



Graduate Studies Catalog 2006/2007

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Refer to the CSM Academic Catalog for further information regarding college policies.

Degrees Offered

College of Saint Mary provides the following post-baccalaureate degrees:

Certificate in Middle and Secondary Education (holds Bachelor degree in some field)

Certificate in Paralegal Studies (holds Bachelor degree in some field)

Master in Occupational Therapy

Master in Organizational Leadership

Master of Science in Education

Master of Science in Nursing

Master of Science in Occupational Therapy

In accordance with Title IX of the Education Act Amendments of 1972, College of Saint Mary admits women and men into all post-baccalaureate programs, including graduate programs. All students, regardless of gender, are given the same levels of support, guidance and education that have distinguished CSM's all-women's undergraduate programs.

Admissions

Applicants desiring admission to College of Saint Mary graduate programs apply through Enrollment Services and must meet the CSM admissions criteria. To apply on-line go to: http://www.csm.edu/Admissions/Application_for_Admission/

An application is complete when the applicant submits the following required items:

A completed College of Saint Mary Graduate Program application form; official transcripts of all previous academic work (with certified translations for non-English transcripts) from which undergraduate grade point averages can be computed; proof of English competency for international students for whom English is not the first language; and \$30 non-refundable application fee.

Program specific requirements are as follows:

- Master in Organizational Leadership
 - Resume
 - Leadership essay (500 word minimum)

- Master of Science in Nursing
 - Current, unencumbered Registered Nursing license in Nebraska or compact state;
 - essay or scholarly writing demonstrating ability to do graduate level work (Accepted work will have a rubric score of 3.0 or greater);
 - evidence of earned BSN;
 - Cumulative GPA of 3.0 or greater; and
 - two positive references (Accepted student will have a rubric score of 3.0 or greater).

- Master of Science in Occupational Therapy
 - Current, unencumbered Occupational Therapy license in Nebraska and NBCOT certificate with continuing education
 - Resume
 - Essay or scholarly writing demonstrating ability to do graduate level work
 - Cumulative GPA of 3.0 or greater; and
 - two positive references from professionals

- Master of Science in Education
 - Cumulative GPA of 3.0 or greater
 - Official transcripts for accredited Bachelor's degree in Education
 - Verification of teaching certificate (current or lapsed).
 - Two letters of reference from those familiar with your work with students
 - Resume
 - Technology competency test

If there are any deficiencies in the requirements above, a student may petition the Graduate Council for admission to the program.

Application materials for the graduate programs are processed by Enrollment Services and then submitted to the Program Director for review. Program Director will submit to the Graduate Program Admission Committee suitable applicants for acceptance. Graduate Program Admission Committee will approve each accepted student. If an applicant meets the criteria for graduate admission, she is notified of her acceptance in writing by the Graduate Dean. Specific graduate programs may require additional applicant materials.

Transfer Policies

Advanced standing may be granted to the student who qualifies for transfer from an accredited graduate program in some graduate degree programs. The number of transferable credit hours is limited by residency requirement. *Twelve hours of transfer may be allowed for a master's program depending on applicability.*

The student who wishes to transfer with advanced standing must fulfill the following requirements before being considered for admission: fulfill admission requirements; present a minimum overall grade point average of 3.0. No C's will be accepted; favorable reference(s) from the graduate program from which she/he is transferring; and submit all application materials in advance of admission date.

Credit allowance for graduate courses is considered on an individual basis. The program of study will be developed based on accepted transfer college credits. The following materials may be requested: course syllabi; results of standardized tests; college catalog; and a sample of previous course work. *Credit for prior learning may be accepted but is subject to review for eligibility.*

Procedure: Enrollment Services will secure application credentials and submit them to the Program Director; send a letter to the applicant stating the decision after review by the Program

Director; instruct the applicant regarding registration; and inform the applicant of the advisor's name.

The Program Director will evaluate the transcript for transferable course credits. The Program Director will review applicant credentials for satisfactory completion of required courses; academic standing and GPA; course deficiencies, if any; description of courses completed; and recommendations from faculty of transfer school(s). The Program Director will evaluate content of courses; arrange for an interview with student as deemed necessary; make recommendations regarding student's eligibility for admission to the Graduate Admission Committee; and communicate to applicant conditions of admission and the respective plan of study. (Duplicate copy in student file)

Credit for Prior Learning

Graduate students may seek the establishment of graduate credit by following the CSM Undergraduate Academic Catalog policies: Credit for Prior Learning; Credit by Challenge Examination; College-Level Examination Program; and Credit through Portfolio Development and Assessment.

Credit established through Prior Learning and Portfolio Development and Assessment is accomplished through College of Saint Mary initiated outcomes and evaluated by College of Saint Mary faculty. Therefore, College of Saint Mary will record those credits as being earned from College of Saint Mary.

Restrictions as stated in the Academic Catalog will be enforced.

Readmission

When a student withdraws or is terminated from any of the graduate programs at CSM, a recommendation will be made by the Graduate Policy committee at the time of withdrawal or termination about whether the student will be eligible for readmission. Documentation of this recommendation will be kept in the student's advising folder and recorded in the minutes of the Graduate Policy committee.

The student who has withdrawn or has been terminated from any graduate program and wishes to be readmitted will be considered for readmission by the Program Director and the Graduate Admissions Committee according to the following criteria: the recommendation made by the Graduate Policy committee at the time of the student's withdrawal or termination; the amount of time elapsed between withdrawal or termination to anticipated date of readmission; and whether the program is a cohort program of study.

Students who wish to be readmitted to a graduate program must complete the application process through Enrollment Services.

Second Master's Degree

You may pursue a second Master's Degree at College of Saint Mary. The degree must be significantly different from your initial degree. A maximum of 12 credits from the initial degree will be accepted toward the CSM degree.

Academic Policies

(See Graduate Student Handbook for additional information.)

Attendance

It is the student's responsibility to attend all scheduled classes as well as all practicum, internship, and preceptorship experiences. If the student notifies the faculty member of an absence prior to the course meeting, make-up experiences may be provided but is not guaranteed. Failure to achieve course outcomes due to absence(s) will result in failure of the course.

Failing/repeating and Grade Appeal

The academic expectation is that all graduate students will earn superior grades.

A student is required to achieve a minimum average grade of "B" (GPA 3.0) in all graduate courses to be allowed to progress to the next semester of coursework. A student may earn only one "C" during the program of study.

Whenever a student fails a graduate course with a "C" or lower, she is referred to the Graduate Policies Committee by the Program Director. The Committee makes a recommendation concerning the student's progression in the program. This recommendation is sent to the Dean of Graduate Studies for a final decision. A letter stating the final decision is sent to the student by the Dean.

A student may appeal a theory or practicum/internship/preceptorship grade following the procedures available from the Dean of Graduate Studies and must begin the process no later than one month after the end of the semester in which the decision was made. This policy applies to all graduate students, including those with ADA accommodations.

Grade Appeal Procedure

The student shall discuss the grade with the instructor and/or course leader for clarification as to how the coursework was evaluated and discuss the situation with the academic advisor. If the student still has concerns about the evaluation, the student shall make an appointment with the Program Director. The student may obtain a copy of the appeal procedure from the Dean of Graduate Studies.

The Graduate Student Policies Committee will review graduate student appeals and make recommendations to the Dean. The Graduate Student Policies Committee Chairperson shall review the written appeal submitted by the student; schedule the Graduate Student Policies Committee meeting; provide the written appeal to the academic advisor, the instructor, and Program Director; arrange to have the student, instructor, and academic advisor at the beginning

of the meeting for input or data and to answer questions the committee might have; and preside over the meeting.

- The Chair of Graduate Student Policies Committee calls the group to order
- Student presents appeal and circumstances. (Time limited to 5 minutes)
- Instructor presents rationale for grading decision(s). (Time limited to 5 minutes)
- Graduate Student Policies Committees members may question facts.
(Time limited to 5 minutes)
- All non-Graduate student Policies Committee members asked to leave.
- Committee makes recommendation in writing with brief rationale based on facts.
- No discussion of the appeal occurs outside the meeting itself.

The Dean of Graduate Studies will be informed in writing of the committee's recommendation. The Dean will make the final decision.

