

2019-2020 ACADEMIC CATALOG



7000 Mercy Road | Omaha, Nebraska | 402-399-2400

CSM.edu



Board of Directors	11
Information Sources	12
Academic Calendar	13
Introduction.....	17
Accreditation and Memberships	20
Academic Support Services.....	22
Computer Labs	22
Online Learning Management System.....	22
MyCSM Portal.....	22
VidGrid Lecture Capture System	22
Wireless	22
Technology Assistance.....	22
Library	22
Admissions – Undergraduate Programs	24
Admissions Policy	24
University Admissions Criteria	24
Admissions to Specific Academic Programs	24
Biology:.....	24
Human Biology	25
Chemistry	25
Bachelor of Science in Nursing (BSNG)	25
Occupational Therapy Accelerated Entry Admission Requirements:	25
Physician Assistant Studies Accelerated Entry Pathway (PAS-AEP)	27
Admission Requirements:	27
General University Admissions Policies	28
Conditional Admissions.....	28
Application Materials	29
Home School Candidates	29
Transfer of Credits	29
Applicants for Part-time (fewer than 12 hours) Enrollment	30
International Students.....	30
When to Apply — Rolling Admissions	31
Tuition Deposit Requirement	31

Tuition Deposit Refunds.....	31
College Courses for High School Students	32
Dual Credit and Early College Start Programs	32
Former Students.....	32
Readmission – Military Service	33
Matriculation Date.....	33
Rescind of Acceptance	33
Retention of Records	33
Admissions – Graduate Programs	34
Non-degree seeking students	35
Program Specific Additional Admission Requirements	35
Doctor of Education (EDD)	35
Master of Arts in Teaching (MAT)	41
Master of Science in Kinesiology & Exercise Science	42
Master of Science in Organizational Leadership (MSOL)	42
Master of Science in Physician Assistant Studies	42
Criminal Background Check.....	46
Health Insurance Requirements.....	48
History and Physical Examination Requirements	49
Master in Health Sciences	50
Additional Admission Information:	50
International Students.....	50
Readmission.....	51
Second Master’s Degree	51
Transfer Policies	51
Tuition Deposit Requirement:	52
Rescind of Acceptance	52
Retention of Records	53
FINANCIAL AID	54
Donor Scholarships for Undergraduate Students	62
Tuition	65
Tuition and Charges 2019-2020 Academic Year	65
Payment Options	66

College of Saint Mary Refund Policy.....	67
Regular Full Time (12 or more credits).....	67
Residence Hall Charges	68
Campus Store Credit	68
Payments of Excess Financial Aid	68
Past Due Student Accounts	68
Delinquent Student Accounts.....	68
Holds on Student Accounts	69
Curricular Service-Learning	70
Study Abroad.....	71
Student Development	73
Campus Ministry/Faith Opportunities	73
Children on Campus	73
Copyright Laws.....	73
Counseling	74
CSM Achievement Center.....	74
Health Insurance Requirement	74
Housing	75
Intercollegiate Athletics	76
Lied Fitness Center	76
Safety and Security.....	76
Student Leadership and Organizations.....	76
Welcome Week.....	77
Code of Conduct.....	78
General Student Information	91
Identification Card	91
Immunization Requirements	91
Meals	92
Notary Public.....	92
Student Agreement Form for National and International Travel.....	92
Student Parking/Vehicle Policy.....	92
Solicitations	93
Student Handbook	93

Veterans Benefits	93
Complaint Process	94
Academic Regulations and Information.....	96
Academic Actions and Appeals for Probation and Dismissal for Undergraduate Programs	96
Academic Appeals Process for Undergraduate Programs	97
Academic Actions and Appeals for Dismissal for Graduate Programs.....	98
Academic Appeals Process for Graduate Programs	99
Academic Advising	101
Academic Integrity Policy	101
Academic Load	103
Definitions:	103
Academic Year and Semester Hours Policy	104
Advanced Placement	105
Americans with Disabilities Act (ADA)	106
Attendance	107
Absence (University-Authorized) for University-Sponsored Activities	107
Audits	108
Authorship Guidelines for Undergraduate Programs.....	108
Authorship Guidelines for Graduate Programs.....	108
Cancelled Classes	109
Candidates for Degrees	109
Change of Catalog	109
Change of Advisor or Major	110
Classification of Students	110
Commencement and Graduation Guidelines.	110
Competencies.....	110
Conditional Admission/Strategies for Success Course	111
Course Prerequisites:	111
Courses at Other Institutions.....	111
Credit for Prior Learning	112
Credit by Challenge Examination	112
Credit by College-Level Examination Program (CLEP)	113

Credit through Portfolio Development and Assessment	113
Developmental Courses (Courses numbered below 100 level)	114
Examinations	114
Family Educational Rights and Privacy Act.....	115
Forms	116
Grade Point Average	116
Grade Reports	117
Grading System.....	117
Honors and Awards	118
Incompletes	120
Incomplete Addendum for Graduate Programs.....	120
International Baccalaureate (IB)	121
Leave of Absence (LOA).....	121
Mid-Semester Evaluations for Undergraduate Students.....	122
Pass-Fail Courses.....	122
Policy for Repeating Courses for Undergraduate Programs	122
Policy for Failing/Repeating Courses for Graduate Programs	122
Professional Conduct	123
Program Completion Time-Frame.....	125
Registration	125
Senior Capstone	125
Student Directory	125
Transcripts.....	126
Undeclared Majors	126
Waiver of Liability for Off-Campus Studies and Activities.....	126
Withdrawal from Course	126
Withdrawal from Academic Term/University	127
Withdrawal due to Major Medical Issues—Medical Hardship Policy	128
Academic Programs	128
Course Numbering System.....	128
Course Delivery Section Designations	129
Student Learning Goals	130
Undergraduate Degree Requirements.....	131

Bachelor Degrees.....	131
Minors	131
Double Major.....	132
Bachelor Degree Requirements.....	132
Associate Degrees.....	133
Associate Degree Requirements.....	133
Second Degree	133
Certificate Requirements.....	133
General Education Curriculum	134
Quantitative Reasoning Definition	134
General Education Requirements	134
Courses Approved for General Education	135
Programs of Study.....	137
Art (ART)	137
Human Biology (BIOHUM).....	143
Business (BUS).....	145
Business Information Systems (BIS)	150
Chemistry (CHM)	151
Communication (COM)	154
Dance (DAN).....	155
Early Childhood Education (ECE).....	156
Education (EDU)	160
English (ENG).....	168
Fine Arts (FNA).....	175
First Year Seminar (FYS)	176
General Studies (BGS)	177
General Studies (GNS)	180
History and Political Science (HPS).....	182
Human Services (HSV)	183
Humanities (HUM)	184
Interpreting Certification.....	186
Kinesiology and Exercise Science (KES).....	187
Legal Studies (LAW).....	190

Mathematics (MTH).....	195
Medical Laboratory Science (MLS).....	199
Military Science	201
Music (MUS).....	204
Nursing (NUR).....	205
Practical Nurse Program (PNC)	205
Bachelor of Science in Nursing Degree (BSN)	208
Occupational Therapy (OTH)	213
Philosophy (PHL)	218
Physician Assistant Studies Accelerated Entry Pathway (PASAEP).....	219
Psychology (PSY).....	223
Science (SCI).....	228
Sociology (SOC)	231
Spanish (SPN)	234
Special Education (SPE).....	237
Theatre (THR)	240
Theology (THL).....	241
Theology Requirements	241
Women’s Studies (WST)	245
Course Descriptions	246
Accounting.....	246
Art.....	246
Biology	250
Business.....	255
Business Information Systems.....	261
Chemistry	263
Communication	267
Dance	269
Early Childhood Education.....	269
Economics	271
Education	271
English	275
Fine Arts.....	279

First Year Seminar	279
High School Dual Enrollment Courses	281
History and Political Science	282
Honors Program	284
Human Services	284
Humanities	285
Interdisciplinary Studies	285
Kinesiology and Exercise Science	285
Legal Studies	287
Admission	289
Mathematics	289
Medical Interpreting	291
Medical Laboratory Sciences.....	292
Military Science	295
Music	300
Nursing	304
Practical Nursing.....	304
Bachelor of Science in Nursing.....	306
Occupational Therapy.....	310
Philosophy	313
Physical Education	314
Physical Science	314
Psychology.....	316
Sociology.....	319
Spanish	320
Special Education.....	323
Study Abroad	326
Theology	327
Graduate Programs.....	330
Degrees Offered	330
Graduate Student Learning Goals	331
Doctor of Education (Ed.D.)	332
Doctor of Occupation Therapy (OTD)	334

Doctor of Physical Therapy (DPT)	337
Master of Arts in Teaching (MAT).....	342
Master of Science in Kinesiology & Exercise Science (MKES)	346
Master of Science in Organizational Leadership (MSOL)	348
Master of Science in Physician Assistant Studies (MSPAS).....	350
Master in Health Sciences (MHS)	353
Master in Occupational Therapy (MOT).....	355
Post Baccalaureate Certificate in Paralegal Studies	356
Course Descriptions	357
Doctor of Education in Educational Leadership	357
Education	359
English/Physical Education/Philosophy	366
Master in Health Sciences	367
Master of Science in Kinesiology & Exercise Science	369
Master of Science in Organizational Leadership.....	370
Occupational Therapy.....	372
Physician Assistant Studies	379
Special Education.....	383
ADMINISTRATION	387
Faculty.....	395

BOARD OF DIRECTORS

<p>Chair of the Board Deb Macdonald, J.D. Retired, President Kinder Morgan Natural Gas Pipeline Group</p>	<p>Vice Chair David Kramer, J.D. Partner Baird Holm Law Firm</p>
<p>Secretary Lorraine Chang, J.D. Strategic Leadership Consultant</p>	<p>Treasurer Steve Ritzman President, SR Consulting, Inc.</p>
<p>Kathy Bressler, RN, MN SVP, Chief Operating Officer CHI Health</p>	<p>Brad Knuth Senior Vice President D.A. Davidson Companies</p>
<p>Steve Eulie, MBA Executive President The Kessler Group</p>	<p>Stephanie Koraleski, Ph.D President A Time to Heal Foundation Board</p>
<p>Viv Ewing, Ph.D. Vice President PromiseShip</p>	<p>Audrey Milfs '67 Retired, Vice President & Secretary Pacific Life Insurance Company</p>
<p>Scott Focht, MBA Senior Director, Corporate Strategy and Governance Omaha Public Power District</p>	<p>Sr. Laura Reicks, RSM CFO Sinsinawa Dominicans</p>
<p>Ivan Gilreath, MBA President & CEO Boys & Girls Clubs of the Midlands</p>	<p>Sr. Susan Sanders, Ph.D President, West Midwest Community Sisters of Mercy of the Americas</p>
<p>Jamie Gutierrez CEO & Owner Midwest Maintenance</p>	<p>Annette Smith Community Philanthropist</p>
<p>Sr. Delores Hannon, RSM President Mercy High School</p>	<p>Dr. Maryanne Stevens, RSM President College of Saint Mary</p>
<p>Karen Hawkins Community Philanthropist</p>	<p>Dr. Britt A. Thedinger, M.D. Physician-Surgeon Ear Specialists of Omaha</p>
<p>Richard (Rick) Jeffries, J.D. Partner Cline Williams Wright Johnson & Oldfather</p>	<p>Sue Weiler-Doke '85 President/CEO DWD Consulting</p>
<p>Dr. Melissa Fitzsimons Kean, J.D. Centennial Historian Rice University</p>	<p>Katie Weitz, Ph.D. Executive Director Weitz Family Foundation</p>
	<p>Lyn Wallin Ziegenbein, J.D. Executive Director Emerita Peter Kiewit Foundation</p>

INFORMATION SOURCES

For specific information concerning the University, write or call one of the following:

General Affairs of the University	Information Center (402-399-2400)
Academic Information	Vice President for Academic Affairs (402-399-2694)
Student Development	Vice President of Student Success (402-399-2422)
Academic Records	Registrar (402-399-2443)
Admissions	Vice President for Enrollment Services (402-399-2355)
Financial Aid	Director of Financial Aid (402-399-2362)
Business Matters	Vice President for Financial Services (402-399-2646)
Gifts and Bequests	Vice President for Alumnae & Donor Relations (402-399-2330)
Public Information	Vice President for Marketing and Public Relations (402-399-2454)
Alumnae Affairs	Director of Annual Giving (402-399-2457)
Student Accounts	Express Center (402-399-2429)

The catalog is compiled and published by the Office of the Vice President for Academic Affairs, Registrar's Office, College of Saint Mary, 7000 Mercy Road, Omaha, NE 68106; telephone, (402) 399-2442.

The information in this catalog was accurate at the time of publishing; it is subject to change without prior notice and without obligation.

ACADEMIC CALENDAR

FALL SEMESTER:

August 2019:

Mon. 5	New Employee Orientation 9 a.m. - 4 p.m.
Mon. 5	PHYSICIAN ASSISTANT STUDIES CLINICAL CLASSES BEGIN
Thu. 8	Adjunct Faculty In-Service, 5:15 – 8:15 p.m.
Thu. 8	Soccer/Volleyball Move-in Day
Fri. 9	State of the College/Faculty In-Service
Sun. 11	CSM Advantage/MLL Move-in Day (MLL 12-2 p.m. and CSM Advantage 3-5 p.m.)
Mon. 12	DOCTOR OF OCCUPATIONAL THERAPY CLASSES BEGIN
Sat. 17	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Sat. 17	New Students Move-In
Sat. 17 – Sun. 25	Welcome Days
Sun. 18 – Tue. 20	Returning Students Move-in Begins
Sun. 18	DOCTOR OF EDUCATION PROGRAM ON-LINE CLASSES BEGIN
Mon. 19	MS in ORGANIZATIONAL LEADERSHIP ON-LINE CLASSES BEGIN
Mon. 19	PHYSICIAN ASSISTANT STUDIES DIDACTIC CLASSES BEGIN
Mon. 19 - Tue. 20	Advising/Registration for Students
Wed. 21	UNDERGRADUATE DAY and EVENING CLASSES BEGIN
Sat. 24– Sun. 25	PLG CERT CLASSES BEGIN (See weekend dates at end)
Mon. 26	Faculty Committee Meetings, 12:45 p.m.
Wed. 28	Last Day to Drop/Add/Late Registration for Day/Evening

September 2019:

Sat. Aug. 31	Labor Day Weekend – no classes
Mon. 2	LABOR DAY HOLIDAY, COLLEGE CLOSED
Mon. 9	Academic Division Meetings, 12:45 p.m.
Thu. 12	CSM Founder's Day
Thu. 12 – Tue. 24	Mercy Week
Thu. 12 -Wed. 18	Early Alerts – deadline for entry is 9/18
Fri. 13 – Sun. 15	Homecoming Weekend
Mon. 16	<i>Opening Convocation: Dedication of the 2019-20 Academic Year – 1:00 p.m.</i>
Mon. 23	Faculty Assembly, Warde Conference Center, 12:45 p.m.
Tue. 24	Mercy Day, Mercy Week Ends.
Wed. 25	Physician Assistant Studies 2021 Cohort White Coat Ceremony
Mon. 30	Faculty Committee Meetings, 12:45 p.m.

October 2019:

Mon. 7	Academic Division Meetings, 12:45 p.m.
Fri. 11	PLG CERT Mid-Term Grades Due in Self Service by 5:00 p.m.
Thur. 10– Wed. 16	Mid-Term Week
Mon. 14	Faculty Assembly, Warde Conference Center, 12:45 p.m.
Thur. 17 – Fri. 18	FALL BREAK – NO CLASSES
Mon. 21	Faculty Forum (if needed)
Fri. 25	Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
Mon. 28	Faculty Committee Meetings, 12:45 p.m.

November 2019:

Mon. 4 – Fri. 15	Registration for Spring and Summer 2020
Mon. 4	Academic Division Meetings, 12:45 p.m.
Fri. 8	5:00 p.m. – Last Day to Withdraw from PLG CERT and DAY/EVE classes
Mon. 11	Faculty Assembly, Warde Conference Center, 12:45 p.m.
Mon. 18	Faculty Committee Meetings, 12:45 p.m.
Thu. 21	MOT Poster Symposium

Mon. 25 Thanksgiving Luncheon
 Wed. 27–Sun. Dec. 1 THANKSGIVING VACATION FOR STUDENTS
 Thu. 28– Fri. 29 THANKSGIVING HOLIDAY, COLLEGE CLOSED
 Sat. 30 Thanksgiving Holiday - NO CLASSES

December 2019

Mon. 2 Academic Division Meetings, 12:45 p.m.
 Thu. 5 Master of Arts in Teaching Symposium, 5:00 p.m.
 Mon. 9 Faculty Assembly, Warde Conference Center, 12:45 p.m.
 Mon. 9 – Thu. 12 FINAL EXAMS WEEK
 Fri. 13 PLG CERT Grades Due in Self Service by 12:00 p.m.
 Fri. 13 Graduate Grades Due by 12:00 p.m.
 Sat. 14 MASS, Our Lady of Mercy Chapel, 5:00 p.m.
 RECEPTION, Dining Hall, 6:00 p.m.
 COMMENCEMENT (Commencement and EdD/Master Candidate Hooding)
 Lied Fitness Center, 7:30 p.m. (*times subject to change*)
 Mon. 16 CHRISTMAS VACATION FOR STUDENTS BEGINS
 Wed. 18 Day/Evening Grades Due in Self Service by 5:00 p.m.
 Tues. 24 Wed. Jan 1 CHRISTMAS BREAK, COLLEGE CLOSED

SPRING SEMESTER:

January 2020:

Thu. 2 College Offices Open
 Mon. 6 PHYSICIAN ASSISTANT STUDIES CLINICAL CLASSES BEGIN
 Mon. 6 PHYSICIAN ASSISTANT STUDIES DIADACTIC CLASSES BEGIN
 Mon. 6 New Employee Orientation 9 a.m. - 4 p.m.
 Thu. 9 Faculty In-service/State of the College
 Thu. 9 Adjunct Faculty In-Service (5:15 – 8:15 p.m.)
 Sun. 12 DOCTOR OF EDUCATION PROGRAM ONLINE CLASSES BEGIN
 Mon. 13 MS in ORGANIZATIONAL LEADERSHIP ONLINE CLASSES BEGIN
 Mon. 13 – Tues. 14 Advising/Registration for New Students
 Wed. 15 DAY and EVENING CLASSES BEGIN
 Sat. 18 MASTER OF ARTS IN TEACHING CLASSES BEGIN
 Mon. 20 DOCTOR OF OCCUPATIONAL THERAPY CLASSES BEGIN
 Mon. 20 Faculty Committee Meetings, 12:45 p.m.
 Wed. 22 Last Day for Late Day/Evening Registration Drop/Add
 Sat. 25 – Sun. 26 PLG CERT CLASSES BEGIN
 Mon. 27 Academic Division Meetings, 12:45 p.m.

February 2020:

Mon. 3 Faculty Assembly, Warde Conference Center, 12:45 p.m.
 Thu. 6 – Wed. 12 Early Warning Alerts – deadline for entry is 2/12
 Mon. 10 Faculty Committee Meetings, 12:45 p.m.
 Mon. 17 Academic Division Meetings, 12:45 p.m.
 Mon. 24 Faculty Assembly, Warde Conference Center, 12:45 p.m.

March 2020:

Mon. 2 Faculty Committee Meetings, 12:45 p.m.
 Mon. 2 - Fri. 6 Mid-Term Week
 Mon. 9 – Fri. 13 SPRING BREAK
 Fri. 13 PLG CERT Mid Term Grades due in Self Service by 5:00 p.m.
 Mon. 16 Faculty Forum (if needed)
 Fri. 20 Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
 Mon. 23 Academic Division Meetings, 12:45 p.m.
 Mon. 30–Fri. Apr. 10 Registration for Fall 2020
 Mon. 30 Faculty Assembly, 12:45 p.m.

April 2020:

Mon. 6 Academic Committee Meetings, 12:45 p.m.

Thu. 9 5:00 p.m. Last Day to Withdraw from DAY/EVE and PLG CERT Classes
 Thu. 9 College closes at 5:00 p.m. for Easter Break—no night classes
 Fri. 10 – Mon. 13 Easter Break - NO CLASSES
 Fri. 10 GOOD FRIDAY, COLLEGE CLOSED
 Thu. 16 Spirit of Service Day (no day classes held)
 Mon. 20 Faculty Appreciation Luncheon, Warde Conference Center 11:30 am
 Mon. 27 Faculty Division Meetings, 12:45 p.m.
 Wed. 29 Student Scholars' Day/Graduate and Faculty Poster Symposium (No Classes)

May 2020:

Mon. 4 Recognition Day
 Thu. 7 Master of Arts in Teaching Symposium, 5:00 p.m.
 Fri. 8 PLG CERT grades due in Self Service by 5:00 p.m.
 Mon. 11 Faculty Assembly, 12:45 p.m.
 Mon. 11 – Thu. 14 Final Exam Week
 Fri. 15 Graduate Grades Due by 12:00 p.m.
 Sat. 16 MASS, Our Lady of Mercy Chapel, 5:00 p.m.
 HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m.
 PNC CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.
 MASTER'S HOODING CEREMONY, Lied Fitness Center, 7:30 p.m.
(times subject to change)
 Sun. 17 COMMENCEMENT, CHI Health Center, 10:30 a.m.
(times subject to change)
 Fri. 22 Day/Evening Grades Due in Self Service by 5:00 p.m.

SUMMER SESSIONS:

May 2020:

Mon. 4 PHYSICIAN ASSISTANT STUDIES DIDACTIC CLASSES BEGIN
 Sat. 9 MASTER OF ARTS IN TEACHING CLASSES BEGIN
 Fri. 22 Last day to Drop, Add, or Register for Summer Main Session
 Sat. 23 Memorial Day Weekend - NO CLASSES
 Sun. 24 DOCTOR OF EDUCATION PROGRAM ON-LINE CLASSES BEGIN
 Mon. 25 MEMORIAL DAY HOLIDAY, COLLEGE CLOSED
 Tue. 26 SUMMER MAIN SESSION BEGINS (3 week or 9 week classes)
 Tue. 26 DOCTOR OF OCCUPATIONAL THERAPY CLASSES BEGIN
 Sat. 30 – Sun. 31 PLG CERT CLASSES BEGIN

June, 2020:

Mon. 1 PHYSICIAN ASSISTANT STUDIES CLINICAL CLASSES BEGIN
 Mon. 1 DOCTOR OF PHYSICAL THERAPY CLASSES BEGIN
 Wed. 10 Last day to withdraw "W" from Main Session 3-week classes
 Mon. 8 MASTER IN ORGANIZATIONAL LEADERSHIP ON-LINE CLASSES BEGIN
 Fri. 12 Main Session 3-Week Classes Ends
 Fri. 12 Last Day to Drop, Add, or Register for Session 2
 Mon. 15 Session 2 Begins (June 15 to July 24)
 Fri. 19 MAIN SESSION 3-week Grades due in Self Service by 5:00 p.m.

July, 2020:

Thu. 2 Last day to withdraw "W" from Main Session and Session 2
 Fri. 3 INDEPENDENCE DAY HOLIDAY, COLLEGE CLOSED
 Fri. 10 MOT students graduate
 Fri. 17 BSN students graduate
 Sat. 18 BSN Pinning Ceremony
 Fri. 24 Session 2 Ends
 Fri. 24 Last day to withdraw "W" from PLG CERT Weekend classes
 Fri. 31 SESSION 2 Grades Due in Self Service by 5:00 p.m.
 Fri. 31 PAS students graduate (Level 5)

August, 2020:

Sat. 1
Fri. 7

Physician Assistant Studies Completion Ceremony
PLG CERT Grades Due in Self Service by 5:00 p.m.

**PLG CERT
Meeting Dates**

8/24-25, 9/7-8, 9/21-22, 10/5-6, 10/19-20, 11/2-3, 11/16-17, 12/7-8
1/25-26, 2/8-9, 2/22-23, 3/7-8, 3/21-22, 4/4-5, 4/18-19, 5/2-3
5/30-31, 6/6-7, 6/20-21, 6/27-28, 7/11-12, 7/25-26, 8/1-2

INTRODUCTION

College of Saint Mary (CSM) is a private, comprehensive, Catholic University offering professional, health care and liberal arts programs. Associate degrees, bachelor degrees and certificates are offered and there are over 30 undergraduate majors available. CSM offers Doctorates in Educational Leadership, Occupational Therapy and Physical Therapy (Summer 2020) and six master's programs. CSM is located in Omaha, Nebraska, a thriving metropolitan area with a culturally diverse regional population boasting ample opportunities to experience art, theater, music, cultural events, beautiful botanical gardens and a world-renowned zoo. College of Saint Mary is adjacent to the University of Nebraska, Omaha and within walking distance to Aksarben Village (Aksarben is Nebraska spelled backwards) with retail and food shops as well as a park that has a concert or a crafts show every weekend during warm weather months.

This catalog contains current information regarding College of Saint Mary's academic programs, calendar, admission policies, degree requirement, fees and regulations. Students are ultimately responsible for knowing and observing all regulations contained herein.

Mission

College of Saint Mary is a Catholic University providing access to education for women in an environment that calls forth potential and fosters leadership. Consistent with the works, values and aspirations of the Sisters of Mercy, this mission inspires us to:

Excellence - Service - Dignity - Compassion - Inclusivity - Integrity

University

In keeping with the Catholic principles upon which the University was founded and is operated, College of Saint Mary does not unlawfully discriminate on the basis of race, color, religion, disability, age, marital status, or national origin. Although a university for women on the undergraduate level, College of Saint Mary is in compliance with applicable Federal and State laws prohibiting sex discrimination. College of Saint Mary is an equal opportunity employer.

College of Saint Mary has made modifications to its buildings and grounds in order to provide all of its students, faculty, staff, and visitors with equal access to its programs, events and facilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the University has taken measures to assure that students with disabilities have access to its academic programs and to provide them with the auxiliary aids necessary to help them reach their degree objectives.

For additional information, assistance in accommodating individual needs, or for the lodging of any complaints or grievances concerning these Federal regulations, contact the ADA Coordinator, 402-399-2490, ADA@csm.edu.

History

Catherine McAuley founded the Sisters of Mercy in Dublin, Ireland in 1831 to respond to the desperate poverty of Ireland's Catholics under the British penal laws. Catherine used her inheritance to open Baggot Street House, where she and like-minded women instructed children and taught young women the skills they needed to become independent. They visited the sick in hospitals and in their homes and became known in Dublin as "The Walking Nuns." The community was formally recognized by Rome in 1841, shortly before Catherine died.

Frances Warde, one of the first women to profess her vows as a Sister of Mercy, came to the United States in 1843 in response to requests from the bishops to minister to Irish immigrants. In 1864, Frances sent seven of her Sisters from New Hampshire to Omaha, a small town on the banks of the Missouri River. The Sisters immediately set about opening a school, visiting the sick and imprisoned and caring for orphans.

As the Mercy community of Omaha grew, the Sisters continued to dream of the day they could educate their own Sisters to carry on the work of Catherine McAuley. They wanted a university where they could provide an education to women desiring to become teachers and health care providers. Catherine had said, "No work of charity is more productive of the good of society than the careful instruction of women."

In 1923, College of Saint Mary opened its doors at 15th and Castelar Streets as a junior college. In 1955, the College moved to its present campus and became a four-year college. The first baccalaureate degrees were granted in 1956. Master's programs began in 2005 and doctoral programs were added in 2007.

Today, College of Saint Mary is operated by an independent board of directors inclusive of the Sisters of Mercy. The founding beliefs established by the Sisters of Mercy still guide CSM and were reaffirmed in 2004 by the formal affiliation of CSM with the Conference for Mercy Higher Education (CMHE). CMHE is comprised of the eighteen colleges/universities in the U.S. founded by the Sisters of Mercy.

Campus

Situated at 72nd Street and Mercy Road, just minutes north of Interstate 80 and 15 minutes southwest of downtown Omaha, College of Saint Mary's campus has been called a "park within the city." The campus is completely wireless and accessible. Walsh Hall, named after Sr. Constance Walsh, RSM, the first dean of College of Saint Mary, houses the administrative offices, classrooms, Our Lady of Mercy Chapel, Hillmer Art Gallery and faculty offices. Physician assistant, nursing and occupational therapy laboratories are located on the ground floor and computer laboratories are located on the second floor.

Walsh is connected to Mercy Hall by a skywalk. Mercy Hall houses the dining room, Enrollment Services offices, the Campus Store, and Warde Conference Center.

Hill Macaluso Hall provides classrooms, laboratories (including a cadaver lab), and faculty offices. The adjacent Daniel and Louise Gross Conference Center seats 250.

Hixson-Lied Commons, named after Christina Hixson, the sole trustee of The Lied Foundation Trust, houses the library, a one-stop shop Achievement Center for academic support and tutoring, and a coffee shop.

Also situated on campus are four residence halls: Lozier Tower, Gallagher, and McAuley for single students, and Madonna Hall for single student mothers and their children. Each residence hall provides spacious rooms with wireless and network capability, lounges, and workrooms.

The Lied Fitness Center includes a gymnasium, an elevated walking track, a weight and exercise room, a training room, tennis courts, a classroom/aerobics room and a six-lane, 25-yard swimming pool. The Center is used for physical education classes, intercollegiate and intramural sports and leisure and fitness activities for students, faculty and staff. Nearby Heritage Park includes softball and soccer fields.

The Connie Spellman Early Childhood Education Center, on the south side of the campus, provides early childhood development opportunities for 120 children from infancy through kindergarten. The Center provides a laboratory for CSM's early childhood education major and for students studying child development in psychology, nursing, and education.

Declaration of Open Discourse

In the spirit of intellectual inquiry, College of Saint Mary is committed to the exchange of diverse ideas and viewpoints. In this environment, honest discourse is valued; and demeaning remarks are not tolerated. Each member of the campus community is encouraged to:

- Recognize the basis of her or his own assumptions and perspectives,
- Acknowledge the assumptions and perspectives of others, and
- Promote understanding and respectful dissent.

ACCREDITATION AND MEMBERSHIPS

	Accrediting Agency	Contact Information
College of Saint Mary	Higher Learning Commission	230 North LaSalle Street, Suite 7-500 Chicago, IL 60604-1413 800-621-7440
Education Program	Nebraska Department of Education (NDE)	301 Centennial Mall South Lincoln, NE 68509 402-471-2295
Occupational Therapy Program	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) ,	4720 Montgomery Lane Suite 200 Bethesda, MD 20814-3449 800-729-2682
Nursing Programs (BSN and MSN)	Accreditation Commission for Education in Nursing (ACEN)	3343 Peachtree Road NE Suite 850 Atlanta, GA 30326 404-975-5000 www.acenursing.org
	Nebraska Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-3121
Nursing Program (PN)	Nebraska Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-3121
Legal Studies Program	American Bar Association	Standing Committee on Paralegals 321 N. Clark Street, 19 th Floor Chicago, IL 60654-7598 312-988-5618
*Physician Assistant Studies Program	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	12000 Findley Road, Suite 275 Johns Creek, GA 30097 770-476-1224
On-line Courses Out-of-state clinical placements	National Council for State Authorization Reciprocity Agreements (NC-SARA)	3005 Center Green Dr, Suite 130 Boulder, CO 80301 303.848.3275 info@nc-sara.org

At its **March 2019 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **College of Saint Mary Physician Assistant Program** sponsored by the **College of Saint Mary** on **Accreditation-Probation** status until its next review in **March 2021**.*

Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The University holds memberships in the National Coalition of Women's Colleges, Mercy Conference for Higher Education, Association of Catholic Colleges and Universities, Council for Independent Colleges, American Association of Colleges for Teacher Education, Nebraska Council on Teacher Education, Association of Independent Colleges and Universities of Nebraska, Nebraska Independent College Foundation, and the National Catholic Education Association.

ACADEMIC SUPPORT SERVICES

Computer Labs

Computer labs, located on the second floor of the east wing of Walsh Hall, are open to all students when the labs are not reserved for class or testing time. Institutional Technology staff and student workers provide assistance to students should they have any questions. The Computer lab hours can be found on the IT website:
<https://my.csm.edu/campusservices/it/Pages/default.aspx>

Online Learning Management System

Canvas Learning Management System (LMS) is utilized for all courses. Canvas allows our instructors to take a creative and student-focused approach to their instruction through the use of discussion boards, drop boxes, integrated content, online rubrics, and electronic grading.

MyCSM Portal

MyCSM offers all community members a personalized web interface for viewing announcements and events as well as personal document storage and collaboration spaces. The MyCSM portal also contains information on all CSM divisions and departments, forms, links to information, documentation and training guides. Students should use their CSM network login to access the portal.

VidGrid Lecture Capture System

VidGrid lecture capture service allows instructors to automatically capture, store, and index classes for later review by students online, or on mobile devices. When reviewing content, students can bookmark and make notes within a record for future use.

Wireless

The CSM campus wireless network service provides laptop and mobile device users with fast and convenient access to the Internet, CSM email and other web-based services, including MyCSM. The wireless network is available in CSM buildings, classrooms and public spaces.

Technology Assistance

Students requiring assistance with CSM systems, software, wireless or computer labs may also request assistance by sending an email to PCHelp@csm.edu or visiting <https://my.csm.edu/campusservices/it/Pages/default.aspx>. You may also stop by the IT offices for assistance. The technology staff offices are located on the second floor of Walsh Hall near the computer labs.

Library

The College of Saint Mary Library provides instruction, research assistance, a collection of print and electronic resources, and experienced staff to assist members of the CSM community in their study, research, and teaching. Conveniently located in the Hixson-Lied Commons, the Library space is open 24/7, with adjusted service hours during midterm and final exams and holiday breaks.

The Library offers four study rooms for group or private study. Resources include scanners, a copier, a printer, and sixteen computer workstations loaded with the Microsoft Office Suite. Wireless internet access is available throughout the building. Laptop computers, digital video cameras, voice recorders, and other types of electronic equipment are available for checkout.

The collection includes a variety of print and electronic resources: books, journals, and databases covering all subjects taught at CSM. Databases and electronic journals are

accessible to members of the CSM community both on and off campus. The Library shares its online catalog with other colleges and universities in eastern Nebraska. CSM students and faculty may borrow materials from these libraries on presentation of a CSM ID card.

Librarians are available to provide specialized research assistance and instruction for individuals and classes. Questions can be submitted in person, by e-mail, telephone, and via the [Ask a Librarian](#) link on the Library web page. Interlibrary loan services are available to all registered users at no extra charge.

ADMISSIONS – UNDERGRADUATE PROGRAMS

Admissions Policy

Candidates for admission are considered on an individual basis. Candidates may gain admission to the University or a specific academic program as a high school student, transfer student, returning student or international student.

Each applicant's record is considered in its entirety. Official transcripts from high school, official ACT or SAT scores, and official transcript(s) from each college and university attended are required. College of Saint Mary utilizes the National Student Clearinghouse to confirm and verify an applicant's educational record reported on the application. Final selection of applicants to be admitted shall be made by the university, which reserves the right to deny admission to any applicant for any lawful reason. Qualified students are admitted in compliance with federal and state non-discrimination laws.

University Admissions Criteria

Applicants for admission are evaluated on the basis of the following criteria to gain full admission. Applicants who do not meet the following criteria and show potential for success may be reviewed for conditional admission.

1. High school record of cumulative GPA of 2.0 on a 4.0 scale. An applicant for a degree program must have graduated or will have graduated with 16 high school units from an accredited high school. The college preparatory program is strongly recommended to high school students. Ordinarily this program includes four years of English and two years of social studies, science and mathematics.
2. ACT composite score of 18 or above or SAT Total of 970 (Evidence-Based Reading and Writing + Math) or above. Applicants who have received a high school diploma more than five years prior to application to College of Saint Mary who do not have ACT or SAT scores, or at least 12 semester credits from an accredited institution, will take the math and English placement tests and may have their files reviewed for Conditional Admission.
3. College/university record of cumulative GPA of 2.0 on a 4.0 scale, if applicable.

Admissions to Specific Academic Programs

Specific academic programs require the following additional criteria and/or prerequisites:

Biology: Students found deficient in the following prerequisites will be allowed to enter the program but need to be aware that it may take them longer than 4 years to correct their deficiencies and complete the biology degree.

1. Completing at least one year of high school biology and at least two years of college preparatory mathematics with grades of C (2.0) or better.
2. Placement into Math and English courses at collegiate level (not developmental courses) by examination or transfer of classes.
3. The following criteria are also recommended:
 - a. High school GPA of at least B (3.0).
 - b. ACT composite of 22 or SAT 1110.

Human Biology: To begin the Human Biology program students must meet the prerequisites for the following courses (by placement or past coursework).

MTH 114	College Algebra
ENG 101	English Composition
BIO 110	General Cellular Biology
CHM 110	General Chemistry

Chemistry: A student admitted to the university who meets the following prerequisites may be directly admitted as a chemistry major:

1. Completion of at least one year of high school chemistry and at least two years of college preparatory mathematics with grades of C (2.0) or better.
2. Math and English: Exemption by ACT scores (19 for Math and 21 for English), transfer of English Composition or Intermediate Algebra or successful completion of both the CSM mathematics and English competency examinations.
3. Two of the three following criteria must be met:
 - High school GPA of at least 3.0 (B).
 - ACT composite of 22 or SAT 1110.
 - High school rank in the upper one-third of the graduating class.

Bachelor of Science in Nursing (BSNG):

Please refer to the Pre-Licensure Bachelor of Science in Nursing Program Student Manual for additional information, including the pre-nursing option.

BSNG Three-Year Track

1. English and Math Requirements: ACT (if recent high school graduate) minimum 23 composite; minimum 19 math subscore, minimum 21 English subscore; Placement at a ENG 101 and MTH 112 entrance course level based upon transfer courses or placement exam
2. Cumulative GPA of 3.0 (high school or college)
If college transfer: must have 12 credits with two CSM nursing program required science courses OR satisfactory completing of 21 CSM nursing program required (general education and supporting courses) credits
Withdrawal or unsuccessful completion (C- or below) of 2 required sciences may result in a denial of admission.

BSNG Four-Year Track

1. English and Math Requirements: ACT (if recent high school graduate) minimum 21 composite; minimum 19 math subscore, minimum 21 English subscore; Placement at an ENG 101 and MTH 112 entrance course level based upon transfer courses or placement exam
2. Cumulative GPA of 2.75 (high school or college)
If college transfer: must have 12 credits with two CSM nursing program required science courses OR satisfactory completing of 21 CSM nursing program required (general education and supporting courses) credits
Withdrawal or unsuccessful completion (C- or below) of 2 required sciences may result in a denial of admission

Occupational Therapy Accelerated Entry Admission Requirements:

Occupational Therapy offers an entry pathway for candidates through an Accelerated Entry. A student may earn the occupational therapy doctorate only after a period of study such that

the total time to degree—including both pre-professional and professional preparation at least the equivalent of six (6) full-time academic years.

First-time/Full-time Freshman (High School Seniors):

- ACT \geq 23 and a math subscore \geq 23 or SAT equivalent.
- High school cumulative GPA of 3.0 or above on 4.0 scale.
- Participation in high school extra- and co-curricular activities, service and volunteer hours, and/or clinical experiences.
- Ability to comply with Accelerated Pathway progression benchmarks.

Transfer Students:

- Cumulative GPA of 3.0 or above on 4.0 scale.
- Minimum prerequisite course GPA 3.25 or above on a 4.0 scale.
- A grade of C or better on all courses is required.
- Participation in high school extra- and co-curricular activities, service and volunteer hours, and/or clinical experiences.
- Ability to comply with Accelerated Pathway progression benchmarks.

Accelerated Pathway Admissions Decisions

Accelerated Pathway decisions are made by the OTD Admissions Committee and will be made based on the following:

- Past academic performance (GPA and completed courses).
- Documented academic aptitude (ACT/SAT or collegiate GPA if more than 12 credit hours of collegiate work has been completed).
- Leadership and service activities.
- Medical and/or clinical experiences (shadowing, volunteering, etc).
- Recommendations from qualified individuals with knowledge of the applicant's character and performance.
- Communication and interpersonal skills (via essay, interview and review of letters of reference).

Application Process

- Apply online at CSM.edu/Apply
- Submit application fee.
- Submit official high school and college transcripts.
- Submit names, phone numbers and email addresses of three references.
- Submit letter of intent: includes leadership and service activities (attach to electronic application).
- Review of application and materials by the OTD Admissions Committee.
- If selected, participate in an on-campus interview with the OTD Admissions Committee.
- Acceptance decision by the OTD Admissions Committee following a complete application and interview.

Application Deadline

Complete files are prepared for review by the OTD Admissions Committee and students will be notified of their interview status.

Physician Assistant Studies Accelerated Entry Pathway (PAS-AEP)

Admission Requirements:

Admission to the PAS-AEP will occur through a rolling admissions process. If minimum requirements are met, the Admissions Committee will review the application and decide if an interview will be offered to the applicant. Due to the competitive nature of the MSPAS program, meeting minimum requirements does not ensure an invitation for an interview or acceptance as a PAS-AEP student. Following the interview, the Admissions Committee will determine acceptance in the PAS-AEP. Applicants will be notified of the decision via letter. See the Physician Assistant Studies Accelerated Entry Pathway information in the Program of Study section for details on the pathway, including progression criteria for the Master of Science in Physician Assistant Studies program. College of Saint Mary does not offer advanced placement for the MSPAS program.

First-time / Full-time Freshman (High School Seniors)

- ACT \geq 24 or SAT \geq 1180 combined
- High school cumulative GPA: 3.0 or above
- Ready to enter Math 114 (College Algebra) or higher
- Ready to begin General Chemistry (CHM 110)
- Personal statement essay discussing why you want to become a Physician Assistant
- Participation in high school extra- and co-curricular activities, medical experiences, and/or clinical experiences
- Names and contact information for three references (no family or friends)
- Ability to comply with the CSM PA Program [Technical Standards](#).

Transfer or Current CSM Student Admission

- Minimum cumulative GPA of 3.0 (12 or more credits)
- Minimum cumulative PAS prerequisite GPA (cumulative GPA of all prerequisite courses) of 3.0 on a 4.0 scale
- B or higher in any PAS prerequisite coursework considered as transfer credit
- Ready to enter Math 114 (College Algebra) or higher;
- Ready to begin or have completed General Chemistry (CHM 110);
- Names and contact information for three references (no family or friends)
- Personal statement essay discussing why you want to become a Physician Assistant
- Participation in extra-and-co-curricular activities, medical experiences, and/or clinical experiences
- Ability to comply with the CSM PA Program [Technical Standards](#).

Admission Process and Decisions

Admission to the program is competitive with a limited number of seats in each cohort. Meeting the minimum admission requirements above does not ensure acceptance into the PAS-AEP program. Admission decisions are made by the Admissions Committee and will be made based on the following:

- Past academic performance (GPA and completed courses, particularly science and math courses)
- Documented academic aptitude (ACT/SAT or collegiate GPA if more than 12 credit hours of collegiate work has been completed)
- Extra- and co-curricular activities
- Medical and/or clinical experiences (shadowing, volunteering, etc.)
- Recommendations from qualified individuals with knowledge of the applicant's character and performance
- Communication, professionalism, and interpersonal skills via essay, interview, and review of letters of reference.

Application Process for high school Students and Transfers

1. Apply On-Line <https://selfservice.csm.edu/selfservice/Home.aspx>
2. Submit Application Fee
3. Submit required official transcripts
 - a. High school and college transcripts if applicable
4. Submit Names, Phones and E-mail Addresses of 3 References
5. Submit any previous medical and clinical experiences and extra- and co-curricular activities (form attached to electronic application)
6. Submit essay (attach to electronic application)
7. Submit resume
8. Review of application by the Admissions Committee
9. If selected, participate in an on-campus interview with the Admissions Committee. Video conferencing interviews will be considered under certain circumstances. The PAS program technical standards attestation form must be signed during the interview stating the ability to meet all required technical standards.
10. Acceptance decision by the Admissions Committee following a complete application and interview.

Application Process for current CSM students

1. Apply using the "Internal Application for OT NUR PA" on MyCSM on the Registrar's page
2. Submit Names, Phones and E-mail Addresses of 3 References
3. Submit any previous medical and clinical experience and extra- and co-activities
4. Submit essay
5. Submit resume
6. Review of application by the Admissions Committee
7. If selected, participate in an interview with the Admissions Committee. The PAS program technical standards attestation form must be signed during the interview stating the ability to meet all required technical standards.
8. Acceptance decision by the Admissions Committee following a complete application and interview.

General University Admissions Policies

Conditional Admissions

Applicants who do not meet the criteria for full admission and show potential for success may be reviewed for conditional admission to the university. A representative from Enrollment Services will contact the applicant for an interview and/or essay to learn more about their potential for success. Applicants with an ACT below 18 and meeting all other enrollment criteria will be reviewed by the Admissions Committee and may be allowed to enroll conditionally. Applicants transferring in with more than 12 credits with a transfer GPA lower than a 2.0 will go through the Conditional Admission process.

Applicants who received a high school diploma more than five years prior to application to College of Saint Mary who do not have ACT or Sat scores, or at least 12 semester credits from an accredited institution, will take the math and English placements tests and may have their files reviewed for Conditional Admission.

Students who have successfully completed the General Education Development Test (GED) and have not accumulated at least 12 collegiate level semester hours credit at a regionally accredited institution with a 2.0 GPA or better may be admitted conditionally.

Students who are Conditionally Admitted will be required to take IDS 121 (Strategies for Success) and register for a maximum of 14 credits for the first semester. First year students will be required to participate in the CSM Advantage program. Other requirements may be stated upon Conditional Acceptance.

Application Materials

To be reviewed for admission the following application materials are required:

- Application for admission.
- Non-refundable application charge.
- Official high school transcript and ACT or SAT scores. NOTE: ACT and/or SAT scores should be sent directly from ACT or SAT (<http://www.actstudent.org/scores/>). College of Saint Mary's ACT code is 2440 and the SAT code is 6106.
- Official transcript(s) from college/university attended if applicable.

Home School Candidates

In Nebraska, "home schools" are referred to as exempt schools and are considered non-approved or non-accredited schools. Home school applicants from Nebraska and residing outside of Nebraska will be required to submit exempt status notice based on their State laws regarding home school.

Applicants educated in a home school setting will be reviewed academically based on the Admissions Criteria to the University or Admissions to Specific Academic Programs based on program of interest. Applicants who do not meet the Admissions Criteria and show potential for success may be reviewed for conditional admission.

Home school applicants are required to submit:

- Home school educational transcript
- Official ACT/SAT scores
- Official transcript(s) from college/university attended if applicable
- Exempt status notice

Transfer of Credits

Transfer credits are evaluated on the basis of the following:

1. The accreditation of the institution from which the student transfers.
2. The comparability in nature, content and level of credit earned to that offered by College of Saint Mary.
3. The appropriateness of the credit earned in relation to credit offered by College of Saint Mary and the student's educational goals.
4. The age of the credits, depending on the major.

The University does not accept grades below C (2.0) for transfer or credits for remedial/developmental courses. Transfer credits are shown in semester credits on the CSM transcript but are not included in the grade point average calculation. Credit will not be given for duplication of courses. Students enrolling in a bachelor or associate degree program must complete 36 of their last 45 hours at College of Saint Mary. Students who study abroad may request special consideration from the Vice President for Academic Affairs if an exception is needed.

Transfer students are required to take a minimum of 12 credit hours of their major courses at College of Saint Mary. Individual programs may require a higher number of College of Saint Mary credit hours in the major field. It is the student's responsibility to contact the program director for specific program requirements. A maximum of the equivalent of 64 semester hours of transfer credit from accredited community colleges will be accepted toward the 128

hours required for a College of Saint Mary bachelor's degree. Specific program requirements may differ.

The University maintains articulation agreements with several area community colleges. These agreements enable a community college student to plan ahead for transfer to College of Saint Mary. Curricula designed in a specific articulation agreement take precedence over all other program requirements.

Applicants for Part-time (fewer than 12 hours) Enrollment

Degree-Seeking: A student who wishes to enroll as a degree-seeking student on a part-time basis or for teacher certification must submit:

- Proper credentials as listed for first-year or transfer students.

Non-Degree-Seeking: A student who wishes to enroll for classes but does not plan to earn a degree need only register for classes at the beginning of each semester. Please contact the Registrar's Office to register. Note: A non-degree-seeking student must submit proper credentials before degree-seeking status can be granted. Non-degree-seeking students will not be assigned an academic advisor. Non-degree-seeking students are not eligible to apply for federal financial aid.

International Students

College of Saint Mary welcomes and is authorized under federal law to enroll non-immigrant students from outside the United States. Persons on or seeking an F Visa (Academic Student) are required to submit the following:

- International student application form.
- Non-refundable application charge.
- Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be translated into English by a recognized evaluation service. A general report is acceptable for proof of education equivalent to a U.S. high school diploma. Comprehensive course-by-course official evaluation of education records required for postsecondary courses.
- Certificate of Financial Responsibility (to be sent directly to the University from the applicant's bank). The I-134, Affidavit of Support must be submitted for visa applicants that have sponsorship. The Affidavit of Support is available at www.uscis.gov.
- Student must meet the following language requirements: a score of 80 on the TOEFL iBT (internet-based test) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- CSM English placement test or transfer of English Composition with a "C" or better.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) charge (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for visa interview.
- Proof of health insurance in the United States, including Repatriation of remains coverage.
- Tuberculosis Test (TB test) upon arrival is required of students from locations with an increased incidence of TB that are identified by the ACHA. The list of countries can be found [here](#). Any student with a positive TB test must undergo chest radiography and a medical exam, and follow treatment recommendations according to the results.
- Testing should be conducted in the United States, no sooner than 3-6 months prior to university entrance and should be completed by the beginning of first semester.
- Cost associated with the tests are student's responsibility.
- Students must provide accurate immunization records.

NOTE: International students are urged to apply for admission six months to a year before they plan to attend.

It is especially critical that international students have access to health care services in the United States, since it may be impossible for an international student to travel to her home country in the event of a health emergency due to illness or accident. Accordingly, the University requires that all international students be covered by a health insurance plan that will pay for health care services rendered by health providers in the United States, as well as covering repatriation of remains back to the international student's home country in case of death. International students may meet this requirement by:

- Providing the University a certificate of insurance coverage evidencing coverage for health care services rendered in the United States. Such certificate shall be a condition of admission to the University. The certificate must identify the duration of the insurance coverage (e.g. beginning and ending dates of coverage). If coverage expires while the student is attending the University, a new certificate of insurance must be provided in the same manner to the Student Development Office, or the student will not be allowed to register for classes in subsequent semesters.
- Companies who provide this type of insurance include:
 - International Student Insurance – www.internationalstudentinsurance.com or 877-758-4391
 - HTH Worldwide – www.hthstudents.com
 - ISO – www.isoa.org
 - IMG – www.imglobal.com

When to Apply – Rolling Admissions

Any student who wants to apply for admission may do so as early as one year prior to entrance. Notification of admission status will generally be made within two weeks, but the University reserves the right to take longer if needed. Specific programs of study may require an interview and notification of admission follows this requirement. If applying for financial aid, a student's application file must be completed and accepted before financial aid may be awarded.

Early application is recommended since some programs can accommodate only a specified number of students. Applicants are considered in the order in which the application and all other materials are received.

Students are admitted for enrollment in fall, spring and summer sessions.

Tuition Deposit Requirement:

Every new student is required to submit a \$150 tuition deposit as an advanced payment on tuition charges. The tuition deposit must be paid prior to registration for classes. College of Saint Mary encourages students to deposit only when they are fully committed to attend CSM. Therefore, CSM **strongly** discourages students from double-depositing (the practice of remitting deposits to multiple institutions) or depositing prior to full commitment.

Tuition Deposit Refunds:

Applicants who pay a tuition deposit for the Summer or Fall semester may request a refund through **May 1** and for the Spring semester through **November 1**. Students must request a refund in writing prior to the deadline in order to get a full refund. Requests made after the May 1st or November 1st deadline will not be considered.

College Courses for High School Students

College of Saint Mary offers two means for high school students to earn college credit while still enrolled in high school. The first option is through a **Dual Credit** program in which students take a course for dual credit (both high school and college credit). In most cases dual credit courses are taught at a regional high school. The second option is through the **Early College Start** program in which high school students register for regular university courses (usually general education or supporting courses) taught on the CSM campus or online.

Dual Credit and Early College Start Programs

Dual credit courses offered to high school students are delivered at a collegiate level by their high school teacher. All syllabi, course outcomes and assessments are comparable to similar courses offered on the CSM campus. All courses offered for dual credit will be courses already offered at CSM or acceptable experimental courses as judged by the program faculty and approved by the Vice President for Academic Affairs.

Because College of Saint Mary is a Catholic university dedicated to the education of women in an environment that calls forth potential and fosters leadership, it offers undergraduate students a unique chance to learn and grow in a women's environment. Thus, undergraduate early college start courses taught exclusively or primarily on the CSM campus must enroll women students only. Dual credit courses taught at regional high schools may enroll both women and men. Tuition for dual credit or early college start courses is due on or before the first day of the class meeting. The refund and drop/add policies are the same as the university policy.

Application for Dual Credit: High school students who wish to take a dual credit course work with their high school teacher to complete the application process. To be eligible to take a dual credit course, students must be at least 16 years of age and have a minimum 3.0 cumulative GPA as documented by an appropriate high school administrator.

Application for Early College Start: High school students who wish to take an early college start course must contact the Office of the Registrar to complete an application/registration form. The phone contact is 402-399-2443 or email registrar@csm.edu.

Former Students

Former students (who have not been registered at College of Saint Mary during the previous semester) must submit:

- An application for re-admission, unless they have been granted an approved leave of absence. Information regarding leaves of absence may be found in the Academic Regulations section of this catalog.
- If the applicant attended another college or university since last attending College of Saint Mary, an official transcript.

Students academically dismissed from College of Saint Mary must participate in an interview with the Vice President for Academic Affairs (VPAA) or designee and submit an essay outlining what changes have been made to increase academic success. The VPAA makes the final determination for re-admittance after a thorough review of all information. An application fee is not required for re-admission.

A student who is re-admitted to the University after having not been enrolled for two semesters or more will be subject to the degree requirements in effect at the time of re-admission.

Readmission – Military Service

College of Saint Mary will readmit students who leave in order to perform military service with the same academic status as when the student left, as long as the absence is less than 5 years. Students should submit an Intent to Reenroll Form before they leave for military service. Students should contact Enrollment Services to initiate the readmission process and should identify themselves as returning from military service. They will be readmitted under the same academic catalog requirements for their program as when they were called to military service.

Matriculation Date

The matriculation date is the desired initial enrollment date. Students indicate on the application their intended start date. If a student wishes to defer the matriculation date, notice is required to Enrollment Services. Students may defer their application two start dates prior to submitting a new application for admission.

Rescind of Acceptance

The University reserves the right to rescind its offer of acceptance under the following conditions:

1. A high school student fails to graduate.
2. A final transcript from a student attending another university is at or below the standard for academic dismissal at College of Saint Mary.
3. There is falsified information on any credentials submitted.
4. The student otherwise fails to comply with the admission policies and regulations of the University.

Retention of Records

In compliance with federal regulations retention of records is required one year for received application material; and-three years for students who apply for admission and do not matriculate.

ADMISSIONS – GRADUATE PROGRAMS

Admissions Policy

Candidates for admission are considered on an individual basis. Each applicant's record is considered in its entirety. College of Saint Mary utilizes the National Student Clearinghouse to confirm and verify an applicants' educational record reported on the CSM application. Final selection of applicants to be admitted shall be made by the university, which reserves the right to deny admission to any applicant for any lawful reason. Qualified students are admitted in compliance with federal and state non-discrimination laws.

Graduate Admissions Requirements

- Applicants seeking admission to College of Saint Mary for a graduate program may be directed to apply using the CSM online application or The Central Application Service based on a program of study.
 - Students utilizing The Central Application Service via CASPA or OTCAS will submit application materials to The Central Application Service. Official final transcripts may be requested and required to be submitted directly to CSM.
- Official transcripts with the graduation date of undergraduate degree for master's programs and master's degree for doctorate programs. (Must provide certified translations for non-English transcripts.) Other college transcripts may be required as determined for certification or transfer credit.
- Proof of English competency for international students for whom English is not the first language. Programs may have specific requirements. Applicants must demonstrate English competency by accomplishing **at least one** of the following:
 1. Test of English as a Foreign Language (TOEFL): an Internet based score of 80 or above
 2. Test of Written English (TWE): a score of 4 or above; or ESL Language Center: completion of Level 9
- Résumé
- \$30 non-refundable application fee.
- Submission of program specific requirements.

Application materials for the graduate programs are processed by Enrollment Services and then submitted to the Program Director or Coordinator for review.

If an applicant has deficiencies in meeting the admission requirements for a graduate program, the Program Director or Coordinator may approve provisional admission of applicants who do not meet admission criteria or prerequisite requirements. Prerequisites must be completed for full admission.

The Graduate Enrollment Advisor and the Program Director or Coordinator will monitor the deficiencies to ensure the missing information is received by a predetermined date. If the provisional acceptance is based on future academic performance in a class or classes, the Registrar will provide academic performance information to the Program Director or Coordinator at the end of the appropriate term. The Program Director or Coordinator will then notify the student of the removal of the provisional acceptance or other consequences.

The applicant is notified of acceptance or non-acceptance in writing by Enrollment Services.

Non-degree seeking students

Graduate level classes may be taken by a non-degree seeking student provided the prospective student has completed the applicable degree(s) and has successfully completed any prerequisite coursework. The following steps will be taken:

1. Student will contact the Registrar's Office to register.
2. Student will complete an electronic information sheet/registration form with basic contact and demographic information and provide official transcripts to verify degree and prerequisite coursework.
3. Registrar's Office will contact program director for approval.
4. Registrar's Office will register student and mail grade report.
5. Student may request transcript via University process.

Exception: A person holding a teacher certification who wishes to enroll as non-degree seeking for the purpose of re-certification, Nebraska certification or adding an endorsement, must request an interview with Director of Education program and provide appropriate transcripts. The Director will review the transcripts and create a program plan for the certification if applicable. The student will then be referred to the Registrar's Office for registration.

Program Specific Additional Admission Requirements

Doctor of Education (EDD)

Minimum GPA of 3.0 in Master's Degree

Essay or scholarly writing sample demonstrating the ability to do graduate level work

Statement of Purpose

Two letters of recommendations by qualified persons acquainted with applicant's scholarly and professional work, achievements and potential for leadership

Program Interview and/or Consultation may be requested to determine potential for success in program.

Applicants meeting a priority deadline are given first preference to seats available in the program.

Doctor of Occupational Therapy (OTD)

The College of Saint Mary (CSM) Occupational Therapy Program has two admissions pathways. Depending on an applicant's academic background, an applicant selects either **Graduate Admissions Pathway (GAP) or Accelerated Entry Pathway (AEP)**.

Regardless of a student's selected pathway, a student may earn the occupational therapy doctorate only after a period of study such that the total time to degree--including both pre-professional and professional preparation is at least the equivalent of six (6) full-time academic years.

Graduate Admissions Pathway

The Graduate Admissions Pathway requires that a candidate has completed all requirements outlined in the admissions process. In general, a GAP applicant will have a baccalaureate

degree or be close to completion of that degree. A 3.0 (on a 4.0 scale) minimum cumulative GPA is required, as is a 3.25 (on a 4.0 scale) pre-requisite GPA. The admission criterion outlines additional requirements. The GAP utilizes the OTCAS system for admissions. Open spots will be determined based on the number of Integrated Admission Pathway students who qualify to enter OTD1.

While CSM is a women's college at the undergraduate level, men are welcome to apply for the Graduate admissions pathway via OTCAS system for admissions.

Accelerated Entry Pathway

The AEP is available for an academically qualified candidate to complete her undergraduate studies at CSM while having a distinctive link to the OTD program. The AEP will challenge the qualified student to meet progression benchmarks after each year to matriculate into OTD1 while working on any baccalaureate degree at CSM. The candidate who is admitted into the AEP and who meets the criteria for progression at the end of each undergraduate year (year 1, 2, and 3) will start the OTD curriculum in OTD1 and graduate with the OTD3 cohort. In this way, an undergraduate student is able to earn and retain her spot in the OTD1 cohort while enrolled in undergraduate coursework at CSM. CSM will provide a professional academic advisor to guide each student to meet progression benchmarks. In addition, a student in the AEP will have an academic advisor in her chosen field of study. For a student who is unable to meet progression benchmarks, the professional academic advisor will advise that student to complete the declared major and, if warranted, reapply to the OTD program through the Graduate Admission Pathway (GAP).

A transfer student who does not qualify for the GAP may apply for the AEP if she has accomplished progression benchmarks for the level at which she is admitted and if she is academically qualified.

A student who completes all progression benchmarks throughout the Accelerated Entry Pathway (AEP) will have a spot in OTD1 cohort for which she is qualified to join. While the AEP guarantees neither completion of the OTD nor entrance into OTD1, students who utilize this pathway will find the mentoring and advising beneficial in meeting the criteria for continuing enrollment toward the OTD.

The admission criterion outlines the initial criteria for admission and progression benchmarks that each student must meet at each level. In addition, there is a sample plan of study to summarize what courses a student would take in this pathway. Each student admitted to this pathway may choose any major at CSM; typically, a student will select a major such as Psychology, Kinesiology, or Biology.

Admission Procedures

The admission process for the OTD program is consistent with CSM's mission and admission policy. Admission into the OTD program complies with federal and state non-discrimination laws. In addition, the OTD program admission follows the University's policy stated below:

In keeping with the Catholic principles upon which the University was founded and is operated, College of Saint Mary does not unlawfully discriminate on the basis of race, color, religion, disability, age, marital status, or national origin. Although a university for women on the undergraduate level, College of Saint Mary is in compliance with

applicable Federal and State laws prohibiting sex discrimination. College of Saint Mary is an equal opportunity employer. (CSM 2018-2019 Academic Catalog, 2018, p. 15)

While CSM is a women's college at the undergraduate level, men are welcome to apply for the Graduate admissions pathway via OTCAS system for admissions.

Becoming an occupational therapist requires completion of an accredited professional-education program that is intellectually and physically challenging. Any candidate for admissions should be able to perform reasonably independently, *and reasonable accommodation* does not mean that a student with a disability is exempt from certain tasks inherent to the practice of occupational therapy. Each applicant should review the CSM OTD *Functional Expectations for Students* document to determine her or his ability to complete the program successfully.

CSM's Occupational Therapy Doctorate Program is committed to recruiting, enrolling, and educating a diverse student body.

Admission Criteria:

Initial phase of admission – completed via OTCAS

1. A minimum 3.0 cumulative GPA (on 4.0 scale) is required.
2. High school applicants to the Integrated Admissions Pathway must have an ACT composite score of at least 23 and a Math sub-score of at least 23.
3. A minimum pre-requisite course GPA 3.25 (on 4.0 scale) is required.
4. A grade of C or better on all courses is required.
5. Pre-requisite course requirements (21-22 credits):
 - a. Anatomy and Physiology I & II with labs – 8 credits
 - b. Statistics – 3 credits
 - c. Lifespan developmental (or the equivalent) – 3 credits
 - d. Abnormal psychology – 3 credits
 - e. Medical Terminology – 1 or 2 credits
 - f. Research Methods – 3 credits

No more than six (6) pre-requisite credit hours may remain at time of application. The applicant must complete all pre-requisite courses before the start of OTD classes. The applicant must have taken all pre-requisite courses within five (5) years prior to application.

6. Completion of the following recommended coursework provides a competitive advantage to an application:
 - a. Sociology/Anthropology
 - b. Ethics
 - c. Kinesiology
 - d. Pathophysiology
 - e. Public Speaking or Oral Communications
 - f. Global or Cultural Diversity Course
 - g. Pre-health professions course
7. Three (3) letters of recommendation are required. An application is more competitive if one letter is from an undergraduate professor (or from a high school teacher, if utilizing the Integrated Admissions Pathway) and if one letter is from an occupational

therapist. If an applicant is a CSM student or CSM graduate, only two (2) letters of recommendation are required.

8. Each applicant should submit a resume or curriculum vitae (CV) for consideration.
 - a. The resume or CV should document service hours that show the applicant has completed activities that require hands-on or face-to-face work with people.
 - i. Although no set number of service hours is required, the more hours that are completed, the more competitive the application. In addition, an application is more competitive if the applicant documents service hours across the lifespan (infants, children, adults, and older adults).
 - ii. Examples: working or volunteering at a day care facility, rehabilitation tech job, or at a nursing home, or providing respite care, or helping with activities at a high school.
 - b. The resume or CV should document involvement outside of academics (such as sports, clubs, community, pre-health professions club).
 - c. The resume or CV should document leadership experiences.
9. Each applicant must submit a letter of intent as part of the application process.
10. Complete the CASPer, Computer-Based Assessment for Sampling Personal Characteristics, assessment and submit scores to College of Saint Mary.

The OTD Admissions Committee will utilize scoring rubrics and guides on the above criteria to determine the top candidates who then will move on to phase II of the admissions process. This phase involves an Interview Day.

Interview Day

CSM will offer several interview days from which the applicant can select, and dates will be delineated by admission pathway.

1. Each candidate will complete an onsite interview, which includes a series of program interactions:
 - a. Group interactions/activities;
 - b. Individual interviews with faculty;
 - c. Written essay;
 - d. Lunch with current students and/or faculty; and
 - e. Tour of CSM campus including OT lab spaces

After completion of the Interview Day, the OTD Admissions Committee again will utilize scoring rubrics and guides to determine a final score for each candidate who completed the entire admission process. The OTD Admissions Committee then will rank candidates and review rankings for admission recommendations. This process will identify applicants for acceptance and for the wait list.

Accelerated Entry Pathway Progression benchmarks

Students applying for the Accelerated Entry Pathway must meet the above admission criteria to begin the pathway and the below progression benchmarks to matriculate to the next level in the pathway.

Admission into Level II (at the completion of first year in the pathway or for a transfer student)

An applicant should submit the following information to the professional academic advisor by June 1st:

1. College GPA 3.0 (on a 4.0 scale);

2. Completion of an English course, Sociology course, general Psychology course, and Oral Communications course;
3. Completion of a total of 50 service hours (see #5 above);
4. Updated resume or CV (including a required membership in a pre-health professions club); and
5. Writing sample of at least two (2) pages and no more than five (5) pages and should show growth in a student's scholarly writing from a previous sample.

The professional academic advisor will score the student on the above criteria using rubrics and grading guides. The professional academic advisor will present results to the OTD Admissions Committee to determine whether a student is qualified to progress to Level III. A student will be notified by August 1st of her status for continuation in the Integrated Admissions Pathway.

Admission into Level III (at the completion of the second year in the pathway or for a transfer student)

A student should submit the following information to the professional academic advisor by June 1st:

1. College GPA 3.0 (on a 4.0 scale).
2. Completion of courses in Chemistry, Ethics, Statistics, Developmental Psychology, and Abnormal Psychology;
3. Completion of a total of 75 service hours (see #5 above);
4. Updated resume or CV (including a required membership in a pre-health professions club and at least one documented leadership role); and
5. A writing sample of at least two (2) pages but no more than five (5) pages that shows growth in a student's scholarly writing from a previous sample.
6. Complete the CASPer, Computer-Based Assessment for Sampling Personal Characteristics, assessment and submit scores to College of Saint Mary.

The professional academic advisor will score the student on the above criteria using rubrics and grading guides. The professional academic advisor will present the results to the OTD Admissions Committee to determine whether a student is qualified to progress to Level III. A student will be notified by August 1st of her status of admission into the Integrated Admissions Pathway.

Admission into OTD1 (at the completion of the third year in the pathway)

A transfer student should utilize the OTCAS system and Graduate pathway for admission.

A student should submit the following information to the professional academic advisor by December 1st:

1. College GPA 3.0 (on a 4.0 scale);
2. A pre-requisites GPA 3.25 (on a 4.0 scale);
3. Completion of Anatomy & Physiology I & II, research methods, and medical terminology (and students can be registered for one course in the spring semester);
4. Completion of a total of 100 service hours (see #5 above);
5. Updated resume or CV (including required membership in a pre-health professions club and documentation of at least one leadership role).
6. A writing sample of at least two (2) pages and no more than five (5) pages should show growth in a student's scholarly writing from a previous sample.

The professional academic advisor will score the student on the above criteria using rubrics and grading guides. The professional academic advisor will present the results to the OTD Admissions Committee to determine whether a student is qualified to progress to Level

III. A student will be notified by February 1st of her status of admission into the Integrated Admissions Pathway.

Once a student is admitted to the OTD program, she/he must complete requirements designated by the program:

Successful completion of occupational therapy 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. (The detailed document can be found on:

http://www.csm.edu/sites/default/files/OT_FunctionalExpectations.pdf

As part of the requirements to attend fieldwork, the following must be completed:

- Health clearance
- 10 panel drug screen
- Proof of flu vaccination
- Proof of current American Red Cross Professional CPR certification, which includes Adult, Child, Infant, and AED training
- Proof of current personal health insurance
- Comprehensive background check completed through CSM provided company
 - A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.
- Proof of current, recorded immunizations and/or titer including but not limited to:
 - Hepatitis B (3 shot series and/or positive titer)
 - Tetanus/Diphtheria/Pertussis (Tdap) (within 10 years)
 - MMR (2 shot series and/or positive titer)
 - Varicella (2 shot series and/or positive titer)
 - Tuberculin Skin Test (within 1 year and/or site dependent)

Doctor of Physical Therapy (DPT)

Admission to College of Saint Mary (CSM) Doctor of Physical Therapy (DPT) Program is a competitive process. Admission occurs once per year. A maximum of 60 students are enrolled in each cohort.

1. A baccalaureate degree from an accredited institution.
 - a. Official transcripts are required from all institutions attended. Transcripts are to be submitted to CSM. (PTCAS will be used once candidacy is achieved).
 - b. Posting of the baccalaureate degree must appear on the final undergraduate transcript before the start of classes.
2. A minimum cumulative Grade Point Average (GPA) of 3.0 on a 4.0 scale and a minimum cumulative prerequisite GPA of 3.2 on a 4.0 scale.
3. Successful completion (C or better) of the following prerequisite courses are required:
 - a. Biology I & II with corresponding lab (courses must be at least 200 level) (8 semester hours);
 - b. General Chemistry I & II with corresponding lab (8 semester hours);
 - c. General Physics I & II with corresponding lab (8 semester hours);
 - d. Human Anatomy with lab (human gross anatomy recommended; course must be at least 200 level) (4 semester hours);
 - e. Physiology with lab (4 semester hours);

**A combined two-course sequence in anatomy and physiology with lab (8 semester hours) will also satisfy this requirement.

- f. Psychology (general psychology, abnormal psychology, developmental psychology, psychology of disability, etc.) (3 semester hours);
- g. English Composition or Writing (3 semester hours);
- h. Statistics or Research Design (3 semester hours);

**Prerequisites must be completed within five years preceding entrance to the graduate program.

4. Completed application and payment of application fee.
5. Submit a current resume or curriculum vitae with the application.
6. Two letters of references from the following: At least one from a licensed physical therapist and one from a person of the applicant's choice
7. Submit documentation of a minimum of 50 hours of community involvement (volunteering) post high school.
8. Submit documentation of a minimum of 50 observation hours in a physical therapy setting prior to application submission.
9. Applicants for whom English is not their first language, demonstration of English language proficiency is required through the completion of the Test of English as a Foreign Language (TOEFL):
Paper-based TOEFL exam, minimum score of 600
Internet-based TOEFL exam, minimum score 100, minimum of 20 in each sub test
10. Successful completion of an admission interview. Applicants are selected for an interview based on a holistic evaluation of their application and supporting documents. The admissions interview will include an oral interview and written essay questions.
11. Ability to fulfill the essential functions of a physical therapist. Standards will be outlined on the CSM DPT website.
12. Complete an approved Criminal Background Check (CBC) prior to matriculation.

Master of Arts in Teaching (MAT)

Bachelor's Degree with coursework in a teaching area for which CSM has a program.

Completion of background check (<http://www.onesourcebackground.com>) prior to both field experiences (fieldwork and clinical).

If a student has felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct as defined in state rule section 005.07A he/she will be rejected for admission to the program.

The student must provide evidence of successful completion of the Praxis Core assessment prior to registration for the first semester **OR** must provide evidence that the student has registered to take the test within the first two months of the program in order to be registered for the first semester of the program. **Minimum passing scores** on the Praxis Core assessment must be received by the end of the first semester in the program or the student will not be allowed to register for the second semester. If the student does not pass, and is unable to register for the second semester, they may apply for a one semester Leave of Absence during which they will submit a study plan in conjunction with support services provided by the Achievement Center.

Minimum GPA of 2.75

Demonstration of required professional dispositions throughout the application process
Approval of Program Director

Returning students: Previously earned credits cannot be more than five years old if they are to be used in a program of study once a student is readmitted.

Once a student is admitted to the MAT Program, she/he must complete requirements designated by the program:

Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required Praxis II content test and received the required passing score.

Master of Science in Kinesiology & Exercise Science

A bachelor degree GPA of 2.75 or better, based on a 4.0 scale is required for full admission.

Resume.

Interview with program director.

A minimum of 3 years of professional work experience (preferred).

Master of Science in Organizational Leadership (MSOL)

Professional Writing Sample or Professional or Scholarly Writing

Interview with Program Director

A minimum of 3 years of professional work experience (preferred)

Minimum GPA of 3.0 in Bachelor's Degree

Master of Science in Physician Assistant Studies

The Physician Assistant Studies Program is 24 months in length and begins in August. A maximum class size of 40 students will include students applying directly to our program through the Centralized Application Service for Physician Assistants (CASPA) at the graduate level as well as students progressing from the CSM PAS-Accelerated Entry Pathway.

While CSM is a women's college at the undergraduate level, men are welcome to apply for graduate program admissions.

Current College of Saint Mary PAS Accelerated Entry Pathway Students:

Current undergraduate CSM students accepted as PAS-AEP students are assigned to a specific future PAS cohort upon admission as a PAS-AEP student and will progress to their assigned PAS cohort as long as all progression requirements are met and the applicant meets the minimum technical standards for the PAS program. College of Saint Mary does not offer advanced placement for the PAS program. For Acceptance and Progression Requirements and Evaluation, go to the PAS Accelerated Entry Pathway section.

- A complete and verified CASPA application submitted by October 1, 11:59 EST. <https://caspa.liaisoncas.com/>
- A baccalaureate degree from a United States regionally accredited college or university
 - A baccalaureate degree from outside the United States will be accepted if the student can document equivalency of a U.S. bachelor's degree through a foreign transcript evaluation service and completion of an additional 24 credit hours in biology or chemistry departments at a U.S. regionally accredited college or university prior to application. The World Education Services, Inc. is the preferred agency: <https://www.wes.org/>
- Minimum cumulative overall GPA of 3.0 on a 4.0 scale

- Minimum cumulative PAS prerequisite GPA (Cumulative GPA of all prerequisite courses below) of 3.0 on a 4.0 scale
- Minimum grade of "C" in all prerequisite courses
- PAS Prerequisite coursework older than 7 years will be reviewed on an individual basis.
- 300 hours of hands on healthcare clinical experience is required.
- Graduate Record Examination (GRE) General Test is required with scores at or above the 25th percentile on each of all three categories, verbal, quantitative, and analytical
 - May take the exam multiple times – highest scores used in each category
 - Send to Institution Code 4413 (CASPA applicants only)
- Three professional references (academic and supervisory individuals are preferred).
- Must complete the CASPer Admissions Assessment provided after CASPA application is received. Cost is \$20.
- Must meet the minimum technical standards for the PAS program
- Ability to complete all MSPAS matriculation requirements within 4-6 months of entry into level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Achieve all PAS program admission criteria and follow the PAS admissions process and decisions
- CSM alumni, previous Master's degree, first generation, and fluency in a second language will receive special consideration on the application evaluation
- College of Saint Mary PAS program does not offer advanced placement

CASPA Admission Prerequisite Courses

- Human Anatomy and Physiology with lab (minimum 8 semester credits)
 - Minimum of one semester of each or two semesters of a combined sequenced course
- Microbiology with lab
- Upper-level Biology course with lab
- General Chemistry with lab (minimum 8 semester credits)
 - Two semesters in a sequenced course
- Organic Chemistry with lab (minimum 4 semester credits)
 - At least one semester as required for Biochemistry (two semesters preferred)
- Biochemistry with lab
 - Acceptable course must at a minimum require Organic Chemistry 1 as a prerequisite
- Abnormal Psychology
- Developmental/Lifespan Psychology
- Statistics
- Medical Terminology (either a college/university course or certificate program will be acceptable)

Prerequisite courses must be completed with a 2.0 "C" or higher grade. In progress or planned courses must be reflected on the CASPA application and must be successfully completed by July 1, 2020. There is no minimum on the amount of in progress or planned courses.

Repeated Course Work

A course repeated at the same institution (other than CSM) will have the most recent grade used in the GPA calculations. If the course is repeated more than once, only one grade (the lowest received) will be replaced by the most recent grade received.

Test of English as a Foreign Language (TOEFL)

Applicants whose native language is not English must meet one of the following requirements to be eligible for admission to the CSM PAS program. Minimum scores are based on language skills needed to successfully complete the PA curriculum, including clinical education requirements, as well as sit for the certification exam.

Paper-based TOEFL exam, minimum score of 600

Internet-based TOEFL exam, minimum score of 100, minimum of 20 in each sub test

Internet-based IELTS exam, minimum of 7.5, minimum of 7.5 for each sub-test

Results should be sent directly from ETS to College of Saint Mary institutional code 6106.

****THE REQUIREMENTS FOR THE MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES ARE SUBJECT TO CHANGE AS CSM IS CURRENTLY IN THE ACCREDITATION PROCESS AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.**

MSPAS Technical Standards:

College of Saint Mary Physician Assistant Program is dedicated to the education of students who strive to become competent and caring providers of primary health care services under the supervision of a licensed physician. All students must meet the minimum technical standards necessary to achieve the knowledge, skills, and competencies required of an entry-level physician assistant. The technical standards stated in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of "non-academic" essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner. All candidates who are offered a seat in the program will be required to sign a statement attesting to their ability to meet these technical standards.

Each student is expected to perform the following, with or without reasonable accommodation. Reasonable accommodation is defined as any change in the environment or in the way things are usually done that enables an individual with a disability to participate as fully as possible in the academic program. It may include modification of policies, practices and procedures or the provision of auxiliary aids for communication. Students may make an initial request for accommodation to the ADA coordinator in the Achievement Center. A request for accommodation or modification is not cause for withdrawal of the offer of acceptance. If an accommodation is requested, the program may require additional documentation and information and will follow up with the student to discuss the specifics of the request and the appropriate plan of action. The College of Saint Mary shall provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. Students must not pose a threat to the safety or wellbeing of patients, other students, staff, or themselves.

A student in the Physician Assistant Studies program must have adequate abilities and skills in the following five areas: 1) Observation; 2) Communication; 3) Sensory and Motor Coordination and Function; 4) Conceptual, Integrative and Quantitative Ability; and, 5) Behavioral and Social Attributes.

Observation:

The student must be able to observe demonstrations and conduct experiments in the basic sciences, including but not limited to, chemical, biological, anatomic and physiologic sciences, microbiologic cultures, and microscopic studies of microorganisms. A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, hearing, and other sensory modalities. A student must be able to integrate all information visually and through the other senses.

Communication:

A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, speak intelligibly, hear sufficiently, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy.

Sensory and Motor Coordination and Function:

The student must have sufficient sensory and motor coordination and function to elicit information from patients by inspection, palpation, auscultation, percussion, and other diagnostic maneuvers. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision.

More specifically, the student must be able to exercise such fine motor skills as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain. The student must exercise such level of dexterity, sensation and visual acuity as to accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures such as suturing and casting.

The student must be able to hear sufficiently to accurately differentiate percussive notes and auditory findings, including but not limited to, heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, sphygmomanometers, and Doppler devices.

A student must be able to transport himself or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength.

Intellectual, Conceptual, Integrative and Quantitative Abilities:

A student must have the intellect necessary to quickly analyze and resolve problems. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis judgment and synthesis. The student must be able to identify significant findings from the patient's history, the physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications and therapy. The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is primary. When appropriate, students must be able to identify and communicate the limits of their knowledge to others. Students must be able to recall and retain information in an efficient and timely manner.

Behavioral and Social Attributes:

A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities attendant to the diagnosis and care of patients. The development of mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students must be able to use supervision appropriately and act independently, when indicated. Compassion, integrity, interpersonal skills, interest and

motivation are all personal qualities that are desired in a health professional and assessed during the admissions and education processes.

PAS Admissions Process and Decisions:

Admission to the PAS graduate program is competitive with a limited number of seats in each cohort. Meeting the minimum admission requirements above does not ensure acceptance into the PAS program. Admission decisions are made by the PAS Admissions and Progression Committee and will be made based on the following:

- Past academic performance (GPA and completed courses, particularly science and math courses)
- Documented academic aptitude (collegiate GPA)
- Extra- and co-curricular activities
- Medical and/or clinical experiences (shadowing, volunteering, etc.)
- Recommendations from qualified individuals with knowledge of the applicant's character and performance
- Communication, professionalism, and interpersonal skills via essay, interview, review of letters of reference.

CASPA Application Process

1. Submit the CASPA application by October 1, 2019, 11:59 EST
2. Send official transcripts from all college credit institutions to CASPA
3. Send Non-U.S. transcripts evaluated through the World Education Services, Inc. (preferred agency) to CASPA
4. Request 3 letters of recommendation (evaluations) through CASPA – if more than 3 are submitted, we will ask you to identify 3 for our review (no family or friends)
5. Send Official GRE General Test scores to Institution Code 4413
6. References, transcripts and GRE scores submitted by November 1, 2019
7. Complete CASPer Admissions Assessment. Information sent once CASPA application is received.
8. Review of application by the PAS Admissions Committee
9. If selected, participate in an on-campus interview with the PAS Admissions Committee. The PAS program technical standards attestation form must be signed during the interview stating the ability to meet all required technical standards.
10. Admission decision by the PAS Admissions Committee following a complete application and interview.

Once a student is admitted to the PAS Program, she/he must complete requirements designated by the program:

Within 4-6 months of entry into the PAS program, all students must complete:

Criminal Background Check

Students must have a criminal background check prior to matriculating into the PAS program and are responsible for the associated costs. Subsequent background checks may be required during the PAS program depending on the requirements of clinical sites involved in Supervised Clinical Practice Experiences (SCPE's). Students are responsible for the associated costs.

Students with any record of misdemeanors or felonies must meet with the Program Director of the PAS program to determine the appropriate course of action. Results of the background check may impact the student's ability to participate in SCPE's and, ultimately, his/her future ability to obtain a professional license and be employable. If details of the findings indicate a liability risk to the PAS program or the inability to participate in the required SCPEs, the

student may be dismissed from the PAS program or their admission status in the program revoked. Acceptance into and completion of the program does not guarantee licensure.

If a student with a misdemeanor or a felony is permitted to continue, this decision should in no way be construed as a guarantee that the student will be eligible for licensure when he/she graduates. The state licensing boards will make independent decisions on eligibility requirements as stated in the law.

Immunization Requirements

Physician Assistants are at risk for exposure to and transmission of vaccine-preventable diseases due to their contact with patients or infective material from patients. The regularly updated 2011 Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP) report from the Center for Disease Control (CDC) strongly recommends that all health care workers (including students in medical disciplines) be vaccinated against (or have documented immunity to) hepatitis B, seasonal influenza, measles, mumps, rubella, pertussis, and varicella. Additionally, the CDC recommends that health care workers receive Tdap/Td, consider the meningococcal vaccine, and undergo annual tuberculosis screening. More information can be found on the CDC website (www.cdc.gov).

Following admission to the PAS program, the student must provide documented evidence as defined below that he/she is compliant with the immunization requirements of the CSM PAS program prior to matriculation into the program. The student is responsible for the associated costs. The student must also sign a record release form so that immunization and screening records may be forwarded to clinical sites for supervised clinical practice experiences (SCPE's). Failure to comply with this requirement may result in the student's admission status in the PAS program being revoked. The inability to comply may be appealed to the Program Director of the PAS program to determine the course of action.

Some clinical sites may require that a student receive additional vaccinations and/or have antibody titers assessed for specific conditions to meet variable state and/or institutional regulations. Moreover, the CDC's Advisory Committee on Immunization Practices may revise their guidelines without prior notice. In these instances, the student will be expected to become compliant with these requests and be responsible for the cost of compliance. The student immunization and screening record is not considered part of the health record and may be viewed by appropriate program faculty and staff when necessary.

Hepatitis B

- Documented 3-dose series with dates and positive hepatitis B surface antibody (anti-HBs).
- If negative anti-HBs, then students must repeat the 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) and get anti-HBs serologic tested 1-2 months after dose #3.

Measles, mumps, and rubella

- Documented measles, mumps, and rubella 2-dose vaccination series with dates or documented serologic evidence of immunity (titers) to measles, mumps, and rubella.
- Documented serologic evidence of immunity (titers) to measles, mumps, and rubella is highly recommended by the PAS program even if prior vaccination series.
- If serologic immunity is not adequate, students must follow the CDC guidelines to become compliant.

Varicella (Chickenpox)

- Documented varicella 2-dose vaccination series with dates or documented serologic evidence of immunity (titers) to varicella.
- Documented serologic evidence of immunity (titers) to varicella is highly recommended by the PAS program even if prior vaccination series.
- If serologic immunity is not adequate, students must follow the CDC guidelines to become compliant.

Diphtheria/Tetanus/Pertussis

- Documented 3-dose primary vaccination series with dates
- Students must have a one-time dose of Tdap as soon as possible if they have not received Tdap previously (regardless of when previous dose of Td was received).
- Td boosters are required every 10 years thereafter.

Meningococcal vaccine

- Students must sign that they have received information related to meningococcal vaccination and have decided to decline at this time or receive a single dose of the meningococcal vaccine.

Seasonal influenza

- Students must receive 1 dose of influenza vaccine annually and submit evidence of vaccination before December 1st each year in the program (as long as there is an adequate supply of the vaccine in the community).
- Many clinical sites require influenza vaccination; therefore, students may not waive influenza vaccination without a documented circumstance approved by the PAS Program Director.
- Failure to comply will prevent students from beginning the next semester, instant removal from a supervised clinical practice experiences (SCPE's), and will affect their progression and graduation.

Tuberculosis (TB) screening

- An intradermal skin test for tuberculosis (PPD) is required prior to matriculation and annually thereafter, except in cases of a documented positive reading.
- If a student has a history of a positive PPD reading, the student must submit the PAS program's TB screening form signed by a listed provider, which requires a chest radiograph report within the past 12 months negative for active TB and documentation of completed therapy recommended by the CDC for a positive PPD screening. Students who are PPD positive will need an annual chest x-ray and evaluation by a health care provider that they are free of tuberculosis.
- Failure to comply will prevent students from beginning the next semester, be removed instantly from a supervised clinical practice experiences (SCPE's), and may affect progression and graduation.

Annual 10-Panel Urine Drug Screening Test

All students must provide complete a 10-panel urine drug screening on an annual basis through a clinic designated by the PAS program. Positive results may lead to revocation of admission or dismissal from the program.

Health Insurance Requirements

All students must provide proof of health insurance prior to matriculation and must have an active policy throughout the entire PAS program. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any

health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment). CSM does not assume responsibility for health-care-related costs arising from the illness or injury of a student.

History and Physical Examination Requirements

Following admission to the PAS program, the student must provide documented evidence as defined below that he/she is compliant with the physical health requirements of the CSM PAS program prior to matriculation into the program and is responsible for the associated costs. Failure to comply with this requirement may result in the student's admission status in the PAS program being revoked. The inability to comply may be appealed to the Program Director of the PAS program to determine the course of action. PAS program faculty and staff will not have access to any PAS student's confidential health record.

- Matriculated PAS students must have a history and physical examination completed by a licensed physician (M.D. or D.O.), PA-C, or NP within 4-6 months of matriculating into the PAS program stating no restrictions for participation in supervised clinical practice experiences (SCPE's).
- The student must sign a record release form, so that the final page stating no restrictions may be forwarded to the PAS program and future clinical sites for supervised clinical practice experiences (SCPE's).

Restrictions by the medical provider may result in the student's admission status in the PAS program being revoked. The student will have the option to set up a meeting with the PAS program committee to discuss the restrictions and potential consequences related to completion of program requirements. The PAS program committee will decide the admission status of the student.

Accreditation*

The nationally recognized accrediting agency for PA programs in the territorial United States is the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The purpose of accreditation is to protect the public's interest and promote excellence in PA education. A PA must graduate from an accredited program to be eligible for the national board certification examination following graduation.

At its **March 2019** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **College of Saint Mary Physician Assistant Program** sponsored by the **College of Saint Mary** on **Accreditation-Probation** status until its next review in **March 2021**.

Probation is a temporary status of accreditation conferred when a program does not meet the *Standards* and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

Master in Health Sciences

Minimum GPA of 2.75 in bachelor's degree program

Interview with program director

A minimum of 3 years of professional work experience (preferred)

Additional Admission Information:

International Students

College of Saint Mary welcomes and is authorized under federal law to enroll non-immigrant students from outside the United States. Persons on or seeking an F Visa (Academic Student) are required to submit the following:

- International student application form.
- Non-refundable application charge.
- Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be translated into English by a recognized evaluation service. A general report is acceptable for proof of education equivalent to a U.S. high school diploma. Comprehensive course-by-course official evaluation of education records required for postsecondary courses.
- Certificate of Financial Responsibility (to be sent directly to the University from the applicant's bank). The I-134, Affidavit of Support must be submitted for visa applicants that have sponsorship. The Affidavit of Support is available at www.uscis.gov.
- Student must meet the following language requirements: a score of 80 on the TOEFL iBT (internet-based test) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- CSM English placement test or transfer of English Composition with a "C" or better.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) charge (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for visa interview.
- Proof of health insurance in the United States, including Repatriation of remains coverage.
- Tuberculosis Test (TB text) upon arrival is required of students from locations with an increased incidence of TB that are identified by the ACHA. The list of countries can be found [here](#). Any student with a positive TB test must undergo chest radiography and a medical exam, and follow treatment recommendations according to the results.
- Testing should be conducted in the United States, no sooner than 3-6 months prior to University entrance and should be completed by the beginning of first semester.
- Cost associated with the tests are student's responsibility.
- Students must provide accurate immunization records.

NOTE: International students are urged to apply for admission six months to a year before they plan to attend.

It is especially critical that international students have access to health care services in the United States, since it may be impossible for an international student to travel to her home country in the event of a health emergency due to illness or accident. Accordingly, the University requires that all international students be covered by a health insurance plan that will pay for health care services rendered by health providers in the United States, as well as covering repatriation of remains back to the international student's home country in case of death. International students may meet this requirement by:

- Providing the University a certificate of insurance coverage evidencing coverage for health care services rendered in the United States. Such certificate shall be a condition of admission to the University. The certificate must identify the duration of

the insurance coverage (e.g. beginning and ending dates of coverage). If coverage expires while the student is attending the University, a new certificate of insurance must be provided in the same manner to the Student Development Office, or the student will not be allowed to register for classes in subsequent semesters.

- Companies who provide this type of insurance include:
 - International Student Insurance – www.internationalstudentinsurance.com or 877-758-4391
 - HTH Worldwide – www.hthstudents.com (Plan name: Global Student USA)
 - ISO – www.isoa.org
 - IMG – www.imglobal.com

Readmission

The student who has been dismissed from any graduate program and wishes to be readmitted will be considered for readmission by the Program Director based upon the following:

- the recommendation made by Program Director at the time the student was dismissed;
- the amount of time elapsed between dismissal and the anticipated date of readmission; and
- whether the program is a cohort program of study.

Any new admissions requirements in place at the time of readmission will be applicable. The student will be admitted provisionally and their academic progress will be reviewed at the end of their first semester.

Second Master’s Degree

A student may pursue a second Master’s Degree at College of Saint Mary. The degree must be significantly different from the initial degree. A maximum of 12 credits from the initial degree will be accepted toward the CSM degree, upon approval by the program director.

Transfer Policies

Advanced standing may be granted to the student who qualifies for transfer from an accredited graduate program. The number of transferable credit hours is limited by the residency requirement. The residency requirement is that 2/3 of the master’s degree or doctoral degree must be completed at CSM. However, all of the credits for Master in Occupational Therapy and Master of Science in Physician Assistant Studies must be completed at CSM.

Program	Total Required Credits	Residency Credits
MSOL	36	24
MAT	36-57	24-38
MSPAS	106	106
MKES	30-33	20-22
MHS	30	20
Ed.D.	87	39
OTD	107-109	107-109
DPT	117	117

A maximum of thirty-six semester credits from master’s-level courses may apply towards the doctorate. Doctorate level transfer credits may fulfill program requirements if they do not conflict with the residency requirements.

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 grade of C+ or lower will be accepted); provide 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; University catalog; and a sample of previous course work. *Credit for prior learning may be accepted but is subject to review for eligibility and is limited to 10% of the overall credit hours.*

Transfer Procedure:

1. Enrollment Services shall:
 - A. Secure application materials and submit them to the Program Director.
 - B. Send a letter to the applicant stating the admission decision after review by the Program Director.
 - C. Inform the applicant of her/his advisor's name and refer her/him to the advisor for registration.
2. The Program Director shall:
 - A. Review applicant materials for: satisfactory completion of required courses; academic standing and GPA; course deficiencies, if any; course content and competencies; and letters of recommendation.
 - B. Arrange for an interview with the applicant as deemed necessary.
 - C. Make recommendations to the Graduate Admissions and Policies Committee regarding the applicant's eligibility should a prospective student not meet the minimum admissions criteria.
 - D. Meet with the student to develop and discuss a preliminary plan of study. (A copy is given to the student and the original is placed in the student's folder.)
3. The Registrar shall finalize the transcript for transferable credit of courses.
4. The Associate Dean for the program shall approve doctoral plans of study.

Tuition Deposit Requirement:

Every new student (including readmits and current students) is required to submit a \$150 tuition deposit as an advanced payment on tuition charges. The tuition deposit must be paid prior to registration for classes.

Tuition Deposit Refunds:

- Applicants who pay a tuition deposit for the Summer or Fall semester may request a refund through **May 1** and for the Spring semester through **November 1**.
- Applicants must request a refund in writing prior to the deadline in order to get a full refund.
- Requests made after the May 1st or November 1st deadline will not be considered.

Rescind of Acceptance

The University reserves the right to rescind its offer of acceptance under the following conditions:

1. A student fails to confer degree to meet admission requirements of program.
2. A final transcript from a student attending another university is at or below the standard for academic dismissal at College of Saint Mary.

3. There is falsified information on any credentials submitted.
4. The student otherwise fails to comply with the admission policies and regulations of the University.

Retention of Records

In compliance with federal regulations retention of records is required one year for received application material; and-three years for students who apply for admission and do not matriculate.

FINANCIAL AID

College of Saint Mary offers a variety of student financial aid options. Scholarships, grants, loans, and work study are available individually or in combination to assist with the cost of attending College of Saint Mary.

CSM participates in the Department of Education's Campus-Based Programs, which include Federal Supplemental Educational Opportunity Grant (FSEOG) Program and Federal Work-Study (FWS) Program. Because these funds are limited, the earlier an eligible student applies, the more likely she is to receive available campus-based aid.

Students who receive outside scholarships, vocational rehabilitation, or any other outside assistance should inform the Financial Aid Office as early as possible, as these funds will be considered in the awarding process. In no case may a student's total aid award exceed the total cost of attendance.

Students must apply and be accepted for admission to a degree or certificate program at College of Saint Mary to be considered for financial aid. Students who are interested in applying for financial aid must complete a FAFSA (Free Application for Federal Student Aid) each year so that financial need may be reviewed annually. Include our school code: 002540 on your FAFSA so that the information will be sent to our financial aid office.

Types of Undergraduate Financial Assistance

CSM Institutional Scholarships and Grants: Qualified full-time students may be eligible to receive College of Saint Mary scholarships. Academic merit scholarships and grants are awarded automatically to eligible students upon acceptance to the University. Financial need-based grants are awarded automatically to eligible students upon receipt of the FAFSA. CSM welcomes transfer students and offers competitive scholarships and grants which are also based on academic merit and financial need. A Residence Hall Grant may be awarded based on financial need to students living on campus. One-half of a scholarship and/or grant is applied to the fall semester and one-half to the spring semester. Institutional scholarships and grants are not available for the summer term. Institutional scholarship and grant funds are not available for students receiving discounted tuition or students enrolled in a masters or doctorate program.

Athletic Scholarships: Students with athletic ability in basketball, bowling, dance, cross-country, soccer, softball, swimming, tennis, golf, or volleyball may receive athletic scholarships. These scholarships are based on both athletic talent and the teams' need and are awarded on an annual basis. One-half of a scholarship is applied to the fall semester and one-half to the spring semester. Athletic scholarships are not available for the summer semester or for students receiving a reduced-rate of tuition. Master in Occupation Therapy or Physician Assistant Studies students with remaining eligibility may receive their athletic scholarship. New full-time graduate students coming to CSM with remaining NAIA eligibility may be eligible for no greater than a \$2,000 athletic scholarship during the time she is competing in the sport.

The **Federal Pell Grant** is awarded according to rules set by the U.S. Congress and eligibility is based on the student's FAFSA information. If a student is eligible, CSM will award the student her Federal Pell Grant.

Federal TEACH (Teacher Education Assistance for College and Higher Education) Grant is awarded to undergraduate juniors, seniors, and graduate students based on their program of study verified by the CSM Teacher Education Department. Eligible students must be completing coursework as necessary to begin a career in teaching, and agree to serve for at least four years as a full-time, highly qualified teacher in a high-need subject area at a low-income school. Recipients must maintain a 3.25 cumulative GPA. TEACH Grant funds are converted to a Direct Unsubsidized Loan if requirements described in the Agreement to Serve are not fulfilled.

Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to students based on need and who are eligible for the Federal Pell Grant and are paying the regular full-time tuition package rate. Funds are limited.

The **Nebraska Opportunity Grant (NOG)** is awarded to students based on need and who are eligible for the Federal Pell Grant and are paying the regular full-time tuition package rate. The student must be enrolled full time and be a resident of Nebraska. Funds are limited.

Federal Work-Study Program gives students the opportunity to earn money working on campus. Federal Work Study is awarded to students based on financial need and who are paying the regular full-time tuition package rate. Funds are limited.

Federal Direct Loans are long-term, low-interest loans that students may borrow to help pay for educational expenses. A student must be enrolled in at least six credit hours per semester to borrow a Federal Direct Loan. These loans are not credit based and must be repaid. There are two types of Federal Direct Loans:

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

Federal Direct Parent PLUS loans are fixed-rate, low-interest loans, which parents may borrow to help pay for the educational expenses of their dependent students. These credit-based loans are not based on financial need. Repayment begins 60 days after the loan is fully disbursed, but a parent borrower may contact the lender to request deferment while the student is enrolled at least half time.

Nursing Loans are available to CSM nursing students. Loans are awarded to qualified full-time students who have financial need and are paying the regular full-time tuition package rate. Nursing loans have a 5% fixed interest rate; interest does not accrue while the student is enrolled at least half time. Repayment and interest begin nine months after the student drops below half-time enrollment. Funds are limited.

Types of Graduate Financial Assistance

Federal Direct Unsubsidized Loans are long-term, low-interest loans that students may borrow to help pay for educational expenses. A student must be enrolled in at least six credit hours per semester to qualify for a Federal Direct Loan. EdD students must be enrolled in at least three credit hours per semester to qualify for a Federal Direct Loan. These loans are not credit based nor based on financial need and must be repaid.

Interest accrues on these loans immediately and students are encouraged to make the interest payments while in school.

Federal Graduate PLUS loans are fixed-rate, low-interest loans for which graduate students may qualify to help pay for educational expenses. These credit-based loans are not based on financial need. Interest accrues while the student is in school, but repayment is deferred until six months after the student drops below half-time enrollment.

Other types of Financial Assistance

Alternative Loans are credit-based loans that students may apply for from private lenders. Loan terms are set by the individual lenders and a cosigner may be required. Repayment may be deferred while the student is in school, but interest accrues. Loan amount borrowed is limited to the student's cost of attendance minus other financial aid received.

Veterans' Benefits: College of Saint Mary is approved for the training of veterans and their dependents. For more detailed information about this program, visit www.gibill.va.gov. Any student who is eligible for financial assistance from the Department of Veterans Affairs should contact the Registrar's Office.

ROTC: Reserve officer training scholarships are available through the Army, Air Force, and Navy. Military scholarship recipients will have a service obligation in either the reserves or active duty after graduating from college. For further information about these programs, students should contact a local U.S. armed forces recruiter.

Vocational rehabilitation programs: The Department of Education's Rehabilitation Services Administration provides grants to state vocational rehabilitation agencies to help individuals with a disability obtain employment and live more independently. State vocational rehabilitation agencies are listed in the state government section of the telephone book.

AmeriCorps, a program of national and community service, provides funding for education. Individuals may work before, during, or after their postsecondary education and can use funds either to pay current or future education expenses or to repay federal student loans. Participants must be at least 17 and be United States citizens, nationals, or lawful permanent residents. For more information, go to www.americorps.org.

Job Training: The U.S. Department of Labor administers the Workforce Investment Act (WIA) through the individual states. Participants have access to preparation for postsecondary education and/or job training. For a list of state WIA contacts or for general information, visit www.doleta.gov/usworkforce.

Health Professions: The U.S. Department of Health and Human Services (HHS) administers several programs for undergraduate students. For more information on financial aid programs administered by HHS, visit www.bhpr.hrsa.gov/dsa.

General Financial Aid Information

Renewal of Aid

Students should renew their FAFSA online each year after October 1 at www.fafsa.gov. Priority will be given to those who submit their application by March 15. CSM's school code is 002540. Financial aid awards are based on anticipated hours of enrollment. Financial Aid will renew institutional scholarships for students maintaining the required GPA and the regular full-time

tuition rate. After the first week of classes each semester, enrollment status is verified and adjustments are made accordingly.

Satisfactory Academic Progress Requirements

To maintain eligibility for all types of financial aid, satisfactory progress toward completion of a degree must be maintained on qualitative and pace standards while students attend College of Saint Mary. Satisfactory Academic Progress (SAP) review is completed annually at the end of spring term and/or at the end of summer term, if the student receives financial aid for summer enrollment. SAP requirements for financial aid recipients are defined below.

Qualitative standard

At the end of each SAP review period:

- Undergraduate degree or certificate-seeking students must maintain a cumulative grade point average (GPA) of at least 2.0
- Graduate degree-seeking students must maintain a cumulative GPA of at least 3.0
- Physician Assistant Studies Program students must maintain a cumulative GPA of at least 2.5

Repeated coursework is allowed, according to the CSM Academic Catalog, for C, D, and F grades. The highest CSM grade earned will be used by the Registrar's Office to calculate cumulative GPA.

Pace standards

Degree or certificate-seeking students must successfully complete at least 67% of the cumulative credit hours attempted at the end of each SAP review period.

- To earn hours at CSM, one must receive a grade of A, B, C, D, P, or SA. All other grades do not earn hours.
- Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Withdrawing from classes after the drop/add period will negatively affect students' ability to satisfy the hours earned standard.
- Accepted transfer credits count as both attempted and earned hours.
- For repeated coursework taken at CSM, both the repeated and the original attempt count as attempted credit hours, while only successfully completed courses will count as completed.
- Classes with an "Incomplete" grade will count as attempted but not earned hours until the grade is confirmed and then will count as attempted and earned hours, if a passing grade is earned.

Students may not exceed 150% of the program requirements measured in credit hours attempted. For example:

- Students working toward a Bachelor degree requiring 128 credit hours may not exceed 192 attempted credit hours.
- Students working toward an Associate Degree requiring 64 credit hours may not exceed 96 attempted credit hours.
- Students working toward a Certificate requiring 44 credit hours may not exceed 66 attempted credit hours.

Financial Aid Ineligibility

Students not maintaining satisfactory progress according to Qualitative and/or Pace Standards at the time of SAP review are no longer eligible to receive any federal, state, or institutional financial aid. While ineligible, a student will need to make other payment arrangements for any CSM credits.

Financial Aid Appeals & Financial Aid Probation

Students who are ineligible may appeal to request a Financial Aid Probation semester or term. Financial Aid Appeals include a written request detailing the extenuating circumstances which led to failure to meet SAP, documentation of these circumstances, a graduation plan, and an explanation of what has changed to allow the student to meet SAP in the future. The request for Financial Aid Probation will be reviewed and a written response will be provided to the student. Extenuating circumstances may include, but are not limited to, serious illness or injury, death in the immediate family, or other special circumstances beyond the student's control. For students on Financial Aid Probation, SAP will be evaluated at the end of each semester or term according to the terms of their Financial Aid Probation. Failure to meet SAP requirements set forth by their Financial Aid Probation will result in financial aid ineligibility.

Financial Aid Reinstatement

Students who are ineligible or have been granted a Financial Aid Probation term may reestablish eligibility by taking CSM classes which bring the cumulative GPA back to 2.0 or above and successfully complete 67% of credit hours attempted. A student may request in writing that financial aid eligibility be reinstated. If financial aid ineligibility is due to reaching the maximum time frame of 150%, financial aid eligibility cannot be reinstated without an approved appeal. Reinstatement establishes eligibility for federal and state financial aid. Institutional aid will be reinstated at the minimum academic scholarship amount.

Mid-Year Grade Review

The Financial Aid Office reviews academic records at the end of each semester or term that a student receives financial aid. Students with a cumulative GPA below 2.0 and/or have not completed 67% of the cumulative credit hours attempted at CSM will be notified that they are in danger of becoming ineligible for financial aid at the subsequent SAP review. Academic records are not reviewed mid-year relating to the maximum time frame of 150% of the program requirements.

Students who have questions about the satisfactory academic progress policy for financial aid recipients or any of the procedures may contact Financial Aid at (402) 399-2362 or finaid@csm.edu.

Disbursement of Aid

For all types of financial aid, including all types of federal, state, and institutional grants and loans, disbursement begins the business day after the last day to add or drop classes with a 100% tuition refund each semester. For summer term, this date is the business day after the last day to add or drop classes with a 100% refund for the last session a student is enrolled in for summer.

Disbursement dates are coordinated with the Student Accounts Office in order to facilitate issuing refunds within the 14 days required for a Title IV credit balance.

Students are eligible to have their financial aid disbursed only if all the following are true:

- All required financial aid documents are submitted and reviewed by the Financial Aid Office (see note below)
- Enrolled in an eligible degree or certificate seeking program
- Enrolled in the same number of credits on which their financial aid eligibility is based

Note: If documents required for federal/state aid are not processed or complete by the scheduled disbursement date, all institutional aid will be disbursed.

Prior to disbursing any financial aid, all of the items above are reviewed and checked for each student.

Financial aid is disbursed into the student's account on campus where it automatically goes toward paying institutional charges. 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.

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 Financial Aid Office. All appeals will then be directed to the committee for review and final decision.

Financial Aid Rights and Responsibilities

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

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

1. The financial aid programs available at College of Saint Mary and the eligibility requirements for federal, state, and institutional awards
2. Deadlines for submitting applications for each of the financial aid programs
3. How eligibility and financial need are determined
4. How and when funds are disbursed
5. Resources considered in the calculation of need
6. Consequences of withdrawing from a class(es) either officially or unofficially
7. The federal Return of Title IV Funds policy
8. The interest rate for federal student loans, the total amount to be repaid, the length of time to repay the loan, and when the repayment begins
9. How College of Saint Mary determines satisfactory academic progress and the consequences of not meeting the requirements
10. Availability of federal student aid for study abroad programs
11. Right to appeal
12. Right to decline Financial Aid Awards

Responsibilities: Students have the responsibility to do the following:

1. Complete the FAFSA each year after October 1
2. Accept or Declined aid funds on NetPartner, the Financial Aid Portal
3. Provide correct information (misreporting on the FAFSA and the Direct Loan and PLUS Loan Master Promissory Notes 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 when accepting a work-study position
8. Be aware of, and comply with, deadlines for application and reapplication for aid
9. Be aware of the federal Return of Title IV Funds policy
10. Be aware of Financial Aid Satisfactory Academic Progress requirements and maintain those requirements

11. New students must complete entrance counseling and a Federal Direct Loan Master Promissory Note (MPN) if accepting a Federal Direct Loan
12. Complete SFA (Semester Financial Arrangements) process online each semester
13. Must officially add/drop classes through Self-Service. After the add/drop period, students must complete "Withdrawal" or "Withdrawal from All Classes" forms, which are available in the Express Center.

College of Saint Mary Return of Title IV Funds

Students who receive Title IV financial aid (Federal Pell grant, Iraq and Afghanistan Service Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, and/or William D. Ford Federal Direct 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. For all programs offered in modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period, unless the school obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later in the same payment period.

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 the financial aid office 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 Return of Title IV Funds calculation in CSM's PowerFAIDS software. Return calculations are done based on US Department of Education requirements. If you received less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you. CSM will return any unearned Title IV funds it is responsible for returning as soon as possible but no later than 45 days of the date the school determined the student withdrew, and offer any post-withdrawal disbursement of loan funds within 30 days of that date. The following is the calculation process performed by Return of Title IV funds in PowerFAIDS.

- 1) Determine institutional charges (institutional charges include tuition; it includes room and board only if the student is living on campus).
- 2) Determine the 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) The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period (as determined in step three), you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of your payment period, you earn all the assistance that you were scheduled to receive for that period.
- 5) If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. This occurs in very rare cases. If your Post-withdrawal disbursement includes loan funds, you must give your permission before loan funds can be disbursed. Your Post-withdrawal disbursement of grant funds may automatically be used for tuition and room and board charges.
- 6) The *percent* of unearned Title IV aid is calculated by subtracting the percentage of earned Title IV aid (step four) 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. The amount of unearned Title IV aid must be returned.

- 7) If you receive excess Title IV aid that must be returned, CSM must return a portion of the excess equal to the lesser of either your institutional charges (step one) multiplied by the percentage of unearned Title IV aid (step six), or the entire amount of excess funds. Any refund amount is applied in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Direct PLUS Loan (Graduate Student), Direct PLUS Loan (Parent), Federal Pell Grant, Federal SEOG, and TEACH Grant.
- 8) Title IV aid returned by CSM will likely result in a balance due on your CSM student account for which you must make satisfactory repayment arrangements with the Express Center.
- 9) If CSM is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Parent PLUS Loan) repay in accordance with the terms of the promissory note. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds. This occurs in very rare cases, most of the time, CSM is required to return the grant and/or loan funds (steps seven and eight).

The College of Saint Mary refund policy is a separate policy which pertains to refunds of tuition after withdrawal and applies to CSM students not receiving Title IV aid as well.

Donor Scholarships for Undergraduate Students

Through the generosity of College of Saint Mary Alumnae and Donors, endowed and annual scholarships underwrite tuition or book assistance to students. Scholarships include the following:

Endowed Scholarships

Albertus Magnus Research Scholarship
Olive Arkoosh Endowed Scholarship
Baburek` 37/Deeths` 62 Endowed Scholarship
Coreen Barba` 02 Memorial Scholarship
Jesse J. and Angela M. Bavaresco Memorial Scholarship
Carl and Peg Bendixen Endowed Scholarship
Edmund and Bernadette Bosin Memorial Scholarship
Mary Schwertley Brown/Sally Bisson Endowed Scholarship
Hortense P. Butt Memorial Scholarship
Callone ` 63/Flynn Endowed Scholarship
Meg & Ronald Cardella Scholarship
Elizabeth Carlin Schultz` 52 Endowed Scholarship
Melanie, Joanne & Vaughn Carlson Endowed Scholarship
Mrs. Frank Cech Memorial Scholarship
Class of 1940 Scholarship
Class of 1962 Scholarship
Rose Anderson Clough` 56 Memorial Scholarship
Patricia Colchin Lavey` 52 Endowed Scholarship
Luke and Shirley Coniglio` 60 Endowed Scholarship
Sr. Norita Cooney, RSM Memorial Scholarship
James M. Cox Foundation Scholarship
Dr. C. C. and Mabel L. Criss Memorial Foundation Scholarship
Mary Cronin` 92 Memorial Scholarship
Colleen Dostal Stormberg Memorial Scholarship
Bernice M. Ebel Memorial Scholarship
Patricia Ann Eckardt Memorial Scholarship
Doris Jaax Engler` 46 and Leonard P. Engler Endowed Scholarship
Harvey D. Ferer Memorial Scholarship
John J. Franey Memorial Scholarship
Paul and Rachel Gallagher Scholarship
Joan B. Halsted` 79 Memorial Scholarship

William Randolph Hearst Foundation Scholarship
Sr. Mary Mechtilde Hill, R.S.M. Scholarship for Academic Excellence
Nancy Glatter Hittner '60 Memorial Scholarship
A.F. and Ruth Jacobson Memorial Scholarship
Beatrice Houston Jacques '42 Memorial Scholarship
Kathleen Turner Jeffries Memorial Scholarship
Leona M. Kernen Endowed Scholarship
Kersey-Geisler Endowed Scholarship
Peter Kiewit Foundation Scholarship
Blanche Laughlin '62 Memorial Scholarship
Joan Laughlin '62 Endowed Scholarship
Les and Phyllis Lawless Endowed Scholarship
Kenneth Lueder Memorial Scholarship
Sr. Mary Christelle Macaluso, R.S.M. '56 Memorial Scholarship
Maggio/Kanel Memorial Scholarship
Elizabeth A. Mannlein '50 Endowed Scholarship
Stephen T. McGill Memorial Scholarship
Rachel M. Micek Memorial Scholarship
Clara and Henry Miller Memorial Scholarship
Tim Moylan Memorial Scholarship
Joseph F. and Helen Clare Murphy Family Scholarship Fund
Kathy Meisner Nickel '02 Nursing Scholarship
Imelda Nolan Memorial Scholarship
Associate Professor Claire & Betty '84 Oswald Endowed Scholarship
Helen Russell Memorial Scholarship
Madelene McKenna Schaber Scholarship
Tom and Ann '84 Schlosser Endowed Art Scholarship
Harriett and John M. Shonsey Memorial Scholarship
Alberta Marie Sipes/Rita Sipes Pearsall '74 Endowed Scholarship
Sisters of Mercy McAuley Scholarship
Paul and Annette Smith Endowed Scholarship
Morton and Ella S. Steinhart Foundation Memorial Scholarship
Dr. Maryanne Stevens, R.S.M. Endowed Scholarship
Mary Lorraine Stevens Memorial Scholarship
Mary Ann '63 and Fred Strider Endowed Scholarship

Dr. Electra O'Rourke Strub '40 Memorial Scholarship
Union Pacific Foundation Scholarship
George and Susan Venteicher Scholarship
Vernon and Kathryn Von Seggern '33 Endowed Scholarship
Sr. Constance Walsh Memorial Scholarship
Claude Wynn Leadership Scholarship

Annual Scholarships

Ann and Brad Ashford Annual Scholarship
Carmen Bitney Memorial Book Fund
Class of 1963 Book Fund
Cooper Foundation Scholarship
Sr. Mary Angelica Costello, R.S.M. Memorial Book Fund
Janet Dean Breast Cancer Memorial Scholarship
Amanda Nicole Florance '07 Memorial Scholarship
Charles A Frueauff Foundation Scholarship
Hawks Foundation Scholarship
Holland Foundation Scholarship
Juli Huyck Memorial Nursing Annual Scholarship
Kean Scholarship
Kinesiology & Exercise Science Graduate Program Scholarship
Peggy Liewer '69 Annual Scholarship
Lozier Foundation Scholarship
Deborah A. Macdonald Foundation Scholarship
Med-Sense Guaranteed Association Nursing Scholarship
Sharon Lovely Merritt Memorial Book Fund
Bryan and Kelly Mick Annual Scholarship
NE Mercy Ministry Fund Scholarship
Marie Murphy Annual Scholarship
Quinn Annual Scholarship
Linda Rivkin Annual Scholarship
Edward and Lida Robinson Charitable Trust Scholarship
Alberta Marie Sipes Memorial Annual Scholarship
Sisters of Mercy Misericordia Scholarship
Gilbert C. Swanson Foundation Scholarship
Fran Thul '64 Memorial Book Fund
Weitz Family Foundation Scholarship

TUITION

All students are required to make semester financial arrangements for tuition and room and board prior to the start of each semester. These arrangements, referred to as "SFA," must be made online at www.csm.edu/sfa. The Express Center staff in Walsh Hall can assist students with questions about completing their SFA online. By completing the Semester Financial Arrangements (SFA), each student acknowledges that she is responsible for all charges including tuition, books, and room and board, plus any collection agency fees in the event that her student account becomes delinquent and is turned over to a collection agency.

Tuition and Charges 2019-2020 Academic Year

Tuition - Undergraduate Programs

Full-time Student (12 or more credits) - <i>per semester</i>	10375
Part-time Student (fewer than 12 credits) - <i>per credit hour</i>	765
Practical Nursing Certificate Program - <i>per credit hour</i>	337
Summer 2019 Tuition rate for Regular Full-Time and Part-Time Students - <i>per credit hour</i>	580
Summer 2020 Tuition Rate for Regular Full-Time and Part Time	TBA
Online or Independent Study	Pay according to tuition plan
Audit while undergraduate or graduate program - <i>per credit hour</i>	½ tuition rate
Audit for Post-CSM Bachelor Degree <i>Applies to one three-credit hour course per semester</i>	No tuition charge
Senior Citizen (over 65) <i>Applies to one three-credit hour course per semester</i>	No tuition charge

Residence Hall Room and Board

Double Room - <i>per semester</i>	3925*
Private Room* - <i>per semester</i>	4425*
Residence Hall Broken Contract Charge	500
Summer 2019 Residence Hall Rate - All Summer	1130

*Certain restrictions apply; contact Director of Residence Life

Financial Charges

Payment Plan/Corporate Deferred Charge - <i>per semester</i>	40
Late Payment Charge - <i>per month</i>	60
Late Semester Financial Arrangements Charge - <i>per semester</i>	100
Return/Re-issue Check Charge - <i>per check</i>	25

Alternatives for College Credit

Credit by Exam or Challenge Exam - <i>per credit hour</i>	60
Portfolio Assessment - <i>per credit hour</i>	120
Dual Credit and Early College Start Programs <i>per credit hour</i>	33
Medical Interpreting <i>per credit hour</i>	150

Tuition - Graduate Programs

Master of Arts in Teaching - <i>per credit hour</i>	635
Master of Science in Kinesiology and Exercise Science	570

Master of Science in Organizational Leadership – <i>per credit hour</i>	495
Master of Science in Physician Assistant Studies – 2020 cohort, <i>per semester</i>	13,250
Master of Science in Physician Assistant Studies – 2021 cohort, <i>per semester</i>	13,500
Master in Health Sciences	570
Master in Occupational Therapy – <i>per semester</i>	15,575
Doctor of Education – <i>per credit hour</i>	685
Doctor of Occupational Therapy 2022 cohort, <i>per semester</i>	14375
Teaching Endorsement – <i>per credit hour</i>	635
Audit while graduate student – <i>per credit hour</i>	½ tuition rate
Paralegal Post-Baccalaureate Certificate Program – <i>per credit hour</i>	475
Graduate Post-Cohort Rate (MPAS, OTD, DPT programs only)- <i>per credit</i>	885

Special Rates

Catholic Educators: For full-time educators working in K-12 Catholic Schools, who already have a baccalaureate degree and are pursuing a Master of Arts in Teaching, Doctor of Education, or Teaching Endorsement, the tuition charge will be half of the program tuition rate.

Payment Options

Payment in Full

You may pay your balance in full by visiting www.csm.edu/SFA.

Payment Plans

Payment plans are completed through the SFA website at www.csm.edu/sfa. They can be processed using automated withdrawal from checking/savings account (ACH) or Credit/Debit Card (MasterCard, Discover, Visa and American Express. Note: A convenience charge of 2.75% is charged for all credit/debit card transactions.

Plan Type	Fall		Spring		Summer	
	Enroll By	Pmt Months	Enroll By	Pmt Months	Enroll By	Pmt Months
6 month	05/24/19	Jun – Nov	11/23/19	Dec– May	12/23/19	Jan-June
6 month					01/25/20	Feb-July
5 month	06/23/19	Jul - Nov	12/23/19	Jan - May	02/19/20	Mar-July
4 month	07/25/19	Aug - Nov	01/25/20	Feb - May	03/25/20	Apr-July
3 month	08/24/19	Sep - Nov	02/19/20	Mar - May	04/24/20	May-July
3 month	09/24/19	Oct-Dec				
2 month					05/24/20	June-July
2 month					06/23/20	July-Aug

Your payment can be withdrawn on the 5th or 20th day of the month. A setup charge of \$40 is charged when the plan is initiated and processed immediately. You may also make an optional down payment when you set up your plan.

Please note, if your amount due changes after you have signed up for a payment plan, your remaining payments will be adjusted accordingly. It is your responsibility to review your agreement balance online through mypaymentplan.com or contact the Express Center to confirm any changes.

Corporate Deferred

If your employer reimburses your tuition cost after your course ends, you can defer the amount due until the conclusion of the semester. You can sign up for this option at www.csm.edu/SFA. You will also need to fill out the form available and turn in the appropriate documentation to be approved to use this option.

These ACH or Credit Card payments will be withdrawn on February 5th for the Fall Semester, July 5th for the Spring Semester, or September 5th for the Summer Sessions.

A setup charge of \$40 is charged when plan is initiated, and processed immediately.

College of Saint Mary Refund Policy

Students who want to withdraw from one or more courses or the entire semester must complete a withdrawal form. The student must complete all required signatures and submit the completed form to the Express Center. Students who fail to submit a withdrawal form as required *will not be eligible for a refund*.

The date of withdrawal will in every case be considered the date on which the written statement of withdrawal is initiated. The date the process is initiated, as stated on the withdrawal checklist, will become the basis for a possible refund of tuition.

Students who withdraw from all classes and are receiving federal financial aid will have their federal financial aid adjusted in accordance with Federal Return to Title IV Funds regulations. See the Express Center or Financial Aid Office for more information.

Refunds are calculated as follows:

Refunds are calculated as follows:

Regular Full Time (12 or more credits)

Dropping below 12 credits, but still enrolled

Before the end of the 1 st week of classes	100%	Financial Aid adjusted based on credits enrolled
After the 1 st week of classes	0%	Financial Aid is not adjusted

Courses Scheduled for Full Semester

(Including Regular Full Time withdrawal from all classes)

Before the end of the 1 st week of classes	100%
During the 2 nd week of classes	75%
During the 3 rd week of classes	50%
After the 3 rd week of classes	0%

Courses Scheduled for Less than Full Semester

(No refund for 1 day courses after start time)

Before class start date or within 2 days after class start date	100%
Thereafter, no refund	0%

Paralegal Certificate

Before and through the 1 st class meeting	100%
Before and through the 2 nd class meeting	50%
After the 3 rd class meeting	0%

Summer Sessions-At least six weeks in duration

(For MAT and other summer courses less than six weeks in duration, refunds are calculated based on the Less than Full Semester Schedule above)

Before class start date or within 1 day after class start date	100%
Before the end of the 1 st week of class	75%
Before the end of the 2 nd week of class	50%
After the 2 nd week of class	0%

Residence Hall Charges

If a residence hall student withdraws from the University, room and board charges will be refunded according to the same refund schedule as the "Courses Scheduled for Full Semester" above. If a residence hall student decides to move out of the residence hall during the school year, \$500 will be charged for breaking the housing contract.

Campus Store Credit

Students whose financial aid exceeds the total amount of their tuition and other charges may apply for Campus Store credit on their campus card when they SFA for an amount no greater than the anticipated credit balance. This credit will be created by the application of financial aid on the student's account. Any funds left on a student's campus card bookstore account when student refunds are issued will be removed, and a refund will be issued. **This anticipated credit can be used for books only in the Campus Store.**

Payments of Excess Financial Aid

If a credit balance is created on a student's account by the application of any type of financial assistance, the student will be eligible for a refund. Refunds will be issued via electronic fund transfer (EFT) or by check in the rare case that EFT is not available. Students must go to the Nelnet site through CSM.edu/SFA and provide their bank account information for refunds. Please be sure all information including current address is updated and accurate.

Past Due Student Accounts

The definition of a past due student account is any account which has not received a payment within 5 days of the required due date. The University will place a financial hold on the student's account. The hold will remain until the past due payment plus the late payment charge is paid in full. Financial hold status will preclude the student from receiving their diploma or transcripts and will not permit the student to register for courses until such time that the amount in arrears is paid in full. Monthly statements will be sent to current students.

Delinquent Student Accounts

If a balance remains following the conclusion of the current semester, the account is considered delinquent and the University will transfer the student account to delinquent status. An attempt will be made to collect the amount due or make appropriate payment arrangements. Payment arrangements will require a new promissory note to be signed and all payments to be made by automatic monthly bank debit. If a student has not made payment arrangements after the above delinquency procedures, the account will be placed with a collection agency and reported to the credit bureau.

Holds on Student Accounts

Financial Services and/or the Financial Aid office will place a hold on a student's account for the following reasons:

- Past due or delinquent account
- Fines (library, parking, athletic equipment, etc.)
- Insufficient checks
- Default on student loan (Federal Direct Loan, Perkins, Nursing, etc.)
- Incomplete or missing financial aid documents

The hold may result in the student not being able to register or obtain transcripts and/or diplomas.

College of Saint Mary is in compliance with Section 103 of **The Veterans Benefits and Transition Act of 2018**, and will not interrupt the pursuit of GI Bill recipients achieving their academic goals. For students receiving funding from the Department of Veterans Affairs, College of Saint Mary permit *any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

Furthermore, College of Saint Mary will not impose any penalty including the assessment of late charges, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. This requirement is limited to the portion of funds paid by the Department of Veterans Affairs.

*A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill benefits.

CURRICULAR SERVICE-LEARNING

As a cross-disciplinary academic program, Service Learning engages the University in compassionate service by working to bring campus and community together to focus on issues of common concern. This mission is facilitated by a programmatic focus on:

- Building and sustaining community partnerships that are reciprocal in nature, related to the Critical Concerns of the Sisters of Mercy, and shared by multiple divisions within the University;
- Providing support and development opportunities for faculty which encourage collaborative projects and attention to the civic dimensions of compassionate service;
- Focusing, deepening and assessing what students learn through academic service and connecting that learning explicitly with the Student Learning Goals;
- Collaborating with other members of the Community Engagement Collaborative to increase focus and impact of University engagement efforts.

Courses designated as service-learning courses at CSM partner with community organizations to engage students in service activities designed to contribute to the Student Learning Goals of Worth and Dignity and Global and Cultural Competence. These Student Learning Goals, along with civic learning, are included as course objectives in service-learning courses and students are assessed regarding their progress in meeting these goals.

For more information about the Service-Learning Program, contact the Director of Service-Learning, Dr. Kristin Mattson at kmattson@csm.edu and see the website at http://www.csm.edu/Academics/Service_Learning.

STUDY ABROAD

College of Saint Mary recognizes the rich cultural experiences and increased global awareness studying abroad offers. The University encourages its students to study overseas and assistance is given to interested students to help them navigate the study abroad process. Further information about the programs listed below is available from the Vice President for Academic Affairs or designee for Academic Affairs, who is also the Study Abroad Coordinator.

Application Process

Students who want to study abroad for a semester, year, or summer do so with a study abroad organization. The Study Abroad Coordinator can help the student identify a program that fits the student's interest. The programs listed on the CSM Study Abroad webpage (http://www.csm.edu/Academics/Study_Abroad/) are just a few of the many programs available to students who want to study abroad. Once the student has identified the program in which she is interested, she will begin the application process with the study abroad organization. The student also needs to complete the CSM Study Abroad Application Form, which requires meeting with a financial aid counselor, the Registrar, and the student's academic advisor. Meeting with the academic advisor helps the student to determine how the credits taken while studying abroad will transfer into her academic plan at CSM.

A student interested in studying abroad should begin the exploration and application process at least one semester before the semester in which she plans to study abroad. Application deadlines for CSM are as follows: Fall: March 15th; Spring: October 15th; Summer: April 1. Please note that the study abroad provider may have additional deadlines.

Students studying abroad in:	Should begin the application process by:	Application Deadline
FALL	FEBRUARY 1	MARCH 15
SPRING	AUGUST 1	OCTOBER 15
SUMMER	DECEMBER 1	APRIL 1

When accepted into the program and approved by CSM, the student will be registered as a current CSM student with "Study Abroad" designation. Actual courses will be recorded on the transcript when the student returns to CSM and the study abroad transcript is received by the University.

Financial Aid

Most Federal financial aid funds can be used to help pay for study abroad. Institutional funds, such as scholarships and College of Saint Mary grants, will be suspended while the student is involved with study abroad. However, a student who studies abroad during the fall or spring semester is eligible to apply for a CSM Study Abroad Scholarship. See below for details. The Financial Aid Director can provide clarification.

CSM Study Abroad Scholarship

CSM students planning to study abroad for a semester are eligible to apply for a \$2500 CSM Study Abroad Scholarship if they meet the eligibility requirements and agree to fulfill the expectations outlined below.

CRITERIA FOR ELIGIBILITY FOR A CSM STUDY ABROAD SCHOLARSHIP:

- Be a CSM undergraduate student applying to any credit-bearing study abroad program
- Have a cumulative GPA of 2.5 or higher
- Plan to study abroad during the fall and/or spring semester (not summer)

- Be enrolled in a regular, full-time degree program. Students in certificate programs and other programs with special tuition rates are not eligible for this scholarship.

CSM'S APPLICATION PROCESS:**

- Complete the College of Saint Mary Application for Study Abroad and submit it to the Vice President for Academic Affairs or designee for Academic Affairs (Study Abroad Coordinator)
- Complete and submit the CSM Study Abroad Scholarship Application, which is attached to the College of Saint Mary Application for Study Abroad.
- Submit a typed, double-spaced essay no longer than two pages. Include your name on the upper right-hand corner of the page. The essay should address the following topics:
 - Reasons why you have chosen to study abroad
 - Specific academic rationale for the program you have chosen
 - Anticipated benefit of study abroad for your career and long-term goals
 - Statement of objectives outlining what you hope to accomplish by studying abroad
- The application is reviewed by the Vice President for Academic Affairs or designee for Academic Affairs, and the student is notified whether or not she will receive a scholarship.

** If using a third-party provider you need to complete their application process as well.

SCHOLARSHIP AMOUNT AND EXPECTATIONS

Students who are awarded a CSM Study Abroad scholarship will receive \$2500 for each semester of study abroad, with a maximum of two semesters abroad.

By accepting this scholarship, the student agrees to demonstrate how her objectives were met by sharing her experience with the CSM community such as through writing a paper, making a presentation to a group or groups about the study abroad experience, writing a blog while abroad to share with the CSM community, hosting information tables, etc. This requirement will be met by the end of the semester following the study abroad semester and will be supervised by the Vice President for Academic Affairs or designee for Academic Affairs.

CSM Short Courses Abroad

CSM faculty may offer semester-long or short courses that include a short trip (typically 7-21 days) abroad. Information about these courses will be posted on MyCSM, in the course schedule for the semester, or may be obtained from the Study Abroad Coordinator.

STUDENT DEVELOPMENT

The Student Development team provides a variety of opportunities for CSM students to become involved in campus life which attends “to the development of mind, body and spirit.” Students are encouraged to participate in the many co-curricular programs and activities that enhance learning, including leadership development. These programs and opportunities enhance the student learning goals of the university. The Student Handbook outlines the guidelines and expectations of students who are part of the CSM community. All students enrolled at College of Saint Mary are expected to become acquainted with its contents and observe the policies contained within it.

Campus Ministry/Faith Opportunities

The Campus Ministry office provides opportunities designed to encourage the exploration and development of faith and spirituality. Open to students of all faith traditions, and rooted in our Catholic identity, Campus Ministry offers bible and faith sharing opportunities, retreats and Catholic Mass, and many opportunities to explore diversity in faith and culture. In addition, Campus Ministry sponsors alternative break service trips for students. The Campus Ministry student led service club, Do Unto Others (DUO), provides regular opportunities for service, justice programs and activities.

Children on Campus

Responsibility for the safety and well-being of children on the CSM campus rests with parents/guardians or assigned chaperones. A parent, guardian, or caregiver must supervise children at all times while on campus. Children must be accompanied by a person 14 years of age or older. Parents, guardians, or caregivers are responsible for the behavior of accompanying children. If a child is with a parent, guardian, or caregiver but is not being actively supervised, and/or is acting inappropriately (such as distracting others or making noise), College of Saint Mary staff will attempt to locate the adult and inform him/her that the child must be supervised. If a child is left in the building without any caregiver or adult present, a staff member will ask the child for his/her telephone number and attempt to reach the child’s parent or guardian by telephone. Children are not allowed in the classroom.

Copyright Laws

Section 107 of the FEDERAL COPYRIGHT LAW REVISION states:

Limitations on exclusive rights: Fair use

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Counseling

CSM offers short-term counseling to all full-time students free of charge. Students can access this through the Director of Counseling Services on campus, and/or through CHI Health with our offsite Counseling Assistance Program (CAP) which is a confidential, 24-hour access service with locations throughout the Omaha metropolitan area, including one within walking distance of CSM's campus. Students who want to discuss issues that are interfering with academic or personal goals may call the Director or CAP (402-398-5566 or 1-888-847-4975) to set up an appointment. Anxiety, high stress, concern for a friend or depression are among the many reasons students take advantage of this confidential, free service.

CSM Achievement Center

The Achievement Center (AC) provides centralized services to help students improve individual academic performance through tutoring, career development, financial literacy, ADA accommodations, learning style assessment, single parent success resources and innovative academic support programs. The AC is a "one-stop shop" within an environment that encourages students to attain their full academic potential. In addition, a group study area and three computers are available for student use 24/7.

Services include:

- Individual and small group tutoring
- Testing services
- Specialized academic support workshops and academic skill building
- Writing assistance
- Professional math tutoring
- Single parent success resources and programming
- Accommodations for students with disabilities who self-identify (ADA)
- Intensive college preparation program (CSM Advantage) prior to the beginning of fall classes for first-time college students
- Individualized consulting and mentoring for CSM Advantage students
- Learning style assessment and planning
- Career exploration and advising
- Job preparation assistance and resume review
- Financial literacy
- Community resources
- On-line academic preparation resources
- Mentoring programs for African American and Single Parent students

Health Insurance Requirement

The University recognizes that good health is essential for any student to achieve her educational objectives. It is important that all students have access to health care services while attending the University.

Full Time Students: CSM ***strongly recommends*** that all students have comprehensive health insurance for the entire academic year. Students who are not covered by a health insurance plan are strongly encouraged to enroll in one of the medical insurance plans offered by Blue Cross & Blue Shield of Nebraska. Information on these plans can be found at: www.nebraskablue.com.

International Students: It is especially critical that international students have access to health care services in the United States, since it may be impossible for an international student to travel to her home country in the event of a health emergency due to illness or

accident. Accordingly, the University requires that all international students be covered by a health insurance plan that will pay for health care services rendered by health providers in the United States, as well as covering repatriation of remains back to the international student's home country in case of death. International students may meet this requirement by:

1. Providing the University a certificate of insurance coverage evidencing coverage for health care services rendered in the United States. Such certificate shall be a condition of admission to the University. The certificate must identify the duration of the insurance coverage (e.g. beginning and ending dates of coverage). If coverage expires while the student is attending the University, a new certificate of insurance must be provided in the same manner to the Student Development Office, or the student will not be allowed to register for classes in subsequent semesters.
2. Companies who provide this type of insurance include:
 - International Student Insurance – www.internationalstudentinsurance.com or 877-758-4391
 - HTH Worldwide – www.hthstudents.com
 - ISO – www.iso.org
 - IMG – www.imglobal.com

Physician Assistant Studies health insurance policy: All students must provide proof of health insurance prior to matriculation and must have an active policy throughout the entire PAS program. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment). CSM does not assume responsibility for health-care-related costs arising from the illness or injury of a student.

Housing

To provide a positive university living/learning environment, College of Saint Mary requires all full-time, first-and second-year students to live in a campus residence hall. Exemptions are made for students who meet at least one of the following conditions and turn in the Required Residence Exemption/Exception Form:

- Students who are married or have dependents
- Transfer students with Junior status (60+ credit hours. This does not include first or second-year students who have transferred in college credit from high school)
- Students who are over 21 years of age
- Students living at home with parents within a 40-mile radius of College of Saint Mary

Requests for other exceptions to the residence requirement must be submitted in writing to the Director of Residence Life for approval at least one month prior to the first day of classes for any regular enrollment period.

Students who live in the residence halls have leadership opportunities available to them, provided by the Residence Hall Council. Each floor community has a resident advisor who provides support, community development and academic/social programming. Residence Life also has full-time, professional staff members who live and work in these communities.

Campus housing is restricted to those full-time students studying for undergraduate degrees at CSM, if the student is age 35 or under prior to August 1 of the contract year. However, if a student completed her undergraduate work at CSM and is continuing on as a full-time student for a graduate degree at CSM, she may live in the residence halls for the duration of

her graduate studies. This is only applicable for students who have been living on campus and are renewing the contract for the following year. Full-time undergraduate students have first priority for all on-campus housing.

Mothers Living & Learning

CSM's *Mothers Living & Learning Community* residential option provides on-campus housing in Madonna Hall to single mothers and their one or two children between the ages of six weeks and 10 years. Students are responsible for their individual tuition and room and board expenses; however, their children can live and eat on campus for free.

Intercollegiate Athletics

College of Saint Mary sponsors 11 sports: basketball, bowling, competitive dance, cross-country, golf, indoor track, soccer, softball, swimming, tennis and volleyball. CSM is a member of the NAIA (National Association of Intercollegiate Athletics), the Great Plains Athletic Conference (GPAC) and United States Bowling Congress (USBC). As a member of the NAIA, the Flames Athletic Department is an active participant in the NAIA Champions of Character Program. CSM athletic scholarships are limited to specific students who meet the eligibility requirements of the NAIA and have been recruited by a coach.

Lied Fitness Center

Recreation and fitness activities are offered at the Lied Fitness Center. The swimming pool, gymnasium, walking track, cardio room and weight room are available to all CSM students when not in use for classes, varsity sports or other scheduled activities. Those using the center must have a valid CSM ID for entrance into the LFC. Towels and sports equipment are available at the front desk. CSM students with valid IDs may use the Center at no charge; some classes and special activities, or use of the Center by guests of CSM students, requires payment of a nominal fee.

Safety and Security

Here at College of Saint Mary, a safety and security officer is available 24/7 365 days a year. If you have any safety concerns, please feel free to contact a member of the Safety and Security Department at 402-670-8848 (dial "1" if using a campus phone). If you desire a Safety Walk from any building on campus or to and from your vehicle, use the same phone numbers. College of Saint Mary completes and posts an **Annual Campus Security and Fire Safety Report every October** in compliance with Higher Education Act provisions for Campus Crime and Security reporting (Clery Act). Copies are available at <http://www.csm.edu/student-life/campus-living/campus-safety-and-security>.

Student Leadership and Organizations

The Office of Student Leadership and Organizations assists and supplements campus organizations in providing educational and community building programs and events for CSM students.

College of Saint Mary offers involvement in clubs and organizations, as well as leadership opportunities, to enhance the collegiate experience. Whether a student is looking for ways to be involved with her academic major, providing service to others, or representing peers on Student Senate or the Residence Hall Council, there is something for everyone. The Office of Student Leadership and Organizations can help find an organization that meets the needs and interests of every student.

Some of the opportunities offered by the office include:

Leadership Launch: Launch is a unique opportunity that the university especially designed for first and second year students at CSM to gain valuable leadership skills and training. The program runs for a total of eight weeks and guides students through a leadership and self-reflection journey based on CSM's 7 Key Leadership Skills. Some of the key features that Leadership Launch has to offer include the opportunity for self-reflection, service to others, an etiquette dinner and graduation ceremony for families and friends.

Step It Up Leadership Series:

Juniors and Seniors have the unique opportunity to attend a series of five workshops during the spring semester on topics that help them prepare to go out into the world. Just 45-minutes long, each session is packed with helpful information on a range of topics. If students attend at least 3 of the workshops they receive a certificate of completion.

Welcome Week

When students arrive on campus in August, they will participate in Welcome Week. Welcome Week is designed to provide incoming and current students fun-filled community building and educational activities preceding the start of the academic year. Students have a chance to meet other new students, participate in group activities and fun events, meet their advisors, find classrooms, learn about academic resources, and get acclimated to the surrounding Omaha area.

CODE OF CONDUCT

SECTION 1: CSM Student Conduct Philosophy

The College of Saint Mary community is committed to inspiring academic excellence, respecting the dignity of each person, developing the mind, body, and spirit, and fostering a commitment to compassionate service. Similarly, the student conduct process strives to be an individualized educational and developmental experience that balances the interests of each student with the interests of CSM.

SECTION 2: Scope of the Code

Students at College of Saint Mary are provided a copy of the *Code of Conduct* annually in the form of a link on the Student Development webpage of www.csm.edu. Students are responsible for having read and abiding by the provisions of the *Code of Conduct*, Student Handbook, Residence Life Handbook, and Academic Handbook.

The University expects its students to conduct themselves as responsible citizens and to comply with all University policies. Conduct that is unbecoming of a University student; that adversely affects the University community, mission or reputation; or that violated University policies may result in a student's required participation in the student conduct process, regardless of whether or not such conduct occurs on University premises.

The *Code of Conduct* and the student conduct process apply to the conduct of individual students, both undergraduate and graduate, and all CSM-affiliated student organizations. For the purposes of this document, CSM considers an individual to be a student when an offer of admission has been extended and thereafter as long as the student has a continuing educational interest in CSM.

The CSM student conduct process is an educational process designed to resolve matters concerned student conduct within the framework of students' rights and responsibilities pursuant to University policies. The University strives to provide a fundamentally fair, equitable, and educational process for all participants. Student conduct proceedings are not a legal process, and is not intended to duplicate legal proceedings. Therefore, legal counsel within the student conduct process is not appropriate or permitted unless it is heard within the context of the university's Title IX policy.

The College of Saint Mary retains conduct jurisdiction over students who choose to take a leave of absence, withdraw or have graduated for any alleged misconduct that occurred prior to the leave, withdrawal, or graduation. If sanctioned, a hold may be placed on the student's ability to re-enroll, and/or obtain transcripts. All sanctions must be satisfied prior to becoming eligible for re-enrollment. In the event of serious misconduct committed while still enrolled, but reported after the accused student has graduated, CSM may invoke these procedures and should the former student be found responsible, the University may revoke that student's degree.

The *Code of Conduct* applies to behaviors that take place on campus, at CSM-sponsored events, and may also apply off campus when the Associate Dean of Students or his/her designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of self or other; and/or

- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of University of Saint Mary.

The *Code of Conduct* may be applied to behavior conducted online, via e-mail or other electronic mediums such as blogs, web postings, chats, and social media. These public postings can subject a student to allegations of conduct violations if evidence of policy violations are posted online. The University does not regularly search for this information, but may take action if and when such information is brought to the attention of University officials.

The *Code of Conduct* applies to guests of members of the university community whose hosts may be held accountable for the misconduct of their guests. The code may also be applied to resident non-students, camp attendees, and participants in the University's summer academies. Visitors to and guests of CSM may seek resolution of violations of the *Code of Conduct* committed against them by members of the CSM community.

There is no time limit on reporting violations of the *Code of Conduct*; however, the longer a complainant waits to report an offense, the harder it becomes for University officials to obtain information and statements to make determinations regarding alleged violations.

Anonymous complaints are permitted, however doing so may limit the University's ability to investigate and respond to a complaint. Those who are aware of perceived misconduct are encouraged to report it as soon as possible to the Associate Dean of Students, Residence Life, or Campus Security.

CSM e-mail (@csm.edu) is the University's primary means of communication with students. Students are responsible for all communication delivered to their University e-mail address.

The Associate Dean of Students may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in the CSM *Code of Conduct*. The Associate Dean of Students may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the *Code of Conduct* will be referred to a joint committee of the Director of Residence Life, Associate Dean of Students, and Vice President of Student Development. The committee's interpretation is final. CSM's *Code of Conduct* will be subject to annual review under the direction of the Associate Dean of Students or his/her designee. A comprehensive revision process will be conducted every 3-5 years.

SECTION 3: Violations of Local, State, and Federal Law

As the CSM *Code of Conduct* is separate from criminal and civil proceedings, alleged violations of federal, state, and local laws may be investigated and addressed under the *Code of Conduct*. When an offense occurs, the University's conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident.

The University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed by the Associate Dean of Students or the Director of Residence Life until a hearing can be held, typically within 10 working days. Within that time, the suspended student may request an immediate hearing in writing to the Associate Dean of Students to show cause for why the interim suspension should be lifted. If an immediate hearing is held,

this hearing will serve to determine whether the interim suspension is continued, but will not serve in place of the conduct hearing.

SECTION 4: Community Behavioral Standards

College of Saint Mary considers the behaviors described in the following sub-sections as inappropriate for the University community and in opposition to CSM's core values and the values of the student conduct process set forth in this document. These expectations apply to all students regardless of academic program or residency. The University encourages all community members to report to University officials all incidents that involve the following actions. Any student found to have committed, or to have attempted to commit, the following may be subject to the sanctions outlined in Section 7: Conduct Procedures.

Excellence— CSM students share a commitment to achieving academic distinction, fostering leadership, and nurturing a love of lifelong learning. The following behaviors, though not limited to these, stand in opposition to this value:

1. **Alcohol:** Use, possession, or distribution of alcoholic beverage or paraphernalia except as expressly permitted by law and the University's Alcohol Policy. <http://www.csm.edu/student-life>
2. **Drugs:** Use, possession, or distribution of illegal drugs and other controlled substances or drug paraphernalia except as expressly permitted by law and the University's Drug Policy. This policy includes the abuse, misuse, sale, or distribution of prescription or over-the-counter medications. <http://www.csm.edu/student-life>
3. **Tobacco:** Smoking or tobacco use within the bounds of the University campus.
4. **Violations of Law:** Violation of local, state, or federal laws, regardless of whether law enforcement intervened.
5. **Unauthorized Entry:** Unauthorized entry or use of University facilities, including trespassing, propping or unauthorized use of alarmed doors, or unauthorized possession or duplication of University keys, access cards, and codes.
6. **Damage and Destruction:** Intentional, reckless and/or unauthorized damage to or destruction of University property or the personal property of another.
7. **Weapons:** Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or dangerous objects such as, but not limited to, arrows, axes, machetes, nun chucks, throwing stars, or knives with a blade of longer than 4 inches, including the storage of any item that falls within the category of a weapon in a vehicle parked on University property.
8. **Violation of Residence Life Policies:** Violation of published Residence Life policies or rules, which are found in the Residence Life Handbook. <http://www.csm.edu/student-life/campus-living/residence-halls/lozier-tower>

Service— CSM students are committed to servant leadership and social responsibility. Behaviors that violate this value include, but are not limited to:

1. **Fire Safety:** Violation of local, state, federal or campus fire policies including, but not limited to:
 - a. Intentionally or recklessly causing a fire which damages University or personal property or which causes injury;
 - b. Failure to evacuate a University-controlled building during a fire alarm;
 - c. Improper use of University fire safety equipment; or
 - d. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

2. **Health & Safety:** Creation of health and/or safety hazards (failing to maintain a healthy/safe residence hall room, dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.)
3. **Animals:** Animals, with the exception of animals that provide assistance, and pets as outlined in the Residence Life Handbook, are not permitted within campus buildings except as permitted by law.
4. **Wheeled Devices:** Skateboards, roller blades, roller skates, bicycles, hover boards, and similar wheeled devices are not permitted inside University buildings, residence halls or on athletic fields. Additionally, wheeled devices may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities, and individuals may be liable for damage to University property caused by such activities.
5. **Disruptive Behaviors:** Behavior which causes substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on campus.
6. **Rioting:** Causing, inciting or participating in any disturbance that presents a clear and present danger to self or others, causes physical harm to others, or damage and/or destruction of property.

Dignity— CSM students show positive regard for each other and for the community. Behavior that violates this value includes, but is not limited to:

1. **Harm to Persons:** Intentionally or recklessly causing physical harm or endangering the health or safety of any person, including self.
2. **Threatening Behaviors:**
 - a. **Threat:** Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
 - b. **Intimidation:** Intimidation defined as implied threats or acts that cause a reasonable fear of harm in another.
3. **Bullying/Cyberbullying:** Repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally verbally, in writing, or via an online platform.
4. **Hazing:** Encompasses any action or activity which does not contribute to the positive development of a person, or which inflicts or intends to cause mental or bodily harm or anxieties, or which may demean, degrade, or disgrace any person.
5. **Intimate Partner/Relationship Violence:** Violence or abuse by a person who has been in romantic or an intimate relationship with another. Please see CSM's Title IX policies found here. <http://www.csm.edu/student-life/student-support/title-ix>
6. **Stalking:** Engaging in a course of conduct directed at a specific person(s) that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress. Please see CSM's Title IX policies found here. <http://www.csm.edu/student-life/student-support/title-ix>
7. **Sexual Misconduct:** Includes, but is not limited to, sexual harassment, sexual violence, and/or sexual exploitation. Please see CSM's sexual misconduct and Title IX policies found here. <http://www.csm.edu/student-life/student-support/title-ix>

Compassion— CSM students extend mercy in all relationships as they care for others in their communities. Behaviors inconsistent with this value include, but are not limited to:

1. **By standing:** Complicity with or failure of any student to address known or obvious violations of the Code of Conduct or law.
2. **Collusion:** Action or inaction with another or others to violate the *Code of Conduct*;
3. **Noncompliance:** Failure to comply with directions of University officials acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

Inclusivity— College of Saint Mary students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing University community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. Conduct that violates this value include, but is not limited to:

1. **Discrimination:** Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, or other protected status) that is sufficiently severe that it limits or denies the ability to participate in or benefit from the University's educational program or activities.
2. **Harassment:** Any unwelcome conduct based on actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation, or other protected status).
3. **Abuse of the Conduct Process:** Abuse or interference with, or failure to comply in, University processes including conduct and academic integrity hearings including, but not limited to:
 - a. Falsification, distortion, or misrepresentation of information;
 - b. Failure to provide, destroying or concealing information during an investigation of an alleged policy violation;
 - c. Attempting to discourage an individual's proper participation in, or use of, the conduct system;
 - d. Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a conduct hearing;
 - e. Failure to comply with the sanction(s) assigned by the hearing officer;
 - f. Influencing, or attempting to influence, another person to commit an abuse of the conduct process.

Integrity—College of Saint Mary students exemplify honesty, honor, and strong moral principles. Behavior inconsistent with this value includes, but is not limited to:

1. **Falsification:** Knowingly furnishing or possessing false, falsified or forged materials, documents, accounts, records, identification or financial instruments.
2. **Forgery:** Alteration or misuse of University documents, records, or identification, or knowingly providing false documentation to the University.
3. **Academic Dishonesty:** Academic policies are outlined in the Academic Catalog.
4. **Unauthorized Access:** Unauthorized access to any University building (ex: keys, cards, etc.) or unauthorized possession, duplication or use of means of access to any University building or failing to make a timely report of a lost University access card.
5. **Trust:** Violations of positions of trust within the community.
6. **Theft:** Intentional unauthorized taking or possession of University property or the personal property of another, including goods, services, and other valuables.
7. **Trademark:** Unauthorized use (including misuse) of University or organizational names and images.
8. **Acceptable Use:** Violations of the University's institutional use and computing policy, found online here. [ADD LINK](#)

SECTION 5: Overview of the Student Conduct Process

This section is intended to give an overview of how the College of Saint Mary student conduct proceedings operate, but it should be noted that not all situations are of the same severity or complexity.

The student conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University policies, including residential community standards. Notice is defined as when any source (complainant, staff member, 3rd party, online post, etc.) is in contact with a University official regarding allegations of a policy violation.

A formal hearing may be held between the student accused of a policy violation and a hearing officer who acts on behalf of the University. A formal notice of the complaint will be issued to the student at the time when they are informed of the meeting. At CSM, hearing officers include, but may not be limited to, the individuals who serve in the positions listed below:

- Madonna Hall Director
- Lozier Hall Director
- Director of Residence Life
- Associate Dean of Students
- Vice President of Student Development

Unless unusual circumstances are present, Hall Directors will only hear cases involving residential students. Within 5 business days, a finding will be determined and that decision is final unless a student completes a successful formal appeal.

A student found responsible for a policy violation will be issued an educational sanction congruent with the individual student and his/her violations. More information about sanctions can be found in Section 7.

SECTION 7: Conduct Procedures

A. Role of Conduct Procedure Participants

The Associate Dean of Students or his/her designee will be the convener of each action outlined in this section. For Residence Life policies, the Director of Residence Life or his/her designee will serve as the convener. Definitions of roles within this section include:

- Responding Student: The person who is alleged to have violated the *Code of Conduct*.
- Complainant: The party bringing the complaint, who may be a student, employee, visitor, guest, or law enforcement.
- Witnesses: Persons who may offer information regarding the allegation or incident.
- Hearing Officer: University representative whose role is to facilitate discussion about the incident and to have an educational conversation with all parties before making a determination of responsibility in the matter. The hearing officer is also responsible for the assignment of sanctions and follow-up with students as needed.

B. Group Violations

A student group or organization, including athletics teams, and its officers and/or membership may be held collectively and individually responsible when violations of the *Code of Conduct* by the organization or its member(s):

- Take place at an organization-sponsored or co-sponsored event, whether sponsorship is formal or implied;
- Have received the consent or encouragement of the organization or of the organization's leaders or officers; or
- Were known or should have been known to the membership or its officers.

Hearings for student groups or organizations follow the same general student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual and the organization.

C. Good Samaritan Policy:

Nebraska's Good Samaritan Law (LB439) provides minors (under 21 years of age) limited legal immunity if they call for medical assistance, remain on the scene, and cooperate with law enforcement. The law does not provide protection for acts of sexual violation, threats, assaults, fake identification use, procuring for minors, harassment or hazing and other violations not named.

Student health and safety are the primary concerns of the College of Saint Mary community. College of Saint Mary's Good Samaritan Policy ensures students that seek assistance for an intoxicated individual and others will not be subject to university disciplinary action with respect to the CSM alcohol policy. (This policy does not preclude disciplinary action regarding other violations of university standards, such as: causing or threatening physical harm, sexual assault, vandalism of University property, harassment, hazing, or any other policy violations not named. Additionally, this CSM policy does not prevent action by city, county, or state authorities.) Safety and Security Officers or other CSM staff or RAs will record names of intoxicated students to enable any follow-up that may be deemed necessary to ensure students' well-being. Other information may also be recorded to allow any other appropriate follow-up.

In order for this policy to apply, the intoxicated student(s) must agree to timely completion of recommended alcohol education activities, assessment, and/or treatment depending on the level of concern for student health and safety. Severe or repeated incidents will prompt a higher degree of medical interest. Failure to complete recommended follow-up will result in a student being referred to the student conduct process. Likewise, groups or organizations involved in an incident must agree to take recommended steps to address medical concerns.

D. Notice of Alleged Violation

When a student has been accused of violating a University policy or the *Code of Conduct*, a hearing officer will be assigned to the incident. In the event of multiple students' alleged involvement, the same hearing officer will work with all parties. Usually within 10 business days, the hearing officer will contact the respondents via CSM e-mail to set up a time to meet with each of the students. At the time of this contact, the respondents will be notified of the Code of Conduct or University policy they are accused of having violated as well as the date, time, and location of the incident. Additional resources for learning more about the policies will be noted in the contact letter.

Most notices of alleged violation will contain information about a meeting that has been set up in advance between the responding student and the hearing officer. If the responding student needs to select a different meeting time, he/she must notify the hearing officer via CSM e-mail a minimum of 24 hours prior to the meeting to reschedule.

E. Formal Conduct Hearing

This meeting is intended to be an educational discussion that allows students the opportunity to learn more about expectations of the University community and how to foster good citizenship. This meeting will also serve to gather information regarding the alleged incident. At the start of the meeting, the hearing officer will offer an explanation of the student conduct process prior to beginning conversation about the alleged incident.

All meetings are closed and neither the University nor the student(s) are permitted to bring attorneys to student conduct meetings.

Witnesses may be permitted if it is believed that the witness personally observed, or has direct knowledge of, information relevant to the incident. Character witnesses are prohibited. The hearing officer reserves the right to determine whether witness commentary will be permitted. Students wishing to have a witness' statement considered must notify the hearing officer prior to the hearing, and the hearing officer will be responsible for setting up a meeting between the hearing officer and the witness. Witnesses may not be brought to a responding student's hearing.

If the responding student fails to appear for a scheduled hearing and does not attempt to reschedule the meeting, the hearing officer may make a determination regarding the student's responsibility based on the information available (including, but not limited to, incident reports, formal complaints, information presented by others involved, etc.) and may impose sanctions as a result of violations. If a student does not attend the hearing, the student forfeits his/her right to appeal the decision.

F. Alternative to Formal Hearing

In the case of first-time alleged conduct violations, the hearing officer may opt to send the responding student a letter that serves as a reminder of the University policy in lieu of a formal hearing. Within this letter, the alleged violation, date of alleged violation, time of alleged violation, location of alleged violation, and an explanation of the University policy will be presented. The responding student will be granted the opportunity to opt for a hearing, and must do so prior to the date listed in the letter, usually 5 business days. A student's choice to not respond to the letter will be interpreted as acceptance of the written warning, and the written warning will be documented as the sanction for a finding of "responsible."

G. Determination of Responsibility

Following the student conduct meeting, the hearing officer will take into consideration all information in the case including, but not limited to, students' previous conduct records, conversation and statements during hearings, written complaints, incident reports, witness statements, and other relevant information. No decisions regarding any of the responding students will be made until all parties conduct meetings have concluded. After review of this information, the hearing officer will make a determination to:

- 1) Find the accused student was not responsible for a violation of the *Code of Conduct* or University policies.
- 2) Find the accused student was responsible, more likely than not, for violating the *Code of Conduct* or University policies.

Regardless of outcome, each responding student will be contacted via CSM e-mail to be notified of the decision, usually within five business days.

If responsible, the hearing officer will outline relevant sanctions that a responsible student must complete. An explanation of the sanction, including a timeline for completion, will be presented.

Notes and statements recorded as a part of the student conduct meeting are the property of the University. Student conduct records are maintained for a period of seven years.

H. Conduct Sanctions:

One or more of the following sanctions may be imposed upon any student for any single violation of the *Code of Conduct*:

Educational Sanctions

1. Apology: A written or oral apology to a person or group affected by the actions of the student.
2. University Service: For a student or organization to complete a specific supervised University service.
3. Educational Programs: Requirement to attend, present, write, and/or participate in a program related to the violation.
4. Online Course: For cases involving alcohol or marijuana, CSM partners with 3rd Millennium Classrooms to offer an online course that teaches more about these substances. The student will be responsible for the \$35 course fee, paid directly to the 3rd-party provider.
5. Referral: Hearing officer may refer a student to counseling or another appropriate community resource.

Administrative Sanctions

1. Warning: An official written notice that the student has violated CSM policies and that more severe conduct action will result should the student be involved in other violations while the student is enrolled at College of Saint Mary.
2. Restitution: Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a space to proper condition—labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property damaged, consumed, destroyed or stolen.
3. Fines: Reasonable fines may be imposed.
4. Holds: A hearing officer may issue a hold to a student's account with the university if terms of a sanction are not completed by the stated deadline. These holds may result in a student's inability to register for classes, apply for on-campus housing, or receive transcripts.
5. Loss of Privileges: The student will be denied specified privileges for a designated period of time.
6. Confiscation of Prohibited Property: Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the Associate Dean of Students or Director of Residence Life.

7. Exclusion: Student may be excluded for a definite or indefinite period of time from all or a portion of University premises, property, buildings, or residence areas, which would be specifically outlined in the sanction.
8. Restriction of Visitation Privileges: May be imposed on a resident or non-resident student. The parameters of the restriction will be specified.
9. No Contact Directive: Prohibits contact in any form or capacity (written, face-to-face, electronic, etc.) with a stated person or persons.
10. University Probation: The student is put on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed at the discretion of the Associate Dean of Students.
11. Social Probation: The student is deemed "not in good standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the Associate Dean of Students or his/her designee. Terms of this sanction may include, but not be limited to:
 - a. Ineligibility to hold any office in any student organization recognized by University or hold any elected or appointed leadership position at the University; or
 - b. Ineligibility to represent the University to anyone outside the University community in any way including: participating in the student abroad program, attending conferences, or representing the University at an official function, event, or intercollegiate competition as a player, manager, or student coach, etc.
12. University Suspension: Separation from the University for a specified minimum period of time, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted at the time of suspension. If residential, the student is required to vacate the campus within 24 hours of notification of the sanction, though this deadline may be extended at the discretion of the Associate Dean of Students. During the suspension period, the student is banned from University property, functions, events, and activities without prior written approval from the Associate Dean of Students.
13. University Expulsion: Permanent separation from the University. The student is banned from University property and the student's presence at any University-sponsored activity or event is prohibited. This action may be enforced with a trespass action on necessary. This sanction will be noted as a Conduct Expulsion on the student's official academic transcript.

Residency Sanctions

1. CSM Housing Reassignment: Reassignment to another CSM housing assignment. Residence Life personnel will decide on the reassignment details such as location, timeline for move, etc.
2. Residence Hall Probation: Official notice that, should further violations of Residence Life or University policies occur during a specified probationary period, the student may immediately be removed from CSM residence halls. Regular probationary meetings may be imposed at the discretion of the hearing officer.
3. Removal from CSM Residence Halls: Removal from CSM housing for a specified period of time after which the student is eligible to return. Conditions for re-admission to University housing may be specified. Under this sanction, a student is required to vacate University housing within 24

hours after notification of the action, though this deadline may be extended at the discretion of the Director of Residence Life. This sanction may be enforced with a trespass action if deemed necessary. Prior to reapplication for University housing, the student must gain permission from the Director of Residence Life or his/her designee. This sanction may include restrictions on visitation to specified buildings or all University housing during the suspension. A residential student may be removed from university housing for no less than the remainder of the semester or for an indefinitely period of time. No refunded for semester room/board will be granted.

4. CSM Housing Expulsion: The student's privilege to live in, or visit, any CSM Residence Life structure is revoked indefinitely. This sanction may be enforced with a trespass action if deemed necessary at the discretion of the Director of Residence Life.

The following sanctions may be imposed upon groups or organizations found to have violated the *Code of Conduct*

1. One or more of the sanctions listed above; or
2. Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/organization), for a specified period of time. Specific instructions for reinstatement will be provided at time of sanction.

I. Parental Notification

The University reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and other drug violations. Parental notification may also be utilized discretionarily by University officials when permitted by FERPA or consent of the student.

J. Notification of Outcomes

The outcome of a student conduct hearing is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions.

As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or nonforcible sex offense, the University will inform the party bringing the complaint in writing of the final results of a hearing regardless of whether the University concludes that a violation was committed. Such release of information may only include the responding student's name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, the rationale for the outcome will also be shared with all parties to the complaint in addition to the finding and sanction(s).

FERPA defines "crimes of violence" to include:

- 1) Arson
- 2) Assault offenses (including stalking)
- 3) Burglary
- 4) Criminal Homicide—manslaughter by negligence
- 5) Criminal Homicide—murder and nonnegligent manslaughter
- 6) Destruction/damage/vandalism of property
- 7) Kidnapping/abduction

- 8) Robbery
- 9) Forcible sex offense
- 10) Non-forcible sex offense

K. Failure to Complete Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the timeframe specified by the hearing officer. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanctions and/or a hold being placed on the student's account.

SECTION 8: Appeal Review Procedures

Any party may request an appeal of the decision of the hearing officer by filing a written request to the appropriate party as outlined below within 5 business days of when the notice of outcome was delivered:

<i>Original Hearing Officer</i>	<i>Appeal Officer</i>
Lozier Hall Director	Director of Residence Life
Madonna Hall Director	Director of Residence Life
Director of Residence Life	Associate Dean of Students
Associate Dean of Students	VP for Student Development
Other	VP for Student Development or designee

Appeals requests are limited to the following grounds, which the student must address in the appeal letter in order to have the appeal considered:

1. A procedural error occurred that significantly impacted the outcome of the hearing;
or
2. To consider new evidence, that was unavailable during the original hearing, which could substantially impact the original decision or sanction. A summary of this new evidence and its potential impact must be included.

The appeal officer will conduct an initial review to determine if the appeal request meets the limited grounds and was submitted in a timely manner. If it is determined that the appeal does not meet the requirements, the original findings and sanction will stand and the decision is final. The appeal officer will notify the student if the appeal will not be heard within 5 business days of the filing of the appeal.

When new evidence is presented, the appeal officer will determine if the matter should be returned to the original decision-maker for reconsideration or if it will be reviewed by the appeal officer. For instances of appeals on procedural grounds, the appeals officer will make determinations in the case. The appeal officer may ask that the student schedule a meeting with him/her to discuss the appeal, or may determine that there is enough information to make a determination without an additional hearing. From the date of the submission of the appeal, the appeal officer usually responds to the appeal with either a final decision on the matter or a request to meet within ten business days.

The original finding and sanction are presumed to have been decided reasonably and appropriately, thus the burden is on the appealing party to show clear error. The appeals officer will limit his/her review to the grounds presented. On reconsideration, the appeal officer may affirm or change the findings and/or sanctions of the original

hearing. All decisions of the appeal officer are final. A student may not submit an appeal to the appeal officer's decision.

SECTION 9: Conduct Records

All conduct records are maintained by the University for seven years from the time of their creation except those that result in separation (suspension or expulsion, including from housing) and those that fall under Title IX, which are maintained indefinitely.

SECTION 10: Approval and Implementation

This revised *Code of Conduct* was approved on July 18, 2017, by Senior Leadership Team, and implemented on August 10, 2017.

The College of Saint Mary Code of Conduct is adapted from The NCHERM Group Model Developmental Code of Student Conduct and is used here with permission.

GENERAL STUDENT INFORMATION

Identification Card

All students must have a College of Saint Mary identification (ID) card. Campus Safety and Security officers as well as other persons in authority may request to see I.D. cards if it is needed to verify student status. ID cards may be obtained at the Campus Information Center. If an ID card is lost, the student should first go to the Express Center to pay the \$5 and bring the receipt with them to the Campus Information Center.

Immunization Requirements

College of Saint Mary requires that on-campus students entering the university be immunized against measles, mumps, and rubella. The requirement for MMR immunizations is waived for online programs. As these are preventable and contagious diseases, CSM wants to prevent the possibility of an epidemic. All students must submit accurate immunization records to Student Development that show evidence of immunity to measles, mumps, and rubella. Submission of this record is mandatory, and failure to comply will result in future registrations for classes being cancelled or restricted.

College of Saint Mary also reserves the right to deny access to campus facilities, including residence halls, if documentation of compliance has not been provided. Further, in accordance with public health recommendations, non-immune students may be excluded from the CSM campus in the event of an outbreak of any of these diseases. According to the recommendations of the Advisory Committee on Immunization Practices (ACIP) of the Centers for Disease Control (CDC), a student may demonstrate immunity to measles, mumps, and rubella in one of the following ways:

- Students born before January 1, 1957 are considered immune to Measles, Mumps, and Rubella.
- Documentation of a positive antibody titer proving immunity to Measles (rubella), Mumps, and Rubella (German measles) is acceptable.
- Documentation of two doses of (MMR) vaccine, separated by at least one month on or after the first birthday and after January 1, 1968, must be provided.

In addition to the above immunization measles requirement for all students new residential students are required to receive one dose of the meningitis vaccine MCV-4 or submit records to indicate they have had one dose within the last five years. Certain academic programs may also require a physical examination and additional immunizations prior to acceptance into the program. Students should review any specific program requirements prior to beginning their course work at College of Saint Mary. All athletes are also required to submit a medical form. Athletes return completed forms to the Athletic department. International students are required to share proof of health insurance to Enrollment Services.

Students in the MLL residence program must provide immunization documentation for their child/children to the Director of Residence Life at the beginning of each semester (fall, spring, and summer).

Contact Student Development at 402-399-2422 to obtain exemption forms to complete and return. Medical exemptions can be demonstrated by having a licensed physician or nurse practitioner certify in writing that one or more of the required immunizations may be detrimental to the student's health or is otherwise medically contraindicated. The requirements will then be waived until such immunization is determined no longer detrimental or otherwise medically contraindicated. Students who have temporary medical exemptions will be kept on a separate listing and will be notified in writing of need to submit immunization records after the temporary medical exemption date. Medical exemptions will not be accepted

for residents of Madonna Hall, due to institutional responsibility for the young /vulnerable population of children who reside in this hall.

Religious or personal exemptions will not be accepted.

Tuberculosis (TB) Testing

College of Saint Mary requires TB testing of any international student arriving from a location with an increased incidence of TB according to those identified by the American College Health Association (ACHA). Testing of high-risk students should be conducted in the United States, no sooner than 3-6 months prior to university entrance and should be completed by the beginning of registration in their first semester. These test results must be turned in to the Student Development office. Any student with a positive TST must undergo chest radiography and a medical exam, and follow treatment recommendations according to the results. To find a listing of countries with an increased incidence of TB, please go [here](#).

Meals

The University dining hall is open seven days a week during the fall and spring semesters and offers a full board plan for resident students. Non-resident students may also purchase a meal plan or put money on their ID card in the Express Center. Hours of operation are posted in the dining hall and published on MyCSM. Christina's Place, located in the Hixson Lied Commons, sells hot and cold beverages along with breakfast and lunch items.

Notary Public

For the convenience of the students and the entire College of Saint Mary community, notaries public are available during office hours in the Registrar and Student Development Offices, Walsh Hall and in the Library.

Student Agreement Form for National and International Travel

CSM has a set of basic, minimal requirements for students accepted for CSM-sponsored travel that involves an overnight stay. Trip facilitators may add their own additional expectations. The form and guidelines are to be used by CSM faculty or staff who sponsor any trip including students and requires transportation and overnight stays. To access the form and guidelines, please go to MyCSM, Forms, Student Forms.

Student Parking/Vehicle Policy

On-campus parking is available to CSM students at no cost. All student cars are to be properly licensed as well as registered through the Information Center, and a CSM sticker must be displayed on the car when it is parked on campus. While parked on campus, students should keep vehicles locked and not leave any personal property or valuables in plain sight. Resident students may only maintain one vehicle on campus. The university assumes no risk from damage to any vehicle that occurs on campus.

No parking areas: No vehicle shall be parked in any unauthorized area which includes, but is not limited to: crosswalks, blue handicapped parking stalls or the areas to the left and right of these stalls marked in yellow lines, red fire lanes, or any space marked 'No Parking'; nor shall any unauthorized vehicle be parked in a space marked with a sign for a particular individual.

Vacation periods: Only residential students may leave their vehicles on campus during vacation periods, and to do so, residents must notify the Director of Residence Life. Vehicles that remain on campus during vacation periods must be parked in a designated area, in order to facilitate snow removal and parking lot repairs, etc.

Inoperable Vehicles: Vehicles which have been damaged, have a flat tire, or are not in running condition must adhere to parking regulations and must be removed from the campus within six (6) days, or as instructed by Security. Report inoperable vehicles to Security Office at 402-670-8848.

Continual violations may result in towing.

Solicitations

The on-campus sale or solicitation of anything (including distribution of samples) by anyone who is not affiliated with CSM is prohibited. Exceptions for registered student organizations can be found in the Student Organizations Manual provided by the Student Leadership and Organizations Office. If a solicitor is on campus, it should be reported to the Student Development Office or Security.

Student Handbook

A handbook describing policies and information of interest to students is available on-line at <http://www.csm.edu/student-life>. All students are expected to read the Student Handbook and abide by its policies.

Veterans Benefits

College of Saint Mary welcomes veterans and their dependent family members who wish to pursue their educational goals through our undergraduate and graduate programs. The U.S. Department of Veterans Affairs through **The Servicemen's Readjustment Act of 1944** – known as the **GI Bill of Rights** and the **The Harry W. Colmery Veterans Educational Assistance Act**, also known as the "**Forever GI Bill**," offer educational programs and financial assistance for qualifying veterans and their dependents. The Registrar's Office will assist the veteran and/or dependent family member in using the benefits stated on the VA issued Certificate of Eligibility (COE).

College of Saint Mary is a VA-approved institution and a **Yellow Ribbon Program** participant.

COMPLAINT PROCESS

In the spirit of providing our students with a quality education and offering an appropriate array of support services to the community, College of Saint Mary has taken steps to create an accessible complaint process.

The complaint procedures have been established to address concerns that arise within the University community. In addition, the University has a federal obligation to track student and stakeholder complaints to help us monitor the quality of our operations and services.

The following definitions will help you navigate the complaint process.

Key Definitions: Relationship to CSM

Student: Any individual currently enrolled with full-time or part-time status or an individual previously enrolled within the last six months.

Alumni/Alumna: Any individual who completed a program of study and graduated from the institution.

Stakeholder: Any individual who is not or has not been a student at the institution, but who has had direct experiences with personnel, services or facilities affiliated with the University or who has personal or professional affiliation with institution.

Key Definitions: Types of Complaints

Complaint: A complaint is defined as occurring when an individual believes that any decision, act or condition affecting them is illegal, unjust or creates unnecessary hardship.

Informal Complaint: An informal complaint is defined as a complaint that can be resolved where the individual discusses the matter directly with the staff, faculty, or department personnel in which the issues originated. If resolution is not reached at this level, the next contact should be the supervisor, program director and/or Associate Dean.

Formal Complaint: A formal complaint is defined as a complaint submitted in writing and initiated by the affected individual after the complaint could not be resolved informally. Individuals filing the formal complaint will be contacted about actions taken to resolve the complaint.

Informal Complaint Process

As stated, a complaint is defined as occurring when an individual believes that any decision, act or condition affecting them is illegal, unjust or creates unnecessary hardship.

When an individual encounters a problem on campus or feels there has been unfair treatment, he/she should first try to resolve the issue informally with the faculty, staff or department personnel directly involved. Many issues can be resolved by making an appointment to appropriately discuss the concern.

If a complaint is not resolved through this action, the individual should contact the supervisor, program director or Associate Dean. For some types of complaints (academic appeals, Title IX Violation concerns, financial aid appeals), CSM has established complaint procedures. In those cases, the procedures found in those policies will be followed. University personnel will

be able to help identify these types of complaints and direct to individual to the appropriate policies and procedures.

College of Saint Mary seeks to resolve all complaints in a timely and effective manner.

To that end, the following contact information is available to individuals for resolving complaints.

Concern Contact List

Concern	Contact Person	Contact Information
Academic Actions or Decisions	The appeals process is also found in the Academic Catalog (Academic Regulations and Information, Academic Appeals)	402-399-2693; academicaffairs@csm.edu
Student Development	Vice President for Student Development	402-399-2422
Academic Records	Registrar	402-399-2442; registrar@csm.edu
Dining Hall	Director of Food Services	402-399-2649 CSMDining@csm.edu
Enrollment/Admissions	Vice President for Enrollment Services	402-399-2355 enroll@csm.edu
Financial Aid	Director of Financial Aid	402-399-2362 finaid@csm.edu
Business Matters	Vice President for Financial Services	402-399-2646
Residence Life	Director of Residence Life	402-399-2483 campuslife@csm.edu
Student Billing	Director of Student Accounts	402-399-2429 Expresscenter2@csm.edu
Athletics	Athletic Director	402-399-2451 athletics@csm.edu
Human Resources	Director of Human Resources	402-399-2430 hr@csm.edu
Sexual Harassment/Sexual Assault		402-399-2430 or TitleIX@csm.edu

Formal Complaint Process

If an individual cannot find a resolution for the concern informally, a formal complaint can be submitted. The intention is to provide a procedure whereby complaints are processed promptly and resolved fairly. Individuals will submit a formal complaint using the **Online Formal Complaint Form**. The complaint will be forwarded to key individuals who will address the concern and communicate with the individual who submitted the formal complaint. For additional information about filing complaints and access to the Online Formal Complaint Form, see [Complaint Processes | College of Saint Mary](#).

ACADEMIC REGULATIONS AND INFORMATION

Academic Responsibility

The Vice President for Academic Affairs is the official representative of the University in matters pertaining to the scholastic life of the student body. Regulations made by her/him in addition to, in abrogation of, or in interpretation of, the following regulations have the same force as the regulations themselves.

In case of a discrepancy between the University catalog and other publications or academic information provided by any faculty or staff member other than the Vice President for Academic Affairs, the catalog takes precedence.

The University reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings. Students withdrawing from the University completely for a period of one calendar year or more are bound by the catalog in effect when they re-enter, unless the student is away for one to two semesters on an Official Leave of Absence.

It is the responsibility of each student to be acquainted with all requirements for her degree program and to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy, or disagreement, the regulations and requirements stated in this catalog and any subsequent modifications or interpretations by the Vice President for Academic Affairs will prevail.

Academic Actions and Appeals for Probation and Dismissal for Undergraduate Programs

Probation: In order to be considered a student in good standing at the College of Saint Mary, an undergraduate student must earn and maintain a cumulative grade point average of 2.00 or better. Any undergraduate student who fails to earn a 2.00 grade point average in any term or whose cumulative grade point average drops below 2.00 is classified as a student on probation. Designation of probation status occurs after each academic term. Students who left CSM on probation and are readmitted in a future term will remain on probation. They will be evaluated for removal of probation at the end of their first semester.

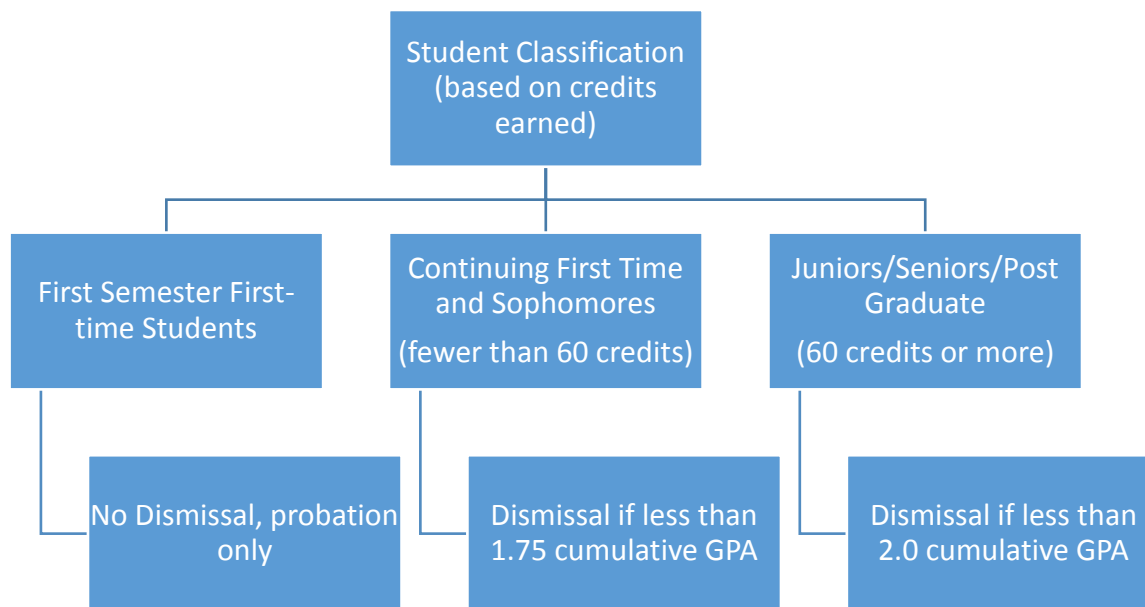
Dismissal:

Student Classification – Cumulative GPA

First semester freshman students – no dismissal, probation only

Continuing freshman students and sophomores – dismissal if less than 1.75 cumulative GPA

Juniors/Seniors/Post Graduate – dismissal if less than 2.00 cumulative GPA



Academic dismissals for undergraduate students are determined after spring semester of each academic year. A student who is subject to academic dismissal may appeal a dismissal in writing to the Vice President for Academic Affairs. Any student who is academically dismissed may apply for readmission to the university after one term (not including summer school). Upon readmission to the university, a student may resume study and apply for financial aid. Readmission is not a guarantee of financial aid, so students returning to the institution should verify that they are eligible to receive financial aid.

Academic programs may define standards for probation and dismissal that are more stringent than the university standards for undergraduate students. A student could be placed on probation or dismissed from an academic program but still remain eligible for enrollment at the university. Consult the program handbooks for more information about the probation and dismissal standards for each academic program.

Academic Appeals Process for Undergraduate Programs

The Student Academic Appeals Board exists to provide the student with a means to appeal a specific academic decision that the student considers unwarranted, unjust or capricious. A student who wishes to make an appeal related to an academic matter must begin the process no later than one month after the end of the semester in which the decision was made.

It is the responsibility of the instructor to inform students of course requirements, evaluate students fairly on the basis of the academic performance, encourage free and open discussion, inquiry and expression in the classroom, and identify methods of evaluation/grading that will be used for the course. It is the responsibility of the student to inquire as to course requirements when in doubt, maintain the standards of academic performance established by the professor, and to follow the appeal process if she believes her academic rights have been violated.

The process for an Academic Appeal is as follows:

- 1) Discuss the matter of appeal with the instructor.
- 2) Discuss the matter of appeal with the Program Director of the course.

List of Program Directors:

<https://my.csm.edu/campuservices/academicaffairs/Pages/Academic%20Affairs.aspx>

3) Discuss the matter of appeal with the course Associate Dean.

4) If the appeal is then not resolved, submit a "Student Academic Appeal Form" (forms are available in the Academic Affairs Office, Walsh 166 or MyCSM > Forms > Student Forms > Student Academic Appeal Application). The Vice President for Academic Affairs or designee for Academic Affairs, or designee, will convene the Academic Appeals Board.

It is the responsibility of the Academic Appeals Board to evaluate each case confidentially and fairly and to develop a course of action that will resolve the matter. The Academic Appeals Board will notify the parties involved in the appeal and schedule a hearing in which both parties are present to state their side of the case. The board will make a decision within two weeks following the hearing.

Membership in the Student Academic Appeals Board consists of two faculty members and one alternate, to be elected by the Faculty Assembly, the Assistant Dean for Retention Programs, and two students, to be elected by the student body association. The Vice President for Academic Affairs or designee for Academic Affairs will serve as Chair. In addition, for each case there will be one faculty member, to be appointed by the student registering the complaint, and one student, to be appointed by the faculty member against whom the complaint is filed.

Recommendations made by the Student Academic Appeals Board are forwarded to the Vice President for Academic Affairs. Her/his decision is final.

Academic Actions and Appeals for Dismissal for Graduate Programs

Graduate students are required to maintain a cumulative grade-point average of 3.0 (other program requirements and exceptions listed below.) **Failure to maintain the cumulative grade-point average will result in dismissal from the program in which a student is enrolled and the College of Saint Mary.**

- For students in the Ed.D,: Failure to earn a B or better in any course will result in dismissal from the program and the College of Saint Mary.
- The Physical Therapy Program (DPT) requires students maintain a 3.0 GPA and can earn no more than two course grades of a "C" to maintain progression in the CSM DPT program.
- The Occupation Therapy Program (OTD or MOT) requires students maintain a 3.0 GPA and can earn no more than two course grades below a "C" to maintain progression in the CSM program. (Fieldwork grades of "unsatisfactory" will count as a grade below a C.)
- The Physician Assistant Studies Program requires a cumulative grade point average of 2.5. Earning two grades below "C" in any semester will result in dismissal from the program and the College of Saint Mary. If at any time during Phase II the student receives a second grade of below "C" in a required or elective rotation, the result will be dismissal from the program and the College of Saint Mary.
- For students in the MHS program: Failure to earn a B- or better in any course will result in dismissal from the program and the College of Saint Mary.

- For students in the MKES program: Failure to earn a B or better in any course will result in dismissal from the program and the College of Saint Mary.
- For students in the MAT program:
 1. Earning a C- or lower in any graduate course will result in dismissal from the program and the College of Saint Mary.
 2. Earning a C grade in more than one graduate course will result in dismissal from the program and the College of Saint Mary.
- For students in the MSOL program:
 1. Earning a C- or lower in any graduate course will result in dismissal from the program and the College of Saint Mary.
 2. Earning a C grade in more than one graduate course will result in dismissal from the program and the College of Saint Mary.

A student who has been dismissed from a program and the College of Saint Mary may submit an appeal requesting that the dismissal be overturned. An appeal of a dismissal must be filed no later than thirty (30) days after the end of the semester in which the student was dismissed. In order to appeal a dismissal, a student must submit a letter (electronic submissions are required) that outlines the rationale for the appeal to the Office of Academic Affairs. The Graduate Policies and Appeals committee will consider the appeal and make a recommendation to the Vice President for Academic Affairs. The VPAA will make the final decision and communicate with the student.

Please note: Students in the MSPAS program will follow the policies and procedures as outlined in the PA Program Handbook. Students in the MOT program will follow the policies and procedures as outlined in the OT Student Manual.

Progression in the EDD doctoral program requires that students successfully pass a comprehensive examination. The comprehensive evaluation should be completed prior to enrollment in the Research Proposal course. Students must have committee members approved by the program director in the semester prior to comprehensive exams.

The EDD Doctoral Committee comprised of CSM faculty and outside members prepared at the doctoral level, will determine the satisfactory completion of the comprehensive examination. The expectations of the comprehensive evaluation include the following items:

- A. The chair of the Doctoral Committee prepares the exam with input from members of the committee. The examination may take a variety of formats: take-home, on campus, a combination of the two formats above, or other formats approved by the Doctoral Committee.
- B. The exam should assess the extent to which the student meets the core competencies of the program of study.
- C. The format is a synthesis of course work 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.

A student who fails the comprehensive exam may repeat the examination one time if approved by the Doctoral Committee.

Academic Appeals Process for Graduate Programs

Academic Appeal exists to provide the student with a means to appeal a specific academic decision that the student considers unwarranted, unjust or capricious.

If the matter is related to grades, final course grades only are subject to appeal.

It is the responsibility of the instructor to inform students of course requirements, evaluate students fairly on the basis of the academic performance, encourage free and open discussion, inquiry and expression in the classroom, and identify methods of evaluation/grading that will be used for the course.

It is the responsibility of the student to inquire as to course requirements when in doubt, maintain the standards of academic performance established by the professor, and to follow the appeal process if it is believed that her/his academic rights have been violated.

Pre Appeals and Appeals Processes for a student Academic Appeal

Pre-appeal process for an Academic Appeal:

As the pre-appeal process precedes the formal appeal process, it must be conducted in a timely manner. The formal appeal process, should the student make that choice, must be started with the submission of the appeals form (see below), no later than seven days after the official posting in Self Service of the final course grade related to the matter of the appeal.

- 1) Discuss the matter of appeal with the instructor, if applicable. If the matter of the appeal is not resolved;
- 2) Discuss the matter of appeal with the appropriate Program Director. If the matter of the appeal is not resolved;
- 3) Discuss the matter of appeal with the Associate Dean for the course. If the matter of appeal is then not resolved, the student may choose to submit a written appeal (forms are available in the Academic Affairs Office, Walsh 166 or MyCSM > Forms > Student Forms > Student Academic Appeal Application) to the office of Academic Affairs. Should the student make that choice, the Associate Dean will be able to guide the student to the formal appeal process.

Formal Appeal Process for an Academic Appeal

If the matter of appeal is then not resolved through conversation with the instructor, program director or Associate dean, the student may file a written appeal (forms are available on MyCSM, Resources, Division of Academic Affairs, Academic Forms) and submit to the office of Academic Affairs.

A student who wishes to make an appeal related to an academic matter must begin the process by completing and filing the appeal form no later than seven days after the official posting in Self Service of the final course grade related to the matter of the appeal. The student has the burden of proof for the academic appeal and as such, may submit relevant materials related only to the matter of the appeal.

Graduate Policies and Appeals Committee action

It is the responsibility of the Graduate Policies and Appeals Committee to evaluate each case confidentially and fairly. Upon request by the chairperson of the Graduate Policies and Appeals Committee, the office of academic affairs will notify the party whose decision/action is being appealed and schedule a hearing in which both parties have an opportunity to state their perspective of the case. Academic appeals are not a legal proceeding, therefore legal counsel is not permitted at the academic appeal hearing. The Graduate Policies and Appeals Committee will make a recommendation to the Vice President for Academic Affairs who will make the final decision.

The Vice President for Academic Affairs will notify the student of the final decision.

Academic Advising

Every degree-seeking student at College of Saint Mary is assigned an academic advisor who assists in academic matters and helps in planning a cohesive program to achieve the goals set by the student. Any major decisions regarding the academic program should be handled through the academic advisor. **Final responsibility for meeting degree requirements rests with the student.** A student may request a change of advisor through the Registrar's Office.

Academic Integrity Policy

In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at CSM. Academic honesty relies on trust and includes adherence to institutional policies and guidelines established by the instructor in a given course and prohibits, among other things, the behaviors outlined below.

Policy summary: Each member of the academic community is responsible for maintaining and enforcing academic integrity and avoiding behaviors that undermine the education of others or result in an unfair academic advantage.

Examples of Academic Misconduct:

Violations of academic integrity can take many forms, including, but not limited to, the following:

1. Plagiarism - The representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, including in a paper sentences or ideas taken from a source without giving credit to that source.
2. Cheating - Disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor as part of any academic exercise.
3. Collusion - Unsanctioned collaboration on individual assignments
4. Deception and misrepresentation - Knowingly furnishing or facilitating the furnishing of false information, for example, forged signatures, lying about submissions or reasons for missed assignments or classes, falsifying recommendations, etc.
5. Other academic misconduct - Examples of other academic misconduct include, but are not limited to: multiple submissions (submitting the same work for more than one class without permission), sabotage or abuse of academic materials, behaviors that result in an unfair academic advantage, violations of professional clinical codes of conduct.

Students who are unsure whether a behavior is acceptable are expected to contact the instructor for clarification.

Process and Documentation:

When an academic integrity infraction is suspected, the instructor will meet with the student and discuss the concern. If the concern is raised by a staff member (for example a tutor or proctor in the Achievement Center), the staff member will meet with the course instructor to determine appropriate follow-up. If the suspected infraction is a higher level offense (level 3 or 4) the Program Director or other academic administrator will also be present for the conversation. This discussion will be documented on the Academic Integrity Form as a "concern conversation." Follow-up will depend on the result of the concern conversation.

- If there is strong evidence that the infraction occurred, the instructor will determine the level of the infraction and appropriate sanctions.
- If additional information is needed the instructor will notify the Program Director or Division Chair, who will oversee the follow-up.
- If the infraction is suspected, but cannot be proven, the instructor will note this on the Academic Integrity form, and no sanctions will be applied.

The final determination, with level and sanctions where applicable, will be recorded on the Academic Integrity Form and filed in the Academic Integrity Database.

The Academic Integrity form will be used to report all cases of suspected academic misconduct, including low level offenses based on student ignorance of expectations. Instructors are expected to address even minor and accidental infractions, so the students will learn appropriate and acceptable practices. These conversations will be documented and the documentation stored in a searchable, electronic database. This documentation is not a form of punishment. It is simply a method for documentation and tracking.

The Academic Integrity database will be housed in Academic Affairs and will only be accessible by designated Academic Affairs staff to determine whether a student has previously been made aware of inappropriate behavior (through a concern conversation) and/or whether the student is a repeat offender.

Levels and Sanctions:

The University recognizes that there are varying degrees of academic integrity infractions and appropriate sanctions should fit the severity of the infraction. Types of infractions have been divided into four levels. These levels are described below:

Level 1: Misconduct on a minor assignment and/or accidental infractions due to lack of knowledge of relevant academic integrity expectations.

Level 1 sample sanctions: A grade of F on the assignment; a resubmission of the assignment for reduced points; a warning and required completion of student academic misconduct training module; an additional assignment related to academic integrity; mandatory appointment with writing tutor, etc. Maximum Level 1 Sanction: A grade of F on the assignment.

Level 2: Intentional misconduct, and/or accidental misconduct in which the student should have known* that the conduct was wrong, and/or second offense level 1 infractions.

*the should have known standard is based on information the student explicitly had access to. For example, the conduct was discussed by the instructor in class or was explicitly forbidden in the assignment; or the conduct was covered in the student training module and the student has presented proof of successfully completing this module.

Level 2 sample sanctions: Resubmission of the assignment with significantly reduced grade; a grade of F on the assignment; a grade of F in the course; a course grade reduction and required completion of student academic misconduct training module or other academic integrity related assignment, etc. Maximum Level 2 Sanction: Failure of course

Level 3: Intentional actions that are more flagrantly dishonest in character, and/or impact a major or essential portion of the course work, and/or lead to harm or risk of harm to others, and/or violate professional clinical code of conduct. Examples include, but are not limited to: Intentional misconduct on a major class or program requirement; violation of the clinical code of conduct for the profession; forgery of university signatures or documents; intentional sabotage of the work of other students; second offense level 2 infractions.

Level 3 sample sanctions: A grade of F for the course; dismissal from the program; academic probation or dismissal from the University (with or without notation on transcript). Maximum Level 3 Sanction: Dismissal from the University with notation on transcript

Level 4: Severe intentional infractions and/or misconduct in off-campus setting that causes harm or serious risk of harm to others (e.g., dangerous breaches of professional conduct in clinical, fieldwork, practicum, internship, student teaching, etc.); fourth offense level 1 infractions, third offense level 2 infractions, or second offense level 3 infractions.

Level 4 sample sanctions: Dismissal from the program; dismissal from university with notation on transcript; non-conferral or revocation of degree with notation on transcript. Maximum Level 4 Sanction: Non-conferral or revocation of degree with notation on transcript.

Appeals:

A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure. A copy of this procedure is found under Academic Appeals.

Academic Load

Definitions:

Undergraduate full time is 12 credits or more. Three quarter time is 9 to 11 credits. Half time is 6 credits. Less than half time is 5 credits and below.

Graduate full time is 9 credits or more. Half time is 6 credits. Less than half time is 5 credits and below.

The recommended load a student should carry in any academic semester is 16 hours of credit. Overloads of more than 18 credit hours require the approval of the Registrar. Normally students will not be permitted to take more than an additional 3 credits beyond 18 credit hours. A student may carry no more than 12 semester hours during a summer session without the approval of her advisor and the Registrar. In order to be eligible for an overload, a student must meet all of the following requirements:

- have a cumulative GPA of at least 3.0
- earn a GPA of at least 3.0 for the semester preceding the semester for which the student is requesting an overload
- not have an Incomplete "I" for the semester preceding the semester for which the student is requesting an overload.

Requests for overloads of more than 21 credit hours require the approval of the Vice President for Academic Affairs or designee for Academic Affairs. In order to be eligible for an overload, a student must meet all of the following requirements.

- have a cumulative GPA of at least 3.5
- earn a GPA of at least 3.5 for the semester preceding the semester for which the student is requesting an overload
- not have an Incomplete "I" for the semester preceding the semester for which the student is requesting an overload.

No overload request beyond 24 credits hours will be approved.

Academic Year and Semester Hours Policy

One credit hour is equivalent to 1 hour of lecture plus 2 hours preparation per week for a total of 45 hours per semester or the equivalent, as appropriate to intended learning outcomes and as measured by student achievement. This requirement may be fulfilled as follows.

15 weekly class sessions held over the period of a 16-week semester and including 1 hour of direct faculty instruction with an additional requirement of at least 2 hours of reading, assignments, or other appropriate work per week completed outside the classroom, for a total of 45 hours.

One hour of direct instruction includes 50 minutes of instruction and 10 minutes break.

Non-traditional courses (i.e. non-lecture courses) must require 45 hours of student work to result in the award of one credit hour. Such courses may include, but are not limited to, service learning, online, laboratory, and physical activity courses, internships, directed research, and independent study.

Courses offered in less than 16 weeks must fulfill the 45 hour requirement as explained above to ensure the same level of student achievement of intended learning outcomes as provided in a 16-week semester.

Credit hour is synonymous with semester unit or unit.

CSM requires that 1) faculty shall ensure that the time involved in student learning per credit hour is the equivalent to that needed to attain the learning outcomes in comparable courses; 2) learning outcome equivalency may be achieved through multiple course modalities; 3) credit hour equivalencies are to be based on documented qualitative and quantitative expectations for the learning outcomes; and 4) student learning outcome equivalencies reflect differences in delivery methods, quality of instruction and interaction, degree of supervision, measurements of student work, academic disciplines, academic calendars, and degree levels.

The following minimum guidelines shall be followed.

Traditional lecture courses - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes that would result from approximately 15 hours of faculty instruction and 30 hours of out-of-class student work during the instructional period.

Laboratory/Studio courses - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes that would result from approximately 45 hours of combined direct instruction, laboratory/studio work, and out of class study during the instructional period.

Independent study courses - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes that would

result from approximately 45 hours of individual work which may include direct instruction or student study during the instructional period.

Courses offered in a shortened format - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes similar to those in a traditional 15 week course. Outcomes may be achieved through a combination of direct instruction, learning activities, and student study during the instructional period.

Online courses - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes. Outcomes may be achieved through any combination of instructor-led asynchronous or synchronous online learning activities, as well as student to student, student to instructor, and/or individual learning activities. For existing traditional courses that are also taught online, the student learning outcomes and credit hours should be the same regardless of modality.

Hybrid courses (a course which utilizes a combination of face-to-face and online instruction) - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes similar to those in a traditional 15 week course. Outcomes may be achieved through any combination of face-to-face instruction, instructor-led asynchronous or synchronous online learning activities, as well as student to student, student to instructor, and/or individual learning activities.

Internship/preceptorship/field experience/clinical experience(clinical practice) courses - a semester credit hour consists of at least 45 hours of supervised internship and/or related activities during the instructional period. If a program has specialized accreditation the field experience should follow the guidelines of the accrediting organization unless that amount is less than the stated hours above.

Private music lessons and recital courses - a semester credit hour consists of the equivalent of at least one half hour per week of direct faculty instruction or supervision as well as sufficient student practice to meet the learning outcomes during the instructional period.

Performance/production courses – a semester credit hour consists of the equivalent of at least 45 hours in varying combinations of rehearsal time, performances, and individual practice.

Combination modalities – any courses that include multiple modalities of instruction that are not explicitly outlined above, shall follow the federal guidelines. Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes that would result from approximately 15 hours of faculty instruction and 30 hours of out-of-class student work during the instructional period.

Advanced Placement

Students who have taken advanced or college-level courses in high school on the College Board Advanced Placement Tests are responsible for having scores forwarded to the Registrar's Office at the University to apply for college credit and/or advanced placement. The amount of credit allocated is determined by the following chart.

AP EXAM	REQUIRED TEST SCORE	COURSE AWARDED	CREDIT EARNED	NOTES
Art – Drawing	3,4,5	ART 213	3	
Art History	3,4,5	ART 202	3	
Biology	3,4,5	BIO 100	3	non-majors

Calculus AB	4,5	MTH 201	4	
Calculus BC	4,5	MTH 202	8	
Chemistry	4,5	CHM 110	3-4,6-8	
Computer Science A	3,4,5	BIS 101	3	
Econ: Macro	3,4,5	ECO 131	3	
Econ: Micro	3,4,5	ECO 132	3	
Eng Language/Comp	3,4,5	ENG 101	3	
Eng Literature/Comp	3,4,5	ENG Literature elective	6	
Environmental Science	3,4,5	ELECTIVE CREDIT		
European History	3,4,5	ELECTIVE CREDIT	3,6	
French Language	3,4,5	GCD Credit	3,6	
French Literature	3,4,5	ELECTIVE CREDIT	3	
German Language	3,4,5	GCD Credit	3,6	
Govt&Politics:Compare	3,4,5	HPS Elective	3	
Govt&Politics: US	3,4,5	HPS Elective	3	
Human Geography	3,4,5	ELECTIVE CREDIT	3	
Classic Languages	3,4,5	ELECTIVE CREDIT	3,6	
Music Theory	3,4,5	ELECTIVE CREDIT	3	
Physics B	4,5	PHY 202, 203, 204, 205	8	
Psychology	3,4,5	PSY 101	3	
Spanish Language	3,4,5	SPN 111	3,6	
Spanish Literature	3,4,5	SPN 411 OR SPN 412	3	
Statistics	4,5	MTH 242	3	
Studio Art (2D,3D,Drawing)	3,4,5	ART ELECTIVE	3	
US History	3,4,5	HPS 131, HPS 132	3,6	
World History	3,4,5	HPS 375	3	

Americans with Disabilities Act (ADA)

A student with a certifiable learning or physical disability who requires special accommodations, should call and make an appointment with the ADA office at 402-399-2490 or email ada@csm.edu. *Considerable lead-time is required for accommodations, so it is important that your request is received in the Achievement Center ADA office as early in the semester as possible.* **Please note that your request will be handled confidentially.**

The University will make reasonable accommodations for an otherwise qualified disabled student in compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students are responsible for self-identifying and requesting accommodations.

Faculty are not required to make disability accommodations unless official documentation is provided to them by the ADA officer.

Attendance

No person is allowed to attend class unless officially enrolled on a credit or non-credit basis with the appropriate tuition paid.

Regular attendance at classes is expected of all students. The student is directly responsible to the instructor for attendance at classes and for work missed through late registration, illness, family issues, or any other cause. Each instructor will explain in his/her classes the procedures he/she wishes to follow in case of absence. This policy is to be included in the course syllabus and given to each student at the first class meeting. Each instructor is responsible for enforcing his/her stated attendance policy. In case of unsatisfactory work due to excessive absence, the instructor, after giving oral or written warning to the student, may initiate withdrawal action with the concurrence of her/his Associate Dean (Administrative Withdrawal).

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 opportunities may be provided but are not guaranteed. Failure to achieve course outcomes due to absence(s) may result in failure of the course.

In the case of extended absences due to extraordinary circumstances, the student is expected to make arrangements with all instructors as soon as possible for making up work and assignments or complete the required paperwork for an incomplete, in accordance with the existing policy in the academic catalog. Arrangements for missing assignments will be recommended by the instructor/course coordinator to the Program Director. If work cannot be made up, the student is expected to complete a Withdrawal form which is available from the Registrar's Office.

Absence (University-Authorized) for University-Sponsored Activities

In addition to a documented and bona fide medical emergency or the death of an immediate family member, absences from class are authorized for students who, as individuals or members of athletic teams or other organized groups, represent the university in university-sponsored activities. The Physician Assistant Studies program (Levels 4 and 5) will follow the University-Authorized Absence policy described at the bottom of this section.

The following groups are included: (1) members of authorized varsity teams (athletic and otherwise) participating in scheduled intercollegiate competitions (practices and training sessions are excluded); (2) participants in university-sponsored curricular and co-curricular activities led by faculty and/or staff; and (3) student engagement sponsored by the institution and approved by the Vice President for Academic Affairs (e.g., research presentations, and performances at national conferences or events). Though such absence for university-sponsored activities is authorized by the university, faculty and staff leading such activities should make every effort to ensure minimal disruption of student class attendance.

The student is responsible at a minimum for notification to the faculty in the first week of the semester or as soon as possible, preferably in the first class meeting, of any absences that will occur as well as notification the week before the absence, including departure times. A student who anticipates missing class for an excused absence is required to discuss this issue with the instructor during the first week of class or as soon as possible to determine the possible solutions or consequences of missed class meetings. Courses in some programs with special accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences. The student will need to work with her advisor to take classes appropriate for the requirements in the curricular or co-curricular activities.

If the student provides adequate notification as outlined above, faculty are expected to honor a valid excuse for a university-authorized absence and to provide reasonable make-up work without penalty as specified in their syllabi. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course or determine if an alternative assignment is possible. Academic Programs can determine acceptable parameters for "reasonable make-up work" for their faculty.

Due to the requirements of the clinical year of the PAS program, students are strongly encouraged to discuss with their academic advisor whether or not it is wise for them to participate in outside employment or intercollegiate athletics. The student will not be excused from any Supervised Clinical Practice Experience (SCPE) or examinations for employment, university-sponsored activities, or CSM athletic practice/event. Students involved in university-sponsored activities may request approval of an absence to the PAS Program Director at least two weeks prior to the activity for consideration. The PAS Program Director will make the decision regarding the university-sponsored activity. Unexcused absences as described in the PAS Program Handbook will result in removal from the clinical site, a failing grade for the course, and possible dismissal from the program.

The Vice President for Academic Affairs will make the final decision in the event of questions or the need for an exception to the above policy.

Audits

Students who audit courses are not held responsible for the work and receive no grade or credit and may attend once approved tuition has been paid. Courses taken as audits are not counted as credit for financial aid purposes. A course that is audited may not be changed to a credit course after the late registration period.

Authorship Guidelines for Undergraduate Programs

Scholarly Presentations and Publications: When the faculty member has offered substantial guidance and feedback during the scholarly project process, student(s) are listed as authors; the faculty person is listed as contributing author or placed sequentially following the student author(s). This would include course work that has been required for a course. The faculty should be informed, involved in the editing/proofing and included as second author.

Use of student work: Permission should be obtained and attribution should be given, if appropriate,* when faculty use student work in their own professional presentations or publications.

Credit to other organizations: Credit is limited to College of Saint Mary unless another organization has provided resources for a portion or all of the work. In that instance, they may be credited with providing resources. Other organizations such as the place of employment should not be included in the credits.

Permission from other sources: Permission must be obtained in writing from sources used such as diagrams or theoretical frameworks prior to publishing.

*If students are identified, written permission from the student(s) must be obtained.

Authorship Guidelines for Graduate Programs

Authorship guidelines pertain to research projects on which faculty, or faculty and students may collaborate. This research is outside of required coursework and is intended to be

published or disseminated in some way. Individuals who make a contribution through such activities as editing, proofreading, writing assistance, or supervision can be acknowledged, but not included as authors. Students are sole authors for student projects, dissertations, theses, or other coursework.

The guidelines below describe criteria for authorship status. All four criteria must be met to be an author on a research project.

Substantial contributions to the conception, planning, or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND

Drafting the work or revising it critically for important intellectual content; AND

Final approval of the version to be published; AND

Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

(Guidelines modified from International Committee of Medical Journal Editors www.icmje.org)

Cancelled Classes

When classes are cancelled due to weather conditions or some type of emergency situation, an announcement is made via a text message. All students are encouraged to sign up for the CSM Alert when they enroll at College of Saint Mary. Adverse weather cancellations can also be accessed through the local television networks.

Classes may be cancelled on an individual basis due to instructor illness or other type of emergency. The instructor will notify the Registrar's Office which will place a sign on the classroom door and post the information on MyCSM under announcements. The instructor will also communicate the cancellation to the class.

Candidates for Degrees

In order to graduate, a student must satisfy the degree requirements listed in the catalog at the time the student began matriculation at College of Saint Mary if the student has maintained continuous registration. The student should meet with her/his academic advisor and verify satisfactory completion of degree requirements for bachelor and associate degrees as outlined in the Academic Catalog. If the student has had more than a one-year interruption in attendance at College of Saint Mary, then he/she will fulfill the requirements in effect at the time of his/her re-admittance to the University. **Although the academic advisor will assist the student with planning, final responsibility for meeting degree requirements lies with the student.**

File an application for degree no later than April 1 for December graduation or September 1 for May or Summer graduation. The same date holds for students applying for certificates. Forms are available electronically under Forms on MyCSM.

All financial, library, and other university accounts must be settled before the diploma or transcript is released.

Change of Catalog

A student is allowed to change her program of study to the requirements of a later course catalog. This change will affect all academic requirements for Major(s), Minor(s), Supporting Fields and General Education. There can be no retroactive use of the form. The form is signed by the student, her advisor and the program director.

Change of Advisor or Major

Once a student is officially accepted by the University and into her chosen major program, the student is assigned a permanent advisor from the major field. Students may subsequently request a change of advisor through the Registrar's Office.

A student who wishes to change majors must discuss this change with both the current academic advisor and the faculty of the program to which the student is changing. If the decision to change is made, the student must file a Change of Major Form available on MyCSM, Forms. Nursing, Occupational Therapy and Pre- Physician Assistant status majors require an internal application and students may switch to that major only if they are officially accepted into that program.

Classification of Students

First-year students have fewer than 30 credits hours. Upon satisfactory completion of 30 semester hours of credit, students are classified as sophomores; upon satisfactory completion of 60 semester hours, students are classified as juniors; upon satisfactory completion of 90 semester hours, students are classified as seniors. Class level changes at the end of the semester after all grades are posted. Postgraduate students seeking a second bachelor degree are classified as seniors. Postgraduate students seeking a master's degree, a post baccalaureate certificate, or a doctorate are classified as graduate students.

Commencement and Graduation Guidelines.

College of Saint Mary holds Commencement ceremonies at the end of the Spring semester (May) and Fall semester (December).

In order to participate in the May graduation ceremony, a student must be an anticipated May or summer graduate (or a previous December graduate).

A May graduate must meet all graduation requirements by the end of the Spring Semester.

A summer graduate must meet all graduation requirements by September 1. To be eligible to walk in the May ceremony, a student may have no more than 9 hours of credits remaining. Programs in which more than 9 hours of credit are planned to be completed in the summer will be handled on an exception basis.

A December graduate must meet all graduation requirements by the end of the Fall Semester.

If degree requirements have not been met, the student will re-apply for the next available graduation date by completing another Application for Degree.

Graduation dates are set by the academic calendar and/or individual programs. Students who finish their programs in May or December will have the graduation date of the graduation ceremony. Students who finish in the summer will have the graduation date determined by the Program Director depending on the completion of the program requirements.

Students who have delayed graduations will be graduated at the end of the month in which they complete their requirements.

Competencies

All degree-seeking students at College of Saint Mary must demonstrate basic competencies in English and mathematics.

Students are placed in the appropriate English and/or math course based upon their ACT/SAT scores or their transfer credits. In the absence of these scores or appropriate transfer credits, a placement exam will determine the appropriate level of course as required by their academic program. A student may request to take the placement exam in lieu of using the ACT/SAT scores for placement.

Conditional Admission/Strategies for Success Course

All conditionally admitted students are required to take IDS 121 (Strategies for Success) during their first semester at CSM. This course is repeatable.

Course Prerequisites:

A course prerequisite means that a lower level course must be taken and passed with a grade of "C" or better before the higher level course can be attempted. Example: ENG 231, American Literature I requires that a student take and pass ENG 101 before attempting ENG 231. If the grade of "C" or better is not earned in the prerequisite course, the course must be retaken before attempting the higher level course. Any exception to this policy would require the approval of the program director of the course.

Courses at Other Institutions

Degree-seeking students (bachelor and associate degree candidates) attending College of Saint Mary are required to take all classes at the University. Under special circumstances, students enrolled in a degree-seeking program, whether full- or part-time, may transfer in credit hours from another accredited institution while enrolled in a degree program at College of Saint Mary. The number of credit hours allowed may never exceed nine credit hours.

Credits from a study abroad program, a concurrent dual degree program or an approved partnership agreement between College of Saint Mary and another institution/company may not be subject to this policy.

The above policy does not affect credits earned prior to a student's transfer to College of Saint Mary from another institution, articulation agreements and courses required for a major not offered at College of Saint Mary. Degree-seeking students must complete a minimum of 36 hours of the last 45 credit hours at College of Saint Mary.

Students who study abroad may request special consideration from the Vice President for Academic Affairs if fewer than 36 of their last 45 credits will be taken at CSM due to the study abroad.

PRIOR PERMISSION must be obtained from the student's major program Associate Dean before taking an off-campus course. The Approval for Off Campus Course form (available in the Express Center or online at <https://my.csm.edu/Services/Registrar/default.aspx>) must be filled out with appropriate justification and signatures (student's advisor, Registrar, and Associate Dean).

Requests for prior approval to take a course at another institution will not be accepted if:

- any of the required signatures are not on the form;
- a justification is not stated on the form;
- the justification is not adequately sufficient to merit approval in the opinion of the Associate Dean; or
- the student has already enrolled in or taken the course for which prior approval is being sought

Students should not enroll in an off-campus course or courses **before receiving final approval**. This policy applies to all degree-seeking students at College of Saint Mary, regardless of their degree program.

Acceptance of transfer credits by College of Saint Mary cannot be guaranteed without this prior permission.

Credit for Prior Learning

Students may have the opportunity to gain credit for college-level learning obtained outside the college setting. Learning is considered college-level if it is generally applicable, includes both a theoretical and a practical understanding of the material and if it meets the following criteria:

1. The student can demonstrate that what was learned is equivalent to the achievement levels expected of college work.
2. The maximum number of credits to be gained through alternate means is limited to 10 percent of the completed study program degree requirements.
3. Credits by alternate means, other than portfolio credit, are not considered among the credits to be taken in residence.
4. All requirements for credit granted by alternate means must be completed prior to the beginning of the final semester before graduation.
5. After completion of a challenge exam, acceptable grades of "P" (pass), "S" (satisfactory) or a letter grade of C or above will be recorded on the transcript as transfer credit. Credit by portfolio will be recorded as College of Saint Mary credit.

Methods by which college-level learning can be demonstrated include challenge examinations, CLEP examinations, DSST examinations, and credit by portfolio assessment. Individuals must be enrolled as students at College of Saint Mary to take advantage of these options. *Some graduate programs do not accept credit for prior learning. Check with the Program Director.*

Credit by Challenge Examination

Students may earn credit without formal enrollment in courses, subject to availability of this option in specific departments. Courses must be approved by the Associate Dean for the program of the student's major and the Vice President for Academic Affairs.

Departments may require laboratory projects, written reports, evidence of satisfactory skilled performance, etc., in lieu of, or in addition to, examination performance.

Procedure: To apply for credit by examination for a course, a student registered at College of Saint Mary must submit an Alternatives for College Credit Form, obtain approval from her academic advisor and the Program Director of the program offering the course, pay the required charge, and obtain the approval of the Vice President for Academic Affairs. Upon receipt of an approved request, the chairperson of the department offering the course will be responsible for the following:

1. Establishing the procedure and standards for granting course credit by examinations without enrollment in the course.
2. Providing for the administration of the examination, usually through the Achievement Center.
3. Notifying the Registrar of the appropriate grade when a student has earned course credit by examination (Alternatives for College Credit Form to be used).

A student may not receive credit by examination for a course that is a prerequisite for a course already taken or for an equivalent college course already taken. Students should plan to take

credit by examination early in their college careers, preferably during the first year of matriculation at the University.

Credit by College-Level Examination Program (CLEP)

This computer-based program may be used for granting college credits to those who demonstrate proficiency in specific subjects. The following are guidelines for accepting credit:

1. Credits earned by CLEP are granted to enrolled students. Such credits may be counted toward degrees but count as transfer credit: i.e., they may not be included in the residency requirements for graduation.
2. The CLEP General Examination for the English Composition with essay will be accepted in lieu of ENG 101. The primary use of the remaining tests will be placement, guiding a student into a particular field and assessing the student's general background in these areas.
3. College of Saint Mary accepts the ACE recommended score to award elective credit for CLEP tests, however it is at the discretion of each department to determine the score required to meet a program requirement or additional requirements such as essay parts of tests or laboratory experiences. Students fulfilling additional requirements will be subject to regular charges. Regular tuition will be charged for a one-hour lab requirement.
4. The College will use the CLEP recommendation for the number of credit hours accepted, except where additional requirements are made (see 3 above). No grades or quality points will be assigned to CLEP credits.
5. A student may not receive credit through CLEP for a course that is a prerequisite for a course already taken or for an equivalent college course already taken.

Credit through Portfolio Development and Assessment

Portfolio is an extended statement about personal, professional, and educational goals, a chronology of relevant professional experiences, and an extensive written description, analysis, and documentation of these experiences.

Portfolio Credit must be requested before the end of the first week of classes each semester following the procedure below:

1. The student meets with the advisor and the instructor to review the course.
2. If the advisor and/or instructor believes the experiences appear to have involved college learning, the advisor completes a Request for Portfolio Credit form including whether the student will get a letter grade or prefers the Pass/Fail option (only used for elective credit), obtains required signatures, and forwards it to the Portfolio Program Coordinator.
The Request for Portfolio Credit form is available in the Express Center or MyCSM.
3. All portfolios will be presented in a manner consistent with the academic discipline for which the portfolio is prepared.
The portfolio may be a written paper or other substantive project or product that demonstrates college-level learning as assessed by a faculty review and consistent with the rigor appropriate to that discipline. Any form of portfolio should demonstrate academic excellence with respect to its development, presentation, and delivery.
A portfolio will generally consist of the following minimum requirements:
--A title page which shall list the course(s) being petitioned together with student contact information including name, address, and telephone numbers (work and home);

- A Table of contents;
 - Resume;
 - Statement of learning goals;
 - Supporting documentation (In the event of projects or products that cannot be reduced to writing, photographs, drawings, source codes, or other evidence may be submitted at the discretion and direction of the faculty reviewer to fulfill this requirement.)
4. The final grade will be entered by the faculty reviewer assigned to the portfolio during final grade entry for the semester in which the portfolio is completed.
 5. The portfolio will be kept on file with the documentation for 30 days after the grade has been posted. When credit is accepted, a letter or pass/fail grade will be given as stipulated in the course petition.
 6. Restrictions:
Students may not receive credit through Portfolio Development and Assessment for:
 - a course that is a prerequisite for a course already taken
 - an equivalent college course already taken
 - certain restricted courses (please see the program coordinator for restricted courses)
 Students must be degree seeking or seeking certification or recertification and be currently enrolled at College of Saint Mary to seek portfolio credit. A time limit of one traditional semester for completion is allowed. The university policy for incomplete grades may be applied if requested. Students have the opportunity to develop portfolios throughout their academic careers at College of Saint Mary, but may not exceed 10% of the total credit hours required for their degree.
 Note: Credits obtained by these alternative methods, excluding some DSST examinations, are accepted at College of Saint Mary. Official documentation must be provided in order to obtain these credits. Policies at other educational institutions may vary. However, the maximum number of portfolio credits for the Ed.D. program is 6, with approval from the Program Director and Vice President for Academic Affairs or designee.
 7. Credit established through Prior Learning and Portfolio Program Development and Assessment is accomplished through College of Saint Mary initiated outcomes and evaluated by College of Saint Mary faculty, and therefore, those credits will be recorded as being earned from College of Saint Mary.

Developmental Courses (Courses numbered below 100 level)

Any courses numbered below 100 level will receive university credit, but such credit will not be counted toward the academic hours required for degree completion. Such courses are graded as Pass/No Pass and are not calculated in the cumulative GPA.

Examinations

Undergraduate course examinations are given at the close of each semester. An equivalent evaluative instrument may be used in place of a written examination. A final examination or equivalent instrument is required. Students must be at the scheduled final examination unless excused by the instructor of record. The final examination schedule is located on the Registrar's Office web page. <https://my.csm.edu/Services/Registrar/default.aspx>

Family Educational Rights and Privacy Act

College of Saint Mary is in compliance with the Family Educational Rights and Privacy Act (FERPA). Any student at College of Saint Mary may personally inspect, review, and at the student's expense, have a copy made of any records (except another school's transcript) kept regarding her college career. Where more than one student is involved in a record, the student may have the information concerning only herself and that will be transmitted orally.

Listed below are the records presently kept by the University. A student wishing to examine any record should make a request of the appropriate administrator. Requests must be in writing. The record will be made available within 45 days of the request.

Student Record	Administrator
Academic record	Registrar
Department record	Advisor or Program Director*
Financial record	Student Accounts**
Health record	CHI Health
Financial Aid record	Financial Aid Director**
Graduation requirements checklist	Academic Advisor

* Where a student has declared a major, the student should file a request with the Program Director; otherwise, with the advisor.

** Students may not examine any item revealing financial information about their parents.

The Registrar's academic file for a student contains the latest transcript, academic action letters, test results, credit by exam, change of grade/major/curriculum, academic plan, name change, transfer credit evaluation, any documentation related to FERPA hearings, and any relevant correspondence. These records are scanned and stored permanently off site. The information in the advisor file is usually a duplicate of this file or personal correspondence and does not need to be retained after the student graduates or leaves.

Directory information is information not generally considered harmful or an invasion of privacy if disclosed. This information includes, but it is not limited to: name, address, telephone listing, field of study, weight & height of athletes, most recent previous school attended, date and place of birth, participation in officially recognized activities and sports, and dates of attendance, degrees, academic awards and honors. Directory information may be disclosed without prior written consent unless the student has notified the University not to release this information. Written notice must be made to the Registrar's Office within 10 days following the beginning of each semester. Any student choosing to have this information withheld should note that her name will not be released for Dean's List or other honors, nor will it be included in the commencement program.

In order to protect the right to privacy, the University will not make any records not designated as directory information available, without the student's written consent, to anyone other than College of Saint Mary officials with a legitimate educational interest, officials of other schools to which the student has applied, certain governmental officials, parents who establish student's dependency status, and certain persons in connection with an application for financial aid.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to the student's

records and PII without her consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to the student's education records and PII without her consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII from her education records, and they may track her participation in education and other programs by linking such PII to other personal information about her that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

If a student concludes that her record contains inaccurate, misleading, or otherwise inappropriate data, the student may request an informal meeting with the appropriate administrator to see if, through discussion, a satisfactory agreement can be reached concerning correction, explanation, or deletion of material.

If a satisfactory agreement cannot be reached informally, the student may file with the Vice President for Academic Affairs a written request for a hearing before the Academic Appeals Board of the University. Any member of the board having a direct interest in the case may not participate. The board's decision will be rendered in writing within a reasonable period of time and is final.

The student has a right to file a complaint with the U.S. Department of Education concerning alleged failures by College of Saint Mary to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202-8520

Students may request a copy of any such records (except transcripts) in College of Saint Mary's possession at a cost of 10 cents per page. Anything in a student's record that the student does not understand will be explained. The records are reviewed and materials expunged periodically.

Forms

Forms used by the academic and administrative offices are available in an electronic format. The electronic signature is based upon the CSM login and password. Any form completed and electronically signed based on these credentials is considered binding.

Grade Point Average

The grade point average (GPA) of a student is computed by dividing the total number of quality points by the GPA credits. GPA is calculated to three (3) decimal points and does not round up or down. Grades for transfer hours are not included in the College of Saint Mary GPA.

Grade Reports

Midterm and final grade reports are available on-line through Self Service (MyCSM.edu). Grades are entered per the published deadline in the academic calendar (located on MyCSM). Courses which end before the semester end date will be entered within two weeks of the end of the course. Because of the provisions of the Students' Right to Privacy Act, no grade information can be given over the telephone.

Grading System

The scale for the percentage method of grading will be defined and published by each individual academic program.

A student's final grade in each subject is based on class work and participation, tests and/or other requirements completed during the course and the final examination. Class attendance is also considered if it states so in the instructor's syllabus. The quality of a student's work, expressed in terms of letters and points, is reported as follows:

GRADE	DESCRIPTION	QUALITY POINT
		(PER SEM. HR.)
A or A+	Superior intellectual initiative and achievement	4
A-	Above Average Attainment	3.67
B+	Above Average Attainment	3.33
B	Above Average Attainment	3
B-	Above Average Attainment	2.67
C+	Average (satisfactory work)	2.33
C	Average (satisfactory work)	2
C-	Low Average (Inferior but passing*)	1.67
D+	Inferior but passing*	1.33
D	Inferior but passing*	1
D-	Inferior but passing*	.67
F	Failure	0
AF	Failure—excessive absences	0
AU	Audited course (no credit)**	0
W	Official Withdrawal (no credit)**	0
AW	Administrative Withdrawal (no credit)**	0
FW	Administrative Withdrawal (no credit)	0
I	Incomplete**	0
IP	In Progress****	0
IR	Incomplete Research Project in progress**	0
P	Pass-Fail Option: pass (credit)**	0
NP	Pass-Fail Option: no pass (no credit)**	0
NC	No Credit**	0
SA	Satisfactory: Clinical (credit)***	0
UN	Unsatisfactory: Clinical (no credit)***	0

* Grades of C- and D are not considered passing in many majors and programs. See your academic advisor for specific information.

** Not included in calculating GPA.

***Used to record grades in clinical labs and field experiences. It is not an individual grading option as is P/NP but applies to all students in the course. Credit earned with SA (satisfactory) may be counted toward graduation but is not included in GPA. However, UN (unsatisfactory) functions as a failure in the GPA.

****Used for courses, clinical or rotation experiences which continue over multiple semesters.

Honors and Awards

Dean's List: Eligibility for Dean's List includes 1) successfully completes at least 12 semester hours; 2) earns a grade point average of 3.5 or above, and 3) has no grade of Incomplete.

President's Honor Roll: Eligibility for the President's Honor Roll includes: 1) successfully completes at least 12 semester hours, 2) earns a grade point average of 3.9 or above, and 3) has no grade of Incomplete.

Dean's List/President's Honor Roll honors are given each semester.

Honors at Graduation: Graduation with honors is based on the student's GPA for College of Saint Mary courses only. To be eligible for honors, the student must complete at least 65 semester hours of College of Saint Mary courses at the bachelor's degree level or 37 semester hours at the associate's degree level. To graduate with honors, a student must meet the following standards:

Summa Cum Laude (B.A., B.S., B.G.S., B.R.S)	3.9 GPA
With Highest Honors (A.A. or A.S.)	3.9 GPA
Magna Cum Laude (B.A., B.S., B.G.S., B.R.S)	3.7 GPA
With High Honors (A.A. or A.S.)	3.7 GPA
Cum Laude (B.A., B.S., B.G.S., B.R.S.)	3.5 GPA
With Honors (A.A. or A.S.)	3.5 GPA

Honors Night Convocation: Each year at the Honors Night Convocation, public recognition is given to students who have excelled in academic leadership activities. Students recognized for the following awards are selected through a process which involves faculty and staff nominations of students meeting eligibility requirements, completion of biographical information by nominated students, and final selection by a Student Awards Committee comprised of faculty and staff.

Undergraduate Achievement Award: The Saint Catherine Medal is given by Kappa Gamma Pi to a full time student, who in her first two or three years of college, has maintained an outstanding record of academic achievement and has also exemplified high standards of character and leadership.

Spirit of Saint Mary Award: Recognizes one graduating student for her outstanding contributions to the quality of campus life at College of Saint Mary through her leadership, academic achievement, and service to the community. This award is presented at the commencement ceremony.

Sr. Mary Constance Walsh, RSM Society: Students are admitted annually for upholding the ideals of academic excellence and leadership and service as set forth by Sr. Mary Constance Walsh. Nominations are presented to the Student Awards Committee for final selection.

Sigma Phi Sigma: This National Mercy Honor Society honors students distinguished for scholarship, fidelity and service as exemplified in the educational ideals of Catherine McAuley, founder of the Sisters of Mercy.

Kappa Gamma Pi: The National Catholic College Graduate Honor Society emphasizes scholarship and campus leadership before graduation and encourages active participation in all phases of adult life after graduation. Selection of candidates must be made among students graduating with honors who are in the upper 10 percent of their class.

Walk Tall Honors Program: The Walk Tall Honors Program provides an opportunity for academically successful undergraduate students to form a supportive community while exploring issues and gaining experiences that will expand their understanding of a variety of academic, artistic, civil, ideological, scientific, social, psychological, and cultural topics or issues.

Student Eligibility Criteria:

- Current CSM undergraduate students with more than 12 credit hours of college level coursework with cumulative GPA greater than 3.50. New applicants to the Walk Tall Honors Program must have at least 4 semesters left before they receive their undergraduate degree at CSM, so that they have an opportunity to graduate as a Walk Tall Honors Program graduate.
- Entering First Year students with a minimum cumulative high school GPA greater than 3.75, SAT score greater than 1180, ACT score greater than 24, or graduation in the top 10% of their high school class. Students must have at least 4 semesters before they receive their undergraduate degree at CSM, so that they have an opportunity to graduate as a Walk Tall Honors Program graduate.
- Transfer undergraduate students new to College of Saint Mary with more than 12 credit hours of college level coursework with a minimum cumulative GPA greater than 3.50. New applicants must have at least 4 semesters before they receive their undergraduate degree at CSM, so that they have an opportunity to graduate as a Walk Tall Honors Program graduate

Students complete the application available

- for current CSM students: <https://my.csm.edu/communities/honors/Pages/default.aspx>
- for new CSM students: <http://www.csm.edu/academics/walk-tall-honors-program>

The application process includes writing a 30-minute essay. See the application for information on completing the essay. Accepted students enroll in Honors 101, a 0-credit hour course which appears on course schedules. The syllabus specifies the Walk Tall Honors Program activities and assignments for the semester. To complete a semester in the program, students attend 4 scheduled activities and successfully complete the assignments associated with the activities.

To successfully complete the Walk Tall Honors Program and be recognized at graduation, students must complete 4 semesters in the program as an undergraduate. If a student registers for Honors 101 and then withdraws during the semester, she may reapply to the program. If a student's cumulative GPA falls to 3.5 or below, she may remain in the Program for one semester. If she does not raise her GPA to over 3.5 in the probationary semester, she will need to withdraw from the Program. If she completes 4 or more semesters in the Walk Tall Honors Program and then her GPA falls to a 3.5 or below, she will not receive a Walk Tall

Honors Program certificate or medallion at graduation, though her participation will be noted by the HNR 101 courses on her transcript.

Note: Graduating as a successful Walk Tall Honors Program graduate is different from graduating with academic honors.

Incompletes

A grade of Incomplete may be used in circumstances when, for serious and unforeseen reasons beyond the student's control, she is unable to complete the work of the course. To request an extension of time beyond the semester, a student will file with the instructor a written application for a grade of "I" (Incomplete) giving reasons for the request. The form is available electronically or in the Express Center. The student must have achieved a passing grade at the time of application and must have completed the majority of assigned work for the course. The student must apply at least two weeks before the end of the course. If extenuating circumstances prevent applying within two weeks, document this on the application and consideration will be given to waive the two-week deadline. Some courses do not allow for the grade of Incomplete.

If the instructor grants permission, the instructor and student meet to determine:

1. The means to be used to complete the work.
2. The time limit set for completion, not to exceed six weeks from the time the course concludes.

Copies of the completed application will be filed with the Registrar's Office, instructor, advisor and the student.

If a further extension of time is needed, the student will file, before the deadline, a written application for extension with the instructor, who will in turn seek the permission of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the Registrar's Office of the extension of time, if granted. All Incomplete grades must be removed by the end of the semester following the term in which the Incomplete was received.

If the Incomplete is not removed within the specified time, the Incomplete becomes a failing grade of "F".

The Incomplete Research (IR) grade is used for research-in-progress which may not be complete within one semester. Incomplete Research (IR) grades must be removed by the end of the first semester after a student finishes her program of study or the grade becomes an "F".

Incomplete Addendum for Graduate Programs

If a student receives an incomplete grade 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, incomplete grades are not allowed.

The final course grade for all courses shall consist of a letter grade, except for EDL 999, Dissertation, which will receive a P/NP 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.

International Baccalaureate (IB)

<http://www.ibo.org> IB is an international program for students through the high school level which develops their intellectual, personal, and social skills. The program exposes students to languages, social studies, experimental sciences, mathematics and fine arts. Students may study at the standard level (SL) or higher level (HL). An examination is taken at the end of the program and scores from 1 to 7 (7 being the highest) are awarded.

CSM will grant up to 28 semester credits to students who successfully complete the program and meet the required test score indicated in the table below. Listed are the exams for which CSM will award credit.

IB SUBJECT EXAM	REQUIRED TEST SCORE	COURSE AWARDED	CREDIT EARNED	NOTES
Biology	HL 5, 6 or 7	BIO Elective	3	General Education Science – no credit for Biology majors
Chemistry	HL 4, 5, 6 or 7	CHM 100/101	4	General Education Science or Math – no credit for Chemistry majors
English	HL 5, 6 or 7	ENG 101	3	General Education English
English	HL 5, 6 or 7	ENG Elective	3	General Education English
Foreign Language	HL 5, 6 or 7	Elective Credit	3	Elective
History	HL 5, 6 or 7	HPS 110	3	General Education History
Math	SL, 5, 6 or 7	MTH Elective	3	General Education Science or Math, or Elective
Philosophy	HL 5, 6 or 7	PHL 206	3	General Education Philosophy
Sociology	HL 5, 6 or 7	SOC 101	3	General Education Social Science

Leave of Absence (LOA)

This program is a planned interruption in a student's formal educational program. It is designed for full-time or part-time students in good academic standing. Students are not required to register or maintain active status while on a leave of absence. The leave does not apply toward degree time limits. If approved, a student may go on leave for a minimum of one complete semester, and no more than two semesters during her undergraduate enrollment. A leave of absence in the Master of Arts in Teaching (MAT) program is limited to one semester. Any exception would be approved by the MAT program director. Leaves will not be granted retroactively. Permission for a leave of absence requires the approval of the advisor and the Program Director for the student's major program. The final decision for approving a LOA lies with the major or program in which the student is enrolled at the time of the application. Students should check with their major advisor or the Program Director BEFORE applying for the LOA to ascertain if their program allows students to apply for a LOA. If courses are to be taken at another institution during the leave of absence, the student must consult the Vice President for Academic Affairs to secure permission for transient study, and provide the Registrar's office with transcripts upon her return. Students who take a leave of absence will be subject to the guidelines and requirements of the academic catalog under the year in which they were first admitted to the university. Physician Assistant Studies (PAS) students who take a leave of absence must follow the policies and procedures for deceleration related to the leave of absence defined in the PA program handbook.

To qualify, a student must satisfy the following criteria:

- Be registered during the Fall/Spring semester immediately prior to the beginning of the leave;

- Have a cumulative GPA of at least 2.0—both at the time of application for leave and following the posting of grades for the semester immediately preceding the term of the requested leave of absence;
- Have her College of Saint Mary account paid in full, both at the time of leave application and following the posting of grades for the semester immediately preceding the term of the requested leave of absence;
- Apply for LOA at any time, but no later than two weeks after the beginning of the next regular term; and
- Have no pending disciplinary action.

The complete guidelines and forms are available from the Express Center or on-line at: <https://my.csm.edu/campuservices/registraroffice/Pages/default.aspx>

Mid-Semester Evaluations for Undergraduate Students

Evaluations of students are made at mid-semester. Grade reports are available on-line through Self Service on the MyCSM web page, <https://my.csm.edu>. Each student doing low-passing or failing work in any course is expected to meet with her academic advisor.

Pass-Fail Courses

Students have the opportunity to elect some courses on a pass-fail basis. Often students desire an elective course in a field unrelated to their own, but hesitate to enroll in the course because they do not wish to compete with students majoring in the area covered by the course.

In order to encourage such students, pass-fail courses may be chosen according to the following stipulations:

1. Students are allowed to take a maximum of four courses for which they may receive a grade of pass or fail.
2. Only one pass-fail course may be taken per semester.
3. Pass-fail courses may only be elective courses. They may not be courses in the General Education Core, in the student's major, minor or supporting fields.
4. Students should submit a letter to the Registrar's Office with the following information: the course to be taken, request that the grade should be entered as pass-fail, advisor's signature and instructor name. The Registrar will verify that the course meets the criteria above and will forward a copy of the letter to the instructor.
5. After registering for a course on the pass-fail basis, students may not change to taking the course for a grade (or vice versa), no matter how well they do in the course when they are taking it. Students do, however, have the regular one week after registration to make changes.
6. Pass-fail courses will be counted toward the credits required for graduation, but they will not be considered in computing the GPA.

Policy for Repeating Courses for Undergraduate Programs

A student may remove a C, D or F grade from the GPA calculation by repeating the course. The course to be repeated must be repeated at College of Saint Mary. The credit and GPA for the highest grade earned will be used to recalculate the cumulative GPA. Semester hours and GPA from the lowest grade earned will be removed from the cumulative average. The original course entry will remain on the permanent record.

Policy for Failing/Repeating Courses for Graduate Programs

The academic expectation is that all graduate students will earn superior grades. A student is required to achieve a minimum grade point average of "B" (GPA 3.0) in all graduate courses

to be allowed to progress to the next semester of coursework. Students in the Master of Science in Organizational Leadership and Master of Arts in Teaching programs may earn only one "C" during the program of study. Students in the MOT program will follow the policies and procedures as outlined in the Occupational Therapy Student Handbook. The Physician Assistant program will follow the academic standards, remediation, and deceleration policies defined in the PA Program Handbook.

Whenever a student receives a "C" or lower in a graduate course, the Program Director will communicate with the student regarding progression in the program.

A student may appeal a theory or practicum/internship/preceptorship grade, or other academic decision, following the procedures available from the Office of Academic Affairs 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.

Professional Conduct

Inherent in the professions are values demonstrated through professional conduct. Examples of professional values include demonstrating a commitment to one's profession, demonstrating cooperation and collaboration, exhibiting intellectual and personal integrity and adhering to graduate program and practicum/internship/preceptorship agency policies. These categories serve as examples by which the student may be evaluated in the area of professional conduct.

In keeping with the philosophy of the College of Saint Mary and a Graduate level program of study, a student is expected to exhibit professional behavior when performing course related activities or representing the University in any capacity. The student is expected to follow the "Code of Conduct" identified in the Graduate Program Catalog.

a. Professional Conduct

A. Commitment to the Profession:

1. When in any community agency experience, the student should be identified as a College of Saint Mary student by official identification. The student is expected to exhibit a professional manner which includes, but is not limited to, having a neat, clean appearance and utilizing appropriate language and behavior.
2. The student notifies the faculty appropriately when she/he is unable to complete expected course-related responsibilities, will be absent from the experience, or must leave the area prior to the end of the scheduled experience.

b. In practicum/internship/preceptorship settings, graduate students are required to be well groomed and dressed to reflect a professional image. Students will abide by host agency policies for dress code. Students will be asked to leave the practicum/internship/preceptorship experience if their appearance does not meet the guidelines for professional image and personal appearance or the agency policy on dress code.

c. A graduate student being asked to leave a host agency for any reason is grounds for dismissal from the program. Examples include but are not limited to the following:

A. Others' welfare:

1. The student is expected to conduct him/herself in a nondiscriminatory and nonjudgmental manner that is sensitive to diversity.
2. When in the community in either an internship or practicum/internship/preceptorship, the student places the welfare of others first by: being accessible and prompt in answering requests; establishing a priority of activities which reflects others' needs; and being responsive and reliable when needs are identified. The student preserves and protects others' autonomy, dignity and rights.

- B. Cooperation and collaboration:
 1. The student interacts professionally with faculty, staff, community members, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and authority for clarification. (Faculty> Program Director> Associate Dean> Vice President for Academic Affairs.) The student's written work is accurate, has a professional appearance, and is completed according to standards of the community agency and College of Saint Mary.
 2. The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive criticism.
 3. The program director reserves the right to adjust assignments as warranted by objectives, facility requests and faculty availability. Any changes which substantially affect a student's schedule will be communicated to the student by the program director.
- C. Intellectual and personal integrity:
 1. The student exhibits intellectual and personal integrity by readily acknowledging mistakes and/or oversights, and takes action to correct the situation. The student is honest and truthful when interacting with others and in completing written work. The student completes his/her own work, not representing anyone else's work as being his/her own. The student identifies group collaboration on projects when appropriate. Refer to the Policy on Academic Honesty in the Graduate Program Catalog.
 2. The student is expected not to enter any learning environment if impaired by physical or mental illness, medication or substance abuse, or any other problem that could jeopardize her/him or others.
 3. Any student who is asked to vacate a facility by duly authorized personnel of the facility is subject to a recommendation of immediate dismissal from the University by the Graduate Admissions and Policies Committee. Decisions of dismissal may be appealed in accordance with Graduate Program Catalog policy.
- d. Consequences of Unprofessional Conduct
 - A. Initial action
 1. If displaying unprofessional conduct, the student will be sent from the classroom, practicum/internship/preceptorship or laboratory setting by the instructor or designated authority. The instructor will then notify the Program Director. The Program Director will notify other university officials as deemed necessary. Appropriate documentation will be completed.
 - B. Follow-up
 1. The Program Director and any other University officials as deemed necessary will review any violation of the Code of Conduct. The student has the responsibility to follow appropriate communication channels within two weeks of documentation of the incident in an attempt to resolve the situation. The student will be notified if she/he may return to the classroom or practicum/internship/preceptorship setting. If warranted, the situation may be brought to the Graduate Admissions and Policies Committee for review. The student will be notified of the committee decision.
 - C. Consequences

Practicum/internship/preceptorship time missed in the above situation will be considered as an unexcused absence and may result in the unsuccessful completion of the course. Unprofessional conduct may result in student dismissal from the graduate program.

Program Completion Time-Frame

Completion of the program of study within six years is expected for the Master's degrees.

Completion of the program of study within eight years is expected for the doctorate degree. It is required that doctoral students remain continuously enrolled during dissertation work. Any extensions to this time frame may result in repeating coursework as recommended by the Graduate Policies and Appeals Committee and approved by the Vice President for Academic Affairs or designee. Completion of EDL 811: Doctoral Seminar I: Introduction To Doctoral Education and EDL 812: Doctoral Seminar II: Critical And Analytical Thinking Skills For Educational Leaders are required before a dissertation student may seek research approval from his/her doctoral committee. Following the proposal courses, a student may have one semester to seek and gain research approval from his/her doctoral committee. After research is approved by the committee, students are eligible to begin taking Dissertation 999 credit hours. A maximum of six semesters of Dissertation 999 credit hours are allowed. By the end of the sixth semester of Dissertation 999, a student must gain approval for her or his written dissertation and successfully defend the dissertation.

Master degree students may not have more than six credits remaining to complete in the summer to participate in the May commencement and hooding ceremonies. All coursework must be completed before the next academic year begins. Doctoral seeking students must successfully complete their oral defense to participate in commencement.

Registration

Currently enrolled students and new students register via on-line registration. The Registrar's Office registers student in cohort graduate programs. All degree-seeking students must meet with their advisors to discuss their registrations. The advisor then authorizes the student to register on-line. Students who have a second major, minor, or secondary education minor, should meet with that advisor first, have the advisor sign a Registration Authorization form, and then take that form to their primary advisor for authorization. The student may register and make any changes to her registration via PowerCampus Self Service located in MyCSM (<https://selfservice.csm.edu/Home.aspx>). Students are solely responsible for any changes made in their schedule of classes without prior approval of their advisors. Registration for the fall semester takes place in early spring and, for the spring and summer semesters, in late fall. Registration for classes incurs a financial obligation and enrollment is finalized when the student makes semester financial arrangements for payment of tuition either online or in the Express Center. Students are expected to complete registration prior to the first day of classes, as indicated by the directives from the Registrar's office.

Late registration, for valid reasons, is permitted. The last date for late registration for day and evening classes is one week after the first day of class. Late registration for classes held in summer or weekend formats is only permitted if the student has attended the first class meeting.

Senior Capstone

Each baccalaureate degree program requires of its majors to demonstrate proficiency in the content of her major. This may take the form of a written or oral comprehensive examination, research project, recital, exhibit or other approved project.

Student Directory

The University will make available an online Student Directory in MyCSM listing each student's name, home address, home telephone number, local address, local telephone number, and a

CSM E-mail address. Any student who does not wish to have information published about her should provide a written request to the Registrar's Office. A notification form is available in the Express Center. The Registrar will then omit her listing from the Student Directory. This information is for College of Saint Mary community use only, not to be released to another person or organization.

Transcripts

To obtain a transcript of credits a student must submit a signed request to the Registrar's Office. There is no charge. Transcript request forms are available electronically and in the Express Center. No transcript is released until all accounts are settled with the Express Center, including any delinquency on outstanding loans or library fines. The University does not release copies of transcripts (high school or college) or other documents received from other institutions.

Requests can also be made on-line through the Department of Education Student Clearinghouse using a credit card for the National Clearinghouse handling fee.

[\(http://www.csm.edu/Campus_Services/Registrars_Office/Transcript_Request/\)](http://www.csm.edu/Campus_Services/Registrars_Office/Transcript_Request/)

Undeclared Majors

Students who have not declared a major must declare a major no later than the end of their fourth semester at CSM. In order to declare a major, a student must meet the admission requirements of the major, meet with the Program director of the major, complete a change of Major/Minor/Advisor form with the required signatures, and submit it to the Registrar's Office. Students classified as Pre-Nursing must declare a major, BSN or other, no later than the end of their second semester at CSM.

Waiver of Liability for Off-Campus Studies and Activities

A student of College of Saint Mary who enrolls in any internship or other off-campus studies or activities voluntarily waives any claim against the school authorities for any injury suffered in connection with travel to and from and/or while at work or study involved in such off-campus studies and activities. The student must look solely to the owners and/or off-campus study/activity hosts and/or its insurance carrier for compensation. The student is responsible for providing her own insurance for any injuries that may be suffered while engaging in off-campus studies and activities.

Withdrawal from Course

Withdrawal vs. Drop: A student has a specific period of time at the beginning of a class when they may drop the class. The class then disappears from their transcript. After the end of the "add/drop period", if the student does not want to complete the course, it is a withdrawal and the course stays on the transcript with a grade of W.

Students, with the approval of their advisors, may withdraw from a full-semester course with a grade of W up to the end of the 12th week of the semester. The deadline for withdrawing with a grade of W from a non-traditional or graduate course (not full semester course) is the point when 80% of the course is complete. See examples below:

Course Length	Drop Deadline	Withdrawal Deadline
15 weeks	End of 1 st week of classes	End of 12 th week
12 weeks	End of 1 st week of classes	End of 10 th week
10 weeks	Before the 1 st class meeting of each course or within 48 hours after the end of the first class	End of 8 th week
8 weeks		End of 6 th week
6 weeks		End of 5 th week

4 weeks	meeting (except for 1 day courses).	End of 3 rd week
3 weeks		End of 2 nd week

The deadline for dropping a one-credit seminar is 5:00 p.m. the day before the course begins.

After the withdrawal date, a student can no longer withdraw from a class and will receive the grade earned. Students who withdraw from a course receive no credit hours and the hours attempted are not computed into the grade point average. Filing a course withdrawal form with the Registrar's Office completes the process. Forms are located on MyCSM, Forms. Failure to follow stipulated procedures may result in a failing grade. Students are strongly encouraged to consult with a financial aid counselor before withdrawing from a class since it may affect their financial aid.

Withdrawal from Academic Term/University

A student officially withdrawing from all classes during an academic term should fill out the "Withdrawal from Semester" electronic form located on MyCSM, Forms. It is recommended to contact the following offices:

- 1) Go to the Achievement Center to perform an exit interview.
- 2) Go to Financial Aid to discuss any repercussions with loans or other financial aid.
- 3) Go to Student Billing to discuss any financial repercussions.
- 4) Go to the residence hall (if applicable) to check out of residence hall.
- 5) Go to the Campus Information Center (return ID card).

The administrative offices listed above will contact the student if necessary before they sign the electronic form.

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

A student can be administratively withdrawn according to the following process. The administrative withdrawal grade of "AW" is used to withdraw a student from **one or more courses or all courses** when the student is unable to initiate the withdrawal herself due to extraordinary circumstances such as serious illness, accident, etc. This withdrawal could be done up until the last business day of the semester. An "AW" will not affect the GPA. Steps: 1) Faculty and/or administrative staff will gather the documentation to support the withdrawal. 2) They will give the documentation to the Registrar who will initiate the withdrawal form. 3) The Registrar will give the form and documentation to the VPAA who will authorize the withdrawal.

The administrative withdrawal grade of "FW" is used to withdraw a student who has **stopped attending one or more courses or all courses**. The student will be contacted to encourage her to initiate a withdrawal before this process is initiated. This grade can only be used up until the last day to withdraw. It will count as an F in the GPA calculation. Steps: 1) Faculty and/or administrative staff will gather documentation to support the withdrawal. 2) They will give the documentation to the Registrar who will initiate the withdrawal form. 3) The Registrar will give form and documentation to the VPAA who will authorize the withdrawal.

The Registrar's Office will notify Financial Aid, Student Billing, Residence Life, and the instructors of administrative withdrawals.

Withdrawal due to Major Medical Issues—Medical Hardship Policy

College of Saint Mary recognizes that major documented medical issues may make it necessary for a student to withdraw from one or more classes during a semester. If this situation occurs, the student should meet with the Director of Student Accounts to obtain information to develop a plan to manage the financial burden that may be incurred. If approved, this plan may allow her to re-take the same number of credits from which she withdrew with no additional tuition charge, provided these classes are taken during the same semester, within one year of withdrawal.

Documentation should be submitted to the Director of Student Accounts within two weeks of the official withdrawal. The Medical Hardship Committee will make the final determination about accommodations.

ACADEMIC PROGRAMS

The academic structure at College of Saint Mary is divisional in nature. A division is a unit of related academic disciplines unified by one or more of the following concepts: common cause, investigative methods or processes, philosophy, and body of knowledge. The academic divisions are:

Arts and Sciences and Professional Studies	
Art	Humanities
Biology	Kinesiology and Exercise Science (Bachelor and Master)
Business	Language Arts
Business Information Systems	Legal Studies
Chemistry	Master of Arts in Teaching
Communication	Mathematics
Early Childhood Education	Medical Interpreting
Economics	Medical Laboratory Science
Educational Leadership (Doctorate)	Music
Elementary & Secondary Education	Organizational Leadership (Master)
English	Philosophy
First Year Seminar	Pre-Physician Assistant Studies status
General Studies	Physical Science
History and Political Science	Psychology
Human Services	Sociology
Interdisciplinary Developmental Studies	Special Education
Health Sciences (Master)	Theology
Human Biology	Theatre
	World Languages (Spanish)
Health Professions	
Nursing (Bachelor)	Physical Therapy (Doctorate)
Occupational Therapy (Master and Doctorate)	Practical Nursing
Physician Assistant Studies (Master)	

Course Numbering System

Undergraduate courses are numbered from 100 to 499; 100-199 are considered lower division (primarily introductory and first year); 200-499 are considered upper division. Courses

numbered below 100 are developmental in context and do not meet degree requirements. Graduate courses are numbered 500-999.

The first digit indicates the level of the course. In general, 100 courses are introductory and 400 courses are more advanced.

The second digit is used as follows: 0 indicates survey or introductory courses; 1-6 differs with each department; 7 indicates practicum, clinical, field experience, or Clinical Practice; 8 indicates experimental course; 9 indicates seminar, independent study, or research.

The third digit is used at the discretion of the department.

Three letter prefixes are used as follows to designate courses.

ACC	Accounting	MHS	Health Sciences
AES	Military Science (Air Force ROTC)	MIL	Military Science (Army ROTC)
ART	Art	MOL	Organizational Leadership
BIO	Biology	MTH	Mathematics
BIS	Business Information Systems	MUS	Music
BUS	Business	NUR	Nursing
COM	Communication	OTD	OT Directorate
CHM	Chemistry	OTH	Occupational Therapy
DAN	Dance	PAS	Physician Assistant Studies
ECE	Early Childhood Education	PED	Physical Education
EDL	Educational Leadership	PHL	Philosophy
ECO	Economics	PHT	Physical Therapy
EDU	Education	PHY	Physics/Physical Science
ENG	English	PNC	Practical Nursing
FNA	Fine Arts	PSY	Psychology
FYS	First Year Seminar	SOC	Sociology
HPS	History	SPN	Spanish
HUM	Humanities	SPE	Special Education
IDS	Interdisciplinary Dev Studies	STA	Study Abroad/Study Away
KES	Kinesiology & Exercise Sci.	THL	Theology
LAW	Paralegal Studies	THR	Theatre
MDI	Medical Interpreting		

Course Delivery Section Designations

Online – all of the regularly scheduled classroom time is replaced by required activities completed at a distance and managed online using a Learning Management System.

Hybrid – “part” of the regularly scheduled class time is conducted online.

Web-enhanced Courses – courses in which technology is used to enhance communication but no part of the regular class meeting is replaced by required activities completed at a distance.

STUDENT LEARNING GOALS

COMPETENCE AND WISDOM:

Students will be well-prepared to contribute to society as educated citizens.

- Think creatively, critically, and reflectively, incorporating theory and practice.
- Communicate effectively in writing, speech, and non-verbal expressions.
- Understand, analyze, and draw reasoned conclusions using quantitative information.
- Utilize current technological media in a proficient manner.
- Demonstrate financial literacy.

CONTENT KNOWLEDGE:

Students will become professionally competent.

- Demonstrate basic mastery in their disciplines.
- Plan and think analytically and strategically.
- Conduct primary and/or secondary research.
- Understand the value of the liberal arts.
- Demonstrate professionalism.

LEADERSHIP:

Students will be effective leaders.

- Utilize effective leadership styles and approaches.
- Experience opportunities to exercise leadership.
- Understand the link between service and leadership.
- Recognize human interdependence with the earth, its resources, and all of creation.
- Contribute to the common good.

SPIRITUALITY:

Students will enrich their spirituality.

- Appreciate religion and spirituality.
- Develop moral and ethical principles.
- Cultivate the integration of faith and reason.
- Understand the Critical Concerns of the Sisters of Mercy.
- Appreciate beauty and its link with peace.

WORTH AND DIGNITY:

Students will deepen their sense of personal worth and human dignity.

- Appreciate the fundamental dignity of all persons.
- Engage in thoughtful self-reflection.
- Exhibit work/life balance.
- Develop confidence as a woman.
- Work effectively within groups and teams.

GLOBAL AND CULTURAL COMPETENCE:

Students will broaden personal and professional perspectives.

- Acknowledge the sources of personal perspectives and attitudes.
- Evaluate historical, cultural, environmental, sociological, and political influences.
- Create an inclusive environment that embraces differences.
- Challenge bias and inequity.
- Engage in thoughtful/respectful civil discourse.
- Experience another culture within or beyond the United States.

UNDERGRADUATE DEGREE REQUIREMENTS

Bachelor Degrees

College of Saint Mary grants the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of General Studies, and Bachelor in Rehabilitation Studies.

The Bachelor of Arts degree is granted in the following majors:

Applied Psychology & Human Services (APHS)
 Art* (ART)
 English* (ENG) (See Course of Study for minor and double major options.)
 Humanities (HUM)
 Language Arts* **(LGASE or LGAMS) (only for Secondary or Middle School Education Certification)
 Paralegal Studies (PLG)
 Psychology (PSY)
 Social Science* **(SSCSE or SSCMS) (only for Secondary or Middle School Education Certification)
 Spanish*(SPNSE) (only for Secondary Education Certification)
 Theology* (THL)

The Bachelor of Science degree is granted in the following majors:

Biology* (BIO)
 Business Marketing & Information Technology*(BMITSE) (only for Secondary Education Cert.)
 Human Biology (BIOHUM)
 Business (BUS)
 Chemistry* (CHM)
 Elementary Education (ELD) (See Course of Study for minors/endorsements)
 Kinesiology and Exercise Science (KES)
 Mathematics* **(MTH)
 Medical Laboratory Science (MLS)
 Science* **(SCISE) (only for Secondary or Middle School Education Certification)
 Nursing (BSN)
 Psychology (PSY) (pre-Physician Assistant Studies)

*Required courses for secondary teacher certification or K-12 in the State of Nebraska may be taken in these areas. **Required courses for middle school teacher certification in the State of Nebraska may be taken in these areas.

Minors may be pursued in the following areas:

Art (ART)	Humanities (HUM)
Biology (BIO)	Interdisciplinary Leadership (LDR)
Business (BUS)	Mathematics (MTH)
Business Information Systems (BIS)	History (HIS)
Chemistry (CHM)	Human Biology (HBIO)
Communication (COM)	Music (MUS)
Creative Writing (CRW)	Paralegal Studies (Nur. majors only)(PLG)
Early Childhood Education (ECE)	Philosophy (PHL)
English (ENG)	Psychology (PSY)
Environmental Sustainability (SUS)	Spanish (SPN)
Fine Arts (FNA)	Special Education (SPE)
Forensic Science (FOS)	Theology (THL)
Gallery Management (GMT)	Women's Studies (WST)

A minimum of 18 credits is required for a minor or a supporting field. At least one half of the credits must be taken at College of Saint Mary.

A supporting field in one of the following areas may be chosen in place of a minor:

Social Science: sociology, history, political science, psychology, economics

Behavioral Science: sociology, human services, psychology

Business Management: accounting, business, business information systems, economics

Fine Arts: art*, theatre, creative writing**, music***

Humanities: art*, foreign language, literature, history, music***, philosophy, theology, communication, drama/performance

Natural Science and Mathematics: biology, chemistry, physical science, science, mathematics

Natural Sciences: chemistry, biology, physical science, science

* Any ART course except ART 372, 374 and 495.

** Any writing course beyond ENG 101

***Music: 3 hours must be in applied music or chorus (MUS 247); 3 to 6 hours must be in other music classes.

A supporting field is a planned combination of courses from a broad academic spectrum, which lends support to the major. A student choosing a supporting field in place of a minor must do so by the first semester of her junior year. The associate dean from which the supporting field is chosen must approve the supporting field.

The planned combination of courses must include 18 hours, of which at least 12 hours are beyond General Education requirements. Courses must be taken in at least two subject areas within the general category and outside the major. Two options are available to students in fulfilling the requirement:

1. A minimum of 9 hours may be taken in one subject area.
2. A minimum of 6 hours each may be taken in two subject areas.

Double Major

A student may complete a bachelor degree with a double major, in which case the second major replaces the minor or supporting field requirement. (Only one diploma is awarded; double major is recorded on the transcript.) In order to complete a double major:

1. The student must fulfill all departmental requirements for both majors along with General Education requirements.
2. The request for a double major must be recorded by the Registrar.
3. The student must complete a minimum of 30 credit hours in each major program. If both majors require cross-listed courses, no more than six credit hours can overlap to meet the 30-hour degree requirement.

Bachelor Degree Requirements

1. Total of a minimum of 128 hours with a cumulative GPA of 2.00 or higher.
2. A major of at least 30 hours with a minimum grade of C- or better in all courses listed in the major area. The student must also give an acceptable performance on the departmental overview, a comprehensive examination or senior project, required in the major. Individual programs may have higher GPA requirements which are identified in the courses of study section of this catalog.
3. A minor or supporting field of at least 18 hours. Students completing a double major are not required to fulfill the minor or supporting field requirement.
4. Completion of the General Education Requirements which includes English and mathematics competence requirements.

5. A minimum of 36 of the last 45 hours must be taken at College of Saint Mary. A minimum of 12 of the hours taken at College of Saint Mary must be taken in the major as specified by the program director. Students who study abroad may request special consideration from the Vice President for Academic Affairs if fewer than 36 of their last 45 credits will be taken at CSM due to the study abroad.

Associate Degrees

College of Saint Mary grants the degrees of Associate of Arts and Associate of Science.

The Associate of Arts degree is granted in the following majors:

General Studies (GNS)
Paralegal Studies (PLG)

The Associate of Science degree is granted in the following majors:

Business (BUS)
Early Childhood Education (ECE)

Associate Degree Requirements

1. Total of a minimum of 64 hours which may vary according to specific majors. Consult departmental listings. Minimum cumulative GPA of 2.00 is required.
2. A major of at least 18 hours with a minimum of C- or better in all courses listed in the major area. Consult the departmental listings. Individual programs may have higher GPA requirements which are identified in the courses of study section of this catalog.
3. A minimum of 36 of the last 45 hours must be taken at College of Saint Mary. A minimum of 12 of the hours taken at College of Saint Mary must be taken in the major as specified by the program director. Students who study abroad may request special consideration from the Vice President for Academic Affairs if fewer than 36 of their last 45 credits will be taken at CSM due to the study abroad.
4. Completion of the English and mathematics competence requirements.

Second Degree

A person who holds a bachelor's degree from College of Saint Mary or an institution whose accreditation is comparable to that of College of Saint Mary may obtain an associate's or second bachelor's degree from College of Saint Mary by fulfilling the following requirements:

1. Be admitted into College of Saint Mary and be accepted into a major resulting in a degree significantly different from the major of the existing degree.
2. Earn at least 30 hours beyond the original degree in residence at College of Saint Mary. Normally, the 30 hours will be in the new major.
3. Fulfill all requirements for the major including supporting courses. These requirements may total more than 30 hours. If previous courses satisfy some of the major requirements, the department will designate other courses to enhance the major to meet the 30-hour minimum requirement. Certain programs require completion of supporting field requirements and other specific courses.
4. General Education Requirements: Associate degree: A total of three credit hours of theology and three credit hours of philosophy are required. Bachelor degree: A total of six credit hours of theology and six credit hours of philosophy are required. Appropriate transfer credits may be accepted for this requirement on approval of the program director of the student's major.

Certificate Requirements

See individual program information for certificate requirements. At least half of the credit hours required for any certificate program must be taken at College of Saint Mary.

When a pre-bachelor certificate seeking student finishes her requirements for a certificate and continues into an associate or bachelor degree program, she should take the following actions: Complete a change of major/degree/advisor form with her current advisor; contact financial aid to have her financial aid package reevaluated; and, take the English and Math placement tests, if no transfer credit or ACT scores exempt her.

Certificates are offered in the following programs:

- Practical Nursing (PNC)
- Business Information Systems (BIS)
- Paralegal Studies (PLG) (Post-Baccalaureate Certificate)

General Education Curriculum

All programs of study at the College of Saint Mary include courses from the General Education Curriculum. General Education courses must provide students with a background in the Liberal Arts and with skills essential to academic success and lifelong learning. The General Education Curriculum gives students opportunities to experience domains of learning that augment their programs of study, to cultivate intellectual versatility, and to develop a moral foundation so that they will act with understanding, integrity, and compassion in their personal and professional lives. This experience helps students integrate and apply knowledge from multiple perspectives and to deepen their understanding of themselves and the world around them.

Quantitative Reasoning Definition

Graduates of CSM will be proficient in quantitative reasoning skills. These skills consist of: understanding, analyzing, and drawing reasoned conclusions about data; using mathematical and scientific logic to evaluate new information; and constructing arguments, finding solutions, and communicating those solutions across a variety of disciplines and contexts.

General Education Requirements

Courses must be approved for General Education credit by the General Education Committee, Curriculum Committee and the Vice President for Academic Affairs to meet these requirements. Some programs of study may require particular courses as part of the General Education Requirements.

Associate Degree

Communications	3 credit hours
Composition	3 credit hours
First Year Seminar	1 credit hour
Global Cultural Diversity Course	3 credit hours
Moral Reasoning	3 credit hours
Natural Science	3 credit hours
Science Lab	1 credit hour
Theology	3 credit hours
*General Education Electives	6 credit hours

*Students can choose from General Education approved courses in the following disciplines: Communication, Economics, GCD, English, Fine Arts, History, Math, Philosophy, Psychology, Sociology, Theology, and/or World Language.

Bachelor Degree

General Education requirements for the Bachelor's Degree are divided into two levels. Level 1 courses (Communications, First Year Seminar and Quantitative Reasoning) must be completed or initiated in the first three semesters. Composition must be completed within the first two semesters.

Level I: These requirements include:

Communications	3 credit hours
Composition	3 credit hours
First Year Seminar	1 credit hour
Quantitative Reasoning	3 credit hours

Level II: These requirements include:

English	3 credit hours
Fine Arts	3 credit hours
Global and Cultural Diversity	3 credit hours
History/Political Science/Geography	3 credit hours
Math or Natural Science	3 credit hours
Philosophy (PHL 200 required)	6 credit hours
Science	3 credit hours
Science Lab	1 credit hour
Social Science	3 credit hours
Theology	6 credit hours
General Education Elective*	3 credit hours

*Students can choose from General Education approved courses in the following disciplines: Communication, Economics, GCD, English, Fine Arts, History, Math, Philosophy, Psychology, Sociology, Theology, and/or World Language.

Courses Approved for General Education

This course list was accurate at the time of printing. Other courses may have been approved since then. The Registrar and Academic Advisors have the most current information.

Communications:	COM 101	Oral Communication Skills
	COM 200	Speech for Elementary Teachers
	COM 202	Speech for Language Arts Teachers
	COM 212	Speech for Professionals
	COM 225	Advanced Public Speaking
English Composition:	ENG 101	Composition
	ENG 102	Advanced Composition
First Year Seminar:	FYS	First Year Seminar
Quantitative Reasoning		MTH 114 (or above), PHL 105 or BIS 140
English:	ENG	All ENG courses except 101, 262, 320, 322, 495
Global & Cultural	GCD	All GCD approved courses

Diversity	BIO	255, 268
	BUS	410
	CHM	245
	COM/WST	310, 330
	EDU	375
	ENG	202, 242, 264, 345, 357, 368
	HPS	132, 160, 251, 265, 349
	MUS	207
	NUR	206
	PHY	245
	PSY	310, 350
	SOC	310, 335
	SPN	111/112/211/212/321/322/333/351/352 411/412/421/444
	THL	209, 260, 320, 330, 354
Fine Arts:	ART	All ART courses are approved
	DAN	All Dance courses are approved
	FNA	All Fine Arts courses are approved
	MUS	All MUS courses are approved
	THR	All THR courses are approved
History:	HPS	All HPS courses are approved
Science:	BIO/CHM/PHY	All Biology, Chemistry or Physical Science
Science Lab:		Biology, Chemistry or Phy Sci Lab
Mathematics or		Math > 114, 242 or 162, except 312
Natural Science:		Biology, Chemistry or Physical Science
Social Science:		ECO 150, any PSY or SOC courses
Philosophy:	PHL	All PHL courses are approved
Theology:	THL	All THL courses are approved

PROGRAMS OF STUDY

Art (ART)

The art curriculum is designed to give students a variety of experiences in different media, which will provide them with a broad, knowledgeable background. The role of the art program is to provide sequential instruction aimed at mastery in the disciplines of aesthetics, art production, criticism, and art history.

Students in teacher education may earn a major in art. See Education Program for information on admission, testing, clinical practice and certification requirements. These students are given insights and knowledge to create the methods and procedures for classroom teaching situations. Students who are interested in art as a profession are given every opportunity to foster their creative potential. Art is not reserved for the artist; each student is taught to develop an understanding and appreciation for the creative art works of others.

All ART courses are approved for fine arts credit for General Education.

Art Minor

18 credits of art courses including one art history course and ART 211, 213, and 215.

Gallery Management Minor

BUS 101 – Introduction to Business, BIS 230 – Introduction to E-Commerce, BUS 328 - Leadership, BUS 334 – Principles of Marketing, Gallery Studies, BUS 497 - Internship

The Gallery Management Minor will help art students prepare for the business of being a working artist. It will also prepare students to be able to facilitate and operate a working gallery or work for a museum or an arts organization.

Bachelor of Arts

- Art -

2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level I							
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ART History	3		
<i>Completed or initiated in first three semesters</i>				ART History	3		
FYS First Year Seminar (any number) (1 st semester)	1			ART 211 Color and Design	3		
Communications (COM 101, 200, 202, 212, or 225)	3			ART 213 Basic Drawing	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			ART 215 Beginning Painting	3		
Level II							
English (any except for 262, 320, 322, and 495)	3			ART 217 Ceramics	3		
Global & Cultural Diversity	3			ART 223 Printmaking	3		
Fine Arts (any Art, Dance, Music or Theatre)	0			ART 227 Sculpture	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ART 233 Photography	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ART 495 Senior Thesis	3		
History (any history class)	3			ART 397 Art Internship	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			ART elective	3		
Theology (any class)	6			MINOR			18
PHL 200 Moral Reasoning	3			Can select any minor or supporting field.			
Philosophy (any Philosophy course)	3			ELECTIVES			30
General Education Elective (any Liberal Arts Course)	3			Elective credit or second major.			
SUMMARY							
GENERAL EDUCATION	44			SECOND MAJOR (optional)			
MAJOR	36			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
MINOR	18						
ELECTIVES	30						
TOTAL	128						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Arts - Art and PK-12 Education - 2019-2020

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	52	COMP	GRD
Level I							
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ART 202 Survey of Art History I	3		
<i>Completed or initiated in first three semesters</i>				ART 204 Survey of Art Hist II	3		
FYS First Year Seminar (any number) (1 st semester)	1			ART 208 Women in Arts or Art History elective	6		
Communications (COM 101, 200, 212, or 225)	3			ART 211 Color and Design	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			ART 213 Basic Drawing	3		
Level II							
English (any except for 262, 320, 322, and 495)	3			ART 215 Beginning Painting	3		
Global & Cultural (EDU 375)	0			ART 217 Ceramics	3		
Fine Arts (Art, Dance, Mus or Thr)	0			ART 223 Printmaking	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ART 227 Sculpture	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ART 233 Photography	3		
History (any history class)	3			ART 313 Advanced Drawing	3		
PSY 101 General Psychology	3			ART 315 Advanced Painting	3		
Theology (any class)	6			ART Electives	7		
PHL 200 Moral Reasoning	3			ART 397 Art Internship	3		
Philosophy (any Philosophy course)	3			ART 495 Senior Thesis	3		
PSY 230 Adolescent Psychology	0			EDUCATION DUAL MAJOR K-12	47		
				EDU 101 Intro to Education*	3		
				EDU 201 Technology in the Classroom	3		
SUMMARY							
GENERAL EDUCATION	38			PSY 203 Adoles. Psychology	3		
MAJOR	52			EDU 312 Educ. Psych.& Measurement*	3		
EDUCATION DUAL MAJOR	47			EDU 315 Assessment of Learners	2		
				EDU 351 Literacy Methods for Secondary Schools*	3		
				EDU 360 Teaching Middle and Secondary Students*	3		
TOTAL	137			EDU 372 Integrating Fine Arts	3		
				EDU 375 Human Rel. In Multi-Cult.Soc.*	3		
				EDU 427 History, Trends & Issues in Education	3		
				EDU 470 Clinical Prac: Primary*	5		
				OR EDU 471 Clinical Practice:Intermed			
				EDU 472 Clinical Prac:Sec*	5		
				EDU 495 Clinical Prac Sem	2		
				SPE 101 Intro to Special Educ.*	3		
				SPE 240 Guidance & Classroom Mgmt	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Biology (BIO)

The student who majors in biology will be prepared to seek employment in medical or industrial research laboratories, research institutes, hospital laboratories, quality control organizations, environmental organizations, or various federal agencies. She will also be prepared to make application to graduate school, medical, dental, or other professional schools and with appropriate education courses, the student may teach science courses in secondary schools.

Students admitted to the university who meet the following prerequisites should be able to complete a biology degree in 4 years through consultation with an advisor:

1. Completing at least one year of high school biology and at least two years of college preparatory mathematics with grades of C (2.0) or better.
2. Placement into Math and English courses at collegiate level (not developmental courses) by examination or transfer of classes.
3. The following criteria are also recommended:
 - a. High school GPA of at least B (3.0).
 - b. ACT composite of 22 or SAT 1110.

Students found deficient in these prerequisites will be allowed to enter the program but need to be aware that it may take them longer than 4 years to correct their deficiencies and complete the biology degree.

A student will not be permitted to progress in the program without departmental approval if they have not maintained at least a grade of C- in all major or supporting field courses.

Graduation requirements for students majoring or minoring in biology include successful completion of all biology course work with a GPA of 2.50 or better in all biology and supporting field courses. In addition, majors will be required to successfully complete a Capstone project.

Biology Minor

BIO 110, 111, 250, 251, 266, 267, and 8 hours of biology electives under the direction of the program director.

Forensic Science Minor

Under the leadership of the Biology department, the Forensic Science program will provide lecture, fieldwork, and laboratory curriculum to train students for careers in forensic science. Students minoring in Forensic Science will find this curriculum valuable in the fields of law, criminal justice, psychology, forensic nursing, medicine, and many others. 19 credits

CHM 100 or CHM 110, BIO 265, BIO 465, BIO 120 or BIO 200 or BIO 300 and 3 hours of electives from the following courses: BIO 250/251, BIO 266, OR PSY 344

Bachelor of Science - Biology - 2019-2020

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	40	COMP	GRD
				BIO 110 General Biology	3		
Level I				BIO 111 General Biology Lab	1		
ENG 101 Composition (completed in 1 st two sem)	3			BIO 250 Zoology	3		
<i>Completed or initiated in first three semesters</i>				BIO 251 Zoology lab	1		
FYS First Year Seminar (any number) (1 st semester)	1			BIO 266 Botany	3		
Communications (COM 101, 200, 202, 212, or 225)	3			BIO 267 Botany Lab	1		
Quantitative Reasoning (MTH 114 or >/PHL 105/BIS 140)	0			BIO 330 Genetics	3		
Level II				BIO 331 Genetics Lab	1		
ENG 102 Advanced Comp	3			Capstone Project (any combination--3 hours total):	3		
Global & Cultural Diversity	3			BIO 473 Capstone Project OR BIO 475 Capstone Scholarship+			
Fine Arts (any Art, Dance, Music or Theatre)	3			BIO 192, BIO 392, or add'l BIO 473) as needed			
Science (any Biology, Chemistry or Phy Sci) + Lab	0			MAJOR ELECTIVES: Choose from:	21		
Math (MTH 242 or 162, or > MTH 114) or Natural Sci.	0			BIO 310 Adv. A&P I (200*)	4		
History (any history class)	3			BIO 311 Adv. A&P I Lab (201*)	1		
Social Science (ECO 150 or any Sociology or Psychology)	3			BIO 312 Adv. A&P II (202*)	4		
Theology (any class)	6			BIO 313 Adv. A&P II Lab (203*)	1		
PHL 200 Moral Reasoning	3			BIO 225 Personal Nutrition	3		
Philosophy (any Phil course)	3			BIO 265 Forensic Science**	4		
General Education Elective (any Liberal Arts Course)	3			BIO 268 Environmental Biology	3		
SUPPORTING FIELD	37 or 39			BIO 269 Environmental Biol Lab	1		
CHM 110 General Chemistry	4			BIO 300 General Microbiology	3		
CHM 111 General Chem Lab	1			BIO 301 General Micro Lab	1		
CHM 112 General Chemistry	4			BIO 340 Biochemistry**	4		
CHM 113 General Chem Lab	1			BIO 341 Biochemistry Lab**	1		
CHM 230 Organic Chemistry I	4			BIO 345 Field Biology	4		
CHM 231 Organic Chem Lab I	1			BIO 464 Immunology/Hematology	3		
CHM 232/233 Organic Chem II & Lab	5			BIO 366 Pathophysiology	3		
PHY 202 College Physics I or PHY 212 College Physics I	3 4			BIO 390 Molecular Biology	3		
PHY 203 Physics I Lab	1			BIO 400 Intro to Toxicology	3		
PHY 204 College Physics II or PHY 214 College Physics II	3 4			BIO 465 Advanced Forensic Science**	4		
PHY 205 Physics II Lab	1			CHM 220/221 Anly Chem/Lab**	4		
MTH 114 College Algebra	3			BIO 460 Gross Anatomy	5		
MTH 115 College Trigonometry	3			SUMMARY			
MTH 242 or higher - Statistics	3			GENERAL EDUCATION	37		
ELECTIVES	12-14			MAJOR	40		
				SUPPORTING FIELD	37-39		
				ELECTIVES	14-12		
				TOTAL	128		

*These courses can be used to substitute for the required course.

**Only one of these courses may be counted towards the biology major AND any other major or minor. Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Science - Biology Secondary Education - 2019-2020

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	23	COMP	GRD
				BIO 110 General Biology	3		
Level 1				BIO 111 General Biology Lab	1		
ENG 101 Composition (completed in 1 st two sem.)	3			BIO 250 Zoology	3		
<i>Completed or initiated in first three semesters</i>				BIO 251 Zoology Lab	1		
FYS First Year Seminar (any number) (1 st semester)	1			BIO 266 Botany	3		
Communications (COM 200 101, 200, 212, or 225)	3			BIO 267 Botany Lab	1		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			BIO 345 Field Biology or BIO 268/269 Environ. Bio/Lab	4		
Level II				BIO 330 Genetics	3		
English (any except for 262, 320, 322, and 495)	3			BIO 331 Genetics Lab	1		
Global & Cultural Diversity (EDU 375)	0			Capstone Project (any combination--3 hours total):	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			BIO 473 Capstone Project OR BIO 475 Capstone Scholarship+ BIO 192, BIO 392 or add'l BIO 473 as needed			
Science (any Biology, Chemistry or Physics) w/lab	0			MINOR: NATURAL SCIENCE	12		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			CHM 100/CHM 100L Fund. Of Chemistry and Lab	4		
History (any history class)	3			PHY 160 Physical Geology	4		
Social Science (ECO 150 or any Sociology or Psychology)	3			PHY 100 Intro to Physical Sci	3		
Theology (any class)	6			PHY 101 Intro to Phys Sci Lab	1		
PHL 200 Moral Reasoning	3			SECONDARY EDUCATION DUAL MAJOR	44		
Philosophy (any Phil course)	3			EDU 101 Introduction to Educ*	3		
General Education Elective (any Liberal Arts Course)	3			EDU 201 Technology in the Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
BIOLOGY MAJOR	22			EDU 312 Educ. Psych.& Mrsmt*	3		
NATURAL SCIENCES	12			EDU 315 Assessment for Learners	2		
GENERAL EDUCATION	37			EDU 351 Literacy Methods for Secondary Schools*	3		
SECONDARY EDUCATION MAJOR	44			EDU 360 Teaching Middle and Secondary Students*	3		
ELECTIVES	12			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
TOTAL	128			EDU 427 History, Trends & Issues in Education	3		
				EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guidance&Class. Mgmt	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Human Biology (BIOHUM)

This program provides a more human-focused program of study for the pre-physician student and pre-physician assistant status student than the current biology program of study. This program of study is also the undergraduate component of our physician assistant program. It creates a degree-awarding program of study which includes the prerequisites necessary for a clinical career (physician, physician assistant, physical therapist, dentist, etc.) while also providing a broad range of exposure to the biological and psychological understanding of the human being.

The required courses of the major tract provide: a fundamental basis of biologic knowledge (general biology, genetics and biochemistry); specific understanding of the human body (advanced anatomy and physiology and pathophysiology (the study of disease)); in-depth study of microscopic information (microbiology and immunology); and support for the future clinician as a scientist (statistics and seminars on the scientific method and use of scientific literature). Compared to the traditional biology degree, the pre-clinical student can focus on other aspects of the human instead of developing a breadth of knowledge about living things in general. This opens up 8 credit hours for additional coursework outside of the biology program. For the Pre-PAS student these hours will be used to "accelerate" the master's portion of the program by allowing the student to begin master's coursework in their senior year. For other students in the Human Biology program, this allows additional electives to be taken in biology, psychology, chemistry or mathematics.

The supporting field for the human biology degree includes a significant psychology component. An understanding of human psychology, development and behavior is critical to dealing with patients and their families in any clinical endeavor, and is a component of most clinical encounters. It is also an important foundation on which to build an understanding of mental illness and its treatment, which is covered in medical school or physician assistant studies. To that end, Lifespan Development (PSY 220 – Developmental Psychology) is the required general education "choice" component (credit overlap between general education and the supporting field), and Abnormal Psychology (PSY 410) is also a required supporting field course.

Human biology majors will complete BIO 473, Capstone Project for 1-4 credits.

Admission requirements: To begin the Human Biology program students must meet the prerequisites for MTH 114, ENG 101, BIO 110, and CHM 110 (by placement or past coursework).

Human Biology Minor

BIO 310/311 (Adv A&P I), 312/313 (Adv A&P II), 330/331 (Genetics), 300/301 (Gen Micro), and 4 credits of BIO 390/391 (Molecular Biology) or BIO 420 (Directed Readings in Biology and Medicine) or BIO 491 (Advanced Topics in Biology).
--

Bachelor of Science - Human Biology or PrePAS or BIOOTD - 2019-2020

GENERAL EDUCATION	43	COMP	GRD	MAJOR PROGRAM COURSES	39	COMP	GRD
Level I				BIO 110 General Biology	3		
ENG 101 Composition (completed in 1 st two semesters)	3			BIO 111 General Biology Lab	1		
<i>Completed or initiated in first three semesters</i>				BIO 300 Microbiology	3		
FYS First Year Seminar (any number) (1 st semester)	1			BIO 301 Microbiology Lab	1		
Communications (COM 101, 200, 202, 212, or 225)	3			BIO 310 Advanced Anatomy & Physiology I	4		
Quantitative Reasoning (MTH 114 or above)	3			BIO 311 Advanced Anatomy & Physiology I Lab	1		
Level II				BIO 312 Advanced Anatomy & Physiology II	4		
ENG 102 Advanced Composition	3			BIO 313 Advanced Anatomy & Physiology II Lab	1		
Global & Cultural Diversity	3			BIO 464 Immunology/Hematology	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			BIO 330 Genetics	3		
Science (any Biology, Chemistry or Physics) must include Lab	0			BIO 331 Genetics Lab	1		
Math (MTH 115)	3			BIO 340 Biochemistry	4		
History (any history class)	3			BIO 341 Biochemistry Lab	1		
PSY 101 Intro to Psych	3			BIO 366 Pathophysiology	3		
Theology (any class)	6			MTH 242 Statistics or Biostatistics	3		
PHL 200 Moral Reasoning	3			BIO 192 Scientific Methods	1		
PHL 350 Health Care Ethics OR Philosophy elective	3			BIO 392 Scientific Literature	1		
General Education Elective (PSY 220)	3			BIO 473, Capstone Project	1-4		
SUPPORTING FIELD	31-34			ELECTIVES	16		
CHM 110/1 General Chemistry (with lab)	5			SUMMARY			
CHM 112/3 General Chemistry (with lab)	5			GENERAL EDUCATION	43		
CHM 230 Organic Chemistry I (with lab)	5			MAJOR	39		
CHM 232 Organic Chemistry II (with lab)	5			SUPPORTING FIELD (Chemistry recitations recommend)	31-34		
PHY 202/203 General Physics (with lab)	4			ELECTIVES	12-15		
PHY 204/205 General Physics (with lab)	4				128		
MTH 114 College Algebra	0						
MTH 115 College Trigonometry	0						
PSY 101 Intro. To Psychology	0						
PSY 220 Lifespan Development	0						
PSY 410 Abnormal Psychology	3						
Medical Terminology (preOTD)	3						

Pre-Medical School students should include Calculus I and II.

Those interested in General Biology should include Zoology and Botany (both with lab)

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Business (BUS)

The Business program at College of Saint Mary blends a classic curriculum with innovative courses and experiences. The Business degree provides a foundation of liberal arts and traditional business subjects, but also offers instruction in newer topics such as analytics and leadership.

Business students choose an Area of Emphasis, which includes two courses in a field that interests them; options include marketing, human resources, business analytics, or creating your own emphasis.

Students also complete one semester-long job shadow and two internships, and they create a plan for a real business in the capstone course.

The Business program was developed with feedback from the region's top employers. Graduates are prepared to enter the business world and/or continue their education in a graduate program. They develop critical thinking, research, and strategic communication skills, and they analyze complex business scenarios.

An Associate of Science degree in Business is also offered. This option is designed for those students who want a short term program, enabling them to enter business management positions, to advance in their current career path, or to provide a seamless transition into the Bachelor of Science in Business.

Non-business students may pursue a minor in Business, which, by providing knowledge of the business aspect of their profession, complements any other major.

Business Minor

BUS 101, 328, 334 and 9 credit hours from Business courses.

NOTE: Business majors may not apply more than nine (9) hours of a combination of independent study, directed readings or internship credits toward degree completion.

Business, Marketing, and Information Technology (BMITSE) (Teacher Certification)

Students wishing to obtain certification to teach in Nebraska secondary schools (grades 7-12) earn a double major in business and secondary education. Information on admission to the teacher-education program, testing, clinical practice and state certification requirements are located in the Education Program section of the catalog. For professional education course requirements, see the course sequence for a major in Secondary Education.

Interdisciplinary Leadership Minor

The interdisciplinary leadership minor is designed to provide students with an opportunity to learn leadership principles, develop interdisciplinary leadership skills, and discipline-specific leadership skills that are grounded on a strong liberal arts foundation. The minor allows for expertise in leadership development to be drawn from different disciplines across campus to provide students with diverse perspectives on leadership that mirror the environment they will function after graduation. The students are expected to fulfill an experiential requirement in a leadership role as a capstone experience.

Categories	Subcategories	Courses
9 credits of Principles and Skills	Leadership Principles (3-6 credits)	BUS 328 (required) SOC/PSY/BUS 325
	Leadership Skills (3-6 credits)	COM 210 COM 212 HSV/COM/BUS 231
9 credits of Liberal Arts and Discipline Specific	Liberal Arts (3-9 credit hours)	HPS 110 HPS 210 PHL 315 PSY/HSV 230 PSY/WST 360 THL 215 THL 290
	Discipline Specific Leadership (0-6 credit hours)* <ul style="list-style-type: none"> • If no discipline specific courses are available, then all can be liberal arts 	Business: BUS 410 Psychology: PSY 332, 432 Mathematics: MTH 342, MTH 450 Theology: THL 320, THL 354, THL 365, THL 495 Paralegal Studies: LAW 450, Special Topic: Arbitration and Mediation

Bachelor of Science – Business – 2019-2020

GENERAL EDUCATION	44	COM P	GRD	MAJOR PROGRAM COURSES	42	COMP	GRD
Level I				LAW 310 Adv. Business Law	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			BUS 317 Business Analytics	3		
<i>Completed or initiated in first three semesters</i>				BUS 321 Financial Management	3		
FYS First Year Seminar (any number) (1 st semester)	1			BUS 325 Organizational Behavior	3		
Communications (COM 101, 200, 202, 212, or 225)	3			BUS 327 Human Resource Mgmt	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			BUS 328 Leadership	3		
Level II				BUS 329 Business Comm.	3		
English (any except for 262, 320, 322, and 495)	3			BUS 334 Principles of Marketing	3		
Global & Cultural Diversity (BUS 410)	0			BUS 230 Principles of E-Commerce	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			BUS 397 Partner Internship	2		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			BUS 410 Global Dimensions of Business	3		
MTH 242 Statistics	3			BUS 454 – Operations Mgmt	3		
History (any history class)	3			BUS 493 Career Exploration (Job Shadowing)	1		
Social Science (ECO 150 or any Sociology or Psychology)	3			BUS 496 Business Policies	4		
Theology (any class)	6			BUS 497 Internship	2		
PHL 200 Moral Reasoning	3						
PHL 320 Business Ethics	3						
General Education Elective (any Liberal Arts Course)	3						
SUPPORTING COURSES	24			AREAS OF EMPHASIS			
				Choose one emphasis			
BUS 101 Intro. to Business	3			Marketing (Take 2 of these courses)	6		
MTH 112 or MTH 114	3			BUS 335 Consumer Behavior			
ECO 131 Macroeconomics	3			BUS 338 Public Relations			
ECO 132 Macroeconomics	3			BUS 453 Marketing Analytics			
ACC 161 Principles of Acct I	3						
ACC 162 Principles of Acct II	3			Human Resources	6		
BIS 220 – Advanced Bus App	3			BUS 226 Personnel Supervision			
BIS 221 Fundamentals of Information Systems	3			BUS 340 Employee Training & Dev			
ELECTIVES	12			Business Analytics	6		
				BUS 417 Adv. Business Analytics			
SUMMARY				BIS 331 Database Systems			
GENERAL EDUCATION	44						
MAJOR	42						
AREA OF EMPHASIS	6			Create Your Own Emphasis	6		
SUPPORTING COURSES	24			Any 2 courses approved by advisor			
ELECTIVES	12						
TOTAL	128						

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Associate of Science

- Business-

2018-19

GENERAL EDUCATION	26	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level 1				BUS 101 Intro. to Business	3		
ENG 101 Composition	3			BUS 321 Financial Management	3		
FYS First Year Seminar (any number)	1			BUS 328 Leadership	3		
COM 212 Speech for Professionals	3			LAW 310 Adv Business Law	3		
Level 2				BUS 334 Principles of Marketing	3		
Science (any Biology, Chemistry or Phy Sci (must include lab)	4			SUPPORTING COURSES	21		
PHL 200 Ethics	3			ACC 161 Principles of Accounting I	3		
PSY 101 Introduction to Psychology	3			ACC 162 Principles of Accounting II	3		
Global Cultural Diversity	3			BUS 317 Business Analytics	3		
THL (any Theology course)	3			BIS 230 Prin. of E-Commerce	3		
Choice (Chosen from any Gen Ed course and languages)	3			ECO 131 Macroeconomics	3		
SUMMARY				ECO 132 Microeconomics	3		
MAJOR COURSES	15			MTH 112 Intermediate Algebra or MTH 114 College Algebra	3		
SUPPORTING COURSES	21			ELECTIVES	2		
GENERAL EDUCATION	26						
ELECTIVES	2						
TOTAL	64						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Science –Bus, Marketing & Info Technology Sec Educ - 2019-2020

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
				BUS 101 Intro. to Business	3		
Level 1				LAW 310 Adv Business Law	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ECO 132 Microeconomics	3		
<i>Completed or initiated in first three semesters</i>				ACC 161 Principles of Accounting I	3		
FYS First Year Seminar (any number) (1 st semester)	1			BUS 423 Entrepreneurship	3		
Communications (COM 101, 200, 202, 212, or 225)	3			BUS 328 Leadership	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			BUS 329 Business Communication	3		
Level II				BUS 410 Global Dimensions of Business	3		
English Literature	3			BUS 334 Principles of Marketing	3		
Global & Cultural Div (EDU 375)	0			BUS 335 Consumer Behavior	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			BUS 338 Public Relations	3		
Science (any Biology, Chemistry or Physics) must include Lab	4			BIS 101 Introduction to Computers	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			BIS 220 Advanced Business Applications	3		
History (any history class)	3			BIS 221 Fundamentals of Information Systems	3		
Social Science (ECO 131 Microeconomics)	0			BIS 230 Principles of E-Commerce	3		
				EDU 360 Teaching Middle and Secondary Students*	3		
Theology (any class)	6			BSED 431 Coordinating Techniques, through University of Nebraska at Kearney	3		
PHL 200 Moral Reasoning	3			SECONDARY EDUCATION DUAL MAJOR	41		
Philosophy (any Phil course)	3			EDU 101 Introduction to Education*	3		
PSY 101 Intro to Psychology	3			EDU 201 Technology in the Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
GENERAL EDUCATION	41			EDU 312 Educ. Psych. & Measurement*	3		
MAJOR	51			EDU 315 Assessment of Learners	2		
SECONDARY EDUCATION DUAL MAJOR	41			EDU 351 Literacy Methods for Secondary Schools*	3		
TOTAL	133			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 History, Trends & Issues in Education	3		
				EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Spec.Educ. *	3		
				SPE 240 Guid.&Class Mgmt	3		

*Courses require field experience. Students completing this program must also complete an endorsement in Information Technology (See the Teacher Education Program Director for more information.)

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

Business Information Systems (BIS)

College of Saint Mary offers a certificate and a minor in Business Information Systems.

The BIS certificate provides a solid foundation to support employment in the computer information technology field. The certificate consists of 30 credit hours of business information systems courses with an option for the student to complete 3 to 6 credit hours of internship. Internships help students attain experience in the information technology field when they have not had previous work experience in this area. The certificate can be tailored to meet the needs of the student and the future employer by selecting different course options.

The BIS minor is appropriate with other programs, such as education, mathematics, paralegal studies, art, business analytics and strategic communication, and business leadership.

Certificate in Business Information Systems

BIS 101 or 220, 221, 140, 143 or 211, 230, 330, 331, 350, 360, and 365

Business Information Systems Minor

BIS 101, 140, 230, 331, 350, 360, 365

Chemistry (CHM)

The student who majors in chemistry will be prepared to apply to graduate school, medical, dental or other professional schools. With a bachelor's degree in chemistry, a graduate may be employed in medical or industrial research laboratories, in research institutes, hospital laboratories, quality control organizations or various federal agencies. With appropriate specialized courses, the student may teach in the science area.

Students completing a minor in chemistry are prepared to enter pharmacy, physicians' assistants, or cytotechnology schools, among others.

Students admitted to the university who meet the following prerequisites will be directly admitted as a chemistry major:

- Completion of at least one year of high school chemistry and at least two years of college preparatory mathematics with grades of C (2.0) or better.
- Exemption or successful completion of both the mathematics (testing into minimum of MTH 112) and English (testing into minimum of ENG 099) competency examinations.
- Two of the three following criteria must be met:
 - High school GPA of at least B (3.0).
 - ACT composite of 22 or SAT of 1110.
 - High school rank in the upper one-third of the graduating class.

Students not meeting these prerequisites may be accepted into the Associate of General Studies Program for their first academic year to take remedial chemistry and mathematics courses. Successful completion of these courses with grades of at least C (2.0) will allow the student to be admitted into the chemistry program. Those students enrolling with a strong background in science or mathematics may elect to take the CLEP test to eliminate first-year courses.

A student will not be permitted to progress in the program without chemistry departmental approval if they do not maintain at least a C average in all courses.

Graduation requirements for students majoring and minoring in chemistry include successful completion of all chemistry course work with a GPA of 2.0 or C or better in all chemistry courses.

Majors in chemistry will be required to successfully complete a senior research project. Course work taken in support of the major (minor or supporting field) must be passed with grades of C or better.

Chemistry Minor

CHM 110, 111, 112, 113, 230, 231, 232, 233 and 8 hours of upper division CHM selected under the direction of the program director (usually includes CHM 220/221 and CHM 245).

Environmental Sustainability Minor

CHM 245, CHM 430, 12 credits of electives from this list: THL 365, THL 330, BIO 225, BIO 268/269, BIO 266/267, BIO 250/251, BIO 245/345, FYS 110, CHM 473, HPS 160, HPS 260

Bachelor of Science – Chemistry – 2019-2020

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES	45	COMP	GRD
				CHM 110 General Chemistry	4		
Level I				CHM 111 General Chemistry Lab	1		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3						
<i>Completed or initiated in first three semesters</i>				CHM 112 General Chemistry II	4		
				CHM 113 General Chem II Lab	1		
FYS First Year Seminar (any number) (1 st semester)	1			CHM 220 Analytical Chemistry	4		
Communications (COM 101, 200, 202, 212, or 225)	3			CHM 221 Analytical Chem Lab	1		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			CHM 230 Organic Chemistry I	4		
Level II				CHM 231 Organic Chemistry I Lab	1		
English (any except for 262, 320, 322, and 495)	3			CHM 232 Organic Chemistry II	4		
Global & Cultural Diversity	3			CHM 233 Organic Chem II Lab	1		
Fine Arts (any Art, Dance, Music or Theatre)	3			CHM 340 Biochemistry	4		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0			CHM 341 Biochemistry Lab	1		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			CHM 361 Instrumental Analysis	3		
History (any history class)	3			CHM 362 Instrum.I Analysis Lab	1		
Social Science (ECO 150 or any Sociology or Psychology)	3			CHM 450 Physical Chemistry	4		
Theology (any class)	6			CHM 451 Physical Chemistry Lab	1		
PHL 200 Moral Reasoning	3			CHM 473 Research Chemistry	4		
Philosophy (any Philosophy crs)	3			CHM 495 Coordinating Seminar	2		
General Education Elective (any Liberal Arts Course)	3			SUPPORTING COURSES	22-24		
ELECTIVES	1-3			MTH 201 Calculus I	4		
SUMMARY				MTH 202 Calculus II	4		
GENERAL EDUCATION	40			MTH 242 Statistics or MTH 312 Biostatistics	3		
MAJOR	45			MTH/SCI 300 or 400 level	3		
MINOR	18			PHY 202 College Physics I or PHY 212 College Physics I	3 4		
SUPPORTING COURSES	22-24			PHY 203 Physics I Lab	1		
ELECTIVES	1-3			PHY 204 College Physics II or PHY 214 College Physics II	3 4		
TOTAL	128			PHY 205 Physics II Lab	1		
				MINOR	18		
				Choose any minor in catalog			
				SECOND MAJOR (optional)			
				Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major	.		

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

Bachelor of Science – Chemistry Secondary Education– 2019-2020

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	28	COMP	GRD
				CHM 110 General Chemistry	4		
Level I				CHM 111 General Chemistry Lab	1		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3						
<i>Completed or initiated in first three semesters</i>				CHM 112 General Chemistry	4		
				CHM 113 General Chemistry Lab	1		
FYS First Year Seminar (any number) (1 st semester)	1			CHM 220 Analytical Chemistry	4		
Communications (COM 101, 200, 212, or 225)	3			CHM 221 Analytical Chem Lab	1		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			CHM 230 Organic Chemistry I	4		
Level II				CHM 231 Organic Chem Lab I	1		
English (any except for 262, 320, 322, and 495)	3			CHM 232 Organic Chemistry II	4		
Global & Cultural Div (EDU 375)	0			CHM 233 Organic Chem Lab II	1		
Fine Arts (Art, Dance, Mus or Thr)	3			CHM 473 Chemistry Research	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0			NATURAL SCIENCE SUPPORTING FIELD	12		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			BIO 268 - Environmental Sci	3		
History (any history class)	3			BIO 269 - Environmental Sci Lab	1		
Social Science (ECO 150 or any Sociology or Psychology)	3			BIO/CHM 340 Biochemistry	3		
Theology (any class)	6			BIO/CHM 341 Biochemistry Lab	1		
PHL 200 Moral Reasoning	3			PHY 100/101 Intro to Physical Sciences w/Lab or PHY 160 Physical Geology/Lab or PHY 164 Meteorology/Lab	4		
Philosophy (any Philosophy crs))	3			SECONDARY ED DUAL MAJOR	44		
General Education Elective (any Liberal Arts Course)	3			EDU 101 Introduction to Educ*	3		
ELECTIVES	7			EDU 201 Technology in the Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
CHEMISTRY MAJOR	28			EDU 312 Educ. Psych.& Measurement*	3		
NATURAL SCIENCES	12			EDU 315 Assessment for Learners	2		
GENERAL EDUCATION	37			EDU 351 Literacy Methods for Secondary Schools*	3		
SECONDARY EDUCATION DUAL MAJOR	44			EDU 360 Teaching Middle and Secondary Students*	3		
ELECTIVES	7			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
Total	128			EDU 427 History, Trends & Issues in Education	3		
				EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guidance and Classroom Mgmt	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Communication (COM)

Excellent communication is a key to success and satisfaction in both personal and professional roles. The need and demand for communication skills is greater than ever in today's information age. Students who wish to add a strong communication background to any baccalaureate degree may do so by majoring in English-Communication, or choosing a minor in communication.

Major: See English-Communication major under English

Communication Minor

Any 18 credits of Communication classes.
--

Dance (DAN)

CSM dance courses are open to all students regardless of previous experience and/or training. Dance at CSM is focused on whole person health and increasing knowledge of the body as an instrument of artistic expression.

Early Childhood Education (ECE)

The program is based on the premise that early childhood education encompasses continuous education of young children from birth through age eight. The interdisciplinary approach for educating teachers of young children develops competencies in using community resources to coordinate the efforts of home, school and community in providing a comprehensive program. Firsthand experiences of students with young children, professional personnel and community resources personnel begin early in professional preparation and continue throughout the program.

Students may apply for an early childhood education major with a special education minor or may add an early childhood education minor to a major in elementary education.

Students who successfully meet state required competencies qualify for a Nebraska Teaching Certificate. Completion of the education program does not guarantee certification. Satisfactory continuous growth in knowledge, pedagogy, and professionalism as well as satisfactory performance during clinical practice is required in the recommendation for certification.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rule 20 or 24 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various sites are not uniform, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Students seeking an ECE major must select a minor in Special Education in order to apply for an Early Childhood Inclusive endorsement (Birth-3rd grade). Students seeking both ECE and Elementary Education endorsements should consult with the program director. Students completing an Early Childhood Education minor in addition to their Elementary Education major will be able to apply for a Supplemental Early Childhood Education endorsement (Prek-3rd grade). Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, field experiences and certification requirements).

* Early Childhood Education supplemental can only be taken with an elementary endorsement as per Nebraska law.

Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Intensive reading and writing experiences are integrated into all Teacher Education courses.

Early Childhood Education Minor

Consists of 18 hours of early childhood education classes. Consult early childhood education faculty for specific course requirements. (ECE 231, 232, 233, 234, 235, 236, 242, 334)

Bachelor of Science –Elem Educ Major/Early Childhood Educ Minor – 2019-2020

GENERAL EDUCATION	44	COMP	GRD	ELEMENTARY EDUCATION MAJOR PROGRAM COURSES	49	COMP	GRD
Level I				EDU 101 Introduction to Educ. *	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Ed. Psych & Measurement*	3		
FYS First Year Seminar (any number) (1 ST semester)	1			EDU 315 Assessment of Learners	2		
Communications (COM 200 101, 200, 212, or 225)	3			EDU 342 Children's Literature	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 350 Literacy Methods *	4		
Level II				EDU 353 Teach. Nat&Soc.Sci.:El. & Mid. *	3		
English Literature (any Literature except for 262)	3			EDU 355 Teaching Math: El. & Mid. *	3		
Global & Cultural Diversity (EDU 375)	0			PED 357 Health & Phys. Educ. Methods*	3		
Fine Arts (Art, Dance, Mus or Thr)	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Life Science (any Biology with a lab)	4			EDU 375 Human Rel. in Multi-Cultural Society	3		
Physical/Earth Science	3			EDU 427 History, Trends & Issues in Education	3		
History (any history class)	3			SPE 430 Diag. & Eval. Of Literacy*	3		
Psychology (PSY 101)	3			EDU 470 Clinical Practice: Prim *	5	OR	
Theology (any class)	6			EDU 471 Clinical Practice: El.& Mid. *	5		
PHL 200 Moral Reasoning	3			EDU 495 Clinical Practice: Seminar	2		
Philosophy (any Philosophy course)	3			EDU 496 Research Seminar	3		
Social Science	3			EARLY CHILDHOOD EDUC MINOR	26		
ELECTIVES				ECE 231 Play, Creat & Artistic Dev. In Early Childhood Education*	2		
SUMMARY				ECE 232 Language & Literacy Dev in Early Childhood*	2		
GENERAL EDUCATION	44			ECE 233 Health, Safety and Nutrition in Early Childhood Programs*	2		
ELEMENTARY ED MAJOR	49			ECE 234 Mth, Sci & Soc Stud. In ECE*	2		
EARLY CHILDHOOD MINOR	26			ECE 235 Observ. & Assess. ECE*	2		
SUPPORTING COURSES	12			ECE 236 Phys. Dev. And Movement Ed in Early Childhood*	2		
TOTAL	131			ECE 242 Admin. ECE Programs	3		
SUPPORTING COURSES	12			ECE 334 Early Childhood Curriculum Development	3		
MTH 112 Inter Algebra or above	3			ECE 343 Hist, Trends, & Issues in Early Childhood Education	3		
PSY 200 Child Psychology	3			ECE 470 Clinical Practice: Prim *	5		
SPE 101 Intro to Special Ed. *	3						
SPE 240 Guid/Clasrm Mngment	3						

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Associate of Science

- Early Childhood Education -

2019-2020

GENERAL EDUCATION	26	COMP	GRD	MAJOR PROGRAM COURSES	18	COMP	GRD
English must be taken in first 2 semesters and Communication must be taken in 1 st 3 semesters				ECE 231 Play, Creat & Artistic Dev. In Early Childhood Education*	2		
ENG 101 Composition	3			ECE 232 Language & Literacy Dev in Early Childhood*	2		
FYS First Year Seminar (any #)	1			ECE 233 Health, Safety and Nutrition in Early Childhood Programs*	2		
Communications (COM 200 101, 200, 212, or 225)	3			ECE 234 Mth, Sci & Soc Stud. In ECE*	2		
Science (any Biology, Chemistry or Phy Sci) must include lab	4			ECE 235 Observ. & As`sess. ECE*	2		
MTH 112 Intermediate Algebra	3			ECE 236 Phys. Dev. And Movement Ed in Early Childhood*	2		
PHL 200 Moral Reasoning	3			ECE 242 Admin. ECE Programs	3		
PSY 101 General Psychology	3			ECE 334 Early Childhood Curriculum Development	3		
THL (any Theology course)	3			SUPPORTING COURSES	18		
EDU 375 (GCD)	3			EDU 101 Introduction to Educ. *	3		
(Strongly recommended: English Literature and MTH 262)					3		
SUMMARY				PSY 200 Child Psychology			
GENERAL EDUCATION	26			EDU 312 Ed. Psych & Measurement*	3		
MAJOR	18			EDU 342 Children's Literature	3		
SUPPORTING COURSES	18			SPE 101 Intro to Special Ed*	3		
ELECTIVES	8			SPE 240 Guid. & Clasrm Mgmt	3		
TOTAL	70			ELECTIVES	8		

*Courses require field experience.

Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – ECE with Special Education Minor - 2019-2020

GENERAL EDUCATION	44	COMP	GRD	EARLY CHILDHOOD EDUCATION MAJOR	42	COM P	GRD
Level I				PSY 200 Child Psychology	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ECE 231 Play, Creat & Artistic Dev. In Early Childhood Education*	2		
<i>Completed or initiated in first three semesters</i>				ECE 232 Language & Literacy Dev in Early Childhood*	2		
FYS First Year Seminar (any number) (1 ST semester)	1			ECE 233 Health, Safety and Nutrition Early Child Programs *	2		
Communications (COM 200 101, 200, 212, or 225)	3			ECE 234 Mth, Sci & Soc Stud. In ECE*	2		
Quantitative Reasoning (MTH 114 or MTH 162)	3			ECE 235 Observ. & Assess. ECE*	2		
Level II				ECE 236 Phys. Dev. And Movement Ed in Early Childhood*	2		
English Literature (any Literature except for 262)	3			ECE 242 Admin. ECE Programs	3		
Global & Cultural Divers (EDU 375)	0			ECE 334 Early Childhood Curriculum Development	3		
Fine Arts (Art, Dance, Mus or Thr)	3			ECE 342 Children's Lit.	3		
Life Science (any Biology with a lab)	4			ECE 343 Hist, Trends, & Issues in Early Childhood Education	3		
Physical/Earth Science	3			ECE 470 Clinical Practice: ECE*	10		
History (any history class)	3			ECE 495 Clinical Practice: Sem	2		
Psychology (PSY 101)	3			ECE 496 Research Seminar	3		
Theology (any class)	6						
				SPECIAL EDUCATION MINOR	21		
PHL 200 Moral Reasoning	3			SPE 101 Intro to Spec. Ed*	3		
Philosophy (any Philosophy course)	3			SPE 220 Learners-Mld/Mod Han	3		
Social Science	3			SPE 221 Foundations EC Sp Ed*	3		
				SPE 240 Guid. & Clsrm. Mgmt.	3		
				SPE 330 Inclusive Pract in EC Settings*	3		
SUMMARY				SPE 372 Field Exp. In EC Inclusive*	3		
GENERAL EDUCATION	44			SPE 430 Diagnosis & Eval. Of Literacy*	3		
EARLY CHILDHOOD MAJOR	42			TEACHER EDUCATION PROGRAM COURSES	18		
SPECIAL EDUCATION MINOR	21			EDU 101 Introduction to Educ. *	3		
TEACHER EDUCATION PROGRAM CRS	18			EDU 201 Technology in the Classroom	3		
SUPPORTING COURSES	3			EDU 312 Ed. Psych & Measurement*	3		
TOTAL	128			EDU 315 Assessment of Lrners	2		
SUPPORTING COURSES	3			EDU 350 Literacy Methods *	4		
MTH 112 Inter Algebra or higher	3			EDU 375 Human Relations Multi-Cultural	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Education (EDU)

Teacher education programs educate prospective teachers through professional courses which emphasize the acquisition of knowledge, skills, competencies and professional dispositions. The experiences offered within the educational program enhance and complement the knowledge and values encompassed in the liberal arts component offered at College of Saint Mary. The department provides for individual differences, interests and needs within specific curriculum experiences while providing a broad overall theoretical and philosophical background in education. Professional course work, labs, and field-based experiences (at least 100 hours) provide students with practical knowledge regarding learners, learning processes, and teaching competencies relevant to identified careers. All methods courses provide opportunities for students to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into all content and pedagogy. Intensive reading and writing experiences are integrated into all Teacher Education courses.

Teacher Education students select from:

1. Bachelor of Science with an elementary education major and an early childhood minor.
2. Bachelor of Science with early childhood education major and a special education minor.
3. Bachelor of Science with an elementary education major and a special education major.
4. Bachelor of Science with an elementary education major and an ESL minor.
5. Bachelor of Science with Reading and Writing minor
6. Bachelor of Science with an elementary education major and a minor in a subject area, for example, art, English, math, music, physical education, science, social science, world language, or a related area, such as information technology or psychology.
7. Bachelor of Science/Arts with specialization in a field or subject area.

Students may seek certification in the following areas:

Early Childhood Inclusive Educ. (B-3)	K-12 Endorsements
Elementary Education (K-6)	Art (PK-12) Spanish (K-12) Religious Education (K-12)
Middle Grades Education (5-9) Language Arts, Mathematics, Science, Social Science	
Secondary Education (7-12) Business, Marketing & Info. Tech. Biology Chemistry English Language Arts Mathematics (6-12) Science Social Science Spanish World Language	Supplemental Endorsements English as a Second Language (PK-12) undergraduate and graduate programs Early Childhood Education (PK-3) Reading and Writing (PK-6) Reading and Writing (7-12)
Special Education (K-6) (7-12)	

Admission

Students are introduced to early childhood, primary, middle grades, and secondary school programs through introductory courses in education and special education. These courses explore the nature of teaching at varied levels and identify specific needs of exceptional students. Students participate in diverse classroom guided experiences in Omaha or surrounding area schools. Students complete course work in developmental science and initial methodology courses within the second year.

During the spring semester of the sophomore year or second semester after transfer, students are evaluated and considered for formal acceptance into the teacher education program. Prior to or during the first semester, sophomore year students take the Core Academic Skills for Educators Test that is required for admission into the teacher education program. Core Academic Skills for Educators test scores, academic performance, evidence of professional dispositions for successful teaching, field experience evaluations, student interview, student website and command of oral and written language are factors considered in determining acceptance into the teacher education program. Students must provide evidence of academic competence and professional development by having attained a cumulative GPA of 2.65 in course work, providing an active digital portfolio of work that demonstrates professional and scholarly growth, participation in the student professional organization and completion of an interview with the Teacher Education Committee.

Application for formal admission must be submitted to the Teacher Education Committee by March 1 or October 1 using the online application form provided by the committee (located on MyCSM, Communities, Undergraduate Teacher Education). This committee is composed of a student's education advisor, all members of the Teacher Education Department, and other faculty members. Evaluation procedures result in acceptance, provisional status, or no acceptance. Acceptance is granted to students who meet all of the requirements. Provisional status or non-acceptance is granted at the discretion of the committee based upon their judgment of the individual student's preparedness to enter the education program

Field Experience

For all courses with a field experience requirement, an official background check must be secured. The background check must be completed the first term a student is enrolled in a course with a field experience requirement and is valid for five years. Students are encouraged to join the Student Education Association of Nebraska (SEAN). Costs for these two requirements amount to approximately \$75 per year.

Clinical Practice (Student Teaching)

Applicants for certification with a **single endorsement complete a sixteen week clinical practice** in one setting. Those seeking **multiple endorsements complete a ten week clinical practice in each field** for which they are seeking certification. Clinical practice placements are planned in regard to students' specific needs and certification requirements. Placements are intended to enhance prospective teachers' exposure to various teaching styles, philosophies, and cultural settings. The online application for clinical practice must be submitted no later than October 1 or February 1 during the semester immediately preceding assignments.

Students applying for clinical practice are expected to show evidence of cumulative scholastic achievement (cumulative GPA of 2.75), appropriate methodological background, up-to date electronic portfolio, proficiency in spoken and written language, and a record of professional dispositions for successful teaching. An official background check must be completed within 90 days of beginning clinical practice. Transportation to clinical practice sites are the

responsibility of the student. The Teacher Education Committee reviews applications for consideration of placement. The committee may accept, not accept or defer a candidate's application. Deferred candidates may appeal and request a hearing before the Teacher Education Committee.

Certification

Students who successfully meet state required competencies may qualify for a Nebraska Teaching Certificate. Continuous growth in knowledge, pedagogy and professionalism, as well as satisfactory performance during clinical practice, and completion of Praxis II for each content area as required by Nebraska Rule is in the recommendation for certification.

Completion of the education program does not guarantee certification.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rules 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

In-Service Education

The education department recognizes its obligation to the community to provide leadership in the field of education and to act as an educational center for schools within the surrounding area. It recognizes the importance of requirements for certification and the multiplicity of changes in techniques, technology and needs of individual students and teachers. Therefore, some professional education courses are offered during summer sessions and in late afternoons or evenings.

Elementary

Academic preparation for elementary education majors may include a minor in a subject area and/or supporting field useful in elementary.

The professional courses that are required include: EDU 101, 201, 312, 315, 342, 350, 353, 355, 372, 375, 427, 470 or 471, 495, and 496. Supporting courses include PED 357, PSY 200, SPE 101 240, and 430.

Secondary Education and Middle School Major Sequences:

College of Saint Mary offers endorsement in these areas in secondary education:

Biology	English Language Arts (5-9, 7-12)	Social Science (5-9, 7-12)
Business, Marketing, and Information Technology	Mathematics (5-9, 6-12)	Special Education
Chemistry	Science (5-9, 7-12)	Spanish
English	Reading 7-12	World Language

During registration, students in secondary education are required to obtain advising for education courses in the education department.

The professional courses that are required include: EDU 101, 201, PSY 203, SPE 101, 240, EDU 312, 315, 351, 360, 375, 427, 471 and/or 472 and 495 and ENG 262.

PK-12 Endorsement

College of Saint Mary offers a PK-12 endorsement in Art.

K-12 Endorsements

College of Saint Mary offers K-12 endorsement in these areas: Religious Education or World Languages-Spanish

K-12 endorsements in art, religious education and world languages require methods and Clinical Practice in K-6 and 7-12.

Education Minor Sequences:

- Reading and Writing PK-6, 7-12
- English as a Second Language PK-12
- Special Education
- Early Childhood Education PK-3

Supplemental Endorsements

College of Saint Mary offers a supplemental PK-12 endorsement in English as a Second Language. College of Saint Mary offers supplemental K-12 endorsements in these areas: Reading and Writing and a supplemental Prek-3rd grade endorsement in Early Childhood Education* (see Early Childhood Education section for program requirements).

* Early Childhood Education can only be added by Nebraska law to elementary education.

Tremendous growth in numbers of immigrant children in the United States, particularly in Nebraska, has created a need for teachers trained to teach English as a Second Language (ESL). Undergraduate students at College of Saint Mary may earn a supplemental ESL endorsement with a 15-credit-hour program (ENG 320; EDU 415; EDU 425; COM 306; and EDU 473). When combined with EDU 375, teaching in a Multicultural Society, students achieve a minor in ESL.

Plans of Study for Supplemental Endorsements/Minors:

PK-12 English as a Second Language Supplemental Endorsement – 15 total hours

- Must have or be capable of attaining Nebraska Teacher Certification
- Meets requirements of 92 NAC 24 (Title 92, Nebraska Administrative Code Rule 24)

Course	Course Title	Credit Hours	Recommended Sequence
COM 306	Intercultural Communications	3	Spring – sophomore year
ENG 320	Linguistics for Teachers	3	Spring – sophomore year
EDU 415	Teaching ESL	3	Fall – junior year
EDU 425	Assessment of ESL Learners	3	Fall- junior year
EDU 473*	ESL/K-12 Field Experience	3	Spring – junior (prior to clinical)
TOTAL		15	

Minor in English as a Second Language – 18 total hours

Course	Course Title	Credit Hours	Recommended Sequence
COM 306	Intercultural Communications	3	Spring – sophomore year
ENG 320	Linguistics for Teachers	3	Spring – sophomore year
EDU 375	Human Relations in a Multicultural Society	3	Offered spring semesters only

EDU 415	Teaching ESL	3	Fall – junior year
EDU 425	Assessment of ESL Learners	3	Fall- junior year
EDU 473*	ESL/K-12 Field Experience	3	Spring – junior (prior to clinical)
TOTAL		15	

***Courses require field experience.**

PK-6 Reading and Writing Supplemental Endorsement – 21 total hours

- Must have or be capable of attaining Nebraska Teacher Certification in Early Childhood Inclusive or Elementary Education
- Meets requirements of 92 NAC 24 (Title 92, Nebraska Administrative Code Rule 24)

Course	Course Title	Credit Hours	Field Experience	Recommended Sequence
EDU 342*	Children’s Literature	3	20 hrs.	Fall – sophomore year
ECE 232*	Language Arts in Early Childhood Education	2	10 hrs.	Spring – soph or junior year
ENG 212	Creative Writing I	3	None	
ENG 320	Linguistics for Teachers	3	None	Spring – sophomore year
EDU 350*	Literacy Methods	4	40 hrs.	Fall – junior year
EDU 490	Critical Issues in Literacy	3	None	Summer - online
SPE 430*	Diagnosis and Evaluation of Literacy	3	40 hrs.	Spring – junior (prior to clinical)
TOTAL		21		

7-12 Reading and Writing Supplemental Endorsement – 18 total hours

- Must have or be capable of attaining Nebraska Teacher Certification
- Meets requirements of 92 NAC 24 (Title 92, Nebraska Administrative Code Rule 24)

Course	Course Title	Credit Hours	Field Experience	Recommended Sequence
EDU 351*	Literacy Methods for Secondary Schools	3	40 hrs.	Fall – sophomore year
ENG 262	Literature for Young Adults for Teachers	3	20 hrs	Fall – sophomore year
ENG 320	Linguistics for Teachers	3	None	Spring – sophomore year
SPE 430*	Diagnosis and Evaluation of Literacy	3	40 hrs.	Fall – after EDU 351
EDU 490	Critical Issues in Literacy	3	None	Summer - online
ENG 212	Critical Writing I	3	None	
TOTAL		18		

Special Education Minor – 18 total hours

Course	Course Title	Credit Hours	Field Experience	Recommended Sequence
REQUIRED				
SPE 101*	Introduction to Special Education	3	Fall only	SPE 101*

SPE 220	Learners with Mild/Moderate Handicaps	3	Spring only	SPE 220
OPTIONAL (choose 4 or more to meet 18 total hours)				
SPE 201	Adaptive Technology in the Classroom	3	Spring only	SPE 201
SPE 240*	Guidance and Classroom Management	3	Fall only	SPE 240*
SPE 331*	Instructional Strategies: Inclusive Practices	3	Every other spring	SPE 331*
SPE 333	Law and Ethics (highly recommended)	3	Every other spring	SPE 333
SPE 373*	Critical Issues I in Special Education	3	Every other spring	SPE 373*
PED 360*	Adapted Physical Education	3		PED 360*
PSY 410	Abnormal Psychology	3	Spring only	PSY 410
RECOMMENDED FOR HIGH SCHOOL FOCUS				
SPE 360	Transitions and Life Skills	3	SPE 360	
SPE 375*	Critical Issues II in Secondary Alternative Programs	3	SPE 375*	
	TOTAL HOURS	18		

*Courses require field experience.

Bachelor of Science

- Elementary Education -

2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	57	COMP	GRD
Level I				EDU 101 Introduction to Education *	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3				3		
<i>Completed or initiated in first three semesters</i>				PSY 200 Child Psychology			
				EDU 201 Technology in the Classroom	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 312 Ed. Psych & Measurement*	3		
Communications (COM 200 101, 200, 212, or 225)	3			EDU 315 Assessment of Learners	2		
Quantitative Reasoning (MTH 114 or MTH 162)	3				3		
Level II				EDU 342 Children's Literature			
English Literature	3			EDU 350 Literacy Methods	4		
				EDU 353 . Nat&Soc.Sci.:El. & Mid. *	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 355 Teaching Math: El. & Mid. *	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			PED 357 Health & Phys. Educ. Methods*	3		
Life Science (Biology) must include Lab	4			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Physical/Earth Science	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
History (any history class)	3			EDU 427 History, Trends & Issues in Education	3		
Psychology (PSY 101)	3			SPE 430 Diag. & Evaluation of Literacy*	3		
Theology (any class)	6			EDU 470 Clinical Practice: Primary*	5		
PHL 200 Moral Reasoning	3			EDU 471 Clinical Practice: El. & Mid. *	5		
Philosophy (any Philosophy course)	3			EDU 495 Clinical Practice Seminar	2		
History (any history course)	3			EDU 496 Research Seminar	3		
SUMMARY							
GENERAL EDUCATION	44			SUPPORTING COURSES	9		
MAJOR	57			MTH 112 Inter Algebra or above	3		
MINOR	18			SPE 101 Intro to Special Ed. *	3		
SUPPORTING COURSES	9			SPE 240 Guidance & Classroom Management	3		
TOTAL	128						
				MINOR OR SUPPORTING FIELD	18		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Science – Elementary Education/Special Education – 2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	41	COMP	GRD
Level I				EDU 101 Introduction to Educ *	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
				PSY 200 Child Psychology	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Ed. Psych. & Measur.*	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assess of Learners	2		
Communications (COM 101, 200, 212, or 225)	3			EDU 342 Children's Literature *	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 350 Literacy Methods*	4		
Level II				EDU 353 Teach. Nat&Soc.Sci.:El. & Mid. *	3		
English Literature	3			EDU 355 Teaching Math: El. & Mid. *	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Life Science (Biology) must include Lab	4			EDU 427 History, Trends & Issues in Education	3		
Physical/Earth Science	3			EDU 470 Clinical Practice: Primary *	5		
History (any history class)	3						
Psychology (PSY 101)	3			SPECIAL EDUCATION MAJOR	40		
Theology (any class)	6			SPE 101 Intro to Special Ed*	3		
PHL 200 Moral Reasoning	3			SPE 201 Adaptive Technology in the Classroom	3		
Philosophy (any Philosophy course)	3			SPE 220 Learners-Mld/Mod Han	3		
Social Science	3			SPE 222 Assessment Techniques for Diverse Learners	3		
SUPPORTING COURSE	3			SPE 240 Guid. & Class Management	3		
MTH 112 Inter. Algebra or higher	3			SPE 331 Instructional Strategies: Inclusive Prac*	3		
SUMMARY				SPE 333 Spec. Ed. Law & Ethics	3		
GENERAL EDUCATION	44			PED 360 Adaptive Physical & Health Ed. *	3		
ELEMENTARY MAJOR	41			SPE 373 Critical Issues in Spec. Education*	3		
SPECIAL EDUCATION MAJOR	40			SPE 430 Diag. Eval of Literacy*	3		
SUPPORTING COURSE	3			SPE 470 Clinical Practice: Primary** -or-	5		
TOTAL	128			SPE 472 Clinical Practice: El.&Mid.*	5		
				SPE 495 Clinical Practice Seminar	2		
				SPE 496 Research Seminar	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

English (ENG)

The study of literature is a thought-provoking journey into the intellectual and spiritual world of ideas. Fiction, poetry, drama, and essays from many historical periods and world cultures expose students to the great range and depth of human experience.

Both analytical and creative approaches to writing are offered. Classes are small and discussion-centered. The most important part of our jobs is teaching, and we professors work closely with students. Through a variety of writing assignments, oral presentations, and self-generated class projects, students develop the analytical skill of critical thinking, the ability to make creative connections between ideas, and the expertise of translating these skills into writing.

Training in English is a valuable preparation for many professional areas, such as education, communications, publishing, advertising, business, marketing, computer information services, library sciences, law, and pre-med. The English and Education programs work closely together to train prospective teachers. In short, the English program prepares students for a rapidly changing world where communication skills, combined with knowledge of technology, are in high demand.

Recent graduates have found jobs in teaching, desktop publishing, public relations, technical writing, employee recruitment, or have gone on to graduate school in various areas: English, American studies, Library Sciences, Education Administration, and Business Finance.

Program Requirements: All English Majors (teaching and non-teaching) and Minors: The student working toward a major or minor in English is subject to a reevaluation each year. A grade of C or above is required in all English courses used toward a major or minor in English. A minimum of 15 credit hours in English must be taken at College of Saint Mary for a major or an endorsement in secondary education.

English Major: The English major is divided into **three areas of concentration:**

- Writing and Literature: a traditional English major, preparation for graduate or professional school.
- Communication: combining English and Communication courses, preparation for the communication industry or graduate school.
- Education: English Endorsement as preparation for teaching English and Language Arts in middle and secondary schools.

Language Arts Field Endorsement: This is a separate Academic Program, administered by the English and Education Programs.

English Minor

18 hours of English electives

Creative Writing Minor

ENG 210/310 (Creative Writing-Non-Fiction I & II), 212/312 (Creative Writing-Fiction I & II), 362 (literary magazine) and 3 credits of elective approved by the program director.

Bachelor of Arts

- English -

2019-2020

English Communications Major

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Level I				ENGLISH			
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	0			ENG 101 Composition	3		
<i>Completed or initiated in first three semesters</i>				ENG Advanced Composition or	3		
FYS First Year Seminar (any number) (1 st semester)	1			ENG 210/310 or 212/312			
Communications (COM 101, 200, 202, 212, or 225)	3			ENG Linguistics (ENG language or Teach)	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			ENG British Literature	3		
Level II				ENG American Literature	3		
English (any except for 262, 320, 322, and 495)	0			ENG American Literature	3		
Global & Cultural Diversity*	0			ENG World Literature	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			ENG Film/Literature	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG/COM 495 Coordinating Seminar	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			COMMUNICATIONS			
History (any history class)	3			COM 310 Family Communication And Diversity	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			COM 150 News Writing	3		
Theology (any class)	6			COM 210 Interpersonal Communication	3		
PHL 200 Moral Reasoning	3			COM 330 Gender & Communication*	3		
Philosophy (any Philosophy course)	3			COM Internship	3		
General Education Elective (any Liberal Arts Course)	3			COM electives	9		
SUMMARY				ELECTIVES			
GENERAL EDUCATION	38				39		
MAJOR	51						
ELECTIVES	39						
TOTAL	128						

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Arts

- English -

2019-2020

Writing and English Literature

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	33	COMP	GRD
Level I							
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ENG 101 English Composition	0		
<i>Completed or initiated in first three semesters</i>							
FYS First Year Seminar (any number) (1 st semester)	1			ENG 210 Creative Writing: Lit. Non-Fiction I or 212 Fiction I	3		
Communications (COM 101, 200, 202, 212, or 225)	3			ENG 362 Student Literary Magazine Editing	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			ENG British Literature	3		
Level II							
English (any except for 262, 320, 322, and 495)	0			ENG American Literature	3		
Global & Cultural Diversity	3			ENG World Literature	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			ENG electives	12		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG 495 Coordinating Seminar	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			MINOR OR SUPPORTING FIELD	18		
History (any history class)	3			Choice of minor or supporting field.			
Social Science (ECO 150 or any Sociology or Psychology)	3			ELECTIVES	36		
Theology (any class)	6			Elective credit or second major.			
PHL 200 Moral Reasoning	3						
Philosophy (any Philosophy course)	3						
General Education Elective (any Liberal Arts Course)	0						
SECOND MAJOR (optional)							
Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.							
SUMMARY							
GENERAL EDUCATION	41						
MAJOR	33						
MINOR	18						
ELECTIVES	36						
TOTAL	128						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Arts

- Secondary English Education -

2019-2020

GENERAL EDUCATION	35		COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level I								
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	0				ENG 101 English Composition	3		
<i>Completed or initiated in first three semesters</i>								
FYS First Year Seminar (any number) (1 st semester)	1				ENG 210 Creative Writing: Lit. Non-Fiction I	3		
Communications (COM 101, 200, 212, or 225)	0				ENG 212 Creative Writing: Fiction I	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3				ENG British Literature	3		
Level II								
English (any except for 262, 320, 322, and 495)	0				ENG American Literature	3		
Global & Cultural Div (EDU 375)	0				ENG American Literature	3		
Fine Arts (any Art, Dance, Music or Theatre)	3				ENG World Literature	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4				ENG electives	6		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3				ENG 262 Literature for Young Adults*	3		
History (any history class)	3				ENG Linguistics(Eng Lang or Teach)	3		
PSY 101 General Psychology	3				ENG 495 Coordinating Seminar	3		
Theology (any class)	6				SECONDARY EDUCATION DUAL MAJOR	41		
PHL 200 Moral Reasoning	3				EDU 101 Introduction to Education*	3		
Philosophy (any Phil course)	3				EDU 201 Technology in the Classroom	3		
PSY 203 Adolescent Psychology	3				EDU 312 Educ. Psych.& Measurement*	3		
					EDU 315 Assessment for Learners	2		
					EDU 351 Literacy Methods for Secondary School*	3		
MINOR OR SECOND SUBJECT	18				EDU 360 Teaching Middle and Secondary Students*	3		
SUMMARY					EDU 375 Human Rel. in Multi-Cult.Soc.	3		
GENERAL EDUCATION	35				EDU 427 History, Trends & Issues in Education	3		
MAJOR	36				EDU 472 Clinical Practice: Sec*	10		
SECONDARY EDUCATION DUAL MAJOR	41				EDU 495 Clinical Practice Sem	2		
SUPPORTING COURSE	3				SPE 101 Intro to Special Ed*			
MINOR OR SECOND SUBJ TEACH ENDORSEMENT	18				SPE 240 Guidance & Classroom Management	3		
TOTAL	133							
					SUPPORTING COURSE	3		
					COM 212 Speech for Professionals	3		

*Courses require field experience. Students will only be eligible to teach English I, English II, English III, English IV, and Reading.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Arts – English Language Arts Secondary Education – 2019-2020

GENERAL EDUCATION	32	COMP	GRD	MAJOR PROGRAM COURSES	62	COMP	GRD
Level I				ENG 101 Composition	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	0			ENG ____ Adv Comp (Cr. Or Exp.)	3		
<i>Completed or initiated in first three semesters</i>				ENG 495 Coordinating Seminar	3		
FYS First Year Seminar (any number) (1 st semester)	1			ENG ____ Linguistics(Eng Lang or Teach)	3		
Communications (COM 101, 200, 202, 212, or 225)	0			ENG 210 Creative Writing: Non-Fiction I ENG 212 Creative Writing: Fiction I	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			COM 202 Spch for Lang.Arts Teachers	3		
Level II				ENG 343 Shakespeare or THR 360 Theatrical Production	3		
English (any except for 262, 320, 322, and 495)	0			ENG 362 Student Literary Magazine Editing	3		
Global & Cultural Diversity (EDU 375)	0			LITERATURE			
Fine Arts (any Art, Dance, Music or Theatre)	3			ENG ____ British Literature	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG ____ American Literature	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ENG ____ American Literature	3		
History (any history class)	3			ENG ____ World Literature	3		
PSY 101 General Psychology	3			ENG 262 Literature for Young Adults*	3		
Theology (any class)	6			ENG ____ (choice)	9		
PHL 200 Moral Reasoning	3			COM Public Speaking	3		
Philosophy (any Philosophy crs)	3			Choice (drama, speech, literature or language)	8		
PSY 203 Adolescent Psychology	0			SECONDARY EDUCATION DUAL MAJOR	44		
ELECTIVES SUMMARY				EDU 101 Introduction to Ed. *	3		
				EDU 201 Technology in the Classroom	3		
GENERAL EDUCATION	32			PSY 203 Adolescent Psychology	3		
MAJOR	62			EDU 312 Educ. Psych. & Measurement*	3		
EDUCATION DUAL MAJOR	44			EDU 315 Assessment of Learners	2		
TOTAL	138			EDU 351 Literacy Methods for Secondary Schools*	3		
				EDU 360 Teaching Middle and Secondary Students*	3		
				EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 History, Trends & Issues in Education	3		
				EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guidance & Classroom Management	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

Bachelor of Arts

- Language Arts -

2019-2020

With Reading-Writing Subject Endorsement

GENERAL EDUCATION	32	COMP	GRD	MAJOR PROGRAM COURSES	62	COMP	GRD
Level I				ENG 101 Composition	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	0			ENG ____ Adv Comp (Cr. Or Exp.)	3		
<i>Completed or initiated in first three semesters</i>				ENG 495 Coordinating Seminar	3		
FYS First Year Seminar (any number) (1 st semester)	1			ENG ____ Linguistics(Eng Lang or Teach)	3		
Communications (COM 101, 200, 202, 212, or 225)	0			ENG 210 Creative Writing: Non-Fiction I ENG 212 Creative Writing: Fiction I	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS140)	3			COM 202 Spch for Lang.Arts Teachers	3		
Level II				ENG 343 Shakespeare or THL 360 Theatrical Production	3		
English (any except for 262, 320, 322, and 495)	0			ENG 362 Student Literary Magazine Editing	3		
Global & Cultural Div (EDU 375)	0			LITERATURE			
Fine Arts (Art, Dance, Mus or Thr)	3			ENG ____ British Literature	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG ____ American Literature	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ENG ____ American Literature	3		
History (any history class)	3			ENG ____ World Literature	3		
PSY 101 General Psychology	3			ENG 262 Lit for Young Adults*	3		
Theology (any class)	6			ENG ____ (choice)	9		
PHL 200 Moral Reasoning	3			COM Public Speaking	3		
Philosophy (any Philosophy crs)	3			<i>Choice (Writing course required)</i>	3		
PSY 203 Adolescent Psychology	0			<i>Choice (drama, speech, literature or language)</i>	5		
				SECONDARY EDUCATION DUAL MAJOR	44		
ELECTIVES SUMMARY				EDU 101 Introduction to Ed. *	3		
GENERAL EDUCATION	32			EDU 201 Technology in the Classroom	3		
MAJOR/ENDORSEMENT	68			PSY 203 Adolescent Psychology	3		
EDUCATION DUAL MAJOR	44			EDU 312 Ed. Psych. & Measure*	3		
TOTAL	144			EDU 315 Assess of Learners	2		
Reading & Writing Subject Endorsement				EDU 351 Literacy Methods for Secondary Schools*	3		
<i>Required courses are italic</i>				EDU 360 Teaching Middle and Secondary Students*	3		
EDU 430 Diag.&Remed. In Reading*	3			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
EDU 490 Directed Readings on Reading *	3			EDU 427 History, Trends & Issues in Education	3		
				EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guidance & Classroom Management	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Arts – Middle School Language Arts Endorsement – 2019-2020

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	53	COMP	GRD
Level I				EDU 101 Introduction to Education*	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measurement*	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assessment of Learners	2		
Communications (COM 101, 200, 212, or 225)	3			EDU 351 Literacy Methods for Secondary Schools*	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 360 Teaching Middle & Secondary Students*	3		
Level II				EDU 375 Human Rel. in Multi-Cultural Society	3		
English Literature	0			EDU 427 Hist., Trends and Issues in Educ.	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 471 Clinical Practice: Mid. *	10		
Fine Arts (any Art, Dance, Music or Theatre)	3			EDU 495 Clinical Practice Seminar	2		
Life Science (Biology) must include Lab	4			EDU 496 Research Seminar	3		
Physical/Earth Science	3			ENG 262 Adolescent & Young Adult Literature*	3		
History (any history class)	3			PSY 203 Adolescent Psych	3		
Psychology (PSY 101)	3			SPE 101 Intro to Special Ed. *	3		
Theology (any class)	6			SPE 240 Guid. & Clasrm Mngment	3		
PHL 200 Moral Reasoning	3			SPE 430 Diag. & Eval. Of Literacy*	3		
Philosophy (any Philosophy crs)	3						
History (any history course)	3			SUPPORTING LANGUAGE ARTS COURSES	24		
ELECTIVES				World Lit. (ENG 201 or ENG 202 or ENG 203 or ENG 204)	3		
SUMMARY				Am. Lit. (ENG 231 or ENG 232 or ENG 356)	6		
GENERAL EDUCATION	41			Brit. Lit. (ENG 242 or ENG 343 or ENG 345 or ENG 357)	6		
MAJOR	53			ENG 102 Adv. Comp. or ENG 210 Nonfiction or ENG 212 Fiction or ENG 362 Literary Mag.	6		
MINOR (ESL, Reading, or Supporting Field)	18			ENG 320 Linguistics	3		
SUPPORTING LANGUAGE ARTS COURSES	24			MINOR OR SUPPORTING FIELD	18		
TOTAL	136						

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Fine Arts (FNA)

The Fine Arts minor will allow students to pursue a broad course of study in the visual and performing arts. Students will begin the minor sequence with three required survey courses focusing on the history and basic principles of art, music and theatre. Students will then choose additional courses selected from any of the three departments, customizing the minor to coordinate with their interests, skills, and career plans.

**Students who demonstrate strong academic backgrounds in art or music may substitute more advanced courses in art history or music history with the permission of the Fine Arts Program Director. It is expected that most students will enroll in ART 200 and MUS 206.*

Fine Arts Minor

ART 200, MUS 206, THR 101, and choice of 9 hours of any other art, music or theatre courses.

First Year Seminar (FYS)

The CSM First Year Seminar is designed to encourage the development of a small group interactive learning community. In this class, students will develop connections with other first year students through a group exploration of a particular topic in the liberal arts. Although the topics will vary, all sections will be related to the mission of the university and will focus on discussion-based critical inquiry.

First Year Seminar is to be taken during the first semester a student is enrolled at College of Saint Mary.

FYS is required for all in-coming students unless they are transferring in 15 or more credits. High school students who have dual enrollment or AP credits are required to take the FYS course regardless of the number of college credits.

General Studies (BGS)

The Bachelor of General Studies is specifically designed for non-traditional students who seek a bachelor's degree for career advancement and self-improvement. **This degree completion program allows students who have an associate's degree or have accumulated a minimum of 64 semester hours with a GPA of 2.0 or above to earn their bachelor's degrees in a timely manner.**

The Bachelor of General Studies program provides a curriculum of study which focuses on the development of oral and written communication skills and analytical and ethical thinking, combined with a liberal arts component to balance the technical knowledge previously acquired. Students have the option of adding an Area of Focus.

The Bachelor of General Studies curriculum also allows students the flexibility to earn a degree while using their acquired academic and professional training. The format, unlike a traditional full-time schedule, allows students to move through the curriculum at their own pace, either one course at a time or several courses each semester.

Students must meet math and English competency requirements. English composition must be taken in addition to the above if not included in the associate's degree or transfer hours earned.

HUM 495 Coordinating Seminar (3)

Designed as a course to prepare students for the post-graduation world, HUM495 involves considerable hands-on work. Students research employment options and prepare resumes and cover letters (or, if a student intends to pursue graduate work, she will research graduate schools and prepare a statement of purpose). All students write, workshop, and revise an extensive writing project; and they present this project at either Student Scholars Day or during an in-class teaching demonstration. Prerequisite: departmental approval and senior standing.

Students may choose a 24 credit hour Area of Focus in a specific program. Up to six hours of this area can be obtained by portfolio. At least 12 hours must be taken at College of Saint Mary. Hours included in the associate's degree or 64-semester hour requirement cannot be applied to the Area of Focus. If an Area of Focus is selected, the seminar course offered in the focus area may be substituted for the BGS seminar requirement. Only the following programs are appropriate for fulfilling the Area of Focus component.

Art: One Art History (3 hours), ART 211, 213, 215, plus 12 additional hours selected from among the following ART courses: 217, 223, 225, 227, 250, and 233.

History: Any 24 hours of HPS are acceptable; however, the following courses are recommended: HPS 110, 131, 132, 251, 349, 375, 376.

Music: Choose 24 hours from the following: MUS 118, 119, 204, 206, 208, 346, 347, 348, six credits in applied music, six credits in chorus.

Philosophy: PHL 105, 200, 206, 320, 310, plus six additional hours of Philosophy.

Communication: Any 24 credit hours in COM courses.

Business: Any 24 credit hours in BUS courses.

English: English Minor plus six additional credit hours in ENG courses.

Social Sciences: Choose 24 hours from the following: SOC 101, 231, 242, PSY 101, 220; ECO 131; HPS 132, 160.

Bachelor of General Studies

2019-2020

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES		COMP	GRD
ENG 101 English Composition	3			COMPONENT I (Associate Degree or Transfer Credits or CSM credits.	64		
Communications COM 101 or 212	3						
English Literature	3						
Fine Arts (any Art, Music or Theater)	3			COMPONENT II (28 additional hours—examination, portfolio, or additional courses)	24		
HPS (any history course)	3						
Social Science(ECO 150 or any Sociology or Psychology)	3						
Science (any Biology, chemistry or Physical Science) must include lab	4						
PHL 200 Moral Reasoning	3			SUMMARY			
PHL (any Philosophy course)	3						
THL (any Theology course)	6			GENERAL EDUCATION	40		
Global & Cultural Diversity	3			COMPONENT I	64		
HUM 495 Seminar	3			COMPONENT II	24		
				TOTAL	128		

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of General Studies for Pre-PAS Status
2019-2020

GENERAL EDUCATION	44	COMP	GRD	COMPONENT I/ PRE-PAS SCIENCE REQUIREMENTS	46	COMP	GRD
Level I							
ENG 101 Composition (completed in 1 st two semesters)	3			CHM 110/1 General Chemistry (with lab)	5		
<i>Completed or initiated in first three semesters</i>				CHM 112/3 General Chemistry (with lab)	5		
FYS First Year Seminar (any number) (1 st semester)	1			CHM 230 Organic Chemistry I (with lab) (recitation recommended)	5		
Communications (COM 101, 200, 202, 212, or 225)	3			CHM 232 Organic Chemistry II (with lab) (recitation recommended)	5		
Quantitative Reasoning (MTH 114 or above)	3			BIO 110 General Biology (with lab)	0	Gen Ed	Gen Ed
Level II							
ENG 102 Advanced Composition or Transfer	3			BIO 300 Microbiology (with lab)	4		
Global & Cultural Diversity	3			BIO 310 Advanced Anatomy & Physiology I (with lab)	5		
Fine Arts (any Art, Dance, Music or Theatre)	3			BIO 312 Advanced Anatomy & Physiology II (with lab)	5		
Science (any Biology, Chemistry or Physics) must include Lab (BIO 110/111)	4			BIO 330 Genetics (with lab)	4		
Math (MTH 242 Statistics)	3			BIO 340 Biochemistry (with lab)	5		
History (any history class)	3			BIO 366 Pathophysiology	3		
PSY 101 General Psychology	3			COMPONENT II (other courses) 38			
Theology (any class)	6			PSY 220, Lifespan Psychology	3		
PHL 200 Moral Reasoning	3			PSY 410, Abnormal Psychology	3		
PHL 350 Health Care Ethics or Transfer	3			HUM 495 Seminar	3		
				Other courses or minor	31		
SUMMARY							
GENERAL EDUCATION	44						
COMPONENT I	46						
COMPONENT II	38						
TOTAL	128						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

General Studies (GNS)

The Associate of Arts in General Studies program of study is intended for students who are unsure of the area in which they want to major. This associate degree formalizes each student's course work so that all General Education requirements for a bachelor's degree are completed by the end of the Associate of Arts in General Studies. In addition, the student is offered a selection of courses to help her sample a variety of fields and possible majors.

The Associate of Arts in General Studies allows the student to articulate into most bachelor's degrees at College of Saint Mary (except the Bachelor of Science in Nursing, Bachelor in Rehabilitation Studies, or Pre-Physician Assistant Studies status).

Associate of Arts – General Studies - 2019-2020

				REQUIRED ELECTIVES	17	COMP	GRD
GENERAL EDUCATION	47	COMP	GRD	<i>(17 hrs. from following)</i>			
Level I				ACC 161 Prin of Accounting I	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ACC 162 Prin of Accounting II	3		
<i>Completed or initiated in first three semesters</i>				BIO 100 Survey of Biology	3		
FYS First Year Seminar (any number) (1 st semester)	1			BIO 101 Survey of Biology - LAB	1		
Communications (COM 101, 200, 202, 212, or 225)	3			BUS 101 Introduction to Business	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			BUS 328 Leadership	3		
Level II							
English (any except for 262, 320, 322, and 495)	3			CHM 100 & Lab Fundamentals of Chemistry	4		
Global & Cultural Diversity	3			BIS 140 Intro to Programming: BASIC -or-	6		
Fine Arts (any Art, Dance, Music or Theatre)	3			BIS 143 Intro to Programming: C++	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			EDU 101 Intro to Education	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			LAW 101 Intro to Paralegal	3		
History (any history class)	3			LAW 110 Legal Environment	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			MTH 114 College Algebra	3		
Theology (any class)	6			MTH 115 College Trigonometry	3		
PHL 200 Moral Reasoning	3			PSY 200 Child Psychology	3		
Philosophy (any Philosophy course)	3			PSY 203 Adolescent Psychology	3		
General Education Elective (any Liberal Arts Course)	3			PSY 235 Social Psychology	3		
				SOC 231 Social Problems	3		
SUMMARY							
GENERAL EDUCATION	47						
MAJOR	17						
TOTAL	64						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

History and Political Science (HPS)

The study of history and political science is essential to a well-rounded liberal arts education and key to preparing graduates for educated citizenship. At CSM, history courses stress the value of studying the past in order to better understand human beings and the institutions they have created. Political science courses build practical citizenship skills through the study of political institutions, processes and ideas. Preparation in these disciplines cultivates historical awareness and civic literacy essential to full engagement in the complexities of contemporary society.

History Minor

18 hours of HPS courses. Courses must include HPS 131, 132, and either 375 or 376.

Human Services (HSV)

See Psychology for complete degree information. As part of the Applied Psychology degree, the Human Services program prepares women to provide services to individuals and families in need of assistance. Through participation in supervised fieldwork, graduates will also have direct hands-on experience, which provides them with the knowledge and skills necessary for a successful human services career.

Humanities (HUM)

Students wishing to major in the general area of humanities may receive a bachelor's degree in this area. The Bachelor of Arts in Humanities includes an interdisciplinary major and minor and supporting courses that cover seven academic areas in the humanities. These are Communication (COM); English (ENG); History and Political Science (HPS); Philosophy (PHL); Theology (THL); Visual Art (ART); and Performing Art (MUS and THR). Also required is an interdisciplinary project designed to integrate knowledge and insights from two or more humanities areas (HUM 495).

A graduate in humanities can bring to a variety of professions a broad background in the liberal arts; an awareness of a person as an intellectual, emotional, physical, ethical, and aesthetic whole; and an understanding of, and sensitivity to, the human condition. These are qualities essential in interpersonal relationships in all professions.

Humanities Minor

18 hours with 9 from each of two additional humanities disciplines.

Bachelor of Arts

- Humanities -

2019-2020

GENERAL EDUCATION	47	COMP	GRD	MAJOR COURSES	48	COMP	GRD
Level 1				<i>Arts, Music, English, History, Theology, Philosophy, Communications</i>			
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			1 st Emphasis MAJOR (choose 2 of above)			
<i>Completed or initiated in first three semesters</i>					15		
FYS First Year Seminar (any number) (1 ST semester)	1				15		
Communications (COM 101, 200, 202, 212, or 225)	3			2 nd Emphasis MINOR (choose 2 of above)			
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3				9		
Level II					9		
English (any except for 262, 320, 322, and 495)	3			SUPPORTING COURSES	12		
Global & Cultural Diversity	3			Choose 1 course in each remaining area			
Fine Arts (any Art, Dance, Music or Theatre)	3			HUM 495 Coordinating Seminar	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4						
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ELECTIVES	21		
History (any history class)	3						
Social Science (ECO 150 or any Sociology or Psychology)	3			SUMMARY			
Theology (any class)	6			GENERAL EDUCATION	47		
PHL 200 Moral Reasoning	3			Hum. Major	30		
Philosophy (any Philosophy course)	3			Hum Minor	18		
General Education Elective (any Liberal Arts Course)	3			Supporting courses	12		
				Electives	21		
				TOTAL	128		

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Interpreting Certification

The Department of World Languages grants credits to students who complete the required courses for a Certificate in Interpretation. This program provides professional training to bilingual speakers (Spanish or any other language) who seek instruction in interpretation techniques, situation specific terminology, and ethics of the industry.

Medical Interpreting: This certificate program is designed as a series of interconnected modules that teach bilingual speakers (Spanish or any other language) different aspects of the Medical Interpreting profession. All courses are taught in English and are non-language specific. Students who complete the program will be either prepared to take the certification exam of the National Board of Certification for Medical Interpreters or at least have taken the minimum of 40 contact hours of training included among the requisites for taking that exam of certification.

Certificate - Medical Interpreting - 2019-2020

CERTIFICATE COURSES	12	COMP	GRD
MDI 100 Foundations of Interpreting	3		
MDI 110 Medical Interpreting I: Musculoskeletal, Cardio and Digest. Sys.	3		
MDI 120 Medical Interpreting II: Reproductive and Respiratory Systems	3		
MDI 130 Medical Terminology	3		
SUMMARY	12		

Kinesiology and Exercise Science (KES)

Kinesiology and exercise science is the study of human movement through an analysis of body mechanics. Coursework includes topics such as anatomy, biomechanics, exercise physiology, fitness for population groups, and issues in rehabilitation.

Bachelor of Science - Kinesiology & Exercise Science - 2019-2020

GENERAL EDUCATION	37	COMP		GRD	MAJOR PROGRAM COURSES	38-41	COMP	GRD
Level I								
ENG 101 Composition (completed in 1 st two sem)	3				KES 143 Health & Wellness for Women	3		
<i>Completed or initiated in first three semesters</i>					KES 200 Found of Kinesiology	2		
FYS First Year Seminar (any number) (1 st semester)	1				KES 260 Prevention & Care of Athletic Injuries	3		
Communications (COM 101, 200, 202, 212, or 225)	3				KES 350 Exercise Physiology	3		
Quantitative Reasoning (MTH 114 or >/PHL 105/BIS 140)	0				KES 353 Structural Kinesiology	3		
Level II								
ENG 102 Advanced Comp	3				KES 400 Exercise Testing & Prescription	3		
Global & Cultural Diversity	3				KES 450 Theories of Strength & Conditioning	3		
Fine Arts (any Art, Dance, Music or Theatre)	3				KES 454 Biomechanics	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0				KES 490 Senior Seminar	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0				KES 492 Advanced Sport Nutrition	3		
History (any history class)	3				KES 495 Special Project/ Research	3		
Social Science (ECO 150 or any Sociology or Psychology)	3				KES 498 Internship	3-6		
Theology (any class)	6							
PHL 200 Moral Reasoning	3				SUPPORTING COURSES	18		
Philosophy (any Philosophy course)	3				BIO 200 A&P I	3		
PSY 220, Lifespan Development	3				BIO 201 A&P I Lab	1		
					BIO 202 A&P II	3		
					BIO 203 A&P II Lab	1		
SUMMARY					CHM 100 Fund of Chemistry*	3		
GENERAL EDUCATION	37				CHM 100L Fund of Chem Lab	1		
MAJOR	38-41				MTH 112 Intermediate Algebra	3		
SUPPORTING COURSES	18				MTH 242 Statistics	3		
MINOR	18				MINOR	18		
ELECTIVES	14-17				ELECTIVES	14-17		
TOTAL	128				Elective credit or second major or minor.			

***Transfer students may substitute general chemistry and lab for the CHM 100/CHM 100L requirement.**

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Science - Kinesiology & Exercise Science (KESOTD) - 2019-2020

GENERAL EDUCATION	37	COMP		GRD	MAJOR PROGRAM COURSES	38-41	COMP	GRD
Level I								
ENG 101 Composition (completed in 1 st two sem)	3				KES 143 Health & Wellness for Women	3		
<i>Completed or initiated in first three semesters</i>					KES 200 Found of Kinesiology	2		
FYS First Year Seminar (any number) (1 st semester)	1				KES 260 Prevention & Care of Athletic Injuries	3		
Communications (COM 101, 200, 202, 212, or 225)	3				KES 350 Exercise Physiology	3		
Quantitative Reasoning (MTH 114 or >/PHL 105/BIS 140)	0				KES 353 Structural Kinesiology	3		
Level II								
ENG 102 Advanced Comp	3				KES 400 Exercise Testing & Prescription	3		
Global & Cultural Diversity	3				KES 401 Research Methods	3		
					KES 450 Theories of Strength & Conditioning			
Fine Arts (any Art, Dance, Music or Theatre)	3				KES 454 Biomechanics	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0				KES 490 Senior Seminar	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0				KES 492 Advanced Sport Nutrition	3		
History (any history class)	3				KES 495 Special Project/ Research	3		
PSY 101 General Psychology	3				KES 498 Internship	3-6		
Theology (any class)	6							
PHL 200 Moral Reasoning	3				SUPPORTING COURSES	24		
Philosophy (any Philosophy course)	3				BIO 200 A&P I	3		
PSY 220, Lifespan Development	3				BIO 201 A&P I Lab	1		
					BIO 202 A&P II	3		
					BIO 203 A&P II Lab	1		
SUMMARY								
GENERAL EDUCATION	37				CHM 100 Fund of Chemistry*	3		
MAJOR	38-41				CHM 100L Fund of Chem Lab	1		
SUPPORTING COURSES	24				MTH 112 Intermediate Algebra	3		
MINOR	18				MTH 242 Statistics	3		
ELECTIVES	8-11				PSY 410 Abnormal Psychology	3		
TOTAL	128				Medical Terminology	3		
					MINOR	18		
					ELECTIVES	8-11		
					Elective credit or second major or minor.			

***Transfer students may substitute general chemistry and lab for the CHM 100/CHM 100L requirement.**

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Legal Studies (LAW)

Upon completion of the Legal Studies program majors will:

- Demonstrate comprehensive understanding of selected areas of substantive and procedural law.
- Demonstrate an understanding of the paralegal profession and its ethical dimensions
- Demonstrate effective legal research and writing skills

The CSM Legal Studies Program is approved by the American Bar Association. The paralegal generally works as part of a legal team in a law office, in government, or in a corporate or business setting. The paralegal functions as a case coordinator, researcher, one who interviews clients and witnesses, accumulates evidence, and prepares legal documents. The paralegal is involved in virtually all aspects of the legal process but they work under the supervision of an attorney. According to the Bureau of Labor Statistics, law offices of all sizes and in all practice categories are employing more paralegals than ever before.

The student is introduced to the various topics in law and to the culture of the legal profession. In fact, the student receives instruction in many of the same areas that are required in most law schools, although paralegals are not attorneys and are not authorized to practice law.

Transfer students are expected to take the majority of their credit hours of their major courses at College of Saint Mary. Transfer credits will be evaluated carefully to assure comparability in nature, content and level of credit. Transfer credits in the student's major will be limited to fourteen hours for bachelor students, nine hours for associate students and six hours for Certificate students. The University only accepts transfer credits in law courses from American Bar Association approved schools.

CLEP and challenge examinations will not be given for paralegal courses.

College of Saint Mary offers three routes to a career in the paralegal field: bachelor's degree program, associate degree program, and a certificate program for individuals who hold a bachelor's degree in another field and want to earn a certificate in paralegal studies.

Paralegal studies majors may not complete more than 6 hours of required course work in their major, supporting courses or general education requirements by independent study.

Students graduating with a degree or certificate in paralegal studies must have at least in C in all LAW courses.

Note: Some courses will have a service-learning component.

Students who wish to apply for early admission to law school (3/3 program) must inform the Program Director no later than the end of their first semester at the College. Transfer students are eligible to apply for the 3/3 program if they have completed no more than 12 credits prior to enrolling at the College.

Paralegal Studies Minor (Nursing majors only)

LAW 110, 200, 230, 300, 340, and choose three of the following: LAW 440, 450 (Insurance Law) or 450 (Worker's Compensation Law).

Students in this major may not apply more than six (6) hours of independent study credit or more than nine (9) hours of a combination of independent study, directed readings, or internship credit toward degree completion.

Pre-Law Studies

A number of our CSM graduates wish to continue their education by attending law school. We have designed the following courses of study that will assist a student in that endeavor.

Students who elect to follow a "Pre-Law" curriculum will choose among four majors: Paralegal, Humanities, English or Business. Students will complete courses totaling 30 or more credit hours in the chosen major. The Pre-Law curriculum is completed in addition to the required courses in the student's major and minor. The Pre-Law courses cannot be used as credit for a paralegal certificate. Students will be required to take 17 hours in LAW courses: LAW 110, 200, 210, 220, 300 and 310.

Pre-Law Early Admission

Students who wish to apply for early admission to law school (after completion of their junior year) can do so by meeting the following requirements: must be a Legal Studies major, take the Law School Admission Test (LSAT) and meet the admission qualifications of the law school they want to attend. The College of Saint Mary has an agreement with Creighton University School of Law for early admission of CSM Legal Studies majors. This offers qualified students the ability to complete their bachelor's degree during their first year of law school so that the bachelor's and J.D degrees are completed in six years.

Early admission options are also available at other ABA approved law schools.

See the Legal Studies Program Director for additional details about these programs.

Associate of Arts

- Paralegal Studies -

2019-2020

GENERAL EDUCATION	23	COMP	GRD	MAJOR PROGRAM COURSES	29	COMP	GRD
Level 1				LAW 101 Intro to Paralegal	3		
ENG 101 Composition	3			LAW 110 The Legal Environment	3		
FYS First Year Seminar (any number)	1			LAW 200 Legal Research & Writing I	3		
COM 101 Oral Communication Skills	3			LAW 210 Legal Research & Writing II	3		
Level 2				LAW 220 Law Office Administration	3		
PHL 105 Principles of Reasoning	0			LAW 230 Litigation I	3		
PHL 200 Moral Reasoning	3			LAW 231 Litigation II	3		
Science (any Biology, Chemistry or Phy Sci (must include lab)	4			ANY 2 OF FOLLOWING	6		
Global Cultural Diversity	3			LAW 300 Torts	3		
THL (any Theology course)	3			LAW 310 Advanced Bus Law	3		
SOC 101 Intro to Sociology	3			LAW 320 Estates, Trust, Tax Law & Prob	3		
				LAW 330 Real Estate Law	3		
				LAW 340 Contracts	3		
ELECTIVES				LAW 350 Family Law	3		
				ANY 2 OF THE FOLLOWING	2		
SUMMARY				LAW 410, 430, 440, or 450	1		
GENERAL EDUCATION	23			SUPPORTING COURSES	15		
MAJOR	29			ACC 161 Principles of Accting I	3		
SUPPORTING COURSES	15			COM 210 Interpersonal Comm.	3		
				HSV 231 Interviewing Skills	3		
TOTAL	67			BIS 220, Adv. Computer App	3		
				PHL 105 Principles of Reasoning	3		

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements

Bachelor of Arts

- Paralegal Studies -

2019-2020

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	44	COMP	GRD
Level I				LAW 101 Introduction to Paralegal	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			LAW 110 The Legal Environment	3		
<i>Completed or initiated in first three semesters</i>				LAW 200 Legal Research & Writing I	3		
FYS First Year Seminar (any number) (1 ST semester)	1			LAW 210 Legal Research & Writing II	3		
Communications (COM 101, 200, 202, 212, or 225)	3			LAW 220 Law Office Administration	3		
Quantitative Reasoning PHL 105	0			LAW 230 Litigation I	3		
Level II				LAW 231 Litigation II	3		
English Literature (any except for 262, 320, 322, and 495)	3			LAW 300 Torts	3		
Global & Cultural Diversity	3			LAW 310 Advanced Business Law	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			LAW 320 Estates, Trust, Tax Law & Prob	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			LAW 330 Real Estate Law	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			LAW 340 Contracts	3		
History (any history class)	3			LAW 350 Family Law	3		
PSY 235 Social Psychology	3			LAW 490 Legal Seminar	3		
Theology (any class)	6			LAW ELECTIVE (OPTIONAL)			
PHL 200 Moral Reasoning	3			LAW 470 Paralegal Internship (May be substituted for LAW 490)	3		
Philosophy (any Philosophy course)	0			LAW 410, 430, 440, or 450 (choice of 2)	2		
Sociology 101	3			SUPPORTING COURSES	18		
				ACC 161 Principles of Accounting I	3		
ELECTIVES	7			BIS 220 Adv. Computer Applications	3		
SUMMARY				COM 210 Interpersonal Comm.	3		
GENERAL EDUCATION	41			HSV 231 Interviewing Skills	3		
MAJOR	44			PHL 105 Principles of Reasoning	3		
MINOR	18			PHL 320 Business Ethics	3		
SUPPORTING COURSES	18			MINOR	18		
ELECTIVES	7			Choose any minor in catalog			
TOTAL	128			SECOND MAJOR (optional)			
				Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Post Baccalaureate Certificate – Paralegal Studies - 2019-2020

GENERAL EDUCATION SUPPORTING COURSES	3	COMP	GRD	MAJOR PROGRAM COURSES	26	COMP	GRD
Any one of the following:				LAW 101 Introduction to Paralegal	3		
BIS 220 Adv. Bus. Applications OR	3			LAW 200 Legal Research & Writing I	3		
HSV 231 Interviewing Skills OR	3			LAW 210 Legal Research & Writing II	3		
ACC 161 Principles of Accounting	3			LAW 220 Law Office Administration	3		
				LAW 230 Litigation I	3		
				LAW 231 Litigation II	3		
				AND 2 OF THE FOLLOWING	6		
				LAW 300 Torts	3		
SUMMARY				LAW 310 Advanced Business Law	3		
MAJOR	26			LAW 320 Estates, Trust, Tax Law & Probate	3		
SUPPORTING COURSES	3			LAW 330 Real Estate Law	3		
TOTAL	29			LAW 340 Contracts	3		
				LAW 350 Family Law	3		
				ANY 2 OF THE FOLLOWING	2		
				LAW 410, 430, 440, or 450	1		

A person pursuing a Certificate in Paralegal Studies who already holds a Bachelor Degree, as stated below, is eligible for LAW 470 Paralegal Internship as a law elective.

Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements

Mathematics (MTH)

The mathematics program at College of Saint Mary is designed to meet the needs of prospective teachers of mathematics, of those who require mathematics as a necessary foundation for their work in other departments, of those who are studying mathematics as a cultural element of a liberal education, and of those whose major interest is in the field of mathematics. College of Saint Mary currently offers a structured four-year course sequence leading to a Bachelor of Science Degree in Mathematics. See Education Program for information on admission, testing, Clinical Practice and certification requirements. See Secondary Minor in Education Sequence for professional education course requirements.

Math Minor

MTH 201 and 202, plus 12 additional credit hours in MTH classes numbered 170 and above.

A prerequisite mathematics course cannot be taken for credit after a C or higher grade has been earned in a higher level mathematics course unless the program director of mathematics grants an exception.

Bachelor of Science

- Math -

2019-2020

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	37	COMP	GRD
Level I				MTH 170 Discrete Mathematics	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			MTH 201 Calculus I	4		
<i>Completed or initiated in first three semesters</i>				MTH 202 Calculus II	4		
FYS First Year Seminar (any number) (1 st semester)	1			MTH 203 Calculus III	4		
Communications (COM 101, 200, 202, 212, or 225)	0			MTH 242 Statistics	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	0			MTH 266 College Geometry	3		
Level II				MTH 342 Mathematical Statistics	3		
English (any except for 262, 320, 322, and 495)	3			MTH 350 Abstract Algebra	3		
Global & Cultural Diversity	3			MTH 360 Linear Algebra	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			MTH 450 Differential Equations	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			MTH 495 Mathematics Seminar	1		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			BIS 143 Application Programming using C++	3		
History (any history class)	3			SUPPORTING COURSES	6		
Social Science (ECO 150 or any Sociology or Psychology)	3			COM 212 Speech for Professionals	3		
Theology (any two classes)	6			BIS 140 Programming Concepts	3		
PHL 200 Moral Reasoning	3						
Philosophy (any Philosophy course)	3			ELECTIVES	29		
General Education Elective (any Liberal Arts Course)	3						
				MINOR	18		
				Choose any minor in catalog			
SUMMARY				SECOND MAJOR (optional)			
GENERAL EDUCATION	38			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major	.		
MAJOR	37						
MINOR	18						
SUPPORTING COURSES	6						
ELECTIVES	29						
TOTAL	128						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Science

- Math -

2019-2020

Secondary Education

GENERAL EDUCATION	35	COMP	GRD	MAJOR PROGRAM COURSES	37	COMP	GRD
Level I				MTH 170 Discrete Mathematics	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			MTH 201 Calculus I	4		
<i>Completed or initiated in first three semesters</i>				MTH 202 Calculus II	4		
FYS First Year Seminar (any number) (1 st semester)	1			MTH 203 Calculus III	4		
Communications (COM 101, 200, 212, or 225)	0			MTH 242 Statistics	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	0			MTH 266 College Geometry	3		
Level II				MTH 342 Mathematical Statistics	3		
English (any except for 262, 320, 322, and 495)	3			MTH 350 Abstract Algebra	3		
Global & Cultural Diversity (EDU 375)	0			MTH 360 Linear Algebra	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			MTH 450 Differential Equations	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			MTH 495 Mathematics Seminar	1		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			BIS 143 Application Programming using C++	3		
History (any history class)	3			SUPPORTING COURSES	6		
PSY 101 General Psychology	3			COM 212 Speech for Professionals	3		
Theology (any two classes)	6			BIS 140 Programming Concepts	3		
PHL 200 Moral Reasoning	3			SECONDARY EDUCATION DUAL MAJOR	41		
Philosophy (any Phil, course)	3			EDU 101 Intro to Education*	3		
PSY 203 Adolescent Psychology	3			EDU 201 Technology in the Classroom	3		
				EDU 312 Ed. Psych.& Measurement*	3		
				EDU 315 Assessment of Learners	2		
SUMMARY				EDU 351 Literacy Methods for Secondary Schools*	3		
MATH MAJOR	37			EDU 360 Teaching Middle and Secondary Students*	3		
SUPPORTING COURSES	6			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
GENERAL EDUCATION	35			EDU 427 History, Trends & Issues in Education	3		
SECONDARY EDUCATION MAJOR	41			EDU 472 Clinical Practice: Sec*	10		
ELECTIVES	9			EDU 495 Clinical Practice Sem	2		
TOTAL	128			SPE 101 Intro to Special Ed*	3		
				SPE 240 Guidance and Classroom Management	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Science – Middle School Math Endorsement – 2019-2020

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	53	COMP	GRD
Level I				EDU 101 Introduction to Education*	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measurement*	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assessment of Learners	2		
Communications (COM 101, 200, 212, or 225)	3			EDU 351 Literacy Methods for Secondary Schools*	3		
Quantitative Reasoning (MTH 114 or MTH 162) (See Supporting Math Courses)	0			EDU 355 Teaching Math: El. & Mid. *	3		
Level II				EDU 360 Teaching Middle & Secondary Students*	3		
English Literature	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 427 Hist., Trends and Issues in Educ.	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			EDU 471 Clinical Practice: Mid. *	10		
Life Science (Biology) must include Lab	4			EDU 495 Clinical Practice Seminar	2		
Physical/Earth Science	3			EDU 496 Research Seminar	3		
History (any history class)	3			ENG 262 Adolescent & Young Adult Literature*	3		
Psychology (PSY 101)	3			PSY 203 Adolescent Psych	3		
Theology (any two classes)	6			SPE 101 Intro to Special Ed. *	3		
PHL 200 Moral Reasoning	3			SPE 240 Guidance and Classroom Management	3		
Philosophy (any Philosophy crs)	3						
History (any history course)	3			SUPPORTING MATH COURSES	26		
ELECTIVES				MTH 114 College Algebra	3		
SUMMARY				MTH 115 Trigonometry	3		
GENERAL EDUCATION	41			MTH 170 Discrete Mathematics	3		
MAJOR	53			MTH 201 Calculus I	4		
MINOR (ESL, Reading, or Supporting Field)	18						
SUPPORTING MATH COURSES	26			MTH 202 Calculus II	4		
TOTAL	138			MTH 242 Statistics	3		
				MTH 266 College Geometry	3		
				MTH 162 Numbers & Geometry with Applications	3		
				MINOR OR SUPPORTING FIELD	18		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Medical Laboratory Science (MLS)

The medical laboratory science curriculum offers preparation to those who wish to do professional diagnostic laboratory work. These professionals may find challenging opportunities in hospitals, clinics, doctors' offices, research, industry, and educational institutions.

The major characteristics desired in an applicant include high moral standards, scientific curiosity, manual dexterity, academic ability, and a genuine interest in people. In addition to completing the academic college program, students must make application, meet the designated entrance requirements, gain acceptance, and satisfactorily complete the professional year of study before they can receive the baccalaureate degree in medical laboratory science from College of Saint Mary. The process and standards by which applicants are selected for admission to the professional year vary slightly with each clinical institution. The medical laboratory science advisor will assist the student in the application and registration procedures for entrance to the clinical facility during the fall semester prior to the professional year of study. A minimum GPA of 2.5, reference letters, college transcripts, and a personal interview are required for entrance to the clinical facility. Specific admission information can be obtained directly from the clinical institution. Upon graduation, students are eligible to take national certifying examinations.

Enrollment in the clinical facilities is limited and competitive. Therefore, those students who do not meet the professional admissions requirements during the academic portion of the program are encouraged to pursue other programs. A student in the '3 + 1' program who is not accepted into a professional program or who chooses not to continue may complete a biology degree at College of Saint Mary by completing a 4th year of study.

Courses for the professional year of study are offered at a medical institution with which College of Saint Mary has an affiliation agreement. These courses will be entered on the CSM transcript. The medical laboratory science advisor can provide information about affiliated institutions.

Bachelor of Science – Medical Laboratory Science – 2019-2020

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	47	COMP	GRD
<i>Level I</i>				BIO 110/111 Gen Biology/Lab	4		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			BIO 300/301 General Micro/Lab	4		
<i>Completed or initiated in first three semesters</i>				BIO 310/311 Adv A&P/Lab	5		
FYS First Year Seminar (any number) (1 st semester)	1			BIO 312/313 Adv A&P II/Lab	5		
Communications (COM 101, 200, 202, 212, or 225)	3			BIO 250/251 Zoology/Lab	4		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	0			BIO 266/267 Botany/Lab	4		
<i>Level II</i>				BIO 330/331 Genetics/Lab	4		
English 102 Advanced Comp	3			BIO 340/341 Biochem/Lab	5	optional	
Global & Cultural Diversity	3			BIO 390/391 Mole. Bio/Lab	4		
Fine Arts (any Art, Dance, Music or Theatre)	3			BIO 192 Scientific Methods	1		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0			BIO 473 Capstone Project	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			BIO 392 Scientific Literacy	1		
History (any history class)	3			BIO 492 Scientific Comm	1		
Social Science (ECO 150 or any Sociology or Psychology)	3			CHM 110 General Chemistry	4		
Theology (any class)	6			CHM 111 General Chemistry Lab	1		
PHL 200 Moral Reasoning	3			CHM 112 General Chemistry	4		
Philosophy (any Philosophy course)	3			CHM 113 General Chemistry Lab	1		
General Education Elective (any Liberal Arts Course)	3			CHM 230 Organic Chemistry I	4		
				CHM 231 Organic Chem Lab I	1		
				CHM 232 Organic Chemistry II	4		
SUMMARY				CHM 233 Organic Chem Lab II	1		
GENERAL EDUCATION	37			SUPPORTING COURSES	12		
MAJOR	47			BIO 464 Immunology/Hematology	3		
PROFESSIONAL STUDY	36			MTH 114 College Algebra	3		
SUPPORTING COURSES	12			MTH 115 College Trig	3		
ELECTIVES							
6-9 for biology electives				MTH 242 Statistics	3		
TOTAL	132			PHY 202/203 Gen Physics I/Lab	4		
				PHY 204/205 Gen Physics II/Lab	4		
PROFESSIONAL YEAR OF STUDY	36						
HOSPITAL:				A biology degree can be granted by taking the courses highlighted in gray, plus 7 electives, if the student decides to not pursue the professional year to complete the MLS.	36		
CITY: STATE:							
ENROLLED:							
EDUCATIONAL COORDINATOR:							

Admission requirements: To begin the Human Biology program students must meet the Prerequisites for MTH 114, ENG 101, BIO 110, and CHM 110 (by placement or past Coursework).

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Military Science

Army Reserve Officers' Training Corps (MIL)

The Army Reserve Officer's Training Corps (ROTC) program was established at College of Saint Mary in February 1975, when the University concluded an agreement to provide the program of instruction with the military science department of Creighton University. This makes College of Saint Mary the first women's university in the western United States to offer Army ROTC to its students.

The ROTC program is prepared and presented by the military science department of Creighton University and the U.S. Army under an independent contract with College of Saint Mary.

Program Objectives

The program provides training designed to qualify students for an Army Commission while also preparing them for civilian executive and management positions. Hence, the student may earn a commission while earning an academic degree in a discipline of her choice. Leadership training is the core of the Military Science program and is required each semester. It is accomplished, in part, through a leadership laboratory conducted each week and field exercises held each semester. The Basic Course develops an understanding of teamwork and leadership techniques. Leadership is enhanced through practical application in drill, leader reaction exercises and tactical exercises in field situations. Additionally, there are opportunities for optional adventure training in Helicopter Rappelling and Air Assault, Airborne and Mountain Survival Training. Advanced course students plan, organize and conduct the Basic Course leadership program, thereby enhancing their management and supervisory skills. Further growth is achieved through field exercises and enrichment activities, Ranger Training, Physical Training, and Cadet Troop Leadership Training.

Advanced Course

Although Military Science Courses may be taken for credit by any student, only those students formally enrolling in and successfully completing the Advanced Course will receive a commission. If selected for and enrolled in the Advanced Course, the student must agree to complete the remaining two years of ROTC and to accept a commission, if offered, upon completion of the course.

Each Advanced Course student must attend a 32-day Advanced Camp, normally during the summer between their junior and senior year. Advanced Camp consists of the practical application of the instruction and skills learned at Creighton, with emphasis on leadership and physical fitness. Students are paid travel expenses to and from camp as well as a daily working salary. All accommodations, clothing, equipment, and food are provided.

Army Reserve/Army National Guard Simultaneous Membership Program (SMP)

The ROTC Program is normally a four-year program; however, under the Simultaneous Membership Program (SMP), qualified juniors (those who are veterans or those who have successfully completed three years of Junior ROTC or Basic Training with a reserve or national guard unit) may, upon the approval of the Profession of Military Science (PMS), enter the Advanced Course and earn a commission. The student may apply for Active Duty with the U.S. Army upon graduation.

Qualified SMP students may apply for scholarships under the Guaranteed Reserve Forces Duty Scholarship program. This is a two-year scholarship that could be worth nearly \$38,400. Other scholarships may also be available. In addition to the \$350 per month and the Reserve unit pay, SMP students are still eligible for selected Montgomery GI Bill college assistance

programs. Total monetary entitlements for even a non-scholarship SMP student during the two-year program could exceed \$28,000.

Special Opportunities

Students who have completed 12 months of service in one of the U.S. Armed Services and have achieved junior standing may, upon approval of the PMS, be granted credit for the Basic Course and enroll in the Advanced Course. ROTC credit earned at other universities is transferable to Creighton.

Numerous associated and allied programs and extracurricular activities are available to ROTC students. CTLT (Cadet Leadership Training) and NSTP (Nurse Summer Training Program) are great examples of opportunities available to ROTC students. During the summer after junior year, ROTC students are given the opportunity to travel to various Army Posts throughout the world. These are designed to broaden their knowledge and understanding of the military profession and to allow them to acquire and develop new skills.

ROTC Scholarships

Four- and three-year scholarships are available to all high school seniors who apply and are selected to receive these scholarships while they attend an institution offering a four-year Army ROTC program.

ROTC students who gain acceptance to a professional school in the medical field are eligible to apply for the Uniformed Services Health Professions Scholarship Program, which pays the recipient a monthly stipend plus tuition and other academic expenses. These scholarships are offered in medicine, osteopathy, and psychology (Ph.D., clinical or counseling). Students desiring graduate and professional education are permitted to apply for deferment of service obligation resulting from their ROTC enrollment until the completion of such additional studies. This educational delay is open to those pursuing advanced medical, legal, and seminary professions. Feel free to call if there are any questions at (402) 280-1155/2828.

Aerospace Studies - Air Force Reserve Officers' Training Corps (AES)

The Air Force Reserve Officer Training Corps (ROTC) program was established at College of Saint Mary in 1976. The Air Force ROTC program, hosted through the University of Nebraska-Omaha, is open to both men and women and is designed to develop the skills and attitudes vital to the career professional Air Force officer. Students who want to participate in the Air Force ROTC program will have to travel to the University of Nebraska-Omaha for all Air Force ROTC classes and functions. Upon successful completion of the Air Force ROTC program and graduation from the University, cadets are commissioned Second Lieutenants, USAF. Instruction includes a two-year basic course (General Military Course-GMC) and a two-year advanced course (Professional Officer Course-POC). Cadets will also need to complete field training, which is attended the summer between a cadet's sophomore and junior year. Air Force ROTC scholarships are available to outstanding cadets.

Aerospace Studies, on all levels, are presented to Air Force ROTC students as professional courses, designed to enrich their overall academic experience in the University. The academic curriculum of Air Force ROTC consists of two distinct general courses:

The General Military Course is a continuing freshman-sophomore course of two academic years. The Professional Officer Course is a junior-senior-graduate course of two academic years. The Air Force ROTC leadership laboratory activities, which are a part of each course, offer students many opportunities for practical leadership training. The GMC curriculum emphasizes the potential of aerospace power. Courses are designed to acquaint the student with aerospace power and the Air Force mission in support of our national defense. The

courses are open to all full-time University students. Textbooks and uniforms are furnished at government expense. All students are provided leadership experience through participation in leadership laboratory activities. Students enrolled in GMC courses are not in the military service and assume no military obligation. Students with prior military service or high school ROTC experience may receive credit for portions of the GMC program.

The POC curriculum emphasizes communicative skills, civil-military relations, leadership, human relations, problem solving, and decision making. Courses are open to students who have completed the GMC program, and attended field training course. Students not enrolled in the GMC program should contact Air Force ROTC as soon as possible to be tested and processed for the fall semester. POC cadets enlist in the Air Force Reserve and manage all leadership laboratory activities.

For complete information on the Air Force ROTC program, contact the Professor of Aerospace Studies (PAS), 402-554-2318. You can also visit their website: <http://www.unomaha.edu/afrotc/>.

Music (MUS)

The music department offers courses that develop vocal and/or instrumental performance abilities as well as knowledge of music history and theory. Ensemble experience is gained by participation in the College of Saint Mary Chorus and CSM Singers.

Individual applied music instruction is available for any student from the complete beginner to the accomplished performer. A student wishing to minor in music is required to take a preliminary examination in music theory and perform an audition in her chosen applied music area. The exam and audition will allow the Fine Arts Program Director to effectively advise each student regarding her course of study. A student should declare a music minor no later than her sophomore year in order to complete the required courses.

All MUS courses are approved for General Education credit.

Music Minor

A minimum of 18 hours including MUS 118, 346 or 347, three semesters of MUS 247, 3 semesters of applied music study, and 3 credits of music or fine arts elective.
--

MUSIC COURSES TAKEN FOR NON-CREDIT

Select music courses, to be determined by Fine Arts Director, may be taken as non-credit, instead of as a graded course. The following process should be followed: Contact the Fine Arts Director for permission, who will then notify the Registrar's Office to register the student for non-credit. The Registrar Office enters the course on the student's schedule with zero credits and a grade of NC. A course may be changed to no credit any time during the semester by a written request to the Registrar's Office with no additional charge. Courses may not be changed from NC to credit after add/drop period.

Applied Music

Any student may register for beginning level applied music courses. Intermediate or advanced level courses require permission of the instructor and necessary prerequisites. Beginning private lessons will be 30 minutes in length and intermediate or advanced level private lessons are 50 minutes in length. Daily practice is expected of all students enrolled in applied music courses. Practice requirements are outlined in each instructor's syllabus. Any applied music course number may be repeated for credit. (Does not apply to MUS 108 and 109.) Instruction in additional instruments may be offered. Contact the Fine Arts Program Director for information.

Nursing (NUR)

Nursing education at College of Saint Mary began in 1969 with the establishment of the Associate of Science in Nursing (ASN) program. In 1983, the Bachelor of Science in Nursing completion (RN-BSN) program was added. The RN-BSN program was designed for registered nurses (RN) who had completed a basic program in nursing that leads to RN licensure. In 2014, the traditional/pre-licensure Bachelor of Science (BSN) program was added. Since then the ASN program officially closed in July 2015 and the RN-BSN program closed in May 2018. The BSN program is approved by the Nebraska Board of Nursing and fully accredited by the Accreditation Commission for Education in Nursing (ACEN) located at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, Telephone: 404-975-5000. The Practical Nursing Program (PN) was started in 2004.

The Practical Nursing certificate program (PNC) was started in 2004. The PNC program is approved by the Nebraska Board of Nursing.

All students in the nursing program are subject to the general policies and procedures described in the appropriate sections of this catalog and in the nursing student policies manuals.

The Programs

Practical Nurse Program (PNC)

College of Saint Mary has a program for the preparation of practical nurses. The practical nurse program is a full-time, 12-month, calendar year program leading to a certificate. Students will take general education support courses that will enhance the understanding of the practical nursing courses in the classroom and the clinical setting. Graduates of the practical nurse program will be able to provide direct nursing care to individuals with common health needs within a structured health care setting under the direction and supervision of a registered nurse or physician. Upon completion of the program, graduates are qualified to take the National Council of State Board of Nursing (NCLEX-PN) examination for practical nursing.

Practical Nurse Program Outcomes

Upon completion of the PN Program, the student will:

1. Recognize abnormal alterations in clients across the life span.
2. Contribute to health assessment, establishing nursing diagnoses, the development of individualized care plans, implementing the care plan, and evaluating the patient's response to nursing interventions.
3. Utilize nursing care plans as they relate to selected alterations in care of the individual client.
4. Apply therapeutic communication skills in interactions with the client and health care team.
5. Demonstrate an understanding of the legal, ethical, and professional responsibilities related to the role of a practical nurse.
6. Apply the principles of human growth and development in client care across the life span.
7. Contribute to patient education as directed by the registered nurse consistent with the identified learning needs of individuals, families, and groups.
8. Incorporate cultural and spiritual diversity principles while providing individualized nursing care.

9. Implement basic management principles when working with members of the interdisciplinary treatment team.

Criteria for Admission

1. High school graduate with GPA of 2.0 or GED with appropriate signatures.
2. Official transcripts from all colleges attended.
3. Prior to program start:
 - a. Meet Core Performance Standards (Policy 1.2) and Nursing Program Requirements (Policy 1.3)
 - b. Completed health record, including immunizations and laboratory results, background check and drug screen

Certificate

- Practical Nursing -

2019-2020

SUPPORTING COURSES	7	COMP	GRD	MAJOR PROGRAM COURSES	35	COMP	GRD
BIO 120 Prin. Of Anat & Phy	3			PNC 101 Intro to Practical Nurs	3		
BIO 121 A&P lab OR	1			PNC 102 Med-Surg Prac. Nurs I	3		
BIO 202 Anat & Phy II	3			PNC 103 Med-Surg Prac.Nurs II	3		
BIO 203 Anat & Phy II Lab	1			PNC 104 Maternal/Child Prac. Nursing	2		
				PNC 105 Transition to Prac Nurs. Practice	2		
Prerequisite Course(s) to be taken before starting PN program:				PNC 124 Intro to Pharmacology	3		
ENG 101 English Composition	3			PNC 131 Psychosocial Concepts In Practical Nursing	3		
ENG 099 (if needed by placement test)	(3)			PNC 142 Nutrition	2		
				PNC 143 Integrating Prac. Nurs. Concepts	3		
SUMMARY				PNC 171 Practical Nurs Clin I	3		
MAJOR	35			PNC 172 Med-Surg PN Clinical	3		
SUPPORTING COURSES	7			PNC 173 Med-Surg PN II Clin.	3		
TOTAL	42			PNC 174 Maternal/Child Clinical	1		
				PNC 175 PN Practice Clinical	1		

Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science in Nursing Degree (BSN)

Students complete a curriculum that includes a combination of nursing, general education, and supporting courses. Laboratory and clinical practice, which is a part of the curriculum, begins in the first semester and extends throughout the program. A variety of health care agencies in the community are used for clinical experience. Clinical practice courses require a 3:1 ratio of contact hours per credit hour earned. Transportation to the clinical facilities is the responsibility of the student.

The BSN program is designed as a day program and may be completed in one of two tracks: Nursing 3 or Nursing 4. The Nursing 3 track allows the student to complete the BSN degree in three years. The Nursing 4 track allows the student to complete the BSN degree in four years. The plan of study is determined by admission criteria and student preference.

All BSN graduates are required to complete a minimum of 128 hours, at least 30 of which must be completed at College of Saint Mary. Graduates of the BSN program are eligible to take the National Council of State Board of Nursing (NCLEX-RN) examination for registered nurses.

BSN Program Outcomes

Upon completion of the BSN program, the student will:

1. Apply theoretical and empirical knowledge, based on research and evidence-based practice, in order to provide culturally competent, patient-centered nursing care.
2. Utilize vigilance and appropriate interventions to promote a culture of safety.
3. Use effective and professional communication when interacting across the healthcare system.
4. Demonstrate role behaviors consistent with legal, ethical, and professional standards of practice.
5. Demonstrate leadership concepts, critical thinking, and clinical reasoning skills when working across the healthcare system.
6. Appreciate the pursuit of nursing practice excellence through lifelong learning and professional engagement.

Please refer to the Pre-Licensure Bachelor of Science in Nursing Program Student Manual for additional information, including the pre-nursing option.

Admission to Undergraduate Nursing Programs Policies/Procedures:

1. Students desiring admission to the nursing programs apply through Enrollment Services or Nursing CAS and must meet the CSM admissions criteria.
2. Application materials for the nursing program are processed by Enrollment Services or Nursing CAS and then submitted to the Nursing Program Directors for review.
3. Applications are reviewed by the appropriate Program Director upon receipt of all of the following:
 - a) Application form
 - b) Official high school transcript or GED
 - c) Results of ACT scores
 - d) Official school transcripts from all colleges attended
4. All students who have graduated from high school within two years of applying for the nursing program will be assessed for entrance into the nursing program based on their GPA from high school and their ACT scores per the policy in the undergraduate catalog.
5. If the applicant meets the criteria for nursing. Enrollment Services will notify

- the applicant of her acceptance in writing.
6. A personal interview may be requested by the appropriate Program Director.

Requirements for Laboratory/Clinical/Preceptorship Courses

1. **Core Performance Standards:** A profession's essential functions, or performance standards, are considered to be the fundamental duties that one must be able to perform with or without a reasonable accommodation. A student who wishes to be considered for reasonable accommodations at College of Saint Mary must self-identify to the accommodations coordinator as a person who has a disability and is seeking accommodations. College of Saint Mary will make reasonable accommodations that will allow the individual student to perform the essential functions of class or profession unless it causes an undue hardship to the Nursing Program at College of Saint Mary. The applicant should consult with the Program Director to discuss any individual circumstance in which she may not be able to meet the essential functions.

Core Performance Standards/Essential Functions (Nursing Program Student Manual, policy 1.2) for successful completion of program outcomes include the following: general, observational, communication, motor, and intellectual-conceptual abilities; behavior and social attributes; and ability to manage stressful situations.

2. **CPR Certification:** A current CPR card endorsed by the American Heart Association, specifically for Health Care Provider with content including CPR for the adult, child, and infant, as well as AED training. This is required to participate in a lab/clinical course. Expenses incurred by the student in connection with the CPR requirement are the responsibility of the student. (Nursing Program Student Manual, policy 1.3).
3. **Health Record Requirements:** All students must meet health requirements including, but not limited to, basic physical screening, immunizations, and drug screening. Expenses incurred by the student in connection with the health requirements are the responsibility of the student. (Nursing Program Student Manual, policy 1.3).
4. **Background Investigation:** A felony charge or pattern of misdemeanors may block a student's clinical placement or ability to take the National Council Licensure Exam for Nurses (NCLEX). (Nursing Student Policy 1.3). *Students must complete the background check form prior to registering for classes. Any expense incurred in connection with these requirements is the responsibility of the student.

The nursing program reserves the right of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Progression in the Program

In order to progress from one semester to the next, the student must complete the program of study in the prescribed sequence. A student who fails a nursing course will be required to repeat that course before progression to the next level of the nursing curriculum. This may delay the anticipated graduation date. The student must maintain an overall cumulative grade

point average of 2.0, earn a minimum grade of C in all natural and biological science courses, math, general psychology, moral reasoning, English, and earn a C or better in each nursing course. A grade below C or an unsatisfactory (UN) in a nursing course is considered failing. When a student is not successful in one component of the nursing course, both components are repeated. The student must comply with the nursing program policies and the ethical standards of the nursing profession.

The nursing program reserves the right of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Graduation:

The Bachelor of Science in Nursing degree is granted by College of Saint Mary to those candidates who have been recommended by the faculty of the nursing program and have completed the following requirements:

1. A minimum of 128 hours as prescribed in the curriculum.
2. A minimum of 36 of the last 45 hours at College of Saint Mary.

The nursing program reserves the right to change the curriculum as deemed necessary for the continuation of high quality education.

**PROGRAM OF STUDY
BSN
3 yr or 4 yr program**

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	69	COMP	GRD
Level I							
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			NUR 100 Intro to Nursing	3		
<i>Completed or initiated in first three semesters</i>				NUR 101 Fund. Of Nursing	9		
FYS First Year Seminar (any number) (1 st semester)	1			NUR 102 Fund. Of Nursing Pharmacology	1		
Communications (COM 101 or 212)	3			NUR 200 Psych-Mental Health Nursing	4		
Quantitative Reasoning (MTH 242)	3			NUR 201 Population-Based Community Health Nursing	4		
Level II				NUR 202 Psych/Public Health Pharmacology	1		
English (any except for 262, 320, 322, and 495)	3			NUR 203 Maternal Newborn Nursing	4		
Global & Cultural Diversity (see major**)	0			NUR 204 Pediatric Nursing	4		
Fine Arts (any Art, Dance, Music or Theatre)	3			NUR 205 Maternal/Child Pharmacology	1		
CHM 100, 100L and (101)	4(1)			NUR 208 Health Assessment	3		
Natural Sci/Math (see sup crs)	0			NUR 207 Intro to Nurs. Rsch & Evidence-Based Prac.	3		
History (any history class)	3			NUR 300 Acute Med/Surg Nurs	8		
PSY 101 Intro to Psychology	3			NUR 301 Acute Med/Surgical Pharmacology	1		
Theology (any class)	6			NUR 308 Cultural/Spiritual Care in Nursing**	3		
PHL 200 Moral Reasoning	3			NUR 303 Multisystem Med/Surg Nursing	8		
Philosophy (any Philosophy class)	3			NUR 304 Multisystem Med/Surg Pharmacology	1		
SOC 101 Intro. To Sociology	3			NUR 305 Transition to Professional Nursing Practice	2		
<i>MTH 112 is prerequisite/ concurrent for CHM 100&MTH 242</i>	3			NUR 306 Nursing Leadership and Management	3		
SUPPORTING FIELD/MINOR				NUR 307 Professional Nursing Preceptorship	6		
Natural Sciences met with supporting courses and Chemistry				SUPPORTING COURSES	15		
				BIO 200 Anat & Phy I	3		
SUMMARY				BIO 201 Anat & Phy I Lab	1		
GENERAL EDUCATION	41			BIO 202 Anat & Phy II	3		
MAJOR	69			BIO 203 Anat & Phy II Lab	1		
SUPPORTING COURSES	15			BIO 230 Microbiology	3		
ELECTIVE	3			BIO 231 Microbiology Lab	1		
TOTAL	128			BIO 366 Pathophysiology	3		

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

**PROGRAM OF STUDY
BSN
3 yr or 4 yr program
Second Degree Student (Holds Bachelor Degree)**

GENERAL EDUCATION	19	COMP	GRD	MAJOR PROGRAM COURSES	69	COMP	GRD
MTH 242, Statistics	3			NUR 100 Intro to Nursing	3		
CHM 100, 100L and (101)	4(1)			NUR 101 Fund. Of Nursing	9		
Theology (any class)	6			NUR 102 Fund. Of Nursing Pharmacology	1		
PHL 200 Moral Reasoning	3			NUR 200 Psych-Mental Health Nursing	4		
Philosophy (any Philosophy course)	3			NUR 201 Population-Based Community Health Nursing	4		
MTH 112 is prerequisite/ concurrent for CHM 100 and MTH 242 (for BSN curriculum)	(3)			NUR 202 Psych/Public Health Pharmacology	1		
SUPPORTING COURSES	15			NUR 203 Maternal Newborn Nursing	4		
BIO 200 Anat & Phy I	3			NUR 204 Pediatric Nursing	4		
BIO 201 Anat & Phy I Lab	1			NUR 205 Maternal/Child Pharmacology	1		
BIO 202 Anat & Phy II	3			NUR 208 Health Assessment	3		
	1			NUR 207 Intro to Nurs. Rsch & Evidence-Based Prac.	3		
BIO 203 Anat & Phy II Lab	3			NUR 300 Acute Med/Surg Nurs	8		
BIO 230 Microbiology	1			NUR 301 Acute Med/Surgical Pharmacology	1		
BIO 231 Microbiology Lab	3			NUR 308 Cultural/Spiritual Care in Nursing**	3		
BIO 366 Pathophysiology				NUR 303 Multisystem Med/Surg Nursing	8		
SUPPORTING FIELD/MINOR				NUR 304 Multisystem Med/Surg Pharmacology	1		
Natural Sciences met with supporting courses				NUR 305 Transition to Professional Nursing Practice	2		
SUMMARY				NUR 306 Nursing Leadership and Management	3		
GENERAL EDUCATION	19			NUR 307 Professional Nursing Preceptorship	6		
MAJOR	69						
SUPPORTING COURSES	15						
ELECTIVE	0						
TOTAL	103						

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Occupational Therapy (OTH)

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, education, advocacy, research and consultation in a variety of health care, school, and community settings.

The Program

The combined Bachelor/Master in Occupational Therapy (OT) is a five-year program.

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

Program Goals

The College of Saint Mary Occupational Therapy Program has a strategic plan for 2018-2023 that emphasizes academic excellence and values based education. This is consistent with the institution's mission and strategic plan for 2015-2020 to educate women to lead and influence. The program goals during this timeframe are as follows:

1. Entry-level MOT/OTD graduates will be prepared to practice competently, ethically, and professionally with advance practice skills in current and emerging areas of practice and will be able to take on leadership roles in practice, management, education, and research.
2. Faculty and administration will develop and plan a strong entry-level OTD program that fits within the mission of the University.
3. Faculty and students will develop research and scholarship.
4. Faculty will maintain a high level of competence in areas of expertise and in teaching.
5. Enhance administrative infrastructure and resources to support the occupational therapy program and the program outcomes.
6. Maintain and update data that assesses student learning outcomes and student competencies.
7. Supporting access to the OT profession for diverse populations of students (including socio-economic and racial/ethnic diversity) by increasing diversity of faculty and students.
8. The occupational therapy program will promote ethical treatment and occupational justice among individuals, communities, and populations through service, research, advocacy, and practice.
9. Enhance fieldwork opportunities to reflect current and emerging practice settings by cultivating current sites and establishing new sites across traditional and non-traditional practice settings

10. Develop the DEC program.
11. Increase visibility of the OT Department (students, faculty, and staff) through partnerships, service, and outreach in the department, university, and community
12. Faculty and students will demonstrate leadership in research, education, practice, and service within the department, University, community, state, and national arenas.

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, Suite 200, Bethesda, MD 20814-3449, phone 1-800-877-1383, extension 2914, accred@aota.org. In 2010, College of Saint Mary received a 10-year re-accreditation from ACOTE. This accreditation period is only awarded to programs that are in full compliance with all ACOTE standards, and provides national recognition of our program.

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission to Occupational Therapy (MOT)

First-time/Full-time Freshman (High School Seniors)

1. High school cumulative GPA: 3.0 or above.
2. Minimum composite ACT score of 21.
3. Math and English: Exemption from beginning ENG 099 and beginning MTH 098 by ACT scores (19 for Math and 21 for English), transfer of English Composition or Intermediate Algebra or successful completion of both the CSM mathematics and English competency examinations.
4. Ability to comply with the CSM OT Program Functional Expectations (found in the OT Student Manual).

Transfer Student/Current CSM Student

1. Cumulative GPA: 3.0 or above with a minimum grade of C.
2. Completion of at least 12 credits of general education courses. Developmental courses cannot be counted towards fulfillment of this 12 hour requirement.
3. Math and English: Exemption from beginning ENG 099 and beginning MTH 098 by ACT scores (19 for Math and 21 for English), transfer of English Composition or Intermediate Algebra or successful completion of both the CSM mathematics and English competency examinations.

4. Ability to comply with the CSM OT Program Functional Expectations (found in the OT Student Manual).

Progression in the Program

Students must achieve a "C" or better in all Occupational Therapy undergraduate core classes which are courses designated by the prefix OTH as well as BIO 200, 201, 202 203 or equivalent, and PHL 350. If a student does not meet these academic performance standards the student would not be able to progress to the next semester of occupational therapy coursework until the "C" grade is earned.

Students must achieve a "B" or better in all graduate core classes which are courses designated by the prefix OTH and numbered 500 or above.

Level I and Level II fieldwork courses require at least a "Satisfactory" grade. A grade of "Unsatisfactory" is considered a course failure.

Students from spring Level II through Level IV who fall below a term GPA of 2.7 will be identified and a communication sent to the student and their academic advisor. The student will be responsible for developing a plan, including identification of strategies for success to improve academic performance in the next semester. The student will then schedule a meeting with their academic advisor to discuss their plan.

Requirements for Fieldwork Practicums

1. Functional Expectations:
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. (The detailed document can be found on: http://www.csm.edu/sites/default/files/OT_FunctionalExpectations.pdf)
2. CPR Certification:
Prerequisite to and concurrent with all fieldwork courses.
3. Investigative Background Report:
A background check is required of all students prior to fieldwork/clinical experiences. The student is responsible for obtaining the background report by the CSM contracted company.
4. Health Record Requirements:
Prerequisite to and concurrent with all fieldwork courses. The OT Program requires additional immunizations, drug, or health screenings as needed to meet clinical agency requirements. In addition, the student must show proof of personal health insurance prior to clinical assignment. Non-compliance with health record requirements will affect the student's ability to complete fieldwork education.

After 128 hours of coursework has been completed and before graduate level classes, students will receive a Bachelor in Rehabilitation Studies. The MOT Degree will be awarded after successful completion of all coursework.

Combined Bachelor/Master in Occupational Therapy Degree. Second degree seeking students who already have a bachelor degree can receive the Bachelor in Rehabilitation

Studies degree, if and only if they complete the major sequence courses, supporting courses, specified general education courses and six credits of theology.

Master in Occupational Therapy/Bachelor in Rehabilitation Studies 2019-2020

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES		COMP	GRD
<i>Courses in grey are not required for students who already hold a bachelor degree and are seeking the Master degree only. Exception: If a 2nd degree student wants to receive a BRS, six credits of theology are required.</i>							
Level 1				Undergraduate Courses	59		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			OTH 101 Introduction to OT	3		
<i>Completed or initiated in first three semesters</i>				OTH 200 Therapeutic Use of Self	2		
FYS First Year Seminar (any number) (1 st semester)	1			OTH 201 Fund of Health Care & Occupational Therapy	2		
Communications (COM 101)	3			OTH 301 The Nature of Occup	2		
Quantitative Reasoning (MTH 242)	3			OTH 303 Intro to Theor of Pract	2		
Level II				OTH 350 Eval & the OT Process	2		
English (any except for 262, 320, 322, and 495)	3			OTH 355 Prin of Health Promotion and Education	3		
Global & Cultural Diversity	3			OTH 357 Clin Reason & Clin Cond in OT	3		
Fine Arts (Art, Dance, Mus or Thr)	3			OTH 362 Kinesiology	4		
Science (any Biology, Chemistry or Physics) must include Lab	0			OTH 365 Neuroscience	3		
Natural Science if MTH 242 used for Quantitative Reasoning	0			OTH 364 Vision, Cognition and Perception in OT	2		
History (any history class)	3			OTH 414 OT in Pediatrics I	4		
PSY 101 Introduction to Psychology	3			OTH 424 OT in Physical Rehab I	4		
Theology (any class) – Theology is required for the BRS	6			OTH 428 OT in Upper Ext Reh	4		
PHL 200 Moral Reasoning	3			OTH 433 OT in Mental Health	3		
PHL 350 Health Care Ethics	3			OTH 475 Level 1A Fieldwork	1		
SOC 101 Introduction to Sociology	3			OTH 476 Level 1B Fieldwork	1		
SUPPORTING COURSES	6			OTH 434 OT in Pediatrics II	4		
PSY 220 Lifespan Dev.	3			OTH 444 OT in Phys Rehab II	4		
PSY 410 Abnormal Psychology	3			OTH 452 Prin of Neuro-Rehab I	2		
SUPPORTING FIELD	12			OTH 490 Clin Reason & Princ of OT Research I	4		
BIO 200 Anatomy & Physiology I	3			Graduate Courses	32		
BIO 201 Anatomy & Physiology Lab	1			OTH 540 Comm Based OT	3		
BIO 202 Anatomy & Physiology II	3			OTH 552 Princ of Neuro-Reh II	2		
BIO 203 Anatomy & Physiology Lab	1			OTH 555 OT Management	2		
CHM 100 Fundamental of Chem*	3			OTH 560 Clinical Reason III	3		
CHM 100L Fund. Of Chem Lab*	1			OTH 561 OT Leadshp/Advocacy	2		
CHM 101 Chem Recitation	(1)			OTH 568 Therapeutic Modalities	2		
ELECTIVES	8			OTH 576 Level 1C Fieldwork	1		
SUMMARY				OTH 577 Level 1C Fieldwork	1		
GENERAL EDUCATION	40			OTH 590 Princ of OT Resrh II	2		
UNDERGRAD MAJOR	59			OTH 593 Princ of OT Resch III	3		
GRADUATE MAJOR	32			OTH 674 Fieldwork IIA Jan-Mar	6		
SUPPORTING COURSES	6			OTH 675 Fieldwork IIB Apr-Jun	6		
SUPPORTING FIELD	12			OTH 678 Transition to Clinical Prac.	0		
ELECTIVES	12			TOTAL FOR MASTER IN OT	160		
BACHELOR IN REHABILITATION STUDIES	128			Graduate Elective			
				OTH 621 Physical Agent Modalities for Occupational Therapy Practitioners	3		

***Transfer students may substitute general chemistry and lab for the CHM 100/CHM 100L requirement.** Acceptable courses for Global & Cultural Diversity will have (GCD) after the title. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

Philosophy (PHL)

The philosophy program, inspired by Socrates and guided by the mission of College of Saint Mary, seeks to encourage students to grow in their ability to wonder, contemplate, understand and reflect on their most basic beliefs and assumptions. An emphasis is placed on the importance of seeking the truth rather than accepting the status quo. Philosophy challenges students to see things from unfamiliar perspectives and thus opens their minds to new ways of understanding the world and themselves.

As a result of taking philosophy courses, students will grow in their ability to:

1. Think critically about important issues and express such thoughts clearly and in writing
2. Embrace intellectual struggle in the examination of complex issues and texts
3. Contribute to civil discourse in a pluralistic world
4. Engage in reflective moral discourse and recognize the ethical dimensions in all aspects of life
5. Embrace the examined life

The General Education requirement is met by taking PHL 200 and any other approved philosophy course. PHL 105 can be used to meet either the General Education quantitative reasoning requirement or the General Education philosophy requirement, but not both.

Philosophy Minor

18 hours to be approved by the philosophy program director.

Physician Assistant Studies Accelerated Entry Pathway (PASAEP)

The Physician Assistant (PA) Profession:

The Physician Assistant (PA) is an important part of the modern American medical system. The PA performs many of the same functions as a physician but does so under the direction and supervision of a licensed physician. The PA sees patients independently, examines patients, makes diagnoses and treatment decisions, and performs medical procedures (such as suturing, casting, and assisting in surgical procedures).

The CSM Physician Assistant Studies (PAS) program prepares students to become licensed Physician Assistants. Experts believe the job market for Physician Assistants will continue to increase as the health care industry seeks to provide better care to more patients at a lower cost. PA education is in many ways similar to medical school but can be achieved in a shorter time and with a more focused approach. The CSM PAS program includes a year of academic and skills training, and ends with a year of supervised clinical experiences in a variety of medical specialties. Upon graduation, Physician Assistants take a national certification examination developed by the National Commission on Certification of PA's (NCCPA).

PAS-AEP Program Details:

The PAS Accelerated Entry Pathway is for students at College of Saint Mary who have been accepted for admission to the college AND who have completed the process to receive pre-PAS status. Both external applicants and current CSM students may apply for the PAS-AEP. Once application materials are received, they will be reviewed by the PA Admissions Committee comprised of the Physician Assistant Studies program faculty and the program coordinator. Qualified applicants will be considered for an interview and possible acceptance into the PAS-AEP. The application process is a competitive process, and due to the limited number of available seats (30) in each PAS-AEP Cohort, not all applicants meeting the minimum admission criteria will be offered acceptance into the pathway.

Length of Program

Students accepted into the PAS-AEP are assigned a level (1 – 3) according to the extent to which they have completed prerequisite courses necessary to prepare for the graduate Physician Assistant Studies program. Levels 4 and 5 are designated as the Master of Science in Physician Assistant Studies program. Levels 1-3 are for students accepted into the PAS-AEP and have a pre-PAS status. Qualified applicants' transcripts will be reviewed and recommended for acceptance at the appropriate level by the Admissions Committee. Students are accepted into Levels 1, 2 or 3 only for PAS Accelerated Entry Program. Once assigned an appropriate level (1-3), PAS-AEP students may not change levels without permission from the PAS Program.

Program of Study

The majority of students in the pathway are pursuing a Bachelor of Science in Human Biology because the prerequisite courses for the Master of Science in Physician Assistant Studies program align with the Human Biology curriculum. However, additional programs and majors at College of Saint Mary are available depending on the student's past academic experience. The PA program coordinator along with the CSM advisor will work with the student to determine what program of study is most beneficial to her and her future career goals. Students in the PAS-AEP must complete all of the courses required for their undergraduate degree and the prerequisite course work with minimum acceptable grades required for the Master of Science in the Physician Assistant Studies Program regardless of the program of

study they choose.

Summer coursework may be required for some students to complete levels 1-3 on schedule. Immunology must be taken in Level 4 and cannot be transferred into the program or taken in an earlier level.

Progression Requirements and Evaluation

To progress from one Level of the PAS-AEP to the next Level, students must successfully meet the following criteria. Some criteria will be evaluated after each semester and some criteria will be evaluated after the academic year of each Level. The academic year will be defined as August 1st to July 31st.

Level 1 to Level 2

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale each semester
- B or higher in all PAS-AEP prerequisite coursework each semester
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework) each semester
- Maintain full-time status (12 credits) in fall and spring semesters
- Complete 50 total hours of clinical experience by July 31st
 - Must submit Medical/Clinical Experience Hours Tracking Form

Level 2 to Level 3

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale each semester
- B or higher in all PAS-AEP prerequisite coursework each semester
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework) each semester
- Maintain full-time status (12 credits) in fall and spring semester
- Complete 100 total hours of clinical experience by July 31st
 - Must submit Medical/Clinical Experience Hours Tracking Form

Level 3 to Level 4 PAS first year status

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale each semester
- B or higher in all PAS-AEP prerequisite coursework each semester
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework) each semester
- Maintain full-time status (12 credits) in fall and spring semester
- Complete 150 total hours of clinical experience by July 31st
 - Must complete Medical/Clinical Experience Hours Tracking Form
 - Must have 300 total hours of clinical experience overall to progress to Level 4
- Take the GRE General Test
 - Successful final scores due March 1st of Level 3
 - Final submission of scores must be at or above the 25th percentile on each of all three categories, verbal, quantitative, and analytical
 - May take the exam multiple times prior to March 1st to achieve the minimum percentile requirement (suggest taking in fall semester)
 - Send scores to Institution Code 6106 College St Mary
- Possess or have the capability to earn a Bachelor's degree by the start of the second semester of Level 4 of the MSPAS program
- Complete all MSPAS matriculation requirements within 6 months of entry into Level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Meet the minimum technical standards for the MSPAS program
- Present Portfolio to the Admissions Committee for final progression evaluation from

Level 3 to Level 4

- Must complete Essay by March 1st
- Must submit Three Professional Recommendation Rubrics via dynamic forms by March 1st
- Must submit Resume or CV by March 1st
- Must dress professionally during scheduled Pre-PAS Level 3 Portfolio presentation (March-April)

Evaluation of Progression

The PAS program coordinator will request a list of early alerts (if any exist) on the PAS-AEP students for review from the Registrars' office and Advisors each semester.

Student files will be reviewed after **each semester** to determine if the student has met the following requirements:

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale
- B or higher in each PAS-AEP prerequisite course
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework)
- Full-time status (12 credits) in fall and spring semesters

Student files will be reviewed at the end of each **academic year** to determine if the student has met the following:

- Completion of required clinical experience for that level

Any student not meeting the posted requirements at any time during the evaluation will not be allowed to continue in the PAS-AEP. The student's advisor will then meet with the student to determine the best plan of study to complete a degree. The student may apply to the PAS Program through CASPA (Central Application Service for Physician Assistants) once admission requirements are completed or planned.

*PAS-AEP Prerequisite GPA - Cumulative GPA of all PAS-AEP prerequisite courses including transfer credit.

PAS-AEP Professionalism and Personal Behavior Progression Evaluation:

Continued demonstration of professionalism and positive personal behaviors are a PAS-AEP progression requirement, PAS admission decision criteria, and is important to be successful in the PAS program. During the PAS-AEP evaluation for progression, all documented unprofessional behavior or violations of the CSM Code of Conduct as a pre-PAS student, both on and off campus, will be considered and included in the process. Unprofessional behavior may result in a student not meeting the requirements to continue to Level 4. Any student not meeting professional progression requirements may apply to the PAS Program through CASPA once admission requirement are completed or planned. All students are reminded that drug and alcohol offenses, felony convictions, and other similar violations of the law will result in absolute denial of admission to Level 4.

Students must display a professional attitude and positive personal behavior for progression.

Final progression evaluation (Level 3 to 4)

Students will be asked to present their PAS-AEP Portfolio in the spring semester of Level 3. Student files will be reviewed after the spring semester for satisfactory presentation of their portfolio, clinical experience requirements, academic requirements, and GRE minimum levels. Any student who does not meet these standards will not progress to Level 4.

If a student does not meet the final progression requirements to Level 4, the student may apply through the direct path to the PAS program through CASPA, once admission requirements are completed or planned. Applying through CASPA is a competitive process and does not guarantee admission.

Accreditation Status

At its **March 2019** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **College of Saint Mary Physician Assistant Program** sponsored by the **College of Saint Mary** on **Accreditation-Probation** status until its next review in **March 2021**.

Probation is a temporary status of accreditation conferred when a program does not meet the *Standards* and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

PAS-AEP Prerequisite Course Requirements

A grade of B or higher must be received in each of the following requirements for all students in the PAS-AEP. No CLEP, pass/no pass, or advanced placement credit will be accepted.

- General Chemistry with lab (minimum 8 semester credits)
 - Two semesters in a sequenced course
- Organic Chemistry with lab
 - Two semesters in a sequenced course (required for Biochemistry)
- Biochemistry with Lab
- Advanced Human Anatomy and Physiology I and II with labs
- Microbiology with lab
- Genetics with lab
- Pathophysiology
- Abnormal Psychology (minimum 3 semester credits)
- Developmental/ Lifespan Psychology (minimum 3 semester credits)
- Statistics
- Medical Terminology (Either a college/university course or certified program will be acceptable.

Prerequisite coursework considered as transfer credit will be evaluated on an individual basis.

****THE REQUIREMENTS FOR THE PHYSICIAN ASSISTANT STUDIES ACCELERATED ENTRY PATHWAY AND MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES ARE SUBJECT TO CHANGE AS CSM IS CURRENTLY IN THE PROVISIONAL ACCREDITATION PROCESS AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.**

Psychology (PSY)

Psychology is the scientific study of human mental processes and behavior. Psychology professionals fit into two broad categories. Applied psychologists are dedicated to helping people with psychological or social problems. These psychologists spend the majority of their time interacting with clients, and work mainly in private practice, schools, hospitals, and clinics. Research psychologists are dedicated to understanding all facets of behavior, including cognitive processes, social interactions, human development, the influence of biology on psychology, and even the study of animals. All of these areas contribute to a complete understanding of the psychology of the human being.

The Program

Students can pursue a Bachelor of Arts degree in Applied Psychology and Human Services, or a Bachelor of Arts degree in Psychology, or a Bachelor of Science degree in Psychology (this third program is only available to students with pre-Physician Assistant Studies program status). Both of the two BA degrees prepare the student well for graduate school or employment in a variety of fields, and the Applied Psychology and Human Services degree is specifically designed for the student interested in starting her career in the helping professions immediately upon graduation.

Program Requirements

The student must maintain good academic standing, which means that the student must maintain a GPA of 2.0 or better. In addition, Psychology majors must receive a grade of "C" or better in all psychology courses and an overall GPA of 3.0 or better in all psychology courses to remain in the program. Should a student attain a grade below "C" in any psychology course, the student will have one opportunity to repeat the course at College of Saint Mary in order to raise her grade.

A significant component of successful work in the field of applied psychology is the ability to work effectively with others on an interpersonal level. Prior to beginning HSV 377, each student will be assessed as to whether or not she possesses the appropriate personal attributes required for the field.

Minor in Psychology

(18 semester hours): PSY 101 and 15 semester hours of additional psychology courses approved by both the student's advisor and the Psychology Program Director.

Bachelor of Arts - Applied Psychology and Human Services - 2019-2020

GENERAL EDUCATION	47	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Level I				Psychology Courses	30		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			PSY 101 General Psychology	Core		
<i>Completed or initiated in first three semesters</i>				PSY 200 OR 220 Develop PSY	3		
FYS First Year Seminar (any number) (1 st semester)	1			PSY 200 elective	3		
Communications (COM 101, 200, 202, 212, or 225)	3			PSY 240 Research Methods	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			PSY 332 Counseling Theory	3		
Level II				PSY 300/400 elective	3		
English (any except for 262, 320, 322, and 495)	3			PSY 410 Abnormal Psychology	3		
Global & Cultural Diversity*-- PSY 350, SOC 335 or trans	3			PSY 432 Adv Counseling & Group Skills	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			PSY 300/400 elective	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			PSY 491 Senior Seminar I	3		
MTH 242, Statistics	3			PSY 492 Senior Seminar II	3		
History (any history class)	3			Human Services Courses	18		
PSY 101 General Psychology	3			HSV 101 Intro to Human Services	3		
Theology (any class)	6			HSV 230 Attitudes and Values	3		
PHL 200 Moral Reasoning	3			HSV 231 Interviewing Skills	3		
Philosophy (any Philosophy course)	3			HSV 377 Fieldwork Experience I	3		
SOC 101 Intro to Sociology	3			HSV 378 Fieldwork Seminar I	2		
ELECTIVES	24			HSV 477 Fieldwork Experience II	3		
				HSV 478 Fieldwork Seminar II	1		
SUMMARY				SUPPORTING COURSES	9		
GENERAL EDUCATION	47			BUS 328 Leadership	3		
MAJOR	30			SOC OR PSY OR HSV elective	3		
MINOR	18			COM 210, Interpersonal Comm	3		
SUPPORTING COURSES	9			SECOND MAJOR (optional)			
ELECTIVES	24			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
TOTAL	128						

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Arts

- Psychology -

2019-2020

GENERAL EDUCATION	47	COMP	GRD	MAJOR PROGRAM COURSES	31	COMP	GRD
Level I							
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			PSY 101 General Psychology	core		
<i>Completed or initiated in first three semesters</i>				PSY 200 or 220 Dev PSY	3		
FYS First Year Seminar (any number) (1 st semester)	1			PSY 240 Research Methods	3		
Communications (COM 101, 200, 202, 212, or 225)	3			PSY 235 Social Psychology	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			PSY elective (200 level)	3		
Level II				PSY 301 Experimental Research	3		
English (any except for 262, 320, 322, and 495)	3			PSY 302 Experimental Research Lab	1		
Global & Cultural Diversity (PSY 350 or SOC 335)	3			PSY elective (300 or 400 level)	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			PSY elective (300 or 400 level)	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			PSY 410 Abnormal Psychology	3		
MTH 242, Statistics	3			PSY 491 Senior Seminar I	3		
History (any history class)	3			PSY 492 Senior Seminar II	3		
PSY 101 General Psychology	3						
Theology (any class)	6			MINOR	18		
PHL 200 Moral Reasoning	3			Choose any minor in catalog			
Philosophy (any Philosophy course)	3						
SOC 101 Intro to Sociology	3			SUPPORTING COURSES	9		
				(6 hours from SOC, 6 hours from HSV, PSY, or SOC)			
ELECTIVES	23			SOC OR PSY OR HSV elective	3		
SUMMARY				SOC OR PSY OR HSV elective	3		
GENERAL EDUCATION	47			SOC 101 Introduction to Sociology	core		
MAJOR	31			SOC (any # except for 101)	3		
MINOR	18						
SUPPORTING COURSES	9			SECOND MAJOR (optional)			
ELECTIVES	23			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
TOTAL	128						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Science - Psychology for Pre-PAS Status - 2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	25	COMP	GRD
Level I							
ENG 101 Composition (completed in 1 st two semesters)	3			PSY 101 General Psychology	0	Gen Ed	Gen Ed
<i>Completed or initiated in first three semesters</i>				PSY 220 Lifespan Development	3		
FYS First Year Seminar (any number) (1 st semester)	1			PSY 235 Social Psychology	3		
Communications (COM 101, 200, 202, 212, or 225)	3			PSY 240 Research Methods	3		
Quantitative Reasoning (MTH 114 or above)	3			PSY elective	3		
Level II				PSY 350 Cultural Psychology (see GCD) or PSY elective for those who already have GCD credit	0	Gen Ed	Gen Ed
ENG 102 Advanced Composition or Transfer	3			PSY 301 Experimental Research	3		
Global & Cultural Diversity (PSY 350 or Transfer)	3			PSY 302 Experimental Research Lab	1		
Fine Arts (any Art, Dance, Music or Theatre)	3			PSY 410 Abnormal Psychology	3		
Science (any Biology, Chemistry or Physics) must include Lab (BIO 110/111)	4			PSY 491 Senior Seminar I	3		
Math (MTH 242 Statistics)	3			PSY 492 Senior Seminar II	3		
History (any history class)	3			ELECTIVES	13		
PSY 101 General Psychology	3						
Theology (any class)	6			SUMMARY			
PHL 200 Moral Reasoning	3			GENERAL EDUCATION	44		
PHL 350 Health Care Ethics or Transfer	3			MAJOR	25		
SUPPORTING FIELD/ PRE-PAS SCIENCE REQUIREMENTS	46			SUPPORTING FIELD	46		
CHM 110/1 General Chemistry (with lab)	5			ELECTIVES	13		
CHM 112/3 General Chemistry (with lab)	5			Professional PAS level courses, chemistry/biology recitations required , or general electives			
CHM 230 Organic Chemistry I (with lab)	5				128		
CHM 232 Organic Chemistry II (with lab and recitation)	5						
BIO 110 General Biology (with lab)	0	Gen Ed	Gen Ed				
BIO 300 Microbiology (with lab)	4						
BIO 310 Advanced Anatomy & Physiology I (with lab)	5						
BIO 312 Advanced Anatomy & Physiology II (with lab)	5						
BIO 330 Genetics/BIO 331 Lab	4						
BIO 340 Biochem/BIO 341 Lab	5						
BIO 366 Pathophysiology	3						

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Arts

- Psychology (PSYOTD) -

2019-2020

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES	31	COMP	GRD
Level I							
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			PSY 101 General Psychology	core		
<i>Completed or initiated in first three semesters</i>				220 Lifespan Development	3		
FYS First Year Seminar (any number) (1 st semester)	1			PSY 240 Research Methods	3		
Communications (COM 101, 200, 202, 212, or 225)	3			PSY 235 Social Psychology	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			PSY elective (200 level)	3		
Level II				PSY 301 Experimental Research	3		
English (any except for 262, 320, 322, and 495)	3			PSY 302 Experimental Research Lab	1		
Global & Cultural Diversity (PSY 350 or SOC 335)	3			PSY elective (300 or 400 level)	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			PSY elective (300 or 400 level)	3		
Science (any Biology, Chemistry or Physics) must include Lab (0			PSY 410 Abnormal Psychology	3		
MTH 242, Statistics	0			PSY 491 Senior Seminar I	3		
History (any history class)	3			PSY 492 Senior Seminar II	3		
PSY 101 General Psychology	3						
Theology (any class)	6			SUPPORTING COURSES	9		
PHL 200 Moral Reasoning	3			(6 hours from SOC, 6 hours from HSV, PSY, or SOC)			
Philosophy (any Phil course)	3			SOC OR PSY OR HSV elective	3		
SOC 101 Intro to Sociology	3			SOC OR PSY OR HSV elective	3		
				SOC 101 Introduction to Sociology	core		
ELECTIVES	23			SOC (any # except for 101)	3		
MINOR	18						
SUMMARY				SUPPORTING FIELD/ PRE-OTD SCIENCE REQUIREMENTS	19		
GENERAL EDUCATION	40			BIO 200 A&P I/Lab	4		
MAJOR	31			BIO 202 A&P II/Lab	4		
SUPPORTING FIELD	19			CHM 100 Fundamentals of Chemistry	3		
SUPPORTING COURSES	9			CHM 100L Fund. Of Chem Lab	1		
ELECTIVES	11			CHM 101 Fun. Of Chem. Recitation	1		
MINOR	18			Medical Terminology	3		
TOTAL	128			MTH 242, Statistics	3		

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Science (SCI)

Major and Field Endorsement, Grades 7-12

The science field endorsement qualifies the student to teach general science, physical science, chemistry, biology, physics and earth science in grades 7-12. The endorsement requires 51 credit hours of course work in natural sciences and students may choose between a chemistry emphasis and a biology emphasis.

Bachelor of Science – Science Secondary Education Endorsement – 2019-2020

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Level I				BIOLOGY FIELD	12		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			BIO 110 General Biology	3		
<i>Completed or initiated in first three semesters</i>				BIO 111 General Biology Lab	1		
FYS First Year Seminar (any number) (1 st semester)	1			BIO 330 Genetics	3		
Communications (COM 101, 200, 212, or 225)	3			BIO 331 Genetics Lab	1		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			BIO 250/251 Zoology/Zool Lab or BIO 266/267 Botany	4		
Level II				CHEMISTRY FIELD	15		
English (any except for 262, 320, 322, and 495)	3			CHM 110 General Chemistry	4		
Global & Cultural Div (EDU 375)	0			CHM 111 General Chem Lab	1		
Fine Arts (Art, Dance, Mus or Thr)	3			CHM 112 General Chemistry II	4		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0			CHM 113 General Chemistry II Lab	1		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			CHM 230 Organic Chemistry I	4		
History (any history class)	3			CHM 231 Organic Chem I Lab	1		
Social Science (ECO 150 or any Sociology or Psychology)	3			PHYSICS FIELD	12		
Theology (any class)	6			PHY 202/203 College Physics I with Lab	4		
PHL 200 Moral Reasoning	3			PHY 204/205 College Physics II with Lab	4		
Philosophy (any Philosophy crs)	3			PHY 395 Capstone	4		
General Education Elective (any Liberal Arts Course)	3			EARTH SCIENCE FIELD	12		
				BIO 268 Environmental Biol	3		
SECONDARY EDUCATION DUAL MAJOR	44			BIO 269 Environmental Biology Lab	1		
EDU 101 Intro to Education*	3			PHY 160 Physical Geology	4		
EDU 201-Technology in the Classroom	3			PHY 164 Introduction to Meteorology	4		
PSY 203 Adolescent Psychology	3						
EDU 312 Educ. Psychology & Meas. *	3						
EDU 315 Assessment of Learners	2			SUMMARY			
EDU 351 Literacy Methods for Secondary Schools*	3			GENERAL EDUCATION	40		
EDU 360 Teaching Middle and Secondary Students*	3			MAJOR	51		
EDU 375 Hum. Relations in Multi Culture	3			SECONDARY EDUC MAJOR	44		
EDU 427 History, Trends & Issues in Education	3			TOTAL	135		
EDU 472 Clinical Practice: Sec*	10						
EDU 495 Clinical Practice Sem	2						
SPE 101 Intro to Special Ed*	3						
SPE 240 Guidance & Classroom Mgmt	3						

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Science – Middle School Science Endorsement – 2019-2020

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	53	COMP	GRD
Level I				EDU 101 Introduction to Educ*	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measurement *	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assessment of Learners	2		
Communications (COM 101, 200, 212, or 225)	3			EDU 351 Literacy Methods for Secondary Schools*	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 353 Teaching Natural & Social Science: Elem. & Middle*	3		
Level II				EDU 360 Teaching Middle & Secondary Students*	3		
English Literature	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 427 Hist., Trends and Issues in Educ.	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			EDU 471 Clinical Practice: Mid. *	10		
Life Science (Biology) must include Lab (See Supporting Natural Science Courses)	0			EDU 495 Clinical Practice Seminar	2		
Physical/Earth Science (See Supporting Natural Science Courses)	0			EDU 496 Research Seminar	3		
History (any history class)	3			ENG 262 Adolescent & Young Adult Literature*	3		
Psychology (PSY 101)	3			PSY 203 Adolescent Psych	3		
Theology (any class)	6			SPE 101 Intro to Special Ed. *	3		
PHL 200 Moral Reasoning	3			SPE 240 Guid. & Clasrm Mngment	3		
Philosophy (any Philosophy crs)	3			SUPPORTING NATURAL SCIENCE COURSES	24		
History (any history course)	3			BIO 110/111 General Cellular Biology/Lab	4		
ELECTIVES				BIO 250/251 Zoology/Lab OR BIO 266/267 Botany/Lab	4		
SUMMARY				CHM 110/111 General Chemistry/Lab	5		
GENERAL EDUCATION	37			CHM 112/113 General Chemistry II/Lab	5		
MAJOR	53			PHY 100/101 Intro. to Physical Sciences/Lab OR 160 Physical Geology	4		
Praxis II Content Courses	18			BIO 192 Scientific Methods OR ELECTIVES	1		
SUPPORTING NATURAL SCIENCE COURSES	24			BIO 392 Scientific Literacy OR ELECTIVES	1		
TOTAL	132			Praxis II Content Courses: BIO 255 Ecology BIO 266/267 Botany w/Lab BIO 268/269 Environmental Biology w/Lab PHY 160 Physical Geology w/Lab MTH 114 College Algebra	18		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Sociology (SOC)

Sociology is the scientific study of groups, institutions, and societies with a focus on how they are organized and how they change. Sociologists attempt to build theories and discover uniformities about societies, communities, institutions, organizations, small groups, interpersonal relations, social movements, social classes, and social conflicts. Knowledge of these social forms and processes provides both an enriched liberal arts education and preparation for various professions.

The sociology department, in cooperation with other departments, offers a social science major for teaching endorsement.

Bachelor of Arts – Social Science Secondary Education – 2019-2020

GENERAL EDUCATION	35	COMP	GRD	MAJOR PROGRAM COURSES	60	COMP	GRD
Level I				HPS 110 American Government	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			HPS 131 History of U.S. to 1865	3		
<i>Completed or initiated in first three semesters</i>				HPS 132 History of U.S. Since 1865	3		
FYS First Year Seminar (any number) (1 st semester)	1			HPS 160 World Geography	3		
Communications (COM 101, 200, 212, or 225)	3			HPS 210 American Foreign Policy	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			HPS 260 Regional Geography	3		
Level II				HPS 349 Nazi Germany	3		
English (any except for 262, 320, 322, and 495)	3			HPS 375 Western Civ. To 1500	3		
Global & Cultural Div (EDU 375)	0			HPS 376 West. Civ. Since 1500	3		
Fine Arts (Art, Dance, Mus or Thr)	3			HPS 251, Women's History	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			HPS 265 US Immigration	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			HPS/SOC/PSY/ECO/Anthro.	6		
History (any history class)	0			ECO 131 Macroeconomics	3		
Social Science (ECO 150 or any Sociology or Psychology)	0			ECO 132 Microeconomics	3		
Theology (any class)	6			PSY 101 General Psychology	3		
PHL 200 Moral Reasoning	3			PSY 203 Adolescent Psychology	3		
Philosophy (any Philosophy course)	3			SOC 101 Introduction to Sociology	3		
General Education Elective (any Liberal Arts Course)	0			SOC/Anthro Elective	6		
				SECONDARY EDUCATION DUAL MAJOR	41		
				EDU 101 Introduction TO Educ*	3		
ELECTIVES				EDU 201 Technology in the Classroom	3		
SUMMARY				EDU 312 Educ. Psych. & Measurement*	3		
GENERAL EDUCATION	35			EDU 315 Assessment of Learners	2		
MAJOR	60			EDU 351 Literacy Methods for Secondary Schools*	3		
SECOND EDUCATION MAJOR	41			EDU 360 Teaching Middle and Secondary Students*	3		
TOTAL	136			EDU 375 Human Rel. In Multi-Cult.Soc	3		
				EDU 427 History, Trends & Issues in Education	3		
				EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guidance. & Classroom Management	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

Bachelor of Arts – Middle School Social Science Endorsement – 2018-2019

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	53	COMP	GRD
Level 1				EDU 101 Introduction to Education*	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measurement *	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assessment of Learners	2		
Communications (COM 101, 200, 212, or 225)	3			EDU 351 Literacy Methods for Secondary Schools*	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 353 Teaching Natural & Social Science: Elem. & Middle*	3		
Level II				EDU 360 Teaching Middle and Secondary Students*	3		
English Literature	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 427 Hist., Trends and Issues in Educ.	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			EDU 471 Clinical Practice: Mid. *	10		
Life Science (Biology) must include Lab	4			EDU 495 Clinical Practice Seminar	2		
Physical/Earth Science	3			EDU 496 Research Seminar	3		
History (any history class) (See Supporting Social Science Courses)	0			ENG 262 Adolescent & Young Adult Literature*	3		
Psychology (PSY 101)	3			PSY 203 Adolescent Psych	3		
Theology (any class)	6			SPE 101 Intro to Special Ed. *	3		
PHL 200 Moral Reasoning	3			SPE 240 Guid. & Clasrm Mngment	3		
Philosophy (any Philosophy crs)	3						
History (any history course) (See Supporting Social Science Courses)	0				24		
ELECTIVES				SUPPORTING SOCIAL SCIENCE COURSES			
				HPS 131 Hist. of US to 1865 or HPS 251 US Women's Hist.	3		
SUMMARY				HPS 132 Hist. of US since 1865 or HPS 282 US Women's Hist.	3		
GENERAL EDUCATION	38			HPS 375 West. Civ. To 1500	3		
MAJOR	53			HPS 376 West. Civ. Since 1500	3		
MINOR (ESL, Reading, or Supporting Field)	18			HPS 110 Am. Govt.	3		
SUPPORTING SOCIAL SCIENCE COURSES	24			HPS 160 World Geo. or HPS 260 Regional Geo.	3		
				ECO 131 Macroeconomics or ECO 132 Microeconomics	3		
				SOC 101 Intro. to Soc. or SOC 231 Social Problems or SOC 335 Race & Ethnic Relations	3		
TOTAL	133			MINOR OR SUPPORTING FIELD	18		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Spanish (SPN)

Students entering CSM and wishing to enroll in Spanish courses should register according to their previous experience with the language. The following are the placement guidelines in the Department of World Languages:

- No prior knowledge of Spanish: the student should register in SPN 111.
- One year in high school completed: the student should take SPN 112, but not SPN 111 unless she has taken the high school language course 4 years or more previously, or has received a grade lower than C in the last course taken.
- Two years in high school completed: the student should take SPN 211, but not SPN 111 or SPN 112 unless she has taken the high school language courses 4 years or more previously, or has received a grade lower than C in the last course taken.
- Three years in high school completed: the student should take SPN 212, but not SPN 111, SPN 112 or SPN 211 unless she has taken the high school language courses 4 years or more previously, or has received a grade lower than C in the last course taken.
- Four years in high school completed or the student is a heritage learner (individuals who grew up speaking Spanish at home): she should take any course above SPN 321.
- If you are not comfortable with the class level that is being recommended to you by your advisor, please see the Spanish program director.

Spanish Minor

The Spanish program offers students the opportunity to learn and improve the four language skills: speaking, listening, reading and writing. Courses with an emphasis in cultural awareness, conversation, composition, and literature are offered to meet the needs of advanced students.

Courses

A minimum grade of C is required for every course that is a prerequisite for another course.

Spanish Minor

The Spanish minor has a prerequisite of first year Spanish language courses (SPN 111 & SPN 112). The Spanish minor requires students to take 18 credit hours to include SPN 211 and SPN 212 (6 credits); SPN 321 or SPN 421, and SPN 322 (6 credits); and 6 credits of their choice from among other available 300 or 400 level courses listed in the catalog. Students whose first language is Spanish or who have had four or more years of High School Spanish can test out of SPN 211 and SPN 212 by passing a comprehensive exam administered by the World Languages Department or take two additional 300 or 400 level Spanish courses or two Interpreting courses (MDI) in lieu of SPN 211 and SPN 212. Please speak with the Program Director if you wish to take advantage of this opportunity.

Bachelor of Arts

- Spanish Secondary Education -

2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level I				SPN 211 Intermediate Spanish I	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			SPN 212 Intermediate Span II	3		
<i>Completed or initiated in first three semesters</i>				SPN 321 Conversation	3		
FYS First Year Seminar (any number) (1 st semester)	1			SPN 421 Advanced Conversation	3		
Communications (COM 101, 200, 212, or 225)	3			SPN 322 Grammar and Composition	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			SPN 333 Literature for Child & Youth	3		
Level II				SPN 495 Research Seminar	3		
English (any except for 262, 320, 322, and 495)	3			SPN 499 Independent Study	3		
Global & Cultural Diversity (EDU 375)	0			12 HOURS FROM THE FOLLOWING:			
Fine Arts (any Art, Dance, Music or Theatre)	3			SPN 351 Civilization & Culture I	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			SPN 352 Civilization & Culture II	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			SPN 411 Survey Literature I	3		
History (any history class)	3			SPN 412 Survey Literature II	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			SPN 444 Study Abroad	12		
Theology (any class)	6			SUPPORTING COURSE	3		
PHL 200 Moral Reasoning	3			ENG 320 Linguistics for Teachers	3		
Philosophy (any Philosophy course)	3			SECONDARY EDU MAJOR	44		
General Education Elective (any Liberal Arts Course)	3			EDU 101 Intro to Education*	3		
				EDU 201 Technology in the Classroom	3		
ELECTIVES SUMMARY	1			PSY 203 Adolescent Psychology	3		
				EDU 312 Educ. Psych. & Measurement*	3		
GENERAL EDUCATION	44			EDU 315 Assessment of Learners	2		
MAJOR	36			EDU 351 Literacy Methods for Secondary Schools*`	3		
SECONDARY EDUCATION MAJOR	44			EDU 360 Teaching Middle and Secondary Students*	3		
SUPPORTING COURSE	3			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
ELECTIVES	1			EDU 427 History, Trends & Issues in Education	3		
TOTAL	128			EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guid.&Class Management	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Bachelor of Arts

- Spanish K-12 Education -

2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level I				SPN 211 Intermediate Spanish I	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			SPN 212 Intermediate Span II	3		
<i>Completed or initiated in first three semesters</i>				SPN 321 Conversation	3		
FYS First Year Seminar (any number) (1 st semester)	1			SPN 421 Advanced Conversation	3		
Communications (COM 101, 200, 212, or 225)	3			SPN 322 Grammar and Composition	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			SPN 333 Literature for Child & Youth	3		
Level II				SPN 495 Research Seminar	3		
English (any except for 262, 320, 322, and 495)	3			SPN 499 Independent Study	3		
Global & Cultural Diversity (EDU 375)	0			12 HOURS FROM THE FOLLOWING (*3 credits may be waived):			
Fine Arts (any Art, Dance, Music or Theatre)	3			SPN 351 Civilization & Culture I	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			SPN 352 Civilization & Culture II	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			SPN 411 Survey Literature I	3		
History (any history class)	3			SPN 412 Survey Literature II	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			SPN 444 Study Abroad	12		
Theology (any class)	6			SUPPORTING COURSE	3		
PHL 200 Moral Reasoning	3			ENG 320 Linguistics for Teachers	3		
Philosophy (any Philosophy course)	3			EDUCATION MAJOR	47		
General Education Elective (any Liberal Arts Course)	3			EDU 101 Intro to Education*	3		
				EDU 201 Technology in the Classroom	3		
ELECTIVES SUMMARY	1			PSY 220 Lifespan Development	3		
				EDU 312 Educ. Psych. & Measurement*	3		
GENERAL EDUCATION	44			EDU 315 Assessment of Learners	2		
MAJOR	36			EDU 350 Literacy Meth. For Elem School & EDU 351 Literacy Methods for Secondary Schools*	6		
EDUCATION MAJOR	47			EDU 360 Teaching Middle and Secondary Students*	3		
SUPPORTING COURSE	3			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
ELECTIVES	1			EDU 427 History, Trends & Issues in Education	3		
TOTAL	131			EDU 472 Clinical Practice: Sec*	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guid.&Class Management	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Special Education (SPE)

Persons with this endorsement may teach children and youth who are mildly and/or moderately disabled who are verified as per 92 NAC 51 as students with specific learning disabilities, speech language impairments (language verification only), mental handicap: mild, mental handicap: moderate behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multi-categorical programs.

Requirements for the Special Education K-6 Endorsement are the following: SPE 101/501, 201/510, 220/520, 222/522, 240/540, 331/531, 333/533, 373/573, 430/530, 470, PED 360/560, EDU 470, 495/595, and 496. These hours are taken in addition to required hours for obtaining elementary education.

Requirements for the Special Education 7-12 Endorsement are the following: SPE 101/501, 201/510, 220/520, 222/522, 240/540, 331/531, 333/533, 373/573, 360/560, 375/575, 430/530, PED 360/560, 375/575, EDU 472/572, 495/595.

Students who successfully meet state required competencies qualify for a Nebraska Teaching Certificate. Completion of the Special Education program does not guarantee certification. Continuous growth in knowledge, pedagogy and professionalism as well as satisfactory performance during clinical practice is required in the recommendation for certification. Transportation during clinical practice is the responsibility of the student.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rule 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states are not uniform, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, field experience, clinical practice and certification requirements).

Intensive reading and writing experiences are integrated into all Teacher Education courses. Appropriate use of instructional technology is modeled and integrated into content and pedagogy of all education courses.

Minor: A minor in special education is available upon completion of 18 hours in special education course work as assigned by the special education advisor. Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, clinical practice and certification requirements).

Bachelor of Science 7-12 Special Education Secondary Education 2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	45	COMP	GRD
Level I				SPE 101 Intro to Special Education*	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			SPE 201 Adaptive Technology in the Classroom	3		
<i>Completed or initiated in first three semesters</i>				SPE 220 Learners-Mld/Mod Han	3		
FYS First Year Seminar (any number) (1 st semester)	1			SPE 222 Assessment Techniques for Diverse Learners	3		
Communications (COM 101, 200, 212, or 225)	3			SPE 240 Guidance & Class Management	3		
Quantitative Reasoning (MTH 114 or above)	3			SPE 331 Instructional Strategies: Inclusive Prac*	3		
Level II				SPE 333 SPE Law and Ethics	3		
English (any except for 262)	3			SPE 373 Critical Issues I- Inclusive Environments. *	3		
Global & Cultural Diversity(EDU 375)	0			SPE 360 Transition and Life Skills	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			SPE 375 Critical Issues II- Secondary Alternate Programs*	3		
Science (any Biology, Chemistry or Physics) must include Lab	4			SPE 430 Diagnosis and Evaluation of Literacy*	3		
Math (MTH 242 or 162, or > MTH 114)	3			SPE 472 Clinical Practice*	10		
History (any history class) or Social Science	3			SPE 495 Clinical Practice Seminar	2		
Social Science (ECO 150 or any Sociology or Psychology)	3			SUPPORTING COURSES	3		
Theology (any class)	6						
PHL 200 Moral Reasoning	3			ENG 262 Adol. Literature	3		
Philosophy (any Philosophy course)	3			SECONDARY EDUCATION MINOR	32		
Natural Science	3			EDU 101 Intro to Education*	3		
				EDU 201 Technology in the Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
	45			EDU 312 Ed. Psych.& Measurement*	3		
SPE MAJOR	3			EDU 315 Assessment for Learners	2		
SUPPORTING COURSES	44			EDU 351 Literacy Methods for Secondary Schools*	3		
GENERAL EDUCATION	32			EDU 360 Teaching Middle and Secondary Students*	3		
SECONDARY EDUCATION	4			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
ELECTIVES	128			EDU 427 History, Trends & Issues in Education	3		
TOTAL				EDU 496 Research Seminar	3		
				PSY 410 Abnormal Psychology	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Science – Elementary Education/Special Education – 2019-2020

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	41	COMP	GRD
Level I				EDU 101 Introduction to Educ *	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			EDU 201 Technology in the Classroom	3		
				PSY 200 Child Psychology	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Ed. Psych. & Measur.*	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assess of Learners	2		
Communications (COM 101, 200, 212, or 225)	3			EDU 342 Children's Literature *	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 350 Literacy Methods*	4		
Level II				EDU 353 Teach. Nat&Soc.Sci.:El. & Mid. *	3		
English Literature	3			EDU 355 Teaching Math: El. & Mid. *	3		
Global & Cultural Diversity (EDU 375)	0	See Major		EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Life Science (Biology) must include Lab	4			EDU 427 History, Trends & Issues in Education	3		
Physical/Earth Science	3			EDU 470 Clinical Practice: Primary *	5		
History (any history class)	3						
Psychology (PSY 101)	3			SPECIAL EDUCATION MAJOR	40		
Theology (any class)	6			SPE 101 Intro to Special Ed*	3		
PHL 200 Moral Reasoning	3			SPE 201 Adaptive Technology in the Classroom	3		
Philosophy (any Philosophy course)	3			SPE 220 Learners-Mld/Mod Han	3		
Social Science	3			SPE 222 Assessment Techniques for Diverse Learners	3		
SUPPORTING COURSE	3			SPE 240 Guid. & Class Management	3		
MTH 112 Inter. Algebra or higher	3			SPE 331 Instructional Strategies: Inclusive Prac*	3		
SUMMARY				SPE 333 Spec. Ed. Law & Ethics	3		
GENERAL EDUCATION	44			PED 360 Adaptive Physical & Health Ed. *	3		
ELEMENTARY MAJOR	41			SPE 373 Critical Issues in Spec. Education*	3		
SPECIAL EDUCATION MAJOR	40			SPE 430 Diag. Eval of Literacy*	3		
SUPPORTING COURSE	3			SPE 470 Clinical Practice: Primary** -or-	5		
				SPE 470 Clinical Practice: Elementary*	5		
TOTAL	128			SPE 495 Clinical Practice Seminar	2		
				SPE 496 Research Seminar	3		

*Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Theatre (THR)

The theatre curriculum is designed to give students a broad introduction to various aspects of the theatrical arts. All THR courses are approved for fine arts credit for General Education.

Theatre courses develop communication, presentation, and interpersonal skills that are useful in many careers.

Theology (THL)

Theology courses at College of Saint Mary (CSM) explore faith and meaning within all our life experiences. The Theology Program is not exclusively confined to academic activity, but also provides students with concrete opportunities to grow in understanding and appreciation of faith. CSM is committed to the development of body, mind, and spirit, which includes a solid foundation in faith and prepares one to serve others with compassion.

The Theology Program approaches the study of theology as an academic discipline with its own methodology, and it challenges students to apply critical analysis and reflection to the events, people, and issues that have shaped our world in the past and in the present. In addition, theology courses intentionally seek to foster competencies in the areas of women's issues and multiculturalism. The Theology Program integrates religious experience, meaning, openness to truth, and the search for God into the students' personal lives as well as their professional/career paths.

In addition to providing a degree in the humanities, a major in theology can prepare a student with a theological background helpful to the following professions: religious education, campus or youth ministry, theology/religion instructor in a parochial/ private school system, pastoral/Church work, Catholic journalism, etc. In addition, a major provides a strong academic background for graduate studies in theology as well as other fields.

Religious Identity:

While College of Saint Mary affirms its Roman Catholic and Mercy tradition and identity, students need not be Catholic in order to take or succeed in a theology course and/or pursue a major or minor in theology. The Theology Program honors and engages other religious traditions in conversation with the Catholic tradition. A spirit of respect and interfaith openness characterize each course in the Theology Program.

Theology Requirements

To satisfy General Education Curriculum requirements, Bachelor degree-seeking students are required to take 6 credit hours (two courses) in theology. One of these courses must be at the 200 level or above. Students should verify that a particular course fulfills the General Education requirement and that they have taken any required prerequisites. Theology credits must be taken at CSM or transfer of credits is allowed if credits were taken at another Catholic institution.

Theology Major Requirements

In order to graduate with theology as a major, students are required to maintain a GPA of 2.5 or above in all theology courses as well as successfully complete:

- 36 credit hours, including a minimum of one course in each of the five areas of theology: Old Testament, New Testament, Systematics, Spirituality, and Moral: Catholic Social Teaching
- The senior theology research project completed under the supervision of an assigned member of the Theology Program*
- A minor of one's choice (or a double major)

Theology Minor Requirements

In order to graduate with theology as a minor, students must successfully complete 18 credit hours. Students are encouraged to consult with a member of the Theology Program in order to most effectively choose courses that pertain to their interests and purposes. Requirements:

- 18 credit hours of theology courses with a minimum of C- in each course

- including a minimum of one course in three of the five areas of theology: Old Testament, New Testament, Systematics, Spirituality, and Moral: Catholic Social Teaching

Theology Major With Teaching Endorsement Requirements

Theology majors seeking a teaching endorsement are required to maintain a GPA of 2.5 or above in all theology and supporting courses as well as successfully complete:

- 36 credit hours, including a minimum of one course in each of the five areas of theology: Old Testament, New Testament, Systematics, Spirituality, and Moral: Catholic Social Teaching
- The senior theology research project completed under the supervision of an assigned member of the Theology Program*
- Theology majors seeking a teaching endorsement are also subject to all the requirements of the Education Program. During registration such students are required to consult with the Education Program in addition to consultation with the Theology Program. The supporting course for theology majors seeking a teaching endorsement is PSY 203.

*Students with a double major may be required to successfully complete a separate theology senior research project under the direction of assigned faculty from the Theology Program if they are not able to combine the project with one from their other major.

Theology Minor

18 credit hours in at least 3 of the 5 disciplinary fields of theology: Moral: Catholic Social Teaching, Old Testament, New Testament, Spirituality and Systematics (which are indicated in course descriptions). Students should consult with the Theology Program Director before registering.

Bachelor of Arts – Theology – 2019-2020

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level I				Required (18 credits)			
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			Scripture: Old Testament:	3		
<i>Completed or initiated in first three semesters</i>				Scripture: New Testament:	3		
FYS First Year Seminar (any number) (1 st semester)	1			Moral:	3		
Communications (COM 101, 200, 202, 212, or 225)	3			Systematics:	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			Spirituality:	3		
Level II				Research Seminar: THL 495	3		
English (any except for 262, 320, 322, and 495)	3			Theology Electives (18 credits.)			
Global & Cultural Diversity	3			THL _____	3		
Fine Arts (any Art, Dance, Music or Theatre)	3			THL _____	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			THL _____	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			THL _____	3		
History (any history class)	3			THL _____	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			THL _____	3		
Theology (any class)	0			TOTAL THEOLOGY CREDITS:	36		
PHL 200 Moral Reasoning	3			MINOR	18		
Philosophy (any Philosophy course)	3			GENERAL ELECTIVES	33		
General Education Elective (any Liberal Arts Course)	3						
				SECOND MAJOR (optional)			
SUMMARY				Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
GENERAL EDUCATION CURRICULUM	41						
MAJOR	36						
MINOR	18						
Electives	33						
TOTAL	128						

Acceptable courses for Global & Cultural Diversity will have (GCD) after the title.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Bachelor of Arts – Theology K-12 Teaching Endorsement – 2019-2020

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Level I				Required (18 credits)			
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			Scripture: Old Testament: THL 201	3		
<i>Completed or initiated in first three semesters</i>				Scripture: New Testament: THL 202	3		
FYS First Year Seminar (any number) (1 st semester)	1			Moral: THL 215, THL 320 THL 330, or THL 365	3		
Communications (COM 101, 200, 212, or 225)	3			Systematics: THL 103, THL 223, THL 227, or THL 360	3		
Quantitative Reasoning (MTH 114 or above/PHL 105/BIS 140)	3			Spirituality: THL 260, THL 310, or THL 354	3		
Level II				Research Seminar: THL 495	3		
English (any except for 262, 320, 322, and 495)	3			Theology Electives (18 credits.)			
Global & Cultural Div (EDU 375)	0			THL _____	3		
Fine Arts (Art, Dance, Mus Thr)	3			THL _____	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			THL _____	3		
Math (MTH 242 or 262, or > MTH 114) or Natural Science	3			THL _____	3		
History (any history class)	3			THL _____	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			THL _____	3		
Theology (any class)	0			EDUCATION DUAL MAJOR K-12	48-49		
PHL 200 Moral Reasoning	3			EDU 101 Intro to Education*	3		
Philosophy (any Philosophy crs)	3			EDU 201 Tech in Classroom	3		
General Education Elective (any Liberal Arts Course)	3			PSY 203 Adoles. Psychology	3		
				EDU 312 Educ. Psych.& Measurement*	3		
GENERAL ELECTIVES	5-6			EDU 315 Assessment of Learners	2		
SUMMARY				EDU 350 Literacy Methods *	4		
GENERAL EDUCATION	38			Or EDU 351 Literacy Methods for Secondary Schools*	3		
MAJOR	36			EDU 342 Children's Literature*	3		
DUAL MAJOR (Education)	48-49			OR ENG 262 Young Adult Lit*			
Electives	5-6			EDU 360 Teaching Middle and Secondary Students*	3		
TOTAL	128			EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 History, Trends & Issues in Education	3		
				EDU 470 Clin Prac: Primary *	5		
				OR EDU 471 Clin Prac:Intermed*			
				EDU 472 Clin Prac:Sec*	5		
				EDU 495 Clin Prac Sem	2		
				SPE 101 Intro to Special Ed*	3		
				SPE 240 Guid.&Class Management	3		

*Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

Women's Studies (WST)

Women's Studies is an interdisciplinary program that provides opportunities to examine the experiences and movements of women's lives. Students will study feminist methodology and theory and learn how to apply these to past and present situations. Students may choose from a variety of courses that focus on women's contributions in the arts and literature, women's history, and women's philosophy and spirituality. Other courses study women in the professions and their position in current culture. Some courses incorporate a service-learning project at one of the many women's centers or services in the Omaha area.

A minor in Women's Studies complements any major chosen by the student and provides an interesting and often neglected perspective in education. A student choosing to minor in Women's Studies will have the opportunity to explore past and current trends that affect the lives of women in their careers and in their personal lives. This minor is excellent preparation for future experiences in the work force and in graduate school.

Women's Studies Minor

Eighteen credit hours of courses selected from the following with the permission of the program director: ART 208, COM 330, ENG 257, ENG 266, ENG 355, ENG 368, HPS 240, HPS 251, MUS 205, PHL 310, PSY 360, THL 327, THL 360. Of these 18 credit hours, at least 12 must be beyond General Education requirements.

COURSE DESCRIPTIONS

Courses listed in the catalog or section offerings may have an acronym after the title to signify special attributes of the course. Examples are: GCD – approved as Global Cultural Diversity course, SA – Study Abroad, SL – course has a service learning component, SUS – Sustainability, or WI – course has been identified as "Writing Intensive". Courses may be offered the following formats: Face to Face, Online, or Hybrid - combination of Face to Face and Online. Formats will be designated in the semester Course Schedule by the section codes D, E or W – Face to Face, O – Online, and H or WH – Hybrid.

Accounting

ACC 161 Principles of Accounting I (3)

Introduces the principles, concepts and applications of accounting as a business decision-making tool. Focus is on the understanding and completion of the accounting cycle and producing and analyzing basic financial statements. An introduction to a computerized accounting program is also included. Prerequisite: MTH 098

ACC 162 Principles of Accounting II (3)

Continues the development of the concept that accounting is a decision-making tool. Emphasis is on basic cost accounting and managerial decision techniques. Additional work with a computerized accounting program is pursued. Prerequisites: ACC 161 or permission of program director. Recommended: MTH 112

Art

ART 200 Introduction to Art (3)

A non-studio course designed to acquaint the student with basic components of the visual arts and architecture.

ART 202 Survey of Art History I (3)

A survey of the development of the visual arts from prehistoric period to the 15th century.

ART 204 Survey of Art History II (3)

A survey of the development of the visual arts from the 16th century to the early 20th century.

ART 206 American Art History (3)

A study of the evolution of American art within a historical context. Artistic movements as well as the work of individual artists are presented in light of historical and cultural trends.

ART 208 Women in Art (3)

A study of the role and work of women artists from the Middle Ages to the present in an effort to foster an appreciation for the contributions of women to art which have been largely overlooked.

ART 211 Color and Design (3)

Basic introduction to the elements and principles of visual expression both for the design student and for the individual who wishes to develop an understanding of art. Studio six hours per week.

ART 213 Basic Drawing (3)

Designed to expand the student's conceptual range and capacity for critical and personal vision. Basic problems are designed to experiment with a wide range of materials and techniques. Studio six hours per week.

ART 215 Beginning Painting (3)

An introduction to basic techniques of painting with acrylic. Emphasis on representational subject matter, primarily landscapes and still life. Studio six hours per week.

ART 217 Ceramics (3)

Techniques in hand building, wheel throwing, glazing and decoration. Emphasis on functional and aesthetic design. Studio six hours per week.

ART 223 Printmaking (3)

A study of materials and techniques involved in the fundamental processes of silk-screening and relief printmaking. Studio six hours per week.

ART 225 Jewelry (3)

Techniques of metal work adapted to three-dimensional design. Cutting, soldering and casting techniques are explored. Students work with silver, bronze, and copper metals. Studio six hours per week.

ART 227 Sculpture (3)

An exploration of different materials, such as wood, clay, plaster, and plastics. Emphasis is placed on learning various casting techniques and use of tools. Studio six hours per week.

ART 230 Introduction to Watercolor (3)

This class is an introduction to the basic technical processes involved in creating watercolor paintings. The painting processes taught in this course will cover the traditional watercolor techniques and practices. Class periods will consist of demonstrations, painting and critical analysis of the painted work. Students at all levels are expected to be self-motivated, responsible and interested in their own course development. The work throughout the semester should show increased levels of challenge, development, and craftsmanship.

ART 233 Introduction to Photography (3)

Introduction to basic concepts, processes and techniques of black and white photography including camera use, exposure, darkroom procedures, lighting and its controlled application. Studio six hours per week.

ART 250 Production Art (3)

This course will touch briefly on the various aspects of preparing art for reproduction (primarily lithoprinting). This would include layout, design, typography, and actual production (keyline, paste-up). Also included will be problem solving with photography and illustration as it pertains to production.

ART 288 Experimental Course (3)

Media and techniques of this course will vary from semester to semester in line with current trends.

ART 313 Advanced Drawing (3)

Advanced students will work out problems with the instructor that will use sound drawing skills with thought-provoking problems in composition and individual expression. Studio six hours per week. Prerequisite: department approval.

ART 315 Advanced Painting (3)

This course serves as an opportunity for the serious painter to study in-depth. Students will work closely with the instructor in developing a structured experience, balanced with an opportunity for personal exploration. Studio six hours per week. Prerequisite: departmental approval.

ART 317 Advanced Ceramics (3)

This course builds on the hand-building techniques learned in beginning ceramics. This course focuses on improving the student's ability to work and create with clay. This increase in student's technical skill set will further push student ideas, concepts and abilities. Concept development and execution with clay is the underlying theme of this class. Practical working limits of clay will be discussed and examined. Challenging the clay through technique and process is the main theme of the advanced ceramic course. Student projects/pieces will be fully developed and well thought out before attempting fabrication in clay. Firing techniques will be discussed to further student knowledge of the ceramic process. A sketch book is required to develop ideas and concepts and serve as a reference point/map for the student's work.

ART 323 Advanced Printmaking (3)

This course is a continuation of advanced technical processes involved in creating fine art prints. The print processes taught in this course are: relief, dry point, and a variety of monoprint and monotype print methods. Class periods will consist of demonstrations, printing and critical analysis of the printed work. Students at all levels are expected to be self-motivated, responsible and interested in their own course development. The work throughout the semester should show increased levels of challenge development and craftsmanship.

ART 327 Advanced Sculpture (3)

Students will further develop an understanding of the elements of three-dimensional design in the visual arts. This course will also include an understanding of the history and materials of sculpture, both traditional and experimental. This course will examine approaches to seeing, analyzing, and creating form in space and discerning how the elements of form define space. The student will be asked to organize and arrange formal elements into three dimensional compositions, which employ the principles of order: balance, harmony, variety, movement, proportion, rhythm, and repetition.

ART 330 Advanced Watercolor (3)

This class is a continuation of technical processes involved in creating watercolor paintings. The painting processes taught in this course will cover the traditional watercolor techniques and practices. Class periods will consist of demonstrations, painting and critical analysis of the painted work. Students at all levels are expected to be self-motivated, responsible and interested in their own course development. The work throughout the semester should show increased levels of challenge development and craftsmanship.

ART 333 Advanced Photography (3)

This course serves as an advanced course in photography equipment, materials and processes. This course will incorporate historical and contemporary perspectives of photography. Students will be expected to successfully take, develop, and manipulate photographs. This course will offer problems in conceptualization, composition, and content in which students will be encouraged to experiment and develop personal images.

ART 360 Teaching of Art (3)

See Education 360.

ART 391 Special Project (1-2-3)

Individual projects carried out by the student under faculty direction. Prerequisite: departmental approval.

ART 397 Art Internship (3)

The internship is an actual work experience in an art organization, giving students a working knowledge of art practices outside of the classroom. The internship will enhance classroom learning with practical experience. **Prerequisite:** permission of the program director

ART 495 Senior Thesis (3)

Directed study in a major area, culminating with an art exhibit in the Hillmer Art Gallery. The University reserves the right to keep for its permanent collection one piece of student work completed under its direction. An exhibition in the Hillmer Art Gallery is a privilege reserved for those students whose works meet standards established by the art department. Studio six hours per week. Prerequisite: departmental approval.

Biology**BIO 100 Survey Biology (3)**

Survey of fundamental concepts of biology relating how those concepts influence or may influence the student's life. Designed primarily for non-science majors.

BIO 101 Survey Biology Laboratory (1)

An introduction to biological methods using microscopic and gross investigations of plants and animals, and other materials.

BIO 110 General Cellular Biology (3)

A study of the basic principles of biology. Course topics will focus on cellular principles, metabolism, and genetics. No prerequisites. Concurrent enrollment in the associated laboratory, BIO 111, is required.

BIO 111 General Cellular Biology Laboratory (1)

A hands-on investigation of cellular principles, metabolism, and genetics.

BIO 120 Principles of Anatomy and Physiology (3)

This is an introductory course on the anatomy and physiology of the human body. Basic cell and tissue structure will be covered, as well as the main organ systems and their functions (Integumentary, Skeletal, Muscular, Nervous, Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, Reproductive).

BIO 121 Principles of Anatomy and Physiology Lab (1)

This laboratory course involves the application of the anatomical and physiological concepts covered in BIO 120. Microscopic analysis, models, and other exercises will be utilized to better understand the body systems covered in lecture.

BIO 188 Experimental Course (3)

The subject matter and method of this course will vary in keeping with current trends.

BIO 192 Scientific Methods (1)

The course gives an overview of the scientific method. Students will learn what the role of science is and how it is done, including formation of a research question, proper experimental

design, use of the scientific literature, conducting an experiment, peer review, scientific writing and oral presentation.

BIO 200 Anatomy and Physiology I (3)

This course will cover structure and function of cells, tissues, body organization, and the integumentary, skeletal, muscular, and nervous systems. Concurrent enrollment in BIO 201 is required.

BIO 201 Anatomy and Physiology I Lab (1)

This laboratory course involves the application of the anatomical and physiological concepts covered in BIO 200. Microscopic analysis, models, and other exercises will be utilized to better understand the body systems covered in lecture. Concurrent enrollment in BIO 200 is required.

BIO 202 Anatomy and Physiology II (3)

This course will cover the structure and function of cardiovascular, immune, respiratory, digestive, renal, and reproductive systems, as well as metabolism and homeostatic control. Prerequisite: BIO 200/201 and CHM 100 Concurrent enrollment in BIO 203 is required.

BIO 203 Anatomy and Physiology II Lab (1)

Application of anatomical and physiological concepts in a laboratory setting. Microscopic analysis of select tissues will be coupled with cadaver inspection, models, dissections, and laboratory exercises to develop a better understanding of the body systems covered in BIO 202. Concurrent enrollment in BIO 202 is required.

BIO 225 Personal Nutrition (SUS) (3)

This course will offer students an additional choice for the general education science requirement. Topics will include digestion and absorption of nutrients, minimum daily requirements and functions of carbohydrates, fats, proteins, vitamins and minerals. Students will also study the safety and function of food additives, "fad" diets, weight management, the role of nutrition in good health and fitness, and world hunger.

BIO 230 Microbiology (3)

A study of the general and medical bacteriology, immunology, virology, mycology, and parasitology. Prerequisite or concurrent enrollment in CHM 100 or equivalent, or higher.

BIO 231 Microbiology Laboratory (1)

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology.

BIO 245 Introduction to Field Biology (SUS) (4)

An introduction to the basic techniques and methods used to study biology in an outdoor environment. A brief survey of botany, zoology, and ecology concepts will be included. Multiple outdoor experiments, collections, and field trips will be performed. Students may not receive credit for both BIO 245 and BIO 345.

BIO 250 Zoology (SUS) (3)

An introduction to the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals.

BIO 251 Zoology Laboratory (SUS) (1)

A hands-on laboratory investigation of the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals.

BIO 255 Ecology (GCD) (3)

As the study of the interactions between organisms and their environment, ecology is a foundational course in biology studies. This course will identify and explain the principles of ecological science, including the concepts of populations, communities, and ecosystems, biodiversity, and environmental sustainability. Students will develop an understanding of how scientific methods are used to construct ecological knowledge. The course will also explore some global ecological challenges, and the research that is addressing these concerns.

BIO 265 Forensic Science (4)

This combination lecture/lab course is an introduction to the basic areas and techniques currently used in the forensic sciences. Topics covered include (but are not limited to) fingerprints, DNA, bloodstain pattern analysis, pathology, entomology, and ethics.

BIO 266 Botany (SUS) (3)

An introductory study of plants, their classification, identification, structure, and life cycles.

BIO 267 Botany Laboratory (SUS) (1)

A hands-on laboratory investigation of the classification, morphological, life cycles, and ecological diversity of plants.

BIO 268 Environmental Biology (GCD) (SUS) (3)

Study of the basic principles and concepts of the biology of populations, communities, and ecosystems as they relate to environmental sustainability and biodiversity. Environmental threats to biodiversity and environmental sustainability including use of water, mineral, and energy resources and threats from pollution and climate change will be explored.

BIO 269 Environmental Biology Laboratory (SUS) (1)

A hands-on laboratory investigation of the principles and concepts of environmental science laboratory techniques.

BIO 271 Practicum (1-4)

A supervised program in which the student may gain practical experience by participating in an off-campus program in conjunction with a hospital, school system or community agency. Prerequisite: permission of the instructor.

BIO 300 General Microbiology (3)

A study of the basic principles of microbiology. Topics covered will include the history of microbiology including classic experiments, microbial structure and function, nutrition, growth, control, metabolism, and genetics of microbes. Diverse microbial organisms will be covered and include viruses, bacteria, archaea, fungi, algae, and protozoa. Microbial roles in symbiotic relationships, the environment, and the food industry will be discussed. Biotechnology involving microbes will also be covered. This course is designed for upper level biology majors and minors but is appropriate as a general education science course as well. Concurrent enrollment in the associated laboratory, BIO 301, is required. Prerequisite: BIO 110/111

BIO 301 General Microbiology Lab (1)

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology, growth conditions, genetics, and basic biotechnology will be conducted. Concurrent enrollment in BIO 300 or departmental approval is required.

BIO 310 Advanced Anatomy and Physiology I (4)

This course will cover the chemical organization, cellular organization and tissue organization of the body. Using an organ system based approach students will learn the anatomy and physiology of the integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Students will gain an in-depth understanding of the physiology of osseous tissue, muscle contraction and nerve function and conduction, as well as familiarity with the anatomy of neural pathways and CNS regional specialization. Concurrent enrollment in the associated laboratory, BIO 311, is required. Prerequisites: BIO 110 and CHM 110

BIO 311 Advanced Anatomy and Physiology I Lab (1)

A hands-on laboratory investigation of the principles and concepts covered in Advanced Anatomy and Physiology I.

BIO 312 Advanced Anatomy and Physiology II (4)

Application of advanced anatomical and physiological concepts in a laboratory setting. Microscopic analysis of select tissues will be coupled with cadaver inspection, models, dissections, and laboratory exercises to develop a better understanding of the body systems covered in BIO 310 and 311. Concurrent enrollment in the associated laboratory, BIO 313, is required. Prerequisite: BIO 310/311

BIO 313 Advanced Anatomy and Physiology II Lab (1)

A hands-on laboratory investigation of the principles and concepts covered in Advanced Anatomy and Physiology II.

BIO 330 Genetics (3)

An introduction to the basis of inheritance from molecular to organismal level with emphasis on the role of genetics in evolution and adaptation to the environment, as well as considerable human application. Concurrent enrollment in the associated laboratory, BIO 331, is required. Prerequisite: BIO 110 and MTH 112 or 242

BIO 331 Genetics Laboratory (1)

A study of basic genetic principles with the aid of a variety of organisms and online lab exercises. The laboratory requires considerable independent work. Prerequisite: concurrent enrollment in BIO 330 or permission.

BIO 340 Biochemistry (4)

The course explores the chemistry of key biological molecules such as proteins (and enzymes), nucleic acids, lipids and carbohydrates. Other topics include structure-function correlation, chemical reactivity, kinetics, and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways. Prerequisites: CHM 232/233 (Also listed as CHM 340.)

BIO 341 Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab meets 3 hours per week. Prerequisite: concurrent enrollment in BIO 340 or permission of the instructor. (Also listed as CHM 341)

BIO 345 Field Biology (SUS) (4)

An introduction to the basic techniques and methods used to study biology in an outdoor environment. A brief survey of botany, zoology, and ecology concepts will be included. Multiple outdoor experiments, collections, and field trips will be performed. Students enrolled in BIO 345 should be able to apply the knowledge and techniques learned to design and implement a field research project that demonstrates an understanding of the scientific method as well as mastery of the field techniques covered in the class. Students may not receive credit for both BIO 245 and BIO 345. This class counts as a lecture/lab course.

BIO 361 Teaching of Biology (3)

See Education 360.

BIO 366 Pathophysiology (3)

Deals with the disruption of normal physiology with the alterations, derangements, and mechanisms involved in disruption and how they manifest themselves as signs, symptoms, physical and laboratory findings. General methods of treatment will also be covered. Prerequisites: BIO 202 and 203 or BIO 310 and 312

BIO 390 Molecular Biology (3)

Structure, function and regulation of genes and gene products are discussed extensively using both eucaryotic and procaryotic systems. Cell structural/functional relationships are stressed. Special emphasis is placed on biotechnology as it is employed in understanding cell structure and regulation of cellular physiology. Prerequisite in BIO 110/111 and BIO 330/331 or department approval. Concurrent enrollment in the associated laboratory, BIO 391, is required.

BIO 391 Molecular Biology Lab (1)

Application of basic methods and techniques of biotechnology. Gene cloning, identification, and mutagenesis techniques are emphasized. Methods employed are southern blots, northern blots, western blots, DNA isolation, RNA isolation, plasmid and viral cloning vectors, and chromatography. Concurrent enrollment in BIO 390 is required.

BIO 392 Scientific Literacy (1)

Students will learn to distinguish the various types of scientific reporting, identify the type of information found in primary research articles, and examine the role of peer review in the scientific publication process. Additionally they will learn how to critically read primary research articles as they participate in journal club activities.

BIO 420 Directed Readings in Biology and Medicine (1-3)

An overview of selected readings in biology and/or medicine designed to give the student a general knowledge of the topics at the level of present day research. Prerequisite: permission of the instructor.

BIO 450 Intermediate Physiology (3)

Advanced physiological principles of the human body across the lifespan will be covered. The course will build on principles learned in previous courses and will provide a foundation in human physiology required for future professional health programs. Prerequisite: C or better in BIO 200/201 and BIO 202/203 or BIO 310/311 and BIO 312/313.

BIO 460 Gross Anatomy (5)

The course will offer a small number of students (an opportunity to learn macroscopic (gross) anatomy using the cadaver as a teaching tool. Modeled after medical school gross anatomy, the students begin the semester with an intact cadaver and, over the course of the semester,

work their way through dissecting the entire body. "Class time" is really dissection time, as students learn by identifying structures, tissue planes and the relationships between them using the dissection guide, cadaver and anatomy atlases as resources. Class time is also used to present information to each other as well as to the course instructor (part of assessment). The course requires a significant time commitment on the part of the student – they will be in the lab dissecting for at least 4-5 hours per week (often times more). In addition, students are responsible for a wide range of anatomic terms and structures, so study time is also a significant requirement of the course. This course is perfect for the student who enjoyed anatomy and wants to take their understanding of the structure of the body to the next level. Prerequisite: C or better in BIO 200/202 or BIO 310/312 and instructor permission.

BIO 464 Immunology/Hematology (3)

A study of normal immune system function (both acquired and innate), normal hematological function and common diseases and derangements of both. (Also listed as PAS 506.)

BIO 465 Advanced Forensic Science (4)

This course critically examines forensic science through scientific, political, and ethical lenses. Students will evaluate current literature, techniques, and the impacts they are having on the field. Field trips and guest speakers will be used to gain deeper understanding on the field and how it is changing. Prerequisite: Permission of the Program Director

BIO 473 Capstone Project (1-4)

Under the guidance of a faculty mentor, the student will design and complete an independent project. Projects may involve original disciplinary research, internship, scholarly review and critical analysis of a research topic, or other format as approved by the faculty mentor. The final report must be written in scientific style as a thesis and a seminar presentation of the student's project at Scholar's Day is required. Prerequisite: Departmental approval

BIO 475 Capstone Scholarship (1-4)

In a classroom format, students will write a scholarly review and critical analysis of a research topic. The final thesis must be written in scientific style and a presentation of the work at Scholar's Day is required. Prerequisite: Departmental approval

BIO 491 Advanced Topics in Biology (1-4)

An independent project enabling a student to gain some expertise in an area of interest. Prerequisite: permission of the program director.

Business

BUS 101 Introduction to Business (3)

Business affects everyone, no matter your future career. Students are introduced to business from a multitude of perspectives, including the free enterprise system, ethical decision making, and the role of business in society. This course also provides an overview of careers in business, using a number of guest speakers. It is suitable for students in any major. No prerequisites

BUS 150 Personal Finance (3)

Personal finance is the study of managing your money and achieving your goals. Students will examine how to set goals and make the best financial choices. Major topics are budgeting, saving for the future, loans and credit cards, insurance, and taxes. This is a survey course suitable for students in any major. Prerequisite: None

BUS 212 Employment Law (3)

This course will provide students with an overview of the legal aspects under Federal and state law of employment discrimination, including Title VII, the Equal Pay Act, disability statutes, and sexual harassment. This course will also address employment issues found in worker's compensation law, the Americans with Disabilities Act, the Fair Labor Standards Act, OSHA, family leave acts, and the legal issues involved in interviewing, hiring, discipline, and firing. Prerequisite: BUS/LAW 110 and sophomore standing.

BUS 226 Personnel Supervision (3)

Study of the principles of authority and responsibility, delegation and communication; organization charts, job descriptions, policies and procedures; employee motivation, discipline and performance evaluation. Prerequisite: None

BUS 230 Principles of Electronic Commerce (3)

Online commerce is everywhere today, reshaping many aspects of our lives. This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addressing security and safety. Course may be useful for anyone interested in the Internet. Prerequisite: None (Also listed as BIS 230.)

BUS 231 Interviewing Skills and Case Management (3)

Discusses and practices methods of obtaining relevant information in a variety of settings. The documentation, reporting, and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as COM and HSV 231.)

BUS 317 Business Analytics (3)

This course is an introduction of the use of data driven, analytical, and computing approaches for effective business decision making. Students will be introduced to the fundamentals of business analytics, the role of analytics in business performance, and the tools that can be used to perform analytics in different business functions. The course will provide a foundation for students to develop skills in these areas and enhance their knowledge and marketability.

BUS 321 Financial Management (3)

A study of the principles governing the financial operations of business, the tools of financial analysis, the methods of financing an organization, capital budgeting, mergers, reorganizations, and bankruptcy. The role of accounting information in the financial management process is emphasized. Prerequisites: ACC 161, ACC 162, and MTH 112 Recommended: MTH 242

BUS 322 Investments (3)

The purpose of this course is to enable the student to gain an understanding of various financial investments from an individual and, to a lesser degree, an institutional viewpoint. Techniques of analysis of stocks, bonds, and other investments will be studied. The student will also develop an appreciation of the importance of different financial models and markets of the American free enterprise system.

BUS 323 Management Concepts: Theory and Application (3)

The study of the fundamental principles and techniques employed in the administration and management of organizations. Management functions, including planning, organizing, staffing, directing, coordinating, reporting and budgeting, are covered as well as leadership,

interpersonal relations and decision-making. A discipline-specific research project ties application to theory. Prerequisite: 30 semester hours

BUS 325 Organizational Behavior (3)

This course provides an understanding of human behavior at work, within the organizational environment. It includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management. (Also listed as PSY and SOC 325.) Prerequisites: None

BUS 327 Human Resources Management (3)

Human resources has a major impact on the success of businesses and employees. The course examines theory and practices relating to the management of people and the applications of behavioral science. This includes designing jobs, recruiting and hiring the best people, and providing incentives. Prerequisites: None.

BUS 328 Leadership (3)

The course prepares students for leadership roles in their future careers. It provides both theoretical and practical skills necessary to be effective in a variety of professions. We consider leadership theories, delve into research on leadership, and help students to determine the kind of leader they want to become. Prerequisite: none.

BUS 329 Business Communication (3)

Communication is essential for all professionals. Business Communication teaches students to communicate their ideas through writing, presenting, and interpersonal discussions. Students are introduced to current professional communication technologies and techniques, and to longstanding principles for communicating effectively. Students will create several written assignments, give a variety of presentations, and develop interpersonal communication skills.

BUS 330 Project Management (3)

This course will provide the student with an understanding of methods and practices in the field of project management. Project and program management is one of the fastest growing professions in today's business world. This course will study the functions involved in project and program management and allow the student to develop a full understanding of every aspect needed to become a competent project management professional. Students will use project management software for an assigned project during the semester. Prerequisite: BUS 323 or permission of the program director. (Also listed as BIS 330.)

BUS 331 Money and Banking (3)

A study of the basic principles of money, banking, and finance as they are related to business and the financial system. Course examines the nation's money supply and the impact of monetary policies on the performance of the economy. (Also listed as ECO 331.)

BUS 334 Principles of Marketing (3)

Marketing involves the creation, pricing, distribution, and promotion of products. Course is a study of modern methods of marketing goods and services. Concepts include buying and selling behavior, creating a marketing plan, social media, advertising, and personal selling. Prerequisite: 30 semester hours

BUS 335 Consumer Behavior (3)

Why do we buy? The course studies the anthropological, psychological, and social aspects of consumers as they make decisions about shopping and purchasing. Course is suitable for students in any major; the only requirement is being curious about people.

BUS 336 Social Media and Advertising (3)

Social media networks have changed our lives, and have become the dominant method of marketing. The course examines the major social networks and how they are used to promote products and interact with consumers. We study planning, creating, and evaluating social media marketing, along with privacy concerns and regulations. Prerequisites: none.

BUS 338 Public Relations (3)

Course provides an introduction to the field of public relations, and is suitable for students in any major. Topics include the communications process; media relations; community relations, and crisis communication, Students will learn about images, messages, electronic and written communication, and the impact of social media. Prerequisite: ENG 101

BUS 339 Sales and Social Networking (3)

Selling is part of everyone's job. This course studies the techniques of sales, examining ethical considerations, forming relationships, and the psychology of why people buy. Topics include prospecting, presenting, negotiating, and using social networking to find customers. Course may be helpful for students in any major who are curious about how selling happens. Prerequisites: None

BUS 340 Employee Training and Development (3)

Students are introduced to the methods of assessing employee training needs, designing curriculum and training materials, techniques for delivering training in an appropriate fashion and evaluating results of training efforts in terms of subsequent contributions to an organization.

BUS 345 Employee Relations (3)

The goal of this course is to help develop the knowledge, skills, and understanding needed in a productive work environment. The course will also include the study of unionization and collective bargaining in the public and private sectors, the mediation and arbitration process, and current issues in labor relations.

BUS 348 Risk Management (3)

An introduction and analysis of various aspects of risk management, where risk is encountered in individual life, as well as in business. Risks from operations, investment, credit, liquidity, and capital are discussed. A significant focus is on risk reduction and transfer mechanisms, including insurance and how it is applied in the individual, public, and private organizational environments. Prerequisite: BUS 321

BUS 391 Special Project (1-3)

Special interest project undertaken and developed by the student. Prerequisite: Departmental approval.

BUS 397 Partnership Internship (2)

The internship is an actual work experience in a business organization, using business management techniques. The intern is provided the opportunity to incorporate classroom learning with practical experience at the work site. The Partnership Internship must be completed with an affiliated company for at least 2 credits hours.

Requirements for permission:

1. Enrollment in the bachelor of science in business program;
2. Enrollment in the junior year course work, or permission of the Business program director;

3. GPA of 3.0 in business major and specialization coursework and a cumulative GPA of 2.5;
4. Completion and submission of application one semester before the desired start date of the internship.

Application Process:

1. As specified in the business program Internship Handbook
2. Current resume;
3. Written statement of the applicant's qualifications, goals and objectives for the internship program;
4. Interview with the business program director and advisor.

BUS 410 International Business (GCD) (3)

This course will study the world of international business and gain insight on global thinking. It will focus on seven main concepts; globalization, cultural differences, global politics, international trade and investment, international management and strategic management. Prerequisites: BUS 101 or the equivalent.

BUS 417 Advanced Business Analytics (3)

This course is a continuation of the Business Analytics course. It focuses on the sophisticated use of analytics in organizations as they perform strategy identification, effective decision making and successful execution of strategies. The students will learn how to apply technologies such as Microsoft Excel application to solve complex business problems.

BUS 423 Entrepreneurship (3)

An entrepreneur is someone who has an idea and starts something new. Students will learn about the role and importance of entrepreneurship in the global economy, the resources available to entrepreneurs, the process of creating a business, and factors in the success of those ventures. If you have dreamed about starting a business, the course will help you to see opportunities and get started. Open to students in any major. Prerequisites: none.

BUS 450 Retirement Planning (3)

For students interested in financial planning, this course is designed to provide preparation on financial issues of retirement: income planning, Social Security, Medicare, long-term care insurance, distributions from retirement plans, guardianships, conservatorships, durable powers of attorney and living trusts. The implications of employee benefits related to retirement will also be covered. Prerequisite: BUS 322

BUS 452 Estate Planning (3)

This course provides finance students with a comprehensive review of estate planning topics such as estate and gift taxes, various issues related to trust planning and administration, property ownership issues, life insurance, private annuities, postmortem tax planning and charitable giving. Prerequisite: BUS 322

BUS 453 Marketing Analytics (3)

A study of the fundamental techniques of marketing research, including questionnaire construction, determination of market potentials, sampling, statistical interpretation of results, and presenting those results to management. Prerequisites: BUS 334 and MTH 242 or permission.

BUS 454 Operations Management (3)

This course focuses on modern methods for making operational decisions, including facility design and location, inventory, procurement, just-in-time, project planning, and quality management. Prerequisites: ACC 162, and MTH 242

BUS 455 Financial Strategy Simulation (3)

Decisions in the finance department affect every level of an organization. This comprehensive simulation course provides students the opportunity to analyze the impact of various financial decisions. Prerequisites: BUS 321, BUS 322, MTH 242

BUS 460 HR Strategy (3)

A key element of an organization's success is its human capital. This course will cover the role HR management plays in establishing business policies and in fulfilling competitive strategies. Students will develop a strategic HR plan as one outcome of the course. Prerequisites: BUS 212, BUS 327, BUS 340, and BUS 345 or permission of the program director.

BUS 492 Directed Readings (1-3)

An individual study course designed to allow a student to pursue special interests within the field of business. Prerequisite: departmental approval.

BUS 493 Career Exploration (Job Shadowing) (1)

This course provides a student with real-world experience through our business partnerships. The student is expected to go through career exploration by being matched with a person currently pursuing a career in which the student has an interest. The career exploration class is planned and coordinated by the student's academic advisor and the supervisor of the partnering organization.

Requirements for permission:

1. Enrollment in the bachelor of science in business program;
2. Enrollment in the senior year course work, or permission of the Business program director;
3. GPA of 3.0 in business major and specialization coursework and a cumulative GPA of 2.5;
4. Completion and submission of application one semester before the desired start date of the internship.

Application process:

1. As specified in the business program Internship Handbook
2. Current resume;
3. Written statement of the applicant's qualifications, goals and objectives for the internship program;
4. Interview with the business program director and advisor.

BUS 496 Business Policies Seminar (4)

A study of business problems from a top management perspective. Actual business situations are studied via the case study method. Students are involved in preparation of an industry study that is related to cases being studied. Prerequisites: 21 hours BUS and senior standing or permission.

BUS 497 Internship II (2)

The internship is an actual work experience in a business organization, giving students an opportunity to incorporate classroom learning with practical experience. Prerequisite: permission of the program director.

Requirements for permission:

1. Enrollment in the bachelor of science in business program;

2. Enrollment in the last year of course work, or permission of the Business program director;
3. GPA of 3.0 in business major and specialization coursework and a cumulative GPA of 2.5;
4. Completion and submission of application one semester before the desired start date of the internship.

Application process:

1. As specified in the business program Internship Handbook
2. Current resume;
3. Written statement of the applicant's qualifications, goals and objectives for the internship program;
4. Interview with the business program director and advisor.

Business Information Systems

BIS 101 Introduction to Computers (3)

This is an introductory course in the theory and use of computers. Students will learn how hardware, software, and people work together in an information society. Students with minimal skills will learn to enhance their personal productivity and problem solving skills by applying information technologies to problem situations and by designing and using small information systems for individuals and groups. Topics explored will include the difference between system software and application software, computer files and data storage, computer architecture, local area networks, the Internet and applications that include Internet, word processing, spreadsheets, and presentation applications. Prerequisite: None

BIS 140 Programming Concepts (3)

This course provides an introduction to elementary computer programming. It lays a foundation for subsequent language specific programming languages that are taught in later courses. The course presents object oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications using data structures including indexed files. It includes the use of logical and physical structures for both programs and data. Programming in traditional and visual development environments that incorporate event-driven, object-oriented design is explored. Language independent topics include variables, expressions, statements, sequential execution, selection, iteration, subroutines, simple data structures, structured programming, algorithm development, and debugging. Prerequisite: BIS 101 or BIS 220.

BIS 143 Application Programming using C++ (3)

This course provides an introduction to elementary computer programming using the C++ language. Topics covered include variables, expressions, statements, sequential execution, selection, iteration, subroutines, simple data structures, structured programming, algorithm development, and debugging. Prerequisite: BIS 140 or a programming language.

BIS 190 Special Topics in Information Systems (3)

This course is designed to teach students about current industry driven technologies and new technologies as they appear. Prerequisite: None

BIS 211 Structured Programming I - COBOL (3)

This is an introductory course in the application of COBOL. The course presents the student with generalized techniques for analyzing, designing and developing computer programs using COBOL. This course emphasizes structured design and modularization. Students are

introduced to design aides such as pseudo code, structured flow charts and hierarchical charts. Prerequisite: BIS 140 or BIS 143 or a programming language.

BIS 220 Advanced Business Applications (3)

This is a course in the theory and use of information systems as a tool for organizing, analyzing, and presenting information in a variety of modern professional environments, such as accounting, marketing, productions, sales, etc. Topics include data and information flow throughout the information system: data management using database creation and manipulation, data analysis using spreadsheets, data presentation using multimedia presentation graphics software and desktop publishing, and the integration of Internet resources into each area. Prerequisite: BIS 101 or basic computer literacy skills as determined by CSM self-evaluation form.

BIS 221 Fundamentals of Information Systems (3)

In order to succeed in business, companies must understand how to leverage technology. This course provides an overview of the role and use of information systems in supporting business processes and decision-making, gaining competitive advantage, and enabling electronic commerce and enterprise collaboration. Core concepts/disciplines covered include: collaboration systems, hardware/software, databases, systems development, business intelligence, networks and telecommunications, e-commerce/web 2.0, security, and process management. The subjects discussed in the course prepare students in business majors to integrate their management, accounting, finance, and marketing knowledge with information technology. Prerequisite: ~~BIS 101 or BIS 220~~

BIS 230 Principles of Electronic Commerce (3)

Online commerce is everywhere today, reshaping many aspects of our lives. This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addressing online security and safety Course may be useful for anyone interested in the Internet. Prerequisite: None (Also listed as BUS 230.)

BIS 330 Project Management (3)

This course will provide the student with an understanding of methods and practices in the field of project management. Project and program management is one of the fastest growing professions in today's business world. This course will study the functions involved in project and program management and allow the student to develop a full understanding of every aspect needed to become a competent project management professional. Students will use project management software for an assigned project during the semester. Prerequisite: 20 credit hours or permission of the BIS Program Director. (Also listed as BUS 330.)

BIS 331 Database Systems (3)

This course presents theoretical and practical aspects of database management systems. Students will gain experience with a relational Database Management System (DBMS). Course work includes analyzing database requirements, designing a relational database using the normalization process, and implementing the design using a relational database application. This course covers information systems design and implementation within a database management system environment. Conceptual, logical, and physical data models, and modeling tools; models for databases: relational; design tools; data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; data conversion and post implementation review. Prerequisite: BIS 140 or programming language.

BIS 350 Hardware and Software Architecture (3)

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 BIS 220

BIS 360 Computer Networks (3)

The focus of the course is on the technological and managerial implications of hardware, software, and communications as they relate to information systems networking. 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. The students study the ISO OSI Reference Model in-depth. Prerequisite: BIS 350

BIS 365 Information Systems Security (3)

The course encompasses all areas of security including: personnel security, security regulations, physical security, transmission security, risk analysis, emission security, and cryptographic security. Prerequisite: BIS 350

Chemistry

CHM 100 Fundamentals of Chemistry (3)

Principles of inorganic, organic and biochemistry that is relevant to health care professions. Lecture meets 3 hours per week. Prerequisite: MTH 112 or MTH 242 (can be concurrent enrollment) or an ACT of 24. Concurrent enrollment in CHM 100L is required.

CHM 100L Fundamentals of Chemistry Lab (1)

Students will learn basic lab skills and techniques and inculcate a good laboratory work ethic pertinent to planning and efficient execution of experiments, handling chemicals, using lab equipment and adherence to safety guidelines. The lab will reinforce the concepts learned in CHM 100 Fundamentals of Chemistry lecture through a selection of relevant experiments. Lab meets 2 hours a week. Prerequisite: Co-enrollment in CHM 100.

CHM 101 Fundamentals of Chemistry Recitation (1)

The course is a supplement to the CHM 100 lecture course. No new material will be covered. Students will be allowed to work on difficult concepts in chemistry under the direction of a faculty member. Prerequisite: Co-enrollment in CHM 100.

CHM 102 General Chemistry Survey (3)

A survey of essential fundamental concepts of general chemistry for non-chemistry majors. Lecture meets 3 hours per week. Prerequisite: Successful completion of math competency or permission of the instructor.

CHM 104 Organic Biochemistry Survey (3)

A survey of fundamental concepts of organic and biochemistry for non-chemistry majors. Lecture meets 3 hours per week. Prerequisite: CHM 102 or equivalent.

CHM 110 General Chemistