Advance Medical Surgical

3 credits

This culminating medical-surgical nursing course prepares students to provide comprehensive, evidence-based care for adult patients with complex, multisystem acute and life-threatening conditions. Emphasis is placed on advanced clinical reasoning, prioritization, interprofessional collaboration, and the management of high-acuity patients within complex healthcare environments. Students integrate pathophysiology, pharmacology, and evidence-based practice to support safe, effective, and patient-centered nursing care. Prerequisites: NUR 361, NUR 370, NUR 370C, NUR 370L. Corequisites: NUR 432 and 470.

NUR 449C Advanced Medical Surgical Clinicals

3 credits

This clinical course provides supervised experiential learning in the care of adult patients with unstable, high-risk, and life-threatening conditions within complex healthcare settings. Students demonstrate advanced clinical judgment, rapid decision-making, prioritization, delegation, and leadership in the delivery of nursing care. Emphasis is placed on interprofessional communication, coordination of care, patient and family education, and the safe management of patients. Prerequisites: NUR 370, NUR 370C, NUR 370L; Corequisites: NUR 432, NUR 470, NUR 449, NUR 449L.

NUR 449L Advanced Medical Surgical Lab

2 credits

This laboratory course focuses on practice readiness through high-fidelity simulation of complex and emergent patient scenarios. Students refine advanced assessment skills, high-risk interventions, use of medical technology, teamwork, and rapid clinical decision-making. Emphasis is placed on management of patient deterioration, safety, and leadership in acute care situations. Prerequisites: NUR 370, NUR 370C, NUR 370L; Corequisites: NUR 432, NUR 449, NUR 449C, NUR 470.

NUR 470 Obstetrics and Pediatrics

3 credits

This course explores nursing care related to women's health and the childbearing experience, including preconception, pregnancy, labor, delivery, and the postpartum period, with attention to physiological and psychosocial adaptations. Nursing care of the newborn is introduced, followed by the care of infants, children, and adolescents experiencing acute and chronic health conditions across major body systems. Emphasis is placed on family-centered, and evidence-based nursing care that promotes health, supports development, and ensures safe outcomes across maternal and pediatric populations. Prerequisites: NUR 361, NUR 370, NUR 370C, NUR 370L. Corequisites: NUR 432, NUR 432C, NUR 449, NUR 449C, NUR 449L.

OCT 101 Orientation to Occupational Therapy

1 credit

Introduction to the theoretical and philosophical origins, practice areas, and client populations of occupational therapy.

OCT 201 Medical Terminology

1 credit

Overview of medical terminology used in health care. Emphasis is placed on building medical terms using prefixes, suffixes, and root words.

OCT 530 Therapeutic Occupations

3 credits

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

OCT 532 Theoretical Principles

4 credits

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

OCT 534 Applied Kinesiology

3 credits

Analysis of the structure and function of bones, nerves, muscles, and joints. Introduction to arthrokinematics and biomechanics; laboratory sessions on manual palpation skills. Includes common injuries to various anatomical structures. Course fee required.

OCT 536 Neuroscience for Rehabilitation

3 credits

Exploration of neurological foundations, including neuroanatomy and neurophysiology of the human nervous system as related to occupational therapy practice. Focus on problem-based learning methods to understand neurological pathologies encountered in occupational therapy.

OCT 540 Therapeutic Relationships Seminar

1 credit

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

OCT 545 Clinical Reasoning Level I Fieldwork

2 credits

Application of OT theory, evaluation, intervention planning, and clinical reasoning skills through experiential learning in classroom and clinical setting. Emphasis on therapeutic use of self and meaningful occupation in a psychosocial context. Includes up to 20 hours of fieldwork. Course Fee required.

OCT 551 Psychosocial Practice

3 credits

Examination of current theory and evidence-based practice of psychosocial occupational therapy within a holistic context. Focus on psychosocial evaluation, treatment techniques, and approaches across the lifespan. Includes cognitive, affective, anxiety, personality, substance use, and thought disorders.. Course fee required.

OCT 553 Pediatrics

3 credits

Application of occupational therapy evaluation and intervention with a pediatric population. Focus on pediatric settings and intervention approaches for specific populations of children and youth. Collaboration with families, schools, and other professionals to promote engagement and occupational performance in varied environments.

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.

OCT 577 Health Care Research

3 credits

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

OCT 580 Population Services

2 credits

Theoretical foundations for organization and population practice. Includes population profile, environmental context, occupational injustice and needs assessment. Emphasis on program development process including program intervention, program evaluation and impact of occupational therapy services as demonstrated through scholarly writing and presentation of project.

OCT 585 Population Services Practicum

2 credits

Service learning in an organization related to specialty practice area and doctoral experiential capstone focus. Analysis of organization narrative and population profile to identify unmet needs. Admission to the OTD program. Doctoral track only.

OCT 650 Rehabilitation Skills

2 credits

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

OCT 655 Clinical Problem Solving Level I Fieldwork

2 credits

Application of OT theory, evaluation, intervention planning, and clinical reasoning skills through experiential learning in classroom and clinical setting. Emphasis on communication skills, evidence-based practice, and professional behaviors in rehabilitative and habilitative contexts. Includes up to 40 hours of fieldwork. Course Fee required.

OCT 662 Physical Rehabilitation in Adults

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. Course fee required.

OCT 663 Occupational Performance in Adults

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. 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.

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.

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.

OCT 679 Management and Leadership

3 credits

Overview of management of occupational therapy services including current health care trends, departmental planning, supervision, reimbursement, regulatory issues, and program evaluation. Leadership focuses on behaviors and actions used for successful relationship building and collaboration within the work environment. Course fee required.

OCT 681 Advanced Practice: Wellness and Prevention

2 credits

Analysis of occupational therapy theory and treatment addressing integrative health, wellness and prevention.

OCT 682 Advanced Practice: Pediatrics

2 credits

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

OCT 683 Advanced Practice: Productive Aging **2 credits**

Productive Aging Analysis of occupational therapy theory and intervention related to group, community, and population services for an older adult population. Focus on differentiating services by contexts and settings, emphasizing engagement and resilience.

OCT 686 Advanced Practice: Hand Rehabilitation **2 credits**

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

OCT 688 Advanced Practice: Physical Rehabilitation **2 credits**

Analysis of occupational therapy theory and intervention related to group, community, and population services for persons with physical illness in inpatient and outpatient settings. Includes emerging practice contexts.

OCT 689 Doctoral Seminar **1 credit**

Analyze and synthesize population profile, organization narrative, and professional literature to create a needs assessment. Includes development of doctoral capstone learning plan. Doctoral track only.

OCT 690 Advancement of Occupational Therapy Practice **2 credits**

Systematic review of professional literature regarding selected program-level interventions for targeted populations in area of specialty practice (i.e. children and youth, physical disabilities and rehabilitation, productive aging and wellness and prevention/mental health). Includes analysis and synthesis of targeted program intervention. Doctoral track only.

OCT 690A Doctoral Advising **1 credit**

Faculty doctoral advisors provide individualized guidance regarding literature review and program intervention. Concurrent with OCT 690. Doctoral track only.

OCT 696 Independent Study **1-3 credits**

Opportunity to pursue independent study of special interest to student under direction of a faculty advisor. Consent of chairperson. May be repeated for credit.

OCT 698A Level II Fieldwork **6 credits**

Supervised experiential learning, which provides an opportunity for analysis, synthesis, and application of all educational components to 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 (480 hours). Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook. Course fee required.

OCT 698B Level II Fieldwork **6 credits**

Supervised experiential learning which provides an opportunity for analysis, synthesis, and application of all educational components to 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 (480 hours). Fieldwork is completed in an approved setting on a

full-time or part-time basis, but may not be less than half time. Additional information regarding Level II fieldwork found in Occupational Therapy Program Handbook. Course fee required.

OCT 700 Perspectives on Occupation

2 credits

Examination of perspectives on occupation that underline occupational therapy practice. Implications of these perspectives for professional practice and service delivery are explored.

OCT 710 Research in Occupational Therapy

3 credits

Analysis and synthesis of professional literature related to selected practice area. Includes methodologies of research, statistics, inquiry and application of evidence to practice.

OCT 720 Theory and Practice

2 credits

Analysis of models, theory, frames of reference and professional reasoning that underlie occupational therapy practice. Includes use of reflective practice to enhance occupational therapy efficacy and outcomes.

OCT 734 Leadership

2 credits

Examination of leadership theories and their application to provision of occupational therapy services. Emphasis on personal responsibility for ongoing professional development and assuming leadership roles within service delivery systems.

OCT 785 Culminating Fieldwork Project

2 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation, and demonstrates the student's competencies for practice. Includes written portfolio and culminating experience. Comprehensive practice review and preparation for the occupational therapy certification exam. MSOT students only. Course fee required.

OCT 787 Culminating Fieldwork Project

2 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation and demonstrates the student's competencies for practice. Includes written portfolio and culminating experience. Comprehensive practice review and preparation for the occupational therapy certification exam. Includes individualized learning agreement for capstone experience. Course fee required. Doctoral track only.

OCT 795 Culminating Project

3 credits

Implementation of a culminating project under the guidance of a faculty advisor. The culminating project includes reflective analysis and synthesis of practice that shows the impact of occupational therapy on a client's function and participation. Includes written portfolio and culminating experience. Post-professional MS students only.

OCT 799 Continuing Registration

0 credit

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

OCT 800 Professional Doctorate Plan

2 credits

Leadership development for interprofessional collaboration with an organizational partner and population, including networking and advocacy. Selection of a focus area and organizational partner for the doctoral portfolio. PP-OTD students only.

OCT 802 Population Services	2 credits
Theoretical foundations for organization, community, and population services. Identify occupational therapy's unique contribution to population services. Examination of the program development process, including program design, program evaluation, and outcomes assessment. Explore interprofessional leadership models. PP-OTD students only.	
OCT 810 Advancement of Occupational Therapy Practice	2 credits
Overview of research methods and skill development in database searches, critical analysis and synthesis of evidence commencing in a scholarly analysis and synthesis supporting efficacy of a population-based intervention. PP-OTD students only.	
OCT 811 Doctoral Capstone Experience	6 credits
Fourteen weeks full-time equivalent practice in specialty area (children and youth, physical disabilities and rehabilitation, productive aging, wellness and prevention/mental health). Students design and implement a program-level intervention to address unmet occupational needs for a targeted population within an organizational context. Collaboration with site mentor. Entry OTD program only.	
OCT 812 Specialty Practice Residency	4 credits
Design and implementation of a program to address unmet occupational needs for targeted population within an organizational context. Includes recruiting participants, implementing, and evaluating program effectiveness. Emphasis on interprofessional collaboration. Residency includes the equivalent of 40 hours immersed in an organization. PP-OTD students only.	
OCT 813 Doctoral Capstone Scholarship	2 credits
Integrate professional literature in specialty practice area with needs assessment, program intervention, and program evaluation. Concurrent with OCT 811. Entry OTD program only.	
OCT 813A Doctoral Advising	1 credit
Faculty doctoral advisors provide individualized guidance for students regarding linking professional literature to capstone experiences. Entry OTD program only.	
OCT 814 Specialty Practice Competencies	2 credits
Advance the scholarly literature synthesis to strengthen and focus the evidence for occupational therapy population programming. Reflection on the benefits and challenges of program implementations and assessment of program sustainability. Concurrent with OCT 812. PP-OTD students only.	
OCT 814A Doctoral Advising	1 credit
Individualized doctoral advising to support project development and dissemination of program. Concurrent with OCT 812 and OCT 814. PP-OTD students only.	
OCT 815 Doctoral Capstone Project	2 credits
Individual capstone project demonstrating in-depth knowledge and ability to design solutions for practice challenges. Includes professional literature review and reflections linking professional literature to doctoral capstone experiences. Emphasizes demonstration of scholarly writing and public presentation of capstone project. Entry OTD only.	
OCT 815A Doctoral Advising	1 credit
Faculty doctoral advisors provide individualized guidance for students about capstone project components including population profile, organizational narrative, needs assessment, program intervention, program evaluation and advocacy plan. Entry OTD only.	
OCT 816 Specialty Practice Portfolio	2 credits

Development of scholarly report including needs assessment (population profile, organizational narrative, environmental context, occupational needs, and occupational opportunity), professional literature, program design, and evaluation. Development of grant proposal to support program and population services. PP-OTD students only.

OCT 818 Professional Doctorate Portfolio

4 credits

Complete and defend a professional doctoral portfolio representing an evidence-based occupational therapy population program. Completion of the literature review and integration of portfolio components. PP-OTD students only.

OCT 818A Doctoral Advising

1 credit

Compile professional doctorate portfolio integrating project components (needs assessment, professional literature, program design and evaluation, interprofessional collaboration, feasibility, sustainability, dissemination, grant proposal, leadership plan). Develop professional presentation and scholarship proposal for dissemination. Culminating oral presentation and defense by doctoral candidate. Includes individualized doctoral advising to support completion of portfolio. PP-OTD students only.

OCT 899 Continuing Registration

0 credits

If a student is unable to complete the professional doctorate portfolio within the time frame of the allotted four credits, continuing registration until completion is required. Such continuing registration does not result in additional credit, but does underwrite the services implicit in the advisor/advisee relationship. Additionally, there is a continuation of Mount Mary University services, such as the library and computer services.

PED 100 Somatic Stretching to Release and Relax

1 credit

This course is designed to help you unwind, release tension, and find inner calm. Whether you're dealing with stress, muscle stiffness, or simply seeking a mindful movement practice, this course offers a holistic approach to well-being. May not be repeated for credit.

PED 200 Self Defense for Women

2 credits

Focuses on physical techniques and verbal strategies to defend against larger assailants. Additional components of the course encompass understanding typical attacker behavior, establishing boundaries, being aware of the psychology behind the attack, and what to do after being attacked. May not be repeated for credit.

PED 216 Reduce Stress through Movement

1 credit

This is an introductory survey class exploring a variety of movement practices that reduce stress. The student will develop a greater understanding of the need for purposeful relaxation and the benefits of decompression as part of a well-rounded life. Students will grow an understanding of which practices work best for them through the opportunity to try 6-10 movement-based stress reduction techniques over the semester. May not be repeated for credit.

PED 220 Modern Dance I (FA AI)

3 credits

This course is an introduction to modern dance technique. Students will develop basic technical skills and understand foundational concepts of modern dance through weekly exercises that progress over the semester. Explore the history of the form and learn about important artists who pioneered its development. Through weekly practice learn to identify standard technical elements, make creative choices and build confidence in movement. No previous dance experience required. May not be repeated for credit.

PED 221 Modern Dance II (FA AI)

3 credits

Continued development of Modern Dance technique. Building on the foundations of Modern Dance I towards more complex movement concepts and deeper understanding of healthy alignment while dancing. Students will utilize technique, musicality and athleticism to inform creative expression. Prerequisite PED 220 or equivalent, or permission of instructor. May not be repeated for credit.

- PED 224 Creating Dance (FA AI)** **3 credits**
Explore the creative, technical and expressive elements involved in creating a dance composition. Build an understanding of the practical and theoretical elements of choreography as you experience the creative process. Prerequisite: PED 220 or PED 280 or equivalent, or permission of instructor. May not be repeated for credit.
- PED 230 Cardio-Aerobic Strength Training** **3 credits**
Features participation and instruction in programs using a variety of fitness equipment including free weights and cardio machines. Learn proper exercise form and valuable skills that can improve cardiovascular health, muscular strength, and body composition. May not be repeated for credit. Cross listed with EXS 275.
- PED 233 Fitness I** **3 credits**
Introduction to various fitness formats. Improve personal fitness levels by using the private facilities of the university. Learn how to design a personal fitness program utilizing proper form and exercise techniques. May not be repeated for credit. Cross listed with EXS 265.
- PED 239 Yoga I (One Quarter)** **1 credit**
Introduction to Yoga techniques, relaxation, deep breathing, and health/wellness benefits associated with the practice. Learn how to develop a personal yoga program using proper form, alignment, and modifications to meet individual anatomical needs. May not be repeated for credit.
- PED 240 Yoga II (One Quarter)** **1 credit**
Continuation of PED 239. May not be repeated for credit.
- PED 250 Experiencing Dance (FA AI)** **3 credits**
An introductory study of multiple dance forms through historical, sociological and cultural contexts. Students will investigate a variety of social dances and genres of dance performance across world cultures as they view, discuss and develop an understanding of dance. This course is presented in a combined lecture/movement format that meets one day in a classroom for discussion and the second day in the gym for dancing. May not be repeated for credit.
- PED 256 Dance in Film (FA AI)** **3 credits**
Survey class on the history of dance on film and current artists (dancers and filmmakers) who work in both mediums. Develop a critical eye for both dance and film as you view, discuss and analyze specific dances intended to be viewed on film, via musicals, post-modern dances for camera, social media and many forms in between. Coursework will be a combination of critical thinking and creative in-class work. May not be repeated for credit.
- PED 258 Pilates I (One Quarter)** **1 credit**
Explore the fundamental concepts of Pilates and build your way to an intermediate mat practice over the course of the semester. Pilates utilizes breath, alignment, mobility and strength to bring your body back into balance, enhance your posture and teach you functional healthy movement. No previous experience required. Class will use and provide the mats and props. May not be repeated for credit.
- PED 259 Pilates II (One Quarter)** **1 credit**
Continuation of PED 258. May not be repeated for credit.
- PED 260 Navigate Modern Wellness (SCI SI)** **3 credits**
This class emphasizes a positive approach to wellness and making lasting lifestyle changes. Students will study foundations of a wellness centered lifestyle including nutrition, disease prevention, fitness and exercise programs and stress management. May not be repeated for credit. Cross listed with EXS 385.
- PED 271 Dance Fitness** **3 credits**

Explore the history of rhythms and dance styles from around the world and incorporate them into dance-fitness routines. Learn a variety of dance steps, fitness movements, and different tempos to strengthen and tone muscles while improving your cardiovascular health. Approximate fee: \$20.00.

PED 280 Ballet I (FA AI)

3 credits

Designed for students with no previous ballet or dance experience. Learn terminology, positions of the feet and arms, beginning exercises at the barre and combinations in the center and traveling across the floor in this introductory classical Ballet course. Develop knowledge and skills through weekly exercises that progress over the course of the semester. Ballet shoes and appropriate clothes to dress out are required within the first week of class. May not be repeated for credit.

PED 290 Intro to Jazz Dance (FA AI)

3 credits

Introduction to the vocabulary, techniques, aesthetic and philosophy of Jazz. Strengthening, conditioning, and stretching the entire body are paired with body/mind interaction. Students will learn warm up sequences, travel across the floor and work on combinations in the center. Assignments are supportive to students' investigation and understanding of Jazz. Jazz shoes required. No dance experience necessary. May not be repeated for credit.

PHI 315 Logic and Language (Philosophy)

3-4 credits

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

PHI 315 Logic and Language (Philosophy)

3-4 credits

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

PHI 316 Logic (Philosophy)

3-4 credits

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

PHI 326 Theory of Ethics (Philosophy)

3-4 credits

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

PHI 330 Contemporary Issues in Ethics (Philosophy)

3-4 credits

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

PHI 332 Philosophy of Health (Philosophy)

3-4 credits

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

PHI 334 Ethics, Technology, and Society (Philosophy)

3-4 credits

An investigation into the ethical dilemmas encountered with technologies, both new and old, and humans. How do we anticipate whether technology will help or harm? What does technology have to do with being human? What about technology and nature? Should technology be legislated? Topics addressed include artificial intelligence, universal design, biomedical ethics, economic justice, and environmental ethics.

PHI 335 Social and Political Philosophy (Philosophy)

3-4 credits

Study of the person's relation to civil society based upon the works of classical and contemporary political philosophers. Involves a consideration of the nature of political authority, freedom and human rights. Cross-listed with POS 335.

PHI 337 Readings in Philosophy (*Philosophy*)

3 credits

Presentation of the philosophical enterprise through in-depth reading of selected texts of the great philosophers. (May be repeated for credit with permission of the instructor or Division Chair.)

PHI 343 Philosophy of Religion (*Philosophy*)

4 credits

A study of the relationship between philosophical questioning and religious beliefs. Analysis of the relationships between faith and reason, between religion and ethics, and between belief and mental health.

PHI 344 Philosophy and Literature (*Philosophy*)

3-4 credits

This course explores intersections of philosophy and literature, philosophical ideas as they appear in different literary genres, and the moral importance of literature in shaping social and ethical views.

PHI 345 Philosophy and Film (*Philosophy*)

4 credits

This course includes the aesthetics of cinematic experience as well as the utilization of specific films to explore philosophical questions. Involves weekly screenings and analysis of films.

PHI 346 Philosophy of Art and Beauty (*Philosophy*)

3-4 credits

Examination of the question of what differentiates the aesthetic experience from other human experiences, with a view toward understanding both the artist's act of creation and the audience's act of appreciation.

PHI 347 Philosophy of Science (*Philosophy*)

3-4 credits

Study of philosophical issues in science including the nature of science and the modern scientific method. Specific scientific disciplines to be studied include physics, biology, and psychology.

PHI 355 Women Philosophers (*Philosophy*)

3-4 credits

An examination of some of the philosophical ideas brought forth by women historically and presently. Such thinkers might include Sappho, Hildegard of Bingen, Mary Wollstonecraft, Simone de Beauvoir, etc. In particular, discussion will focus on the issue of the nature and vocation of women. (May be repeated for credit with permission of the instructor or Division Chair).

PHI 360 Global Philosophy (*Philosophy & Global*)

3 credits

A study of a Non-Western region or culture's philosophical tradition.

PHI 361 Christian Philosophy (*Philosophy*)

3-4 credits

A consideration of what Christianity has to say philosophically. An examination of fundamental philosophical questions (What is the good life? What can be known with certainty? What is the nature of the transcendent through the writings of a diversity of Christian thinkers?

PHI 364 Ancient Philosophy (*Philosophy*)

4 credits

Introduction to the central issues and questions raised in the ancient world. Topics include the nature of reality and the cosmos, the good life, the nature of the soul, free will, and political philosophy.

PHI 365 Modern Philosophy (*Philosophy*)

4 credits

Introduction to the central issues raised in that revolutionary period of philosophy's history which began with Descartes and ended with Kant.

PHI 367 19th and 20th Century Philosophy (*Philosophy*)

4 credits

Designed to give students a basic understanding of major thinkers who have shaped the way contemporary people view the world and human life.

- PHI 369 Philosophy of Contemporary Culture (*Philosophy & Global*)** **3 credits**
 Contemporary culture has been called: global, digital, informational, consumerist, post-modern, post-colonial, post-historical, post-industrial – and many other names. Using a collection of readings, this course will attempt to understand contemporary culture and determine how it affects one's personal search for meaning.
- PHI 375 Philosophy of Love (*Philosophy & Global*)** **4 credits**
 Love has been called everything from a pathological condition to divinity itself. This course will explore, in various times and cultures, ways humanity has understood this powerful concept.
- PHI 378 Philosophical Discussion and Writing Workshop** **1 credit**
 Designed for students taking a PHI course who are looking for 1 extra credit in philosophy to develop their writing and conversation skills.
- PHI 379 Issues in Philosophy (*Philosophy*)** **3-4 credits**
 Designed to enable students to engage in concentrated study of a particular issue or figure in the history of philosophy. (May be repeated for credit with permission of instructor/Division Chair).
- PHI 398 Philosophy Internship** **2 credits**
 Designed to enable students to act as research assistants in philosophy. Students will learn to do philosophical research, prepare academic bibliographies, and edit academic writing. Offered as required for majors or minors.
- PHI 492 Critical Reading, Theory, and Interpretation** **4 credits**
 This course introduces students to questions that have persisted since the written word was invented: How do we interpret texts? How do texts inform us about the wider social world? What practical tools are available for understanding and interpreting different works? Students will examine these and other key questions in contemporary theory and criticism. Major theories, including formalism, structuralism, Marxist, deconstruction, psychoanalytic theory, feminist criticism, gender studies, queer theory, and post-colonial criticism will be discussed with an emphasis on application. Cross-listed with ENG 492. Required for philosophy majors; open to philosophy minors and others with chair approval. Prerequisite: ENG 120.
- PHI 496 Independent Study** **1-4 credits**
 Consent of Division Chair required. Offered as required by majors or minors.
- PHI 497 Senior Capstone Seminar** **2-4 credits**
 Required capstone course for philosophy majors. Designed to provide philosophy majors with an in-depth reading of selected texts from the great philosophers while improving their discussion and writing skills. Required for philosophy majors; open to philosophy minors and others with chair approval.
- PHY 201 General Physics I and Lab (SCI / SI)** **4 credits**
 This course considers measurement, forces, equilibrium, statics and dynamics, properties of matter, heat and thermodynamics in both teaching and laboratory settings. Prerequisite: MAT 111. Fee.
- PHY 202 General Physics II and Lab** **4 credits**
 This course considers wave motion, sound, light, optics, electricity, magnetism, and nuclear concepts in both teaching and laboratory settings. Prerequisite: MAT 111. Fee.
- POS 213 American Government (Humanistics) (Civic Engagement)** **3 credits**
 This course covers the American governmental system, its development, constitution, structure and operation with emphasis on fundamental principles and their application in the institutions and political processes.
- POS 328 Studies in Political Science (Humanistics) (Civic Engagement)** **3 credits**

Courses offered as “studies” provide an in-depth study of major political topic. The structure of the courses emphasizes critical examination of the different sides in the American political development.

POS 335 Social and Political Philosophy (Humanistics) (Civic Engagement)

3 credits

Study of the person’s relation to civil society based upon the works of classical and contemporary political philosophers from Europe, Africa, India, China, Japan, Native Americans and the Americans. By examining the range of theories, students are able to consider the nature of political authority, freedom and human rights. Cross-listed with PHI 335.

POS 386 Foreign Relations (Humanistics) (Global Perspectives)

3 credits

This course covers the history of the foreign policy of the major global powers since 1914. Current policy questions and issues are discussed and evaluated from the perspectives of various nations. Student also examine the evolution and consequences of the policies. This course may be cross-listed with HIS 386.

POS 498 Internship

3 credits

Work experience in an area of applied political science supervised by agency personnel and faculty advisor. Prerequisite: Open to qualified students with permission of the instructor.

PRM 510 Biochemistry

3 credits

Students will learn about basic principles in biochemistry with a particular emphasis on pharmaceutical applications. Students will engage in lectures and interactive discussion regarding the integration of therapeutic agents into the body’s natural pathways to manage and treat disease states. This course introduces topics such as acid/base chemistry, structure and function relationships of proteins, enzymes in biochemistry, and major pathways for protein, carbohydrate, and lipid metabolism, and pertinent nutritional topics to build a foundation in the understanding of basic sciences with an application to pharmacy.

PRM 511 Genetics & Clinical Immunology

3 credits

Students will learn about individual differences in metabolizing enzymes, transporters, and other biochemicals impacting drug disposition and action that underpin the practice of personalized medicine. Students will engage in topics addressing nucleic acid structure, the flow of information from DNA to protein, current techniques in DNA technology including gene therapy and pharmacogenetics, the molecular basis of cancer and several topics in clinical genetics. This course serves as a foundational basis and introduces pharmaceutical applications to the topics addressed. In the second section of the course, students will learn basic clinical immunology relevant for future practice. Students will engage in topics addressing non-specific host defense mechanisms, specific immunity, and products that impart active and passive immunity to both host and microorganisms. The course emphasizes mechanisms of vaccination, hypersensitivity, autoimmune disorders, immunity to influenza virus and the application of that knowledge for the treatment of related human diseases.

PRM 512 Human Anatomy & Physiology

3 credits

Students will learn about the structure, function, and abnormalities of the human body. Students will engage in instructional and hands-on exploring of the body in a systematic fashion. This course introduces each of the major body systems to form a foundational understanding of health care delivery.

PRM 561 Integrated Sequence (IS): Principles of Drug Action & Pharmacogenomics

5 credits

Students will learn concepts and general principles underlying drug action and therapeutics, including enzyme and receptor pharmacology, structure-activity relationship and concepts in pharmacokinetics, pharmacodynamics, and pharmacogenomics as they relate to drug action. Students will engage in various interactive and didactic teaching modalities to explore these concepts and use the knowledge gained to critically approach and solve patient care problems in an evidence-based manner.

PRM 562 Integrated Sequence (IS): Infectious Diseases I

5 credits

Students will learn about the microbiology, pharmacology, medicinal chemistry, pharmacotherapeutics, pharmaceuticals, and pharmacogenomics of infectious diseases in an integrated, interdisciplinary course structure. Students will engage in various interactive and didactic teaching modalities to explore these concepts and use the knowledge gained to critically approach and solve patient care problems in an evidence-based manner. This course will integrate material from previous courses in a progressive manner and align with learning activities in the concurrent skills laboratory course.

PRM 564 Integrated Sequence: Infectious Diseases II

5 credits

In this second course of a two-part series, students will continue exploring the microbiology, pharmacology, medicinal chemistry, pharmacotherapeutics, pharmaceuticals, and pharmacogenomics of infectious diseases in an integrated, interdisciplinary course structure. Students will engage in various interactive and didactic teaching modalities to explore these concepts and use the knowledge gained to critically approach and solve patient care problems in an evidence-based manner. This course will integrate material from previous courses in a progressive manner and align with learning activities in the concurrent skills laboratory course.

PSY 103 Introductory Psychology (Behavioral Science) (Human Connection)

3 credits

Introduction to the scientific study of behavior and mental processes. This course provides a broad overview of psychology, including topics such as the biological bases of behavior, learning and memory, social influences on behavior, development across the lifespan, and psychological disorders. Students will also practice writing in APA style.

PSY 201 Professional Skills in Psychology

3 credits

Designed to provide psychological science majors with essential professional skills, career exploration opportunities, and strategies for success within the field of psychology. Students will examine diverse career paths available to psychology graduates, including preparation for future application to graduate programs. Students will practice fundamental professional skills and develop practical strategies for academic success. Includes an introduction to the basics of writing in APA style, the standard format for scholarly communication in psychology.

PSY 212 Cultural Psychology

3 credits

An examination of how practices, beliefs, and behaviors associated with concepts such as world religion, social class, ethnicity/race, gender, romance, and psychological experiences vary across cultures. Theories behind the development of different and similar cultures across the globe will also be explored. Prerequisite: PSY 103.

PSY 214 Developmental Psychology (Behavioral Science & Global) (Human Connection)

3 credits

Survey of the theories and research findings regarding human lifespan development from infancy to late adulthood. Cultural, social and biological factors considered. Cognitive development and psycho-social influences on various life-cycle stages emphasized. Prerequisite: PSY 103.

PSY 220 Industrial/Organizational Psychology (Behavioral Science)

3 credits

An introduction to the scientific study of human behavior in organizations and the workplace. Focus on principles of individual, group, and organizational behavior and applying this knowledge for an enhanced understanding of workplaces and organizations.

PSY 230 Health Psychology

3 credits

Exploration of how psychological state, behavior, culture, and biology interact to affect health. Discussion of major theories in the field, models of behavior change, and application of research findings to promote health and prevent disease. Particular attention is given to the role of cultural, social, and individual factors in health. Prerequisites: PSY 103

PSY 245 Cognitive Psychology

3 credits

Exploration of theories and research methods used to study human thought processes. Includes topics such as perception, memory, imagery, language, concept formation, problem solving, reasoning, decision making, and cognitive development. Prerequisite: PSY 103 and one upper level psychology course.

PSY 250 Introduction to Research Methods (Scientific Inquiry) 3 credits

An introduction to the scientific research methods used in psychology, as well as critical evaluation of research articles and writing papers in APA style. Topics include information literacy, research ethics, reliability, validity, and basic research design. Prerequisite: PSY 103.

PSY 256 Social Psychology 3 credits

An in-depth exploration of theory and research in social psychology. Exploration of how our thoughts, feelings, and behavior are influenced by the actual, imagined, or implied presence of other people. Topics discussed may include the self, social perception, romantic relationships, gender identity, aggressive behavior, helping behavior, culture, emotions, social cognition, social influence, prejudice and discrimination, group behavior, and more. Prerequisite: PSY 103.

PSY 280 Behavioral Neuroscience 3 credits

Study of the biological bases of behavior. Examination of nervous system structure and function is followed by a survey of the neuroanatomical and physiological foundations of such topics as sensory and motor function, sleep and arousal, learning and memory, emotion and cognition, disorders and disease, and other complex behaviors and internal body states. Prerequisite: PSY 103

PSY 310 Behavioral Science Statistics 4 credits

This course introduces students to the fundamentals of statistics, while also highlighting its relevancy and value both within and outside of psychological science. Students will gain an understanding of core statistical topics, formulate basic research questions, and collect data from their own lives, as well as multiple areas of behavioral science. Students will also gain proficiency in data analysis and literacy using state-of-the-art statistical tools. Prerequisites: PSY 103, plus any MAT course or placement into math category 013 or above.

PSY 325 Psychological Disorders and Mental Health (Behavioral Science) 3 credits

Application of basic psychological theory and research to the explanation and modification of disordered thinking and behavior within the frameworks of psychopathology. Strong emphasis on developing an awareness of the continuity of the psychological experience and ways of living, particularly for students entering one of the helping professions. Prerequisite: PSY 103

PSY 330 Psychopharmacology 3 credits

An overview of the effects of psychoactive drugs on mood and behavior, emphasizing the mechanisms of drug action on neurotransmitter systems. Topics include therapeutic agents used to treat psychological disorders, drugs of abuse, and addiction. Prerequisite: PSY 103.

PSY 340 Foundations of Sports Psychology 3 credits

Explore major topics, theories, and research in sport psychology to help individuals and groups improve confidence and performance in exercise and sports. Prerequisite: PSY 103

PSY 350 Psychology of Emotion 3 credits

Exploration of contemporary research that illustrates theories of emotion. Students will examine practical and theoretical topics that address emotions in the context of neuroscience, culture, physiology, social interactions, and emotion regulation. Prerequisites: PSY 103

PSY 360 Psychology of Learning 3 credits

Exploration of the branch of psychology that deals with how people and animals learn, and how their behaviors are later changed as a result. Includes topics such as classical conditioning, operant conditioning, and observational learning, with an emphasis on real-world applications of these concepts. Prerequisite: PSY 103

PSY 365 Psychology of Personality

3 credits

Study of major theories of personality emphasizing their basic concepts and constructs as they attempt to account for individual differences and individual consistencies in human behavior. Prerequisite: PSY 103

PSY 394 Research Assistantship

1-4 credits

Opportunity to assist a faculty member with research the faculty member is conducting. Prerequisites: PSY 310, PSY 438, and permission of the instructor. Priority given to majors.

PSY 496 Independent Study

1-4 credits

Opportunity for students with a general background in psychology to explore a specific area of psychology in depth. Individual library research and other possibilities are alternatives available to the student. Exact nature and format of the project, timetable and method of evaluation to be determined in consultation with the instructor. Prerequisite: Open to qualified students with permission of instructor. Priority given to majors.

PSY 397 Directed Research

1-4 credits

Opportunity for students with research experience in psychology to pursue an independent research project under the supervision of a faculty member. Prerequisites: PSY 310, PSY 438, and permission of the instructor. Priority given to majors.

PSY 438 Experimental Psychology

3 credits

Applied course featuring hands-on psychological research. This course draws upon methodological and statistical knowledge as students develop a research question, design and conduct a study, analyze data, present findings, and synthesize results in a complete APA style research paper. Prerequisites: PSY 103; PSY 250, PSY 310, AND one other 200- or 300-level PSY elective

PSY 475 Special Topics in Psychology

3 credits

Opportunity to study a specific psychological topic in depth. Offered intermittently depending on faculty and student interest. Counts towards elective credits in the Psychological Science major/minor. Prerequisite: PSY 103

PSY 493 Psychology Capstone Seminar

3 credits

Culminating experience for Psychological Science majors that includes exploration of advanced topics in psychology and preparation for careers and graduate studies. Prerequisite: Psychology major, senior standing, and at least 24 credits completed in psychology courses.

PSY 498 Internship

1-4 credits

Work experience in an area of applied psychology supervised by agency personnel and department advisor. Prerequisites: Open to qualified students with permission of the instructor. Priority given to majors.

SCI 107 Introduction to the Biology and Biochemistry Majors

1 credit

Biology and chemistry majors are introduced to Science faculty and science careers and are provided information to help students successfully navigate their freshman year. Not an appropriate course for non-majors.

SCI 108 Flourishing in the Sciences

1 credit

This class focuses on developing self-reflection practices and analyzing tools for academic, professional and personal success.

SCI 308 Science Seminar

1 credit

This capstone seminar course is required for all biology majors in their junior year (<60 credits). This course prepares students for internships, independent study, career exploration, interview and resume building skills to apply to science positions and post-graduate education (medical school, graduate school, etc). Prerequisite: declared biology or biochemistry with junior or senior standing.

SEA 101 Search for Meaning (Search)

4 credits

Course required of all undergraduate students which involves reading and discussion of classic and contemporary authors from philosophical and theological viewpoints. Course revolves around reflection on seven key human concerns such as: possible sources of happiness; viable ways to understand and respond to suffering, social injustice, and death; perspectives on the significance of the transcendent; and exploration of meaning within some of the great spiritual and intellectual traditions, including the Christian.

SOC 101 Introductory Sociology (Behavioral Science) (Civic Engagement)

3 credits

The course explores how social systems shape human experience (and humans shape social structures), investigating the historical roots and contemporary drivers of inequality, and examining both the social construction and structural dimensions of race, class, and gender. Students will gain a deeper understanding of their own lived experiences, critically look at the social and cultural forces that have shaped them, and learn about a range of contemporary social issues through a sociological lens.

SOC 212 Introduction to Nonprofits (Behavioral Science) (Civic Engagement)

3 credits

Develops student understanding of what a nonprofit is and the systems particular to nonprofits as organizations. Topics covered may include: where they are, who they serve, how they are organized and why they are an important part of every society around the world. Students develop a basic understanding of career opportunities in nonprofits and the key functions of nonprofit leaders.

SOC 220 Conflict Transformation and Peacebuilding (Behavioral Science) (Civic Engagement)

3 credits

Development of a deeper understanding of the ways in which conflicts emerge and the social, economic, political, and environmental dimensions and drivers of violence and peace. The course explores a diversity of approaches to peacebuilding, post conflict-healing, justice-making, and conflict transformation from the global to the local.

SOC 395 Special Topics in Sociology (Civic Engagement)

3 credits

Opportunity to study a significant topic from a sociological perspective. Thematic focus of the course varies.

SOC 479 Conflict Mediation for Professionals (Behavioral Science) (Civic Engagement)

3 credits

Blending theory and practice, the course will explore a variety of conflict mediation approaches and techniques from formal mediation to restorative justice. Students will participate in experiential learning and develop skills in communication, dialogue, mediation, circle keeping, conferencing, and group facilitation, honing students' ability to effectively and creatively engage with conflict personally and professionally.

SPA 101 Elementary Spanish I (Communication/Mathematics & Global)

3 credits

Introduces students to the four basic language skills of speaking, listening, reading and writing and to the culture of the Spanish-speaking world. No prerequisite or retroactive credits.

SPA 102 Elementary Spanish II (Communication/Mathematics & Global)

3 credits

Continuation of Spanish 101. Prerequisite: SPA 101 or one year of high school Spanish. (Three retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 111 Elementary Spanish for Professionals (Communication/Mathematics & Global)

3 credits

For students with no previous study of Spanish or those with some who want the professional vocabulary. An introduction to grammar of the Spanish language with specialized vocabulary and cultural information oriented to the various professions (business, medicine and social services) to allow communication with clients and patients at a basic level. Active participation in discussion and/or role-playing to develop the skills necessary to function

somewhat in everyday situations with Spanish-speaking clients and patients. No prerequisite, no retroactive credits. Fulfills the University's language requirement. Not recommended for native or heritage speakers of Spanish or others at an advanced level of the language. May be repeated with a change of topic.

SPA 203 Intermediate Spanish I (*Communication/Mathematics & Global*) 3 credits

Continuation of Spanish 102. Grammar instruction is on more advanced topics, and vocabulary focuses on topics needed to discuss content in the Spanish major/minor courses. Prerequisite: SPA 102 or two years of high school Spanish. (Six retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 204 Intermediate Spanish for Professionals (*Communication/Mathematics & Global*) 3 credits

Specialized vocabulary and cultures oriented to the various professions (business; medicine; social services, law enforcement and education) to allow communication with patients and clients at a basic level. Active participation in discussion and/or role-playing to develop the skills necessary to function in everyday situations with Spanish-speaking patients and clients. Prerequisite: SPA 203 or 3 years of high school Spanish. (Nine retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 200 Social Justice in the Americas 3 credits

This interactive and reflective course focuses on social justice principles and local and global issues of social justice, particularly as they pertain to women. The course also emphasizes service learning as a means of increasing understanding social justice issues and leadership skills based on the Mount Mary Leadership Model. Critical thinking, oral, written and small-group communication skills are also emphasized. Prerequisite: SPA 203 or 3 years of high school Spanish. This is a study abroad course.

SPA 210 3 credits

This interactive and reflective course focuses on social justice principles and local and global issues of social justice, particularly as they pertain to women. The course also emphasizes service learning as a means of increasing understanding social justice issues and leadership skills based on the Mount Mary Leadership Model. Critical thinking, oral, written and small-group communication skills are also emphasized. Prerequisite: SPA 203 or 3 years of high school Spanish.

SPA 211 Retroactive Credit 3-15 credits

Please see the Retroactive Credit for World Language Proficiency (undergraduate only) of this catalog for the University's retroactive credit policy.

SPA 222 Writing & Grammar Review in Spanish (*Communication/Mathematics & Global*) 3 credits

Grammar review and practice of individual expression in written form, designed to assist the student in improving skills in Spanish. Prerequisite: SPA 203 or four years of high school Spanish. (Twelve retroactive credits awarded upon successful completion of the course with a final grade of B or better).

SPA 223 Presenting & Speaking in Spanish (*Communication/Mathematics & Global*) 3 credits

Individual expression in oral form, designed to assist the student in improving speaking skills and fluency in Spanish. Prerequisite: SPA 203 or four years of high school Spanish. (Twelve retroactive credits awarded upon successful completion of the course with a final grade of B or better).

SPA 225 Spanish for Heritage Learners 3 credits

Spanish for Heritage Learners is designed for native or heritage students with some speaking proficiency in Spanish. Heritage learners have been typically raised in communities where Spanish is spoken and whose schooling has been mostly in English in the United States. This course aims to improve reading, writing, listening, and speaking skills in academic and professional settings by building upon the Spanish skills that students already have. This course will increase linguistic and cultural competency by exploring the heritage of the Spanish-speaking world. Prerequisite: At least two years of high school Spanish or World Language Program placement or instructor permission. (Twelve retroactive credits earned upon successful completion of the course with a grade of B or better).

SPA 227 Hispanic Civilization & Culture (*Fine Arts & Global*)**3 credits**

Introduction to the civilization, culture and the fine arts of the various Spanish-speaking peoples, including those in Spain, Latin America, and the United States. Prerequisite: SPA 222 and/or 223 or five years of high school Spanish. (15 retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 228 Introduction to Hispanic Literature (*Literature & Global*)**3 credits**

Introduction to literature written in Spanish, including prose, poetry and drama. Texts by both Spanish and Latin American authors. Prerequisite: SPA 222 and/or 223 (recommended: SPA 227) or five years of high school Spanish. (15 retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 326 US Hispanic & Latinx Cultures**3 credits**

An exploration of the historical, cultural and political moments which inform the lives of the present-day Hispanic and Latinx communities.. Emphasis will be on cross-cultural experiences of Hispanic and Latinx communities throughout the United States of America. Recommended: SPA 227 and/or SPA 228. (15 retroactive credits awarded upon completion of the course with a final grade of B or better).

SPA 332 Advanced Conversation in Spanish**3 credits**

Individual and group expression in oral form, designed to assist the student with making oral presentations for academic and professional purposes and to participate in small group communication as a professional. (Prerequisite, SPA 222 & 223; no prerequisite for Native/Heritage Speakers) (Fifteen retroactive credits upon successful completion of the course with a grade of B or better).

SPA 333/533 Phonetics (*Communication/Mathematics*)**3 credits**

Introduction to the basic terminology and concepts of linguistics and phonology, with more detailed study of the sound system of the Spanish language and a comparison of Spanish and English phonetic structures. Includes study at an introductory level of applied linguistics and second language acquisition. Prerequisite: SPA 222 and 223; open only to students with previous college-level Spanish.

SPA 334/534 Syntax (*Communication/Mathematics*)**3 credits**

Introduction to basic terminology and concepts of syntax and morphology, with more detailed study of Spanish grammar and a comparison of Spanish and English morphemes and syntactic structures. Includes study at an introductory level of second language acquisition and applied linguistics. Prerequisite: SPA 222 and 223; open only to students with previous college-level Spanish.

SPA 335 Advanced Writing in Spanish**3 credits**

Practice at the advanced level of written expression for academic purposes (grad school preparation research papers), for professional purposes (business correspondence, medical reports, etc.) and for enjoyment (creative writing, film reviews, etc.). (Prerequisite: SPA 222 & 223, SPA 333 & 334 are recommended. No prerequisite for native or heritage Spanish speakers). (Fifteen retroactive credits upon successful completion of the course with a grade of B or better).

SPA 350 Introduction to Translation and Interpretation**3 credits**

Introduction to the principles of written translation and oral interpretation for the advanced student of Spanish. Includes instruction and practice in written translation of both literary and technical/commercial texts and oral interpretation in professional situations and dubbing of film or other audiovisual material. Prerequisite: SPA 333 AND 334 or the equivalent.

SPA 373/573 Survey of Latin American Literature (*Literature*)**3 credits**

Survey of the best work in prose and poetry of Latin American authors and a study of the influence of their work. Prerequisite: SPA 228.

SPA 375/575 Latin American Civilization (*Fine Arts & Global*)**2-3 credits**

Manifestations of the history, arts, religion, geography, and sociology of Latin American countries. Prerequisite: SPA 227.

SPA 396/496 Independent Study in Spanish**1-4 credits**

For the advanced student of Spanish: offered by the instructor as a readings course or individual research project according to the discretion of the instructor and/or the needs and interests of the student.

SPA 460 Capstone Seminar in Spanish**3 credits**

The senior seminar for Spanish majors. Portfolio of all studies in the major plus a research paper/community project. Culminates in a written and an oral exposé of the student's portfolio, and essay on culture before the program faculty and college community. Additional independent learning hours outside of class may be required of students.

SPA 475 Current Issues in Latin America**3 credits**

Intensive consideration of selected current issues in Latin America. Through readings and discussion students will come to a better understanding of the historical and contemporary forces which are impacting some of the developments in Latin America. Permission of instructor required.

SPA 483/583 Survey of Spanish Literature (*Literature*)**3 credits**

Survey of the best work in prose and poetry of Spanish authors and a study of the development of Spanish literature. Prerequisite: SPA 228.

SPA 485/585 Civilization of Spain (*Fine Arts & Global*)**3 credits**

Influences and tendencies prevalent in Spanish history, arts, sociology, and religion. Prerequisite: SPA 227.

SPA 486/586 Bilingualism/Biculturalism**3 credits**

An introduction to first and second language acquisition theories, with focus on the acquisition of Spanish and English. Methods of appropriate assessment for bilingual students in both language and content areas will be examined. Strategies for accelerating the acquisition of ESL or SSL will be explored.

SPA 487/587 Studies in Literature**3 credits**

Specialized focus course to allow students to explore in more depth one or several Spanish or Latin American authors or the development of one particular genre. Prerequisite: SPA 228.

SPA 495 Special Topics in Spanish**2-4 credits**

Course title and subject matter vary according to student need and interest. Specific topic (in language, literature, or civilization) announced before semester registration. Advanced standing in Spanish required. May be repeated with a different topic.

SPA 498 Internship**1-4 credits**

For the Spanish major, an enhancement of the educational experience through placement with a cooperating agency, business, institution, or industry. Nature of the assignment, type of experience, number of credits, and evaluation procedure to be stipulated in a statement of agreement involving the student, the supervisor, and the academic advisor. Required for the Spanish major with the professional concentration and the Spanish for Native/Heritage Speakers concentration. May be repeated for up to 8 credits.

SWK 210 Race, Gender, and Class**3 credits**

This course examines how structures of identity and division shape our social world. Through the lens of intersectionality students explore social systems and practices. Themes in the course include: analysis of attitudes of prejudice and structures of discrimination, their causes, maintenance, consequences, and methods for social change. Current controversial issues related to majority/minority relations are explored.

SWK 231 Introduction to Social Work (Global)**3 credits**

This course introduces students to the study of the social work profession relative to its historical roots, fields of practice, ethical issues, professional organizations, and its relationship to social welfare policy. Focus includes and introduction to the knowledge, values and skills underpinning social work practice with diverse and at-risk populations.

SWK 232 Social Welfare Policies and Services**3 credits**

Philosophical and historical perspectives of social welfare are considered. The course provides an overview of the development of policies and services which address a wide variety of human populations and needs. Policies and services are considered in light of social, economic, and environmental justice.

SWK 330 Human Behavior and Social Environment**3 credits**

This course examines how theories of human behavior and the social environment can be used to inform social work practice. Using theory, students explore ways of understanding and envisioning action with clients and client systems. Theories covered in the course includes: strengths-based, person-in-environment, anti-racist, ethical, and trauma-informed. Prerequisites: SOC 101; PSY 214; BIO 105 or consent of the instructor.

SWK 340 Generalist Practice I**3 credits**

Generalist social work practice theory with a person-in-environment focus is used as a framework for the development of intervention skills. Students acquire skills in interviewing, recording, and developing client-worker relationships.

The generalist practice perspective presented utilizes a problem-solving process across social systems.

Prerequisites: SWK 231, 232; pre- or corequisite: SWK 330. Open only to SWK majors who have completed Phase I of the Admission Process.

SWK 342 Field Education I**5 credits**

An average of 10 hours each week (a minimum of 150 total hours) is spent in a community agency serving diverse populations. Field settings include child and family services, correctional agencies, shelters, neighborhood centers, nursing homes, and others. A weekly 2-hour seminar increases understanding of field work education and helps students integrate social work coursework with practice. Prerequisites: SWK 330, 340, 362; pre- or co- requisite: SWK 343. Open only to social work majors who have completed Phase II of the Admission Process.

SWK 343 Generalist Practice II**3 credits**

The problem-solving process introduced in Generalist Practice I is studied through its concluding phases. Added is consideration of research methods appropriate for evaluation of ongoing practice. Work with families and groups is emphasized. Populations of special concern include those diverse in culture, ethnicity, age, sexual orientation, ability, and spirituality. Prerequisites: SWK 330, 340, 362. Enrollment limited to social work majors.

SWK 362 Research for Social Work**3 credits**

This course is focused on the introduction to the research process: hypothesis formulation, literature review, research design, and operationalization; overview of research analysis and interpretation. Quantitative and qualitative research methodologies for knowledge-building and program and practice evaluation are emphasized. This includes application of computer technology and prepares students to critique current social work research. Prerequisites: SWK 231, 232. PSY 310 is a preferred prerequisite, or consent of the Social Work Department Chair.

SWK 379 Special Topics In Social Work**1-4 credits**

Consideration of a special topic relevant to the profession or practice of social work; course may be repeated for a maximum of four credits.

SWK 453 Field Education II**5 credits**

An average of 10 hours each week (a minimum of 150 total hours) is spent providing social services in a community agency serving diverse populations. A new field setting is found for this academic year to strengthen and broaden the student's social work practice, knowledge, and skills. A weekly 2-hour field seminar examines a social justice approach to social work practice and develops students as reflective practitioners. Prerequisites: SWK 342, 343; Pre- or co- requisite: SWK 455. Enrollment restricted to social work majors.

SWK 455 Social Policy and Generalist Practice

4 credits

This course focuses on the interaction of community practice, organization practice and policy practice. The generalist social work model is the underpinning of how students learn to create change in these systems. A social action project and policy analysis assignment tie together theory and practice. Prerequisites: SWK 342, 343, 362. Enrollment restricted to social work majors.

SWK 492 Field Education III

5 credits

A continuation of Field Education II. An average of 10 hours each week (a minimum of 450 cumulative hours across SWK 342, 453, and 492) is spent continuing to provide social services in the same community agency as SWK 453. The weekly seminar assists in the integration of field and classroom learning experiences and continues to explore social justice work. Expected outcome of course: students who are competent to begin generalist social work practice with entry level professional skills. Prerequisites: SWK 453, 455. Enrollment restricted to social work majors.

SWK 494 Senior Social Work Seminar

2 credits

Engages student in a final integrative effort at the conclusion of the senior year. Students develop portfolios which reflect their achievement of the Social Work Department competencies and integration of liberal arts and social work education. Prerequisites: SWK 453 and 455.

SWK 296/496 Independent Study

1-4 credits

Provides students with an opportunity to design their own course, which may involve a field component, or to pursue content in an area of special interest. Prerequisite: social work major or consent of instructor.

SWK 510 Diversity, Race, Gender, and Class

2 credits

Examination of relations between dominant/marginalized groups in the U.S. and in selected societies around the world. Analysis of attitudes of prejudice and structures of discrimination, their causes, maintenance, and consequences. Current controversial issues related to diversity relations are explored in the context of social work practice.

SWK 525 Psychopathology in Generalist Social Work

3 credits

This foundation course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to the Diagnostic and Statistical Manual of Mental disorders (DSM) as the organizing framework for reviewing major mental disorders. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy.

SWK 530 Human Behavior and the Social Environment

3 credits

Concepts from psychology, sociology, and biology are linked by means of a systems framework. Course readings, lecture/discussions and projects are designed to increase appreciation and understanding of human need and human diversity. Theoretical learning is applied in the assessment of behavior and in the planning of intervention at all social system levels.

SWK 531 Introduction to the Profession of Social Work

2 credits

This foundational course presents the nature, purpose, function and organizational content of the profession. Content includes the historical development of the profession; a consideration of the development of social welfare institutions, formation of social welfare policies and their impact on practice, and the role of the social work

professional.

SWK 540 Generalist Practice I: Social Work with Individuals, Families, Groups **3 credits**

This foundation course emphasizes the integration of generalist social work practice as it relates to social work with individuals, families, and groups. It focuses on knowledge, skills, and values in the application of the planned change process in social work with micro and mezzo systems.

SWK 543 Generalist Practice II: Social Work with Communities, Organizations & Social Policy **3 credits**

The purpose of this course is to assist the student in learning about the theory and practice of planned change in communities, organizations and social policy to incorporate a generalist model into practice at these mezzo and macro levels of intervention. Knowledge and skills developed during this semester will allow the student to work and intervene in a variety of systems and communities.

SWK 542 Generalist Field Practicum I and Seminar **5 credits**

This weekly seminar encourages group analysis of field learning experiences as well as individual analysis of the knowledge, values, and skills needed in generalist social work. The course assists in the integration of field and classroom learning experiences.

SWK553 Generalist Field Practicum II and Seminar **5 credits**

A continuation of SWK542, Generalist Field Practicum II is a weekly seminar which encourages group analysis of field learning experiences as well as individual analysis of the application of generalist knowledge, values and skills. The course assists in the integration of field and classroom learning experiences.

SWK 562 Research in Social Work **2 credits**

Introduction to the research process: hypothesis formulation, literature review, and research design, operationalization, analysis (including statistical analysis) and interpretation. Quantitative and qualitative research methodologies for knowledge building and program and practice evaluation are emphasized. Includes application of computer technology and prepares students to critique current social work research.

SWK 625 Advanced Psychopathology and Clinical Social Work Interventions **3 credits**

This course in the clinical social work specialty focus area expands on knowledge gained in SWK525 The Psychopathology in Generalist Social Work course with more in-depth examination of various conditions described in the Diagnostic and Statistical Manual. Various theoretical clinical social work interventions are presented. The course takes a generalist-eclectic approach to clinical social work.

SWK 626 Substance Use Disorders and Clinical Social Work Interventions **2 credits**

This course, in conjunction with SWK625 Advanced Psychopathology and Clinical Social Work Interventions, looks specifically at substance abuse disorders described in the Diagnostic and Statistical Manual. Various models of interventions for these conditions are considered, including individual and group interventions. This course may also be taken as an elective in the Child and Family specialty.

SWK635 Social Work Practice with Families and Children **3 credits**

This course is taken in the child and family specialty focus area. The course examines theories of child and family development from birth through adolescence and problematic conditions that may arise during development. Various theoretical and practice interventions are presented.

SWK 636 Child Abuse and Neglect **2 credits**

This course in the child and family specialty focus area examines perspectives on child maltreatment, including neglect, physical, sexual, and emotional abuse of children. The impact of maltreatment on victims and their families and treatments available for survivors, abusers and their families are also explored. This course is trauma focused. Physical indicators of child maltreatment and reporting are also presented. Students in the clinical social work focus

area may take this course as an elective.

SWK 640(a) Advanced Clinical Field Practicum I and Seminar **5 credits**

This field seminar is in conjunction with the clinical social work field practicum. The seminar focuses on the role of the clinical social worker, integration of practice theory to application in the field practicum and analysis of field learning experiences.

SWK 640(b) Advanced Child and Family Field Practicum I and Seminar **5 credits**

This field seminar is in conjunction with the child and family social work field practicum. The seminar focuses on the role of the family and child social worker, integration of practice theory to application in the field practicum and analysis of field learning experiences.

SWK 662 Applied Qualitative Analysis, Research Methods and Design **3 credits**

This course will examine qualitative research methodologies in counseling. Students will be introduced to the basic theories and approaches of qualitative research designs, such as phenomenology, ethnography, grounded theory, action research and narrative analysis. Students will learn more in-depth about the case study method. Students will learn to approach research from a query driven perspective, along with exploring the philosophical underpinnings of qualitative research from a historical perspective. Over the course of the semester, students will be required to participate in a project in which they design a qualitative case study, interview participants, transcribe interviews, analyze data, and present their findings in a written document.

SWK627 Mental Health System Organizations and Policies **2 credits**

This course looks at macro aspects of mental health organizations and social policies affecting mental health treatment. It also examines the role of managers and supervisors in mental health organizations and practices that encourage equity and inclusiveness in these organizations.

SWK 628 Clinical Social Work with Children and Adolescents **3 credits**

This course builds on the Advanced Psychopathology and Social Work Interventions course to address clinical social work practice with children. Those Diagnostic and Statistical Manual conditions that affect children and adolescents will be examined in more detail. Clinical social work interventions will be presented using various practice theories. Family therapy models will be presented as well. This course may be taken as an elective by students in the child and family specialty focus area.

SWK637 Family and Child Organizations and Policies **2 credits**

This course looks at macro aspects of child and family organizations and social policies affecting children and families. It also examines the role of managers and supervisors in child and family organizations and practices that work against disproportionality in these organizations.

SWK 638 Social Work with Adoption, Foster and Kinship Care **3 Credits**

This course looks at theoretical perspectives of adoption, foster and kinship care and research regarding evidence-based best practices in these aspects of child welfare. This course will also augment students' understanding of the tribal welfare system in Wisconsin.

SWK 641(a) Advanced Clinical Field Practicum II and Seminar **5 credits**

This field course is a continuation of the clinical social work practicum seminar pair. It examines students' experiences in the field practicum setting and further integrates clinical social work theory and practice.

SWK641(b) Advanced Child and Family Field Practicum II and Seminar **5 credits**

This field course is a continuation of the child and family social work practicum seminar pair. It examines students' experiences in the field practicum setting and further integrates clinical social work theory and practice.

SWK 650 Mediation in Social Work**2 credits**

This course expands students' knowledge of conflict and conflict resolution. It provides students with the knowledge, values and skills necessary to practice mediation in various settings including forensic social work. This course combined with the Forensic Social Work course can lead to a Forensic Social Work certificate.

SWK 651 Forensic Social Work**3 credits**

This course will introduce theory and practice of forensic social work practice with individuals, families and groups affected by criminal justice involvement. The role of the social worker in assessing and intervening in various settings such as courts, jails, and other community settings will be a central focus.

SWK 661 Family Violence**2 credits**

This elective course examines theoretical perspectives of the various forms of family and intimate partner violence and the ramifications of violence on the perpetrator, victim and community. Approaches to prevention and intervention are central to the knowledge, values and skills learned in this course.

SWK 660 Social Work With Intellectual and Other Disabilities**2 credits**

This course presents various perspectives of intellectual and developmental disability issues across the lifespan. The emphasis is on assessment and delivery of culturally competent services to individuals and families.

SWK 662 Applied Qualitative Analysis, Research Methods and Design**3 credits**

This course will examine qualitative research methodologies in counseling. Students will be introduced to the basic theories and approaches of qualitative research designs, such as phenomenology, ethnography, grounded theory, action research and narrative analysis. Students will learn more in-depth about the case study method. Students will learn to approach research from a query driven perspective, along with exploring the philosophical underpinnings of qualitative research from a historical perspective. Over the course of the semester, students will be required to participate in a project in which they design a qualitative case study, interview participants, transcribe interviews, analyze data, and present their findings in a written document.

SWK 663 Crisis Intervention**2 credits**

This elective course offers various theories and techniques of crisis intervention and brief therapies. In addition to exploration of theories of practice, this course will explore the possible emotional and psychological reactions of the practitioner to crisis situations in order to reduce barriers to delivering effective interventions.

SYM 110 Leadership for Social Justice Seminar**3 credits**

Leadership for Social Justice is a three-credit seminar introducing students to the depth of thinking called for in a college environment and addressing the mission and values of Mount Mary University. This interactive and reflective course focuses on social justice principles and local and global issues of social justice, particularly as they pertain to women. The course also emphasizes service learning as a means of increasing understanding social justice issues and leadership skills based on the Mount Mary Leadership Model. Critical thinking, oral, written and small-group communication skills are also emphasized.

SYM 120 Major & Career Exploration I**1 credit**

This course is required for all students enrolled in the Compass Year program. This is an introductory course that will give students clarity about their career path and choosing a major. Students will apply the developmental process of self-assessment that began in the summer jumpstart to areas of research, discussion, informational interviews, to make a confident choice in a major area of study.

SYM 121 Major & Career Exploration II**1 credit**

This course is designed for all Compass Year students during their first year. Students will have the opportunity to engage in a variety of experiential learning activities to aid in choosing a major. Students will gather information

about careers through job shadow, interviewing professors, mentorship, and volunteering. Students will focus on decision-making and goal setting.

SYM 140 Grace Scholars Seminar: Learning with Purpose

0.5 credit

An integrative and interdisciplinary seminar designed for Grace Scholars to improve academic skills, develop a foundational knowledge of university resources, and facilitate students' successful transition to Mount Mary University. **This class is mandatory for all first-year Grace Scholars receiving program support and is offered on a pass/fail basis.**

SYM 230 Portfolio Preparation Seminar

1 credit

The course, mandatory for students who wish to apply for credit for prior learning, provides an understanding of knowledge and learning expected for credit, explores the application of experiential learning to Mount Mary University courses, and assists students in understanding the process involved in portfolio preparation, when applicable. Prerequisite: 12 Mount Mary credits and consent of Instructor.

SYM 232 Service Learning

1 credit

Individual service learning student placement in the community. 30 hours of service required during the semester. Students will participate in bi-weekly supervision meetings with instructor and reflective written assignments as assigned. *Must be pre-approved by the Director of Service Learning.

SYM 240 Grace Scholars Seminar: Discovering Your Purpose

0.5 credit

In this seminar, Grace Scholars will explore concepts of setting professional boundaries, exploring internship or volunteer opportunities, enhance professional development, search for scholarships, and learn the importance of well-being. **This class is mandatory for all Sophomore Grace Scholars receiving program support and is offered on a pass/fail basis.**

SYM 340 Grace Scholars Seminar: Leading with Purpose

0.5 credit

A holistic approach is taken in this seminar, as Grace Scholars will take on the role of peer mentors while exploring concepts of leadership and professional development, with an emphasis on how personal values and interests align with career choices, and on developing skills in self-care and self-advocacy around career development. **This course is mandatory for all Junior and Senior Grace Scholars receiving program support and is offered on a pass/fail basis.**

SYM 440 Grace Sem: Understanding Your Purpose

0.5 credit

In this seminar, Grace Scholars will reflect on their experiences thus far and relate what they have learned to their future plans. Students will focus on career readiness, balancing personal wellness and personal responsibility, and their transition to post-graduate life. This course is mandatory for all Senior Grace Scholars receiving program support and is offered on a pass/fail basis.

THY 220 Christian Theological Foundations (*Theology*)

2-4 credits

Introduction to the basic themes and issues in Christian theological inquiry, including concepts and methods for understanding Christian Faith. Students also have an opportunity to investigate Christian faith communities, and other non-Christian faith communities.

THY 310 The Sacred Writings of Israel (*Theology*)

3-4 credits

An integrated study of the text and theology of the Hebrew Bible ("Old Testament"), in its Ancient Near East context. Critical reading, historical geography, and archaeology are used to develop a better understanding of the unique faith perspectives articulated within the writings.

THY 312 The New Testament (*Theology*)

4 credits

Introduction to the text and theology of the New Testament through an integrated study of literary, social, historical, geographical, and archaeological factors, individual books are examined for their unique faith perspectives.

THY 313 The Bible and Art (*Theology*)**4 credits**

Focuses on the interplay between the biblical literature and visual representations of it in the fine arts, with an emphasis on learning to analyze and interpret both forms of creative expression.

THY 317 World Religions (*Theology & Global*)**2-4 credits**

Introduction to the world's living religions: Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism and Christianity. In order to understand the religious dimension of human life, the foundations of all religion will parallel the study of the individual religions.

THY 320 Christian Classics (*Theology*)**2-4 credits**

Study of the spiritual writings, music and art of Christianity from the Patristic period to the present. Readings may include texts by John Chrysostom, Augustine of Hippo, Thomas Aquinas, Dante, Julian of Norwich, Hildegard of Bingen, Martin Luther, Teresa of Avila, John Henry Newman, Gerard Manley Hopkins, Flannery O'Connor, Thomas Merton, Dorothy Day and Martin Luther King, Jr.

THY 324 Early Christianity in Rome (*Theology*)**4 credits**

Exploration of the literary, archaeological, and socio-historical origins of the Christian community in Ancient Rome to better understand its developing beliefs, identity, and experience. Study of early Christian and non-Christian sources is integrated with site visits to the archaeological remnants of Imperial Rome, museums, and historically significant churches. Offered every other year, within Rome Study Abroad Program.

THY 326 History of Christian Thought I (*Theology*)**3-4 credits**

Introduction to the history of Christian theology from the beginnings of the church to the eve of the Reformation. Basic themes covered in the course may include the humanity and divinity of Christ, the development of the creeds, reason and revelation, and church and state.

THY 328 History of Christian Thought II (*Theology*)**3-4 credits**

Introduction to the history of Christian theology from the Reformation to the present. The course will focus on the history of religious ideas, especially as it relates to the development of Roman Catholic and Protestant theology in the West.

THY 330 The Gospel and Letters of John (*Theology*)**2-3 credits**

Seminar-style exploration of the Fourth Gospel's unique proclamation about Jesus and of the three letters associated with John. Focus on theological ideas, influences, imagery, and the "social location" of these writings in early Jewish and Christian communities.

THY 333 The Wisdom Literature (*Theology*)**2 credits**

Introduction to writings that offer sustained reflection upon human experience. Subject areas include the character of ancient wisdom, the wisdom books of the Old Testament, and the influence of wisdom within the writings of the New Testament.

THY 338 The Letters of Paul (*Theology*)**4 credits**

Exploration of the New Testament's earliest proclamation about Jesus. Modern literary methods and the historical context within Judaism and the Greco-Roman world are used to develop critical understanding of the theology found within the writings attributed to Paul. Topics include the mystical Body of Christ, justification by faith, death / resurrection, and the Second Coming.

THY 340 The Synoptic Gospels (*Theology*)**2-3 credits**

Study of the first three New Testament gospels – Matthew, Mark, and Luke – with an emphasis on the unique faith perspective of each. Subjects include first century Palestine and the literary distinctiveness of each gospel, including its portrait of Jesus, its first intended audience, and its spiritual meaning for the believer.

THY 342 The Psalms (*Theology*)**2 credits**

Survey of various psalms and psalm types, with attention to the historical circumstances of their composition and the ways in which they highlight specific aspects of Israel's ongoing relationship with God.

THY 345 Biblical Perspectives on Justice (*Theology*)**2 credits**

An examination of the roots of social justice in the Jewish and Christian traditions, as manifested in the Hebrew Bible/Old Testament and in the New Testament. Representative readings are drawn primarily from the Pentateuch, the literature of the Prophets, the ethical teachings of Jesus in the Gospels, and the moral exhortation present in the letters of Paul.

THY 346 Modern Christian Social Thought (*Theology*)**2 credits**

Christian thought as it evolves to address questions of social justice, from the late 19th century to the present. Readings focus primarily on the documents of Catholic social teaching, the Protestant "social gospel" movement, and justice-related statements from the World Council of Churches.

THY 348 Current Moral Issues (*Theology*)**2-4 credits**

Introduction to theological and philosophical resources involved in responsible moral decision-making. Consideration of current moral issues, e.g. abortion, war, economic justice, sexual behavior, racism, family values and others.

THY 350 Theological Ethics in Healthcare (*Theology*)**3-4 credits**

Examines bioethical issues – such as beginning of life, middle of life and end of life issues – through the principles of theological and philosophical ethics.

THY 352 Introduction to Moral Theology (*Theology*)**4 credits**

Introduction to moral theology with topics such as virtue, conscience, sin and reconciliation, sexual ethics, racism, classism, and sexism in light of current moral issues, Magisterial teaching, principles of Catholic Social Teaching, and the natural law, etc..

THY 356 African American Religious Thought (*Theology*)**4 credits**

Undergirded by the ethical mission and ministry of the historical Jesus and the Christ of faith, this course on African American Religious Thought emphasizes the social and racial justice struggles, hopes and joys from African chattel slavery to movements for freedom and liberation today, including the Black Lives Matter Movement.

THY 357 Justice & The Monk**3 credits**

This course will explore the work of 20th century monk, Thomas Merton. In addition to learning about the man who became Fr. Louis, we will dive deeply into many of his highly influential—and abundant—writings in the areas of prayer and spirituality, racial justice, war and peacemaking, nonviolence and nuclear abolition, interfaith dialogue, and the responsibility of faithful persons in social criticism.

THY 358 Liberation Theologies**3 credits**

In the mid-20th century, theologians began to question the divide between theology and matters of "the world" that often left the unjust status quo intact. Oppressed and marginalized communities began theologizing in a new key that focused on faith's capacity for liberation—a theological shift that is still developing today. This class explores some of these theologies. The course will be organized around three primary units: Black, Latin American and Latiné, and Feminist theologies. Sub-units will also include Queer, Asian, and African theologies.

THY 359 Law, Theology, & Justice**3 credits**

Groups subject themselves to law in order to maintain order in their common life. Whether that be secular law (*i.e.*, civil and criminal law) or religious law (e.g., Mosaic/Jewish law, the Law of the Gospel, Canon Law, Sharia Law, etc.), these commandments and codes nurture a life together. These laws sometimes uphold and enforce justice, and at

other times, social movements and/or court cases have challenged these laws to better reflect justice. This course will explore the relationship between law, theology, and justice, including the influence of secular and religious law on one another, major court cases that have shaped the relationships between law and religion in the U.S., and how our understanding of justice is shaped by and/or can shape law and religion.

THY 370 Women and Theology (*Theology*)

2-4 credits

A course designed for those serious about theology to assess critically images of God, the legacy of Scripture, and Church Tradition from feminist perspectives.

THY 372 Special Topics in Biblical Theology (*Theology*)

2-4 credits

Consideration of special topics such as the prophetic books, biblical orientation to modern social issues, apocalyptic literature, etc.

THY 373 Special Topics in Historical Theology (*Theology*)

2-4 credits

Consideration of special topics such as early Christian writings, women in Church history, Christian mysticism, etc.

THY 374 Special Topics in Systematic Theology (*Theology*)

2-4 credits

Consideration of special topics such as the social mission of the Church, theology in film, the dynamics of faith development, etc.

THY 383 Internship

1-4 credits

Supervised, work-oriented experience, individually designed to achieve and integrate academic and career goals. Approval of the Division Chair is required.

THY 296/396/496 Independent Readings

1 credit

Independent readings offered in an area of special interest not covered by the regular theology courses in this Catalog. Permission of Division Chair is required.

THY 398/498 Synthesis Seminar

2 credits

Designed to provide students specializing in theology with an in-depth discussion course on a pertinent topic. Required of all theology majors; open also to theology minors.

UXD 101 User Experience I

3 credits

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You'll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you'll be on your way to building experiences that make customers happy.

UXD 210 User Experience II

3 credits

This course builds upon User Experience I and will teach you how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. You will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, you will be able to build a mobile app or website prototype and iterate upon it based on user feedback. Prerequisite: UXD 101 .

UXD 220 Interface Design

3 credits

Investigates visual design theory and practice. Students learn elements and principles of common interface design, and how to design interface for different audiences and devices. Students will learn how to create consistent, beautiful, and easy to use interfaces. This course will focus on creating prototypes and entire design systems. Prerequisites: UXD 101 and 232.

UXD 232 Adobe Photoshop and Illustrator

3 credits

The course provides instruction and hands-on digital design experience with Adobe Illustrator, Photoshop and

InDesign software. The goal is to empower students with foundational software understanding while also learning applied digital design theory. This is achieved through progressively more challenging assignments that leverage classroom instruction, studio and outside-class practice time, peer analysis and research inquiry. Cross-listed with INT 232.

UXD 248 Lettering and Typography

3 credits

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

UXD 258 Adobe InDesign

3 credits

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

UXD 290 Career Navigation

3 credits

This course will help you find an internship now, and a job upon graduation. Get excited about your future by exploring careers that meet your personal and financial needs. In this course, you'll explore career paths, potential salary outcomes, and an array of job searching skills. Then, you'll pick target jobs and opportunities that are the best fit for you and make a clear plan of action toward securing them.

UXD 305 Product Management

3 credits

Studies digital product management from start to implementation. Focuses on product teams, management styles, and modifying a product in real-time to adjust customer and client needs. Through this course students will develop an understanding of each role in the product development process, and the key ingredients needed to become an excellent product manager. Prerequisite: UXD 101

UXD 310 Introduction to Web Design

3 credits

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

UXD 355 Inclusive Design

3 credits

Examines the principles and design methods to build inclusive and accessible digital products. The course focuses on how culture, language, environment, cognition, disability, and literacy impact the design process and the overall user experience. User privacy and security are also explored. This course will focus on various methodologies that enable people of all backgrounds and abilities to access and enjoy digital products. Prerequisite: UXD 101, 232 or concurrent with UXD 355 or by permission of instructor.

UXD 365 Selected Topics in UX

2-4 credits

Allows students the opportunity to delve in-depth into a specific user experience issue or topic. May be repeated.

UXD 377 Persuasive Design

3 credits

Learn how to design better products and systems. Students will study the laws of UX and emotional design to discover how to delight users. Students will also learn about the ethics of designing and how to avoid dark design.

UXD 412 Design for Emerging Technologies

3 credits

As AI and other advanced technologies become embedded in daily life, this course challenges students to create new technologies to benefit humanity. Blending technological, entrepreneurial, and scientific thinking, students work together in interdisciplinary groups to develop business proposals based on current small-scale designs from NASA and/or other organizations. Prerequisite: UXD 101; UXD 210 or concurrent with UXD 412 or permission of instructor. Course is repeatable (up to 12 credits maximum to advance individual development).

UXD 494 Capstone Project**3 credits**

Provides an opportunity for students create an original user experience project from start to finish. Students will act as a team of one to develop a product of their own design from initial research to the final prototype. There will be a final capstone exhibition and a chance for each student to present their work to a panel of real world UX professionals. By the end of this course students will have developed an in-depth understanding of the UX process and have a case study to add to their portfolio. Prerequisite: UXD 101, 210, 356, 377, or permission of instructor.

UXD 498 Internship**1-4 credits**

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

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The following faculty members offer part-time instruction within the discipline specified:

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Mitchell Voss: B.S., Carroll University; M.B.A., Lakeland University; M.S., OTD, Mount Mary University; OTR, CIEE; Assistant Professor; Occupational Therapy Department.

Professors Emeriti

Patricia Ahrens, Ph.D., Sciences/Biology.

Leonor Andrade, M.A., Spanish.

Rita Bakalars, Ph.D., Consumer Science.

Diana Bartels, Ph.D., Occupational Therapy.

Phyllis E. Carey, Ph.D., English.

James J. Conlon: Ph.D., Philosophy.

Sister Joan Cook: M.A., English.

Kay Elsen: Ph.D., Chemistry.

Laurel End; PhD., Psychology.

Sister Mary Briant Foley: Ph.D., History.

M. Beryl Hintz: Ph.D., Behavioral
Science/Social Work.

Sister Rosemarita Huebner: M.S./M.F.A., Art.

Colleen Jacobson: M.A., Physical Education.

Dennis Jesmok: M.S., Business
Administration.

Sister M. Frances Therese Jungwirth: M.A.,
German.

Sandra Keiser: M.S., Fashion.

Sister Ellen Lorenz: Ed.D., Education.

Catharine Malloy: Ph.D., English.

Margaret Mirenda: M.S., O.T.R., Occupational
Therapy.

Bruce Moon: Ph.D., Art Therapy.

Krista Moore: Ph.D., Behavioral Science and
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Mary Bell Mueller: M.A., History.

Sister Patricia Ann Obremski: M.S.,
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Jane Olson; PhD., Occupational Therapy

Sister Joanne Poehlman: Ph.D., Anthropology.

Donald Rappé: Ph.D., Theology.

Sister Mary Isaac Jogues Rousseau: Ph.D.,
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Irene Schey: Ph.D., Education.

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Kristi Siegel: Ph.D., English.

Sister Helen Francis Small: Ph.D., Behavioral
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Sister Luetta Wolf: Ph.D., English.

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