Withdrawal

The student who withdraws from a course, any graduate program, and/or the College, and/or changes the major of study follows the procedure described in the College Academic Catalog. A student officially withdrawing from the College during an academic term is to obtain a withdrawal slip from the Registrar's Office or the Express Center. The student's Academic Advisor must sign the withdrawal slip. A student must visit with Student Development and Financial Aid (if applicable) so they are aware of any academic or financial repercussions. Refunds are determined by the date of the official withdrawal. A withdrawal is considered official when the written notice, after being signed by the designated personnel, is returned to the Registrar's Office. If a student does not withdraw from classes, the student will receive failing grades on the transcript.

A student who voluntarily withdraws from a graduate program is not assured of readmission. Any commitment to the student will be given in writing and will be pending space availability.

Academic Evaluation

The scale for the percentage method of grading in the Graduate Programs is as follows:

A	93-100
B	85-92
C	77-84

If the percentage system is used, faculty may not raise or lower the percentage for a grade equivalent. Each faculty may select their own method of grading providing they can document the validity and reliability of the method based on education theory and evaluation literature.

The Graduate Programs follow the College Academic Catalog for incomplete grades. In addition, if a student receives an incomplete in a course where theory and practicum/internship/preceptorship components must be taken concurrently, both grades will be recorded as

incomplete until successful completion of the requirements. For some programs that have a cohort model, incompletes are not allowed.

For all graduate programs, the final course shall consist of a letter grade. The course objectives derived from the program outcomes of the curriculum for the program are the criteria for evaluating student achievement in both the theory and practicum/internship/preceptorship courses.

Misrepresentation of Student Work

In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright, and honest. It expects academic honesty from all its members. Academic honesty mandates ethical behavior in academic matters, and prohibits, among other things, plagiarism, cheating, tampering with the work of other students, or knowingly furnishing false information. (Refer to the Academic Catalog for the Policy for Academic Honesty)

In keeping with the philosophy of College of Saint Mary and the Graduate Programs, a student is responsible for all required theory, practicum/internship/preceptorship experiences and assignments. Any misrepresentation of coursework, practicum/internship/preceptorship expectations or any other assignments will be considered by the Graduate Student Policies Committee for disciplinary action. Such misrepresentation may be cause for dismissal. (Refer to Policy 2.1)

Progression and Graduation

All graduate students are required to achieve an average grade of “B” in all courses. If a student does not earn a “B” or better in a graduate course, the student is referred to the Graduate Student Policies Committee by the Program Director.

When students have substantially finished their programs, a program of study may require the students to pass a comprehensive evaluation covering the coursework in their program of study. If the program requires it, the comprehensive evaluation should be completed six months prior to completion of the thesis/capstone project or the oral defense of the dissertation.

A Comprehensive Evaluation Committee of graduate faculty will determine the satisfactory completion of the evaluation. The expectations of the comprehensive evaluation include the following items:

- The chair of the Comprehensive Evaluation Committee prepares the evaluation with input from faculty within the program of study. The evaluation may take a variety of formats; take-home, on campus; a combination of the two previous formats, or other formats approved by the Comprehensive Evaluation Committee.
- The evaluation should assess the extent the student meets the core competencies of the program of study. The format is generally essay in nature and is not limited to the content of a single course but rather covers the entire program of study and integrates concepts from a variety of topics.

- The Comprehensive Evaluation will be used to assess completion of program outcomes. A student who fails the comprehensive evaluation may repeat the evaluation one time if approved by the Comprehensive Evaluation Committee.

The Graduate Student Policies Committee will review any student who enrolls, but does not successfully complete classes for two semesters. This behavior may result in dismissal from the graduate program.

The Graduate Student Policies Committee will review any students with a current semester or cumulative GPA below 3.0 on an individual basis (Refer to the Academic Probation policy in the Academic Catalog).

Academic success is only one requirement for progression in the Graduate Programs. The student must meet Professional Conduct Policy of the Student Handbook and the Code of Conduct in the Academic catalog. Each candidate for graduation from Graduate Studies must complete the required credit hours outlined in the Academic Catalog. A student may request an incomplete as outlined in the Academic Catalog unless it is a cohort program.

Completion of the program of study within six years is expected for the Master degrees. Any extensions to this time frame may result in repeating coursework and is recommended by the Graduate Student Policies Committee and approved by the Dean of Graduate Studies. There is a two year maximum for the Master in Organizational Leadership.

Graduate Program Requirements

Once a student is admitted to the Graduate Program, the student must complete requirements designated by each program.

Financial Aid

Financial Assistance

Students who are interested in applying for financial assistance must complete a **Free Application for Federal Student Aid (FAFSA)** each year so that need may be reviewed annually. Be sure to include our **school code 002540** on your FAFSA.

Types of Financial Assistance

Federal Stafford Loans are loans provided by lenders that students could borrow while in school. A student must be enrolled in at least 6 credit hours per semester to borrow a Stafford loan. These loans are not credit based and must be repaid. There are two types of Stafford loans:

- **Subsidized Stafford** loans are awarded to students based on financial need. The Federal government pays the accrued interest while the student is in school.
- **Unsubsidized Stafford** loans are not need based. Interest accrues on this loan immediately and students are encouraged to make the interest payments while in school.

Alternative Loans: These are credit-based loans that students or their parents may apply for from private lenders.

How to Apply

1. Students must have been accepted for admission to College of Saint Mary.
2. Students must file a Free Application for Federal Student Aid (FAFSA). CSM's school code is 002540

Satisfactory Progress Policy for Financial Aid Recipients

To maintain eligibility for all types of financial aid, satisfactory academic progress towards completion of a degree must be maintained while students attend College of Saint Mary. Satisfactory progress for financial aid recipients is defined below.

1. Degree-seeking students must maintain a cumulative grade point average (GPA) of at least a 3.0.
2. Degree-seeking students must successfully complete at least two-thirds of the cumulative credit hours they attempt.
 - a. To earn hours at CSM, one must receive a grade of A, B, or C. All other grades including F, I, W, WF, WP, AF, or AU do not earn hours.
 - b. Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect a student's ability to satisfy the hours earned standard.
 - c. Accepted transfer credit will count as both attempted and earned hours.
3. Students may not exceed 150 percent of the program requirements measured in credit hours attempted. For example:

Financial Aid Probation

Students who fail to meet the GPA requirement and/or have not completed two-thirds of the cumulative credit hours attempted at CSM will be placed on financial aid probation. Students with a probationary status are allowed one probationary term in which to demonstrate satisfactory academic progress.

Financial Aid Suspension

Students who fail to meet the GPA requirement and/or have not completed two-thirds of the cumulative credit hours attempted at CSM after the probationary term will be placed on financial aid suspension. Students not maintaining satisfactory progress are not eligible to receive federal or state grants, loans, or employment. Students who reach the maximum timeframe of 150 percent of the program requirements are not eligible for financial aid.

Financial Aid Reinstatement

Financial aid eligibility is reinstated when the GPA requirement and two thirds of the credit hours attempted at CSM are successfully completed. If financial aid suspension is due to reaching the maximum time frame of 150 percent, the financial aid will not be reinstated.

Financial Aid Appeals

Students with extenuating circumstances may request a waiver of the satisfactory progress policy for financial aid recipients. A written request detailing the circumstances and documentation of the circumstances must be submitted to the Director of the CSM Express Center. The request for a waiver will be reviewed and a written response will be delivered to the student. Extenuating circumstances may include:

- a. Serious illness or injury
- b. A death in the immediate family
- c. Documented circumstance beyond student's control.

Students who have questions about the satisfactory progress policy for financial aid recipients or any of the procedures may contact the CSM Express Center.

Disbursement of Aid

Upon the return of a signed award letter to the CSM Express Center, the financial aid award for each semester is deducted from assessed tuition and fee charges. Loans, grants and scholarships are credited to the student's account after the first week of classes. Most students realize the many benefits of a simplified and uniform student loan delivery system called Electronic Funds Transfer, or EFT. This arrangement enables a lender to disburse loan proceeds electronically to the College, which in turn credits the individual student accounts. For students using non-EFT lenders, it is the student's responsibility to endorse financial aid checks in the Express Center.

Federal guidelines require all first-time borrowers of Stafford Loans at CSM to complete entrance counseling before their loans can be applied to their student accounts.

Students who receive wages under the Federal work-study program may pick up their checks at the Express Center on the last working day of each month.

Students who receive outside scholarships, vocational rehabilitation or any other outside assistance should inform the College as early as possible. It is important that Financial Aid be notified of outside assistance, as it will be considered in the financial aid process.

Renewal of Aid

All financial aid awards are made for a given academic year. To be considered for financial aid for upcoming years, students must reapply and submit a Free Application for Federal Student Aid (FAFSA). Priority will be given to those who submit their paperwork by March 15. CSM's school code is 002540.

Student Appeals

The Financial Aid Appeal Committee renders decisions on student appeals and/or grievances that pertain to financial aid awards and/or institutional aid awards. Students who wish to appeal an award decision are asked to complete the Professional Judgment Form to describe the basis for the appeal and return it to the CSM Express Center. All appeals will then be directed to the committee for review and final decision.

Financial Aid Rights and Responsibilities

Students benefiting from financial assistance in the pursuit of education have the privilege of certain rights and assume specific responsibilities relating to their assistance.

RIGHTS

Applicants for financial aid have the right to know the following:

1. What financial aid programs are available to them
2. Deadlines for submitting applications for each of the financial aid programs
3. How financial aid is disbursed
4. How decisions are made concerning distribution, and the basis for those decisions
5. How the student's financial need is determined (this includes how the cost of attendance is calculated)
6. What additional resources were considered in the calculation of need
7. How much of the student's financial need, as determined by the institution, has been met

8. About the various programs in the student aid package
9. About the institution's Return of Title IV Funds policy
10. What portion of the financial aid must be repaid and what portion is grant assistance
11. What the interest rate is on loans, the total amount to be repaid, the length of time to repay the loan, and when the repayment begins
12. How College of Saint Mary determines satisfactory progress and what happens if the student does not meet the requirement

RESPONSIBILITIES

Students have the responsibility to do the following:

1. Complete all the application forms accurately
2. Submit the application materials in a timely manner and to the correct location
3. Provide correct information (misreporting on the financial aid forms is a violation of Federal law)
4. Read and understand all forms that are being signed
5. Keep copies of all the forms for their own records
6. Accept the responsibility for all agreements that are signed
7. Perform the work that is agreed upon by accepting a work opportunity
8. Be aware of, and comply with, deadlines for application and reapplication for assistance
9. Be aware of the institution's Return of Title IV Funds policy

College of Saint Mary Return of Title IV Funds

Federal regulations require that an institution's refund policy be available to all students. The following information is provided by College of Saint Mary in compliance with the Higher Education Amendments of 1998 amending the Higher Education Act of 1965, Federal regulation 34CFR 668.22, signed into law on October 7, 1998.

The College refund policy applies to CSM students not receiving Title IV aid. Students who receive Title IV financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins Loan and/or Federal Family Education Loans) are subject to Federal refund calculations if the student completely withdraws from College of Saint Mary or ceases attendance in all classes during the enrollment period. Federal Work Study is not subject to Federal refund calculations.

The withdrawal date is considered to be the date of official withdrawal. If the student does not officially withdraw, the withdrawal date is considered to be the midpoint of the payment period, unless documentation exists in financial aid that the student attended through a later date. If this is the case, the last date of attendance will be used for the refund calculation.

The refund amount is determined using the following procedure:

1. Determine institutional charges (institutional charges include tuition and fees; room and board is included only if the student is living on-campus).
2. Determine amount of Title IV financial aid received and subject to return.
3. Calculate the percent of payment period completed by dividing the number of days attended by the total number of days in the payment period.
4. If the percentage calculated in step three is less than or equal to 60%, then that percentage is the percentage of Title IV aid. If the percentage calculated in step three is greater than 60%, then the percentage of earned Title IV aid is 100%.
5. The percent of unearned Title IV aid is calculated by subtracting the percentage

of earned Title IV aid from 100%. The amount of unearned Title IV aid is calculated by multiplying the amount of Title IV aid received and subject to return (step two) by the percentage of unearned Title IV aid.

6. The amount of Title IV aid to be returned by College of Saint Mary is calculated by multiplying the total institutional costs (step one) by the percentage of unearned Title IV aid (step five). This calculation results in the dollar amount of unearned percentage applied to costs.
7. The lesser of the unearned aid amount (step five) or the dollar amount of the unearned percentage of institutional costs (step six) equals the amount the institution returns to the Title IV programs. Any refund amount is applied in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG, and other, in compliance with Federal regulations.
8. The amount of aid a student must return (if any) is calculated by subtracting the amount the institution returns (step seven) from the unearned aid amount (step five). Any aid that must be returned by the student is applied in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG, and other, in compliance with Federal regulations. Any amount a student must return to a loan program is repaid according to the terms of the loan. The amount returned to the Federal Pell Grant, Federal SEOG or other can be no more than half of the actual amount received by the student.

Programs

Certificate in Middle and Secondary Education (hold Bachelor degree in another field). See <http://education.csm.edu/fasttrack/> for information regarding certification. See Undergraduate Catalog for course descriptions.
http://www.csm.edu/CSM_Catalog/

This accelerated program allows men or women with four-year degrees to become certified as middle and/or secondary school teachers in Nebraska after only nine months of classroom work. It is possible for a candidate to complete the coursework in nine months with an additional 16 to 20 weeks for student teaching. Classes are offered on Saturday and online and begin every three weeks. Courses for Fast Track students are numbered the same as undergraduate courses with the letter “A” added to them.

Appropriate use of instructional technology is modeled and integrated into content and pedagogy of all education courses.

A grade of C+ must be earned in all education courses.

EDU 220A [LIFESPAN DEVELOPMENT](#)

SPE 101A [INTRODUCTION TO SPECIAL EDUCATION](#)

EDU 201A [TECHNOLOGY IN THE CLASSROOM](#)

EDU 240A [GUIDANCE AND CLASSROOM MANAGEMENT](#)

EDU 351A [TEACHING READING: MIDDLE & SECONDARY](#)
EDU 312A [EDUCATIONAL PSYCHOLOGY AND MEASUREMENT](#)
ENG 262A [LITERATURE FOR YOUNG ADULTS FOR TEACHERS](#)
EDU 360A [TEACHING MIDDLE SCHOOL AND SECONDARY STUDENTS](#)
EDU 427A [HISTORY, PHILOSOPHY, AND TRENDS IN EDUCATION](#)
EDU 475A [HUMAN RELATIONS](#)
[EDU 352A TEACHING LANGUAGE ARTS](#) (ONLINE)
[EDU 495A STUDENT TEACHING SEMINAR](#)
EDU 472A STUDENT TEACHING

Certificate in Paralegal Studies (hold Bachelor degree in another field).

College of Saint Mary's Paralegal Studies Program offers three routes to a degree in the paralegal field: Associate or Bachelor's degree programs, plus a Certificate for students who already hold a Bachelor's degree in another field. Each degree option includes a broadly based liberal arts curriculum plus a required component of law courses. Students study substantive areas of the law plus legal research and writing, litigation and ethics. The Program Director and Assistant Director are lawyers, and all law classes are taught by attorneys.

Major Sequence: 26 hours including: LAW 101, 110, 200, 210, 220 and 230; any two selected from LAW 300, 310, 320, 330, 340, 350, and 359; and any three selected from LAW 410, 420, 430, 440 and 450 (LAW 470 is recommended as an elective); and any one selected from ACC 161, PHL 105, and 220.

Supporting Courses: 9 hours including BIS 101 or 220; any one selected from CAC 210, HSV 231, and PHL 105; and any one selected from ACC 161, PHL 220, or PHL 110.

A grade of C must be earned in all law courses.

See Undergraduate Catalog for course descriptions. http://www.csm.edu/CSM_Catalog/

Master in Occupational Therapy (Entry Level five year program)

Program Description

Occupational therapists are essential team members in today's health care continuum. They assist persons of all ages who experience problems in their occupational performance of self-care, home management, work, education, or leisure. Such services are provided to individuals through medical, health, and social service community programs. The occupational therapist provides services of assessment, intervention, case management, educational advocacy, and consultation in a variety of health care and school settings.

The Program

The Master in Occupational Therapy is a five-year program. Students must pass through a timeline for professional progress review during their studies in the OT program. This review consists of minimum grade point average, letter of intent, portfolio review, and professional behaviors' checklist. The process involves the student evaluating her strengths and areas of

concern, under the guidance of a faculty advisor, with the student's success potential based on objective criteria reflective of characteristics deemed important for success in the OT curriculum and the profession. The details of the professional progress review are contained in the OT program student handbook and discussed with the student during the first semester of study.

College of Saint Mary's program requires courses from different areas: biological science, behavioral science, core/general education, and occupational therapy. Each lab course requires 2 hours per credit/week. Clinical experiences require 4 hours per credit/week. Fieldwork experiences play a vital role in the curriculum by providing opportunities for experiential learning. Level I fieldwork opportunities are initiated in the third year to begin synthesis of academic concepts into practical application. Level II fieldwork clinicals take place in the spring and summer of the graduate year and are arranged by College of Saint Mary. All OT students must *complete* their Level II Fieldwork within 18 months following completion of academic course work. Students should prepare to be full time away from Omaha during most of their fieldwork. All travel and living expenses incurred are the responsibility of the students.

Program Objectives

Educational outcomes of the OT Program upon graduation include: (1) the preparation of competent entry-level occupational therapists; (2) the fostering of attitudes supportive of professionalism, lifelong learning, service, and respect for others that will continue post-graduation; (3) the provision of a balanced curriculum of general education and professional course work, with campus co-curricular activities for the enhancement of mind, body, and spirit; and (4) the development of interpersonal and professional communication skills.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, phone (301) 652-AOTA (www.aota.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). Most states require licensure in order to practice. State licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission to Occupational Therapy

Students applying to the occupational therapy program must first meet the entrance requirements set for College of Saint Mary as set forth in the "Admissions" section of this catalog. Admission to the occupational therapy program requires additional requirements to those of regular college admission.

High school graduates with no college credits must meet the following criteria:

1. High school grade point average of 3.0 or above on 4.0 scale.
2. ACT composite score of 21 or above.
3. Successful completion of high school chemistry and biology and three years high school math.
4. Exemption from or successful completion of the Mathematics Competency Examination and the English Competency Examination.

College transfer students must meet the following criteria:

1. Completion of 12 credits required in the occupational therapy program.

Developmental courses cannot be counted toward fulfillment of this 12 hour requirement. A minimum grade of C is required for successful transfer.

2. One required science course must be included in the above mentioned 12 hours.
3. A cumulative college quality point average of 3.0.

Transfer students accepted into the OT Program may transfer credits that satisfy program requirements according to criteria available in the Registrar's office. Students who have graduated from high school more than five years prior to application to the program must meet transfer criteria.

Progression in the Program

In order to progress from one semester to the next, the student must complete the curriculum in the prescribed sequence. A student who fails an occupational therapy course will be required to repeat the course before progressing to the next sequence. The student must maintain an overall cumulative quality point average of 3.0, earn a minimum grade of C in all natural and biological science courses, and earn a grade of C or P in each occupational therapy course. A grade below C is considered failing. The student must comply with the occupational therapy program policies and ethical standards of the profession. The occupational therapy program reserves the privilege of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health and personal suitability for occupational therapy.

Options at College of Saint Mary for students who are unable to progress in the MOT Program are addressed in the OT Student Handbook.

Requirements for Clinicals/Fieldwork Practicums

1. Performance Standards:

Successful completion of fieldwork courses depends on the ability to think critically and to use the occupational therapy process, which includes communication, motor and interpersonal abilities.

Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.

2. CPR Certification:

Prerequisite to and concurrent with all fieldwork courses.

3. Investigative Background Report:

Prerequisite upon admission to O.T. Program. A background check is required of all students during the sophomore year.

4. Health Record Requirements:

Prerequisite to and concurrent with all fieldwork courses. The O.T... Program requires additional immunizations, drug, or health screenings as needed to meet clinical agency requirements. In addition, the student must show proof of personal medical insurance prior to clinical assignment. The student is responsible for any expense incurred in completing this process. The student may be stopped out of fieldwork courses at any time if not in compliance with this policy.

Graduation Requirements

Master in Occupational Therapy Degree

Major Sequence: (48 Semester hours)

OTH 101, 303, 315, 335, 345, 326, 336, 327, 337, 375, 376, 415, 435, 416, 436, 417, 418, 438, 425, 426, 427, 428, 445, 448, 475, 476.

Graduate (32 semester hours)

OTH 590, 591, 651, 652, 673, 693, 674, 675.

Supporting Field: (17-19 semester hours)

BIO 220, 221, 222, 223, 362, 363, 365; CHM 100 or CHM 102/104.

Supporting Courses: (21 semester hours)

SCI 108; PSY 220, 233, 240, 410; BUS 323 HCP 201.

Core Curriculum: (41 semester hours)

BIS 101; ENG 101; CAC 212; PSY 101; PHL 350; IDC 101; SOC 101; ETH 200; MTH 242; ELA; PED; and Core Curriculum electives (3 credit hours each in Theology, Fine Arts, History, and upper level English).

Courses

101 Introduction to Occupational Therapy (2)

This introductory course is designed to assist students to develop an identity with the profession by providing a general description and history of the profession, knowledge of the philosophy of human occupation, awareness of professional and ethical behaviors, and an overview of the scope of occupational therapy practice. The roles and responsibilities of the occupational therapist in various practice areas, as well as the uniqueness of the profession are explored. Pre-requisites: None.

303 Foundation of Therapeutic Reasoning (3)

This course introduces select theories, models of practice, and frames of reference that have been developed and used in the practice of occupational therapy. The Occupational Therapy Practice Framework is used as the basis for teaching OT practice and process. This course establishes the foundation for occupational therapy practice and the application of critical thinking and clinical reasoning skills. Pre-requisite: OTH 101

315 Life Span - Early (3)

This course will focus on the tangible (the child's performance capacity) and intangible (volition, multi-cultural considerations, legislation / systems) factors that influence development during infancy and early childhood. Commonly encountered diagnoses that affect children prenatally through early childhood will be discussed to gain an understanding of how these conditions affect occupational role performance at each stage of development. Conceptual models for prevention, intervention, and management are explored to assist in understanding client needs and team management of conditions. Pre-requisites: OTH 101, PSY 220

325 Life Span – Adolescence (3)

This course continues the study of children from early childhood through adolescence. Normal and abnormal cognitive, psychosocial, and sensorimotor development patterns and characteristics are examined. Advanced evaluation, treatment techniques, and strategies for facilitating positive change emphasizing the role of human occupation for individuals up to age 21 is practiced. Students are given opportunities to directly observe pediatric clients and apply therapeutic strategies. Critical thinking/problem solving in real clinical environments is encouraged in a format that incorporates principles of cultural competence, knowledge of the law and its impact on school system vs. medical practice, and family centered care. Pre-requisite: OTH 315

326 Occupational Performance Capacity (3)

The course facilitates the exploration of the occupational nature of humans by analyzing the variety of performance skills and client factors necessary for task completion. Areas of study include motor, process and communication/ interaction skills. Emphasis is placed on activity and task analysis as it relates to an individual's chosen roles and routines. Pre-requisite: OTH 303

327 OT, Volition, and Psychosocial Adjustment (3)

This is an opportunity to evaluate therapeutic approaches and strategies for the prevention, intervention, and management of psychosocial needs in a variety of contexts. Knowledge of DSM IV classifications, psychotropic medications, and multicultural issues are basic to the OT's interaction with other mental health providers. Standardized and non-standardized methods will be used to analyze the client's occupational performance, personal

causation, values, and interests. Synthesis of programs for personal adjustment will include occupations, group approaches, and community integration efforts. Pre-requisites: OTH 303, PSY 410, PSY 233

336 Occupational Performance Capacity Lab (1)

Laboratory component of OTH 326 Occupational Performance Capacity; to be taken concurrently.

337 OT, Volition, and Psychosocial Adjustment (1)

Laboratory component of OTH 327 OT, Volition, and Psychosocial Adjustment Lab; to be taken concurrently.

363 Kinesiology Lab (1)

This course is an in-depth study of the musculoskeletal system with emphasis on anatomical, biomechanical and physiological components. Principles of functional human motion will be analyzed. Performance capacity will be assessed through muscle palpation, range of motion measurement and manual muscle testing. Laboratory component of BIO 362 Kinesiology must be taken concurrently by all O.T. students.

375 Fieldwork Level IA (1)

Practicum experience designed to place students in a clinical setting to enrich didactic course work. Students will have an opportunity to enhance skills in observation, interview, and task analysis. Focus will be on observational and documentation skills. Integrates a seminar format with clinical interaction. Discussion of student experiences will be fostered to maximize and compare information/observations gained. In addition, development of professional skills and behaviors will be addressed during seminar sessions. Concurrent with OTH 315.

376 Fieldwork Level IB (1)

The practicum experience allows for reinforcement of clinical skills, professional behaviors, and integration of occupational therapy theory into practice. Focus will be on continuing to develop observational and treatment, planning skills, as well as development of clinical reasoning skills. This course integrates a seminar format with clinical on experience. Seminars will focus on discussion of the students' experience with different settings and conditions. Concurrent with OTH 327, Pre-requisite: OTH 375.

415 Life Span - Adult (3)

This course seeks to develop understanding and empathy of the subjective experience of adults caused by conditions resulting in physical/functional impairments in performance capacity. Evaluation methods, theoretical approaches, and OT interventions will be practiced and analyzed for appropriate application for remediation, compensation or adaptation of performance capacity. Pre-requisites: OTH 326, BIO 365, BIO 362

416 Occupational Exploration and Intervention (2)

This course analyzes the theories and techniques utilized to enhance and facilitate human involvement in occupations. Strategies for assessment and intervention are evaluated across performance skills and contrasting various frames of reference used in the field. Emphasis is given to neurological conditions and motor control theories. Discussion and critique of neurologically based models including Rood, Brunnstrom, NDT, PNF, and Carr and Shepherd is also stressed. During laboratory time specific treatment approaches related to motor control will be demonstrated and practiced. Pre-requisites: OTH 326, BIO 365, BIO 362

417 Health Promotion (3)

This course examines the link between health, prevention of health problems, increased life satisfaction, and behavior patterns and lifestyles. The role of the occupational therapist as an educator is investigated and skills in patient education are developed. Emphasis is placed on the role of the occupational therapist in wellness prevention and healthy lifestyles. The OT's focus is purposeful and meaningful occupations; balance of rest, work, and play; and healthy interaction with the environment. Strategies and interventions include joint protection, ergonomics, work simplification, and well elderly programs.

Pre-requisites: OTH 303, OTH 326

418 Assessment of Performance (1)

Laboratory course designed to facilitate knowledge and practical skills in the administration and interpretation of occupational therapy assessments used for obtaining in-depth knowledge of a client's performance skills and their relation to the performance areas of ADL, work, and play. Emphasis is given to correct documentation of assessment results and recommendations for intervention. This course is set up for active learning and clinical problem solving through interactions with clients, other students and case studies. Active comparison, discussion, and critique of assessment tools will be completed. Pre-requisites: OTH 326, OTH 327. Concurrent with OTH 415

425 Life Span - Elderly (2)

Evaluation of the effect of aging, the impact of medical conditions and the adjustability of environmental factors are preliminary to enhancing the occupational performance of the elderly. The client's volitional thoughts and feelings must be recognized, habits identified, and performance capacity assessed. Relating occupational identity and

competence will support a treatment plan leading to occupational adaptation for the elderly individual. Pre-requisite: OTH 415

426 Life Span Patterns (3)

This course examines how the dynamic process of occupation continues to change throughout life and how to facilitate positive adaptive change in an individual. Development and maintenance of organized patterns is studied, along with understanding of the change processes underlying development. Occupational therapy's role in the tasks of occupational adaptation, namely identity and competence, is studied in various contexts. Emphasis is on problem solving to guide the individual to explore new occupations, experience achievement, and seek competency in activities of daily living, work, and play. This course will correlate the tenets of occupational science with occupational therapy. Pre-requisite: OTH 415

428 Adaptive Techniques (1)

This course will integrate the use of biomechanical principles with the knowledge of occupational therapy practice. Emphasis is given to the development and refinement of O.T. skills for adapting tools, equipment, environments, low technology equipment, and activities for therapeutic use. Designing, selecting, and fabricating orthotic devices and complex adaptive equipment (assistive technology devices) to enhance work, self care and play is incorporated. Pre-requisites: OTH BIO 362, OTH 415

435 Life Span – Adult/Lab (1)

Laboratory component of OTH 415 Life Span – Adult; to be taken concurrently.

436 Occupational Exploration and Intervention (1)

Laboratory component of OTH 416 Occupational Exploration and Intervention; to be taken concurrently.

437 Educational Principles

This course provides the foundation for systematically designing, implementing, and evaluating learning experiences used in the education of clients, family and caregivers, students, colleagues, community members and self. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities. Pre-requisite: OTH 418, Senior Status.

438 Assessment of Performance Lab (2)

Laboratory component of OTH 438 Assessment of Performance; to be taken concurrently.

445 Life Span – Elderly/Lab (1)

Laboratory component of OTH 425 Life Span – Elderly; to be taken concurrently.

448 Adaptive Techniques Lab (2)

Laboratory component of OTH 428 Adaptive Techniques; to be taken concurrently.

475 Fieldwork Level IC (1)

Problem analysis and observations on assigned populations will require in depth integration of classroom concepts and actual hands on patient treatment under the strict guidance of assigned supervisor. This course incorporates a seminar format to discuss aspects of the experience, reinforce professional behaviors and instruct in documentation principles and methods. Pre-requisite: OTH 376 Concurrent with OTH 415.

476 Fieldwork Level ID (1)

Practicum experience in selected community settings and nontraditional/ emerging areas of practice. Opportunity to design and provide client centered services to address unmet needs for individuals, groups, or programs. Emphasis is placed on problem analysis and critical thinking. This course incorporates a seminar format to discuss aspects of students' experience. Pre-requisites: OTH 417, OTH 475

590 Principles of Occupational Therapy Research (3)

This course is the first in a two-part progression in enhancing skills as a consumer of research and in designing a research project. The emphasis is on the development of research skills, including critical analysis of professional literature. This course will examine the application of research to clinical practice and the feasibility of executing research in clinical settings. The development of the ability to design and implement beginning research studies that evaluate clinical practice and service delivery are taught. Pre-requisites: PSY 240, MTH 242, OTH 427, Graduate Status

591 Selected Courses in Occupational Therapy (3)

Students will have an opportunity to evaluate, research, and analyze specialty areas of occupational therapy practice. This course allows the student to gain in-depth knowledge in a selected area of interest. Self directed learning is emphasized under the guidance of an OT advisor. Pre-requisite: Graduate Status

651 Advanced Theory – Clinical Reasoning (4)

This course incorporates the advanced application and evaluation of specific models of practice and frames of reference as related to Occupational Therapy practice. Critical thinking, clinical reasoning, and high level oral and written communication are emphasized. Application and synthesis of previously learned information in traditional and unique methods allows for the integration of knowledge and develops a high level of clinical reasoning. Pre-requisite: OTH 303, OTH 476, Graduate Status

652 Management and Leadership (4)

This course studies the specialized management and leadership strategies, techniques, and skills utilized in occupational therapy practice. Emphasis is on development of a model for delivery of occupational therapy services in a new or expanding program, private practice, or emerging practice area. Other topics include marketing, leadership, supervision, documentation, reimbursement, advocacy, due process and appeals systems. Pre-requisite: BUS 323, Graduate Status

673 Fieldwork Seminar (1)

This seminar course prepares the student for level II fieldwork experiences, NBCOT boards, and professional issues. Resume writing, interviewing skills, portfolio development, and licensure will also be covered. Pre-requisite: Graduate status.

674 Fieldwork Level IIA (6) and 675 Fieldwork Level IIB (6)

Nine hundred sixty (960) hours of supervised non-classroom experiences are required. The student therapist will provide client contact and practical application of occupational therapy intervention in a hospital, community agency, school system, or non-traditional setting. Recommended areas of practice include psychosocial dysfunction and physical dysfunction. Each student's experience will reflect current practice with clients across the lifespan with a variety of diagnoses. These courses facilitate learning the role of occupational therapist and development of clinical skills, clinical reasoning skills, and reflective practice at an entry level.

693 Occupational Therapy Research Capstone (5)

This is the second course in the two-part research progression. This course emphasizes the enhancement of research skills and includes the application of research to occupational therapy practice. Emphasis is on consulting with an experienced researcher in relationship to the research design and analysis, writing skills required for publication or research reports, and securing grant funds. Through a capstone project demonstration of beginning competence in outcome studies or other research is exhibited. It culminates in presentation of the research projects. Pre-requisites: OTH 590, Graduate Status.

HIM 201 U.S. Health Care System (3) Fall

Interdisciplinary overview of the components of the health care delivery system in the United States: the organizations that provide health care, the regulations and standards that apply to the health care organization, the reimbursement methods used, and the professionals that provide the services. Examinations of the organizational components of health care facilities: the governing board, the administration, and the professional/medical staff. Discussion of the social, economic, demographic and political factors that influence health care policy development and the delivery of services will be integrated throughout the course. Includes a service learning assignment.

Master in Organizational Leadership (MOL)

This 36-credit hour graduate program is committed to the growth and development of women in business and advances the practice and development of effective leadership for the benefit of employees and employers in business and industry and society as a whole.

Mission Statement: This graduate program focuses on principles of effective leadership, is committed to the growth and progression of professionals in business, and advances the practice and development of leadership for the benefit of society. This commitment calls forth authenticity, self-confidence, self-reliance, agency, and the ability to inspire and influence others to affect positive change within individuals, groups, and organizations.

The master's degree in Organizational Leadership is:

- a personal investment that will last a lifetime;

- a degree designed for working women;
- a program that offers a competitive career advantage.

The program is designed to encourage professional and personal development of participants through experiential and active learning that is relevant and transferable to the circumstances in the organizations in which they work. Using the experience, expertise, and varying opinions of participants is viewed as a valuable component of the cohort program. Scholarly research, group tasks, individual assignments and student involvement in teaching and tutoring result in a collaborative approach, thus offering the opportunity for an enhanced learning experience.

Women who possess a baccalaureate degree can complete this leadership program in less than ten months while continuing a full-time work schedule.

MOL Program Features

The content, administration, and implementation of this program were designed specifically to meet the needs of working women. The MOL program:

- blends an understanding of business functions and strategic thinking with an understanding of the leadership process and the development of leadership skills;
- enhances participant self-awareness, self-control, and self-confidence through experiential learning in simulated leadership and teamwork situations;
- integrates learning through the development of practical leadership skills combined with intellectual depth and rigor;
- and offers continuous performance assessment and feedback to the participants to facilitate application of key leadership skills and organizational contributions.

The Master in Organizational Leadership program is a 36-credit hour program delivered in six 6-credit hour modules. The program is completed in less than 10 months and is designed as a cohort program, with all students enrolling in the program in the fall and completing it together in the early summer. Classes meet on Saturdays.

MOL 599 Survey of Business Concepts for Women Professionals (6)

This survey course is the foundation module for the MOL program, highlighting components of business and focusing on management concepts used in organizational environments. The purpose of this course is to provide the student with a broad base of business knowledge applicable to leadership applications for women.

(This module is required of all students who have not earned bachelor's degrees in business administration or business leadership or who have not completed a series of business courses from an accredited institution. The Graduate Council reviews applicants' admissions files and submits decisions regarding this requirement to the program director. This module cannot be used to meet the 36-hour degree requirement and will be taken the summer prior to beginning the program.)

Graduate Level Courses

MOL 600 Leadership, Women and You (6)

Leadership: The course begins with an examination of various leadership theories and the practice of leadership in a range of settings from profit to not-for-profit, large to small, and domestic and international. Intellectual, psychological, political and social sources of leadership will be examined to understand the theoretical foundation and practical application from a woman's perspective. The course will study a framework developed for high-achieving women, including: acting authentically; making connections, controlling your destiny (agency); achieving wholeness, and gaining self-clarity.

Women: Literature by, for, and about women will provide the foundation for examination from the perspective of what this material suggests as alternative concepts regarding the structure of an organization, interpersonal interaction, styles of leadership and ways of behaving in an organizational setting. Does the glass ceiling, an invisible barrier that determines the level to which a woman can rise in an organization, exist? If so, how do women break through this obstruction?

You: After completing a selection of self-assessment instruments, the results will be discussed. Students will use these results as a basis for designing their personal leadership development plan. This development plan outlines the needs on which they will concentrate on strengthening during their time in the program. Students will learn how to learn at a higher level; develop analytical and creative thinking skills; become active listeners and communicators; manage stress and time; plan, set goals and priorities; present information; understand scholarly research; conduct research; and write scholarly papers.

MOL 610 Traits, Charismatic, Situational, Functional, Transactional, and Transformational Leadership (6)

Basic theories of leadership will be examined, not as competing approaches, but as contributions to effective thinking regarding leadership opportunities. Special attention will be given to contemporary theories, including transformational leadership. Transformational leadership theory utilizes elements of leadership – it is relational, produces real change, and elevates others into their better selves – components that complement a feminine approach to leading. Substitutes for leadership and how they can be used while developing leadership in an organization will be discussed. The dysfunctional side of leadership will be considered, for example, narcissism and Machiavellianism.

MOL 620 Team Leadership for Women (6)

The basic components of group evolution and performance will be examined in depth, including fundamentals of group interaction, determinants of effective team decisions, leadership functions and roles in decision groups, and appointed and emergent leaders. The course will also focus on leading a group to become a team; leading effective teams, and leading self-managed teams. A specific focus on how women can overcome barriers to become more effective team leaders is included.

MOL 630 Social and Ethical Responsibility and Conflict Resolution (6)

This module will identify the most common ethical dilemmas of leadership and prevailing ethical perspectives. An in-depth examination will be made of the extent and relative influence of government, competitors, labor unions, consumers, society's expectations, and the personal values of leaders on the decisions made in an organization, incorporating a female perspective on social responsibility. Participants will be provided the opportunity to continue their development of communication and negotiating skills based on concepts of conflict resolution for women in a variety of settings—including those of business, government, cross-cultural, and international arenas.

MOL 640 Power and Influence in Organizations (6)

This module focuses on a detailed examination of the sources and uses of power and influence, as well as how power and influence are attained, used, and lost. Power, as it relates to leadership for women, is about regulating the relations of individuals to each other. Power, being the potential influence over the attitudes and behaviors of one or more targeted individuals and influence being the degree of actual change in attitude and behavior. Influence tactics

affective for women in leadership situations are studied. Special attention will be given to the components and process of empowerment for women. Opportunities to influence and be influenced will be provided and the results examined for outcomes and consequences.

MOL 650 Organizational Leadership for Women (6)

The nature of organizational politics and opportunities to assess and develop guidelines for desired political skills for women provides the basic structure for the work in this capstone module. The learning objective involves designed opportunities for the individual to advance the process of developing skills to effectively influence an organization toward a high-performance culture in a significantly changing environment staffed by an increasingly diverse workforce by utilizing the concepts involved in a learning organization model.

Master of Science in Education

The Teacher Education Master of Science Program is based on the philosophy that learning and growing as a teacher and leader in education is best accomplished when knowledge of theory and practice is balanced by appreciation of creativity and understanding gained through diverse experiences in schools. The faculty believes that is important that candidates' knowledge of theory and practice culminate in personal reflection on that learning. It is important that educators genuinely understand and appreciate the numerous ways in which children learn, express and apply knowledge and learning so that all children in their classes progress. Candidates will not only read and write about education, but will also demonstrate their ability to put their knowledge into action.

Program Description

The Master of Science in Education has three different tracks.

- Specialization in Assessment Leadership (EDU 662, MTH 542, EDU 566, EDU 621, EDU 703, EDU 632, EDU 650, EDU 651, EDU 652, EDU 653, EDU 672, EDU 695)
- Specialization in English as a Second Language (ESL) (EDU 662, MTH 542, EDU 566, EDU 621, EDU 703, EDU 632, EDU 515, EDU 520, CAC 506, EDU 525, EDU 673, EDU 695)
- Specialization in Information Technology (EDU 662, MTH 542, EDU 566, EDU 621, EDU 703, EDU 632, EDU 601, BIS/EDU, BIS/EDU, BIS/EDU, EDU 654, EDU 695)

Courses

Core Graduate Component

EDU 662 Research Methods 3 graduate credit hours Evidenced-based inquiry processes will provide students with tools for conducting a major research project. Topics include conceptualizing a research study, designs for research, methodology, data collection, analysis of data, communicating results and utilizing research findings. Application of research methods to PK-12 education, continuing education, or staff development is expected.

MTH 542 Statistics 3 graduate credit hours This course prepares the graduate student to utilize statistics within a major research project. Descriptive and inferential statistics are studied. Topics include probability theory, various distributions, data description, confidence intervals, sampling designs, quality control and hypothesis testing including z test; t test; correlation and regression; Chi-square; F test and Analysis of Variance; and nonparametric statistics.

EDU 621 Curriculum Design and Program Planning 3 graduate credit hours Using sound principles of curriculum development and instructional design, implementation and evaluation, students learn to create a

meaningful and significant teaching-learning environment for all students. Students will examine effective practices, procedures and theories for the development, implementation and evaluation of quality curriculum. A major focus of the course is the theoretical relationship among curriculum, instruction and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based curriculum and assessment are explored and applied to PK-12 classrooms. Current issues and theories about curriculum are analyzed throughout the course. (Many components of this course are in an on-line format.) Students will examine researched best teaching practices and apply them.

EDU 632 Assessment and Evaluation Strategies 3 graduate credit hours This course provides an introduction to best practice principles for educational assessment and evaluation in PK -12 education, continuing education and staff development. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels including individual student, class, course, curriculum, program and educational organization will be studied and analyzed. Students will explore underlying selection, construction, administration, and interpretation of educational tests, including the constructs of reliability and validity and how to apply them.

EDU 603 Leadership in Educational Organizations 3 graduate credit hours The purpose of this course is to provide an examination of theories and research related to leadership in educational organizations. Students will examine major schools of thought regarding leadership theory and organizational theory and will focus on concepts that inform an understanding of how leadership occurs in educational organizations. It is intended to provide students with both an overview of the theoretical basis for meeting the challenges of organizational leadership as well as practical application of the constructs.

EDU 695 Capstone Project 6 credit hours Prerequisite: Advisor Approval Students individually explore a problem or issue within their area of educational practice. Similar in weight to a thesis, but more flexible, this final project should synthesize and apply concepts acquired in the graduate program. The student will work closely with an academic advisor throughout the project. Evaluation will focus on the quality and professionalism of applied research and writing; analytical, management, critical and creative thinking; problem-solving skills; and an oral presentation.

Assessment Leadership Track

EDU 651 Large Scale Assessments 3 graduate credit hours Prerequisite: (simultaneous enrollment in EDU 652) This course provides professional educators the opportunity to reflect on their school-wide and district assessment beliefs and practices. Activities and discussions focus on understanding the context within which large scale assessment occurs, understanding and applying specific assessment methods, and communicating about student and organizational achievement. The course is designed to stimulate thought and provide specific opportunities through which educators can improve their current assessment practices.

EDU 652 Classroom Assessments 3 graduate credit hours Prerequisite (simultaneous enrollment in EDU 651) This course provides professional educators the opportunity to reflect on their classroom assessment beliefs and practices. Activities and discussions focus on understanding the context within which our work in classroom assessment occurs, understanding and applying specific assessment methods, and communicating about student achievement. The course is designed to stimulate thought and provide specific opportunities through which teachers can improve their current assessment practices.

EDU 650 Assessment Leadership 3 graduate credit hours This course is focused on the relationship between assessment and learning. Educators will learn to make instructional and curricular decisions based on what students need to learn and how to assess that learning. Learning activities will include development and implementation of genuine authentic and traditional assessments.

EDU 653 Analysis and Dissemination of Data This course is designed to acquaint education leaders with major methods and techniques of evaluation used to assess and report growth, development, and academic achievement of learners in grades Pre-K - 16, including interpretation and dissemination of standardized test information.

EDU 672 Practicum/Action Research in Assessment 3 graduate credit hours Educators implement assessment knowledge and skills acquired through program coursework in genuine educational settings. Through electronic discussion, students share experiences and results of their projects and receive assistance from instructors.

English as a Second Language (ESL) Track

EDU 515 Teaching ESL 3 graduate credit hours This course will provide an understanding of first language development and of second language acquisition. This knowledge will include an understanding of basic research of second language acquisition and instructional strategies that promote second language development. This course will provide a variety of methods and strategies that can be utilized to differentiate instruction to meet the needs of second language learners in a content area class. This course will provide a brief overview of basic federal and state laws related to limited English proficient students. This course will provide instruction on the methodology and strategies for teaching reading and writing to second language learners, including both students who are literate and those who are non-literate in their first language. This course will provide an overview of assessment tools used to measure second language acquisition. This knowledge will include an understanding of intake and placement procedures, and federal requirements related to No Child Left Behind.

ENG 520 Linguistics for Teachers 3 graduate credit hours This course is a study of the structure of the English language which includes units of lexicography, semantics, and dialects. Linguistics for Teachers focuses on how knowledge of the way languages work will directly benefit the teaching of English Language Learners. The course covers the linguistic components of language, providing an opportunity for teachers to explore the relevance of linguistics to second/foreign language teaching and learning. The course provides an overview of linguistic, socio linguistic and psycholinguistic analyses as they pertain to the language proficiency and academic achievement of ELL students. Topics to be addressed include pragmatics, semantics, syntax, morphology, phonology, language variation, first language acquisition, second language acquisition, and written language, language.

EDU 573 ESL Practicum The practicum will provide educators who are planning to teach ESL in the public and private schools with an opportunity to interact with ESL teachers and students in classroom and other appropriate settings. Practicum students will develop understanding of the world of ESL, the challenges confronting teachers, students, and administration, and the resources available to address them. Focus of the practicum is practical application of knowledge and skills of teachers of ESL students, and the development of those skills.

EDU 525 Assessment of ESL 3 graduate credit hours This course is designed to acquaint educators with assessment instruments and evaluation procedures including language proficiency testing, entry and placement procedures, theories of second language acquisition, and selection, development, and evaluation of curriculum based on language proficiency. This knowledge will include an understanding of federal requirements related to No Child Left Behind.

EDU 506 Intercultural Communications 3 graduate credit hours This course emphasizes skills you can utilize throughout your and personal and professional life by preparing you to effectively communicate both within small group settings and one-on-one communication. It is based on a study of self-perceptions and verbal/non-verbal communication moving through audience analysis. Effective interpersonal communication is the key to success in any career field. The course will provide an overview of cultural issues related to second language learners. This knowledge will include an understanding of how language and culture are inseparable, the parents' beliefs of the educational system, and how to create an inclusive, linguistically, and culturally rich learning community where students take risks and learn how to work independently and collaboratively in the educational setting.

Information Technology Track

EDU 601 Advanced Classroom Technology This course will build upon educator skills and abilities to allow participants to extend their skills with familiar applications, such as MS Office Suite XP (Word, Access, Excel, PowerPoint), advanced web design, digital photography and editing, and will also introduce new technology tools and procedures. Projects will include video editing, and an introduction to the use of GPS (Global Positioning Satellite receivers). Participants will apply these applications and tools to genuine learning activities for classroom curriculum and/or professional development.

EDU 540 Basic Programming This course provides an introduction to elementary computer programming. Students will learn fundamentals of programming using Visual Basic. Focus will be on problem solving, visual

design and programming concepts related to school curriculum and system needs. Topics include sequence, selection, repetition, procedures and functions.

EDU 550 Hardware/Software 3 graduate credit hours This course provides technical topics related to computer systems with emphasis on the components, functions, and relationships between hardware architecture, systems software, applications software, and their implementation in the business setting. Principles and application of computer hardware and software will be presented through lecture of the theoretical underpinnings, installation, configuration, and operational laboratory experiences. Prerequisite: BIS 101 or equivalent.

EDU 654 Multimedia and Web Design in Schools 3 graduate credit hours This course will help educators design and implement a classroom or school web site to communicate with students and parents. Participants will design and implement a plan for a web-based inquiry project and a student created web project. Educators will learn how to create web-based classroom materials and how to utilize a classroom web site for publication of student work.

EDU 560 Networks and Security 3 graduate credit hours The focus of the course is on the technological and managerial implications of hardware, software, and communications as they relate to information systems networking in schools. Students will gain in-depth experience of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW. Data communication and telecommunication concepts, models, standards, and protocols will be studied. Installation, configuration, systems integration and management of infrastructure technologies will be practiced in the laboratory. This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. Prerequisite: BDU 550.

Master of Science in Nursing

The Master of Science in Nursing degree program is designed to prepare Bachelor of Science in Nursing (BSN) graduates as educators and leaders in higher education, continuing education, staff development or patient education. Graduates will incorporate evidence-based educational methods and strategies within the specialty area and advanced practice role of academic nursing educator. This degree provides a foundation for a future educational doctoral degree.

Program Description

Recommended Core - Three areas to be satisfied through participation in the core classes are listed below or through appropriate substitute courses approved by the advisor:

Academic integrity including research ethics

Nursing education: Teaching and Learning Theories and Concepts

Research tools

Seminar/Practicum Requirement - Two 3-hour seminars will be required which may include directed readings or major presentations of applied theory.

Graduation Requirements

Comprehensive Evaluation - When the coursework has been substantially finished, a comprehensive evaluation must be passed. The Comprehensive Evaluation Committee will supervise the requirements.

Capstone Project - The capstone experience is a major project under direction of a committee of graduate faculty. The expectation for the capstone project is to further develop an interest derived from the core or seminar studies. Students will be expected to present the project in a scholarly manner. Examples include a thesis or planning and implementing a substantial educational endeavor.

Research Components - Students must demonstrate beginning skills in qualitative and quantitative research methods. Students should have experiences in designing, conducting, interpreting and communicating research. Research tools should also include educational measurements and evaluation and computer assisted analysis and research methodologies.

Residency Requirements - 24 of the last 36 hours must be taken at College of Saint Mary

Courses

MOL 723 Leadership in Educational Organizations (3) This course characterizes best practices of leadership in higher education institutions. Systems theory and organizational best practices form the framework for this course. Concepts such as accreditation, governance, strategic planning, higher education law and academic quality improvement processes will be studied in a variety of academic organizations to include higher education, staff development, continuing education and patient education.

MTH 542 Statistics (3) T This graduate level course prepares the graduate student to utilize statistics within a major research project. Descriptive and inferential statistics are studied. Topics include probability theory, various distributions, data descriptions, confidence intervals, sampling designs, quality control and hypothesis testing including z test; t test; correlation and regression; chi-square; F test and analysis of Variance; and nonparametric statistics.

NUR 531 Directed Readings (3) This course requires the student to do scholarly and research literature specific to a selected aspect of nursing education. Each student will conduct a thorough literature review with depth and breadth. There is the potential that this course can be useful in defining and designing the literature review for the capstone project or thesis. Topics will be selected in conjunction with the graduate faculty.

NUR 545 Teaching Learning Theories and Concepts (3) This course examines the role of the nurse as educator through the application of teaching and learning theories and concepts across a variety of settings in nursing education, health care and the community. Evidence-based teaching strategies to engage learners in inquiry and overt, active learning will be foundational in creating a stimulating learning environment to meet mutually determined outcomes for the individual learner, group or organization.

NUR 552 Seminar in Nursing Education (3)

NUR 568: Theorists and Critical Issues In Nursing (3)

NUR 575 Teaching and Learning Theories and Concepts: Practicum (3) This course focuses on the implementation of the nurse educator role through the application of teaching and learning theories and concepts for a chosen learner population in nursing higher education, staff development, continuing education or patient education. The role will be analyzed and applied in collaboration with a master's prepared nurse educator preceptor. Evidence-based teaching strategies will be developed into a comprehensive teaching plan to engage learning in inquiry and overt, active learning and implemented to meet mutually determined outcomes for the individual learner, group, or organization.

NUR 621 Curriculum Design and Program Planning (3) This course focuses on designing nursing curriculum in diverse learning environments using evidence-based theories and concepts as well as relevant standards and criteria for evaluation. Development, implementation and evaluation of a continuing education program for staff, patient, or public education also is emphasized.

NUR 632 – Assessment and Evaluation Strategies in Education (3)

This course focuses on best practice principles for educational assessment and evaluation in higher education, continuing education, staff development and patient education. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels including individual student, class, course, curriculum, program and educational organization will be appraised.

NUR 637 Teaching Strategies and Technology in Nursing Education (3) This course focuses on the application of evidence-based student-centered teaching strategies in diverse learning settings. Integrating educational technology within the learning environment also is a component of the course.

NUR 659 Major Project in Nursing Education (3) The major project provides the opportunity for the student to apply the knowledge and skills acquired throughout the MSN program. The student will develop, implement, and evaluate a substantial educational endeavor related to nursing education, staff development, continuing education or patient education within the context of an organization. Evidence-based practice and research will be utilized throughout the program.

NUR 662 – Research Methods (3)

PHL 624 Academic Integrity This applied ethics course examines the implications of several influential philosophical theories for a broad range of questions bearing on research, teaching, role expectations, the allocation of health care resources, and contemporary biomedical dilemmas in organizations of higher education, continuing education, staff development or patient education.

Master of Science in Occupational Therapy

The Occupational Therapy Program at the college of Saint Mary strives to provide a high quality education environment and foster academic excellence and leadership among occupational therapy professionals. Graduates of the Master of Science in Occupational Therapy will refine professional expertise with advanced specialization and professional skills; engage in scholarly discussions and activities, research new approaches and cutting edge techniques to help individuals across the lifespan and develop skills necessary to be leaders in a broad range or roles including education, clinical practice, and health administration within a variety of work settings.

Program of Study

YEAR ONE		
Fall	Spring	Summer
OTH 540 Leadership and Professional Development (6)	OTH 562 Research Methods (3)	OTH 595 Advanced Studies in OT (1 – 3)
Portfolio Review (3 – 9)	OTH 566 Qualitative Research (3)	OTH 591 Selected Studies in OT (3)
	OTH 550 Evidence of Occupation (3)	OTH 576 Level ID Fieldwork (1)
		OTH 565 Advanced Assessment and Evaluation (3)
		Any graduate level course at CSM that meet concentration interests (3)
Total Fall 9 - 15	Total Spring 9	Total Summer 3-12
YEAR TWO		
Fall		
OTH 631 Directed Readings in OT (1-3)		
OTH 693 OT Research Capstone (6)		
Total 7 - 9		

Total Credits for Degree 36		

Course Descriptions

OTH 540 Leadership and Professional Development in Healthcare: This graduate level course examines leadership theories, types, skills and role models in occupational therapy. Students analyze the administrative functions in occupational therapy practice. Consideration of the elements of professional career development, appropriate selection of professional positions, legal issues of licensing, reimbursement policies, maintenance of professional competence, and issues related to cultural diversity in the clinic are addressed. Business knowledge and skills developed for designing, leading and managing emerging OT practice are examined as well as developing a business plan for proposing new OT programs.

OTH 550 Evidence of Occupation: This course looks at the use of occupational based practice and client-centered practice in occupational therapy. In addition, concepts related to occupational science will be examined from both within and outside the occupational therapy profession. Students will apply theories learned in this course to their current practice and integrate these principles into the facilitation of independence in our clients. Students investigate and analyze the scientific perspective of occupation. This course provides a framework for the MSOT student to provide and incorporate best practice into their personal system of practice.

OTH 562 Research Methods: Evidenced-based inquiry processes will provide the student with tools for conducting a major research project. Topics include conceptualizing a research study, designs for research, methodology, data collection, analysis of data, communicating results and utilizing research findings. Application of research methods to higher education, continuing education, staff development or patient education is expected.

OTH 565 Advanced Evaluation and Assessment: This course examines theory and practice of evaluation and improving the overall delivery of services in occupational therapy. Special emphasis will be given to the area of practice of the student. Students will investigate and utilize evaluations in their practice. In addition, students will learn how to evaluate the delivery of occupational therapy services. Evidence based practice and the occupational therapy practice framework will be applied to various evaluations, assessments and continuous quality improvement strategies. Examination, selection, administration, and evaluation of various measurement tools utilized in occupational therapy and the delivery of those services will be completed.

OTH 566 Qualitative Research: The graduate student will explore various qualitative research traditions. Topics include characteristics of qualitative designs and the major traditions (ethnography, phenomenology, hermeneutics, grounded theory, ethnomethodology, case study, biography, and historical analysis). Application of the principles of qualitative research to higher education, continuing education, staff development or patient education is expected.

OTH 576 Fieldwork ID: Practicum experience in selected community settings or nontraditional/ emerging areas of practice. Opportunity to design and provide client centered services to address unmet needs for individuals, groups, or programs. Emphasis is placed on problem analysis and critical thinking. This course incorporates a seminar format to discuss aspects of the experience.

OTH 591 Selected Studies in OT: Students will have an opportunity to evaluate, research, and analyze specialty areas of occupational therapy practice. This course allows the student to gain in-depth knowledge in a selected area of interest. Self directed learning is emphasized under the guidance of the OT advisor.

OTH 595 Advanced Study in Occupational Therapy: This graduate level course requires the student to research literature on a specific topic related to occupational therapy or to complete an additional level I fieldwork assignment of their choice. Topics and/or projects will be selected in conjunction with the graduate faculty. This course will reinforce information learned throughout the curriculum.

OTH 631 Directed Readings in OT: This graduate level course requires the student to do scholarly and research literature specific to a selected aspect of occupational therapy and the specialty track the student has selected. Each student will conduct a thorough literature review with depth and breadth. There is the potential that this course can

be useful in defining and designing the literature review for the capstone project or thesis. Topics will be selected in conjunction with the graduate faculty.

OTH 693 OT Research Capstone: This course emphasizes the enhancement of research skills and includes the application of research to occupational therapy practice. Emphasis is on consulting with an experienced researcher in relationship to the research design and analysis, writing skills required for publication or research reports, and securing grant funds. Through a capstone project demonstration of beginning competence in outcome studies or other research is exhibited. It culminates in presentation of the research projects.

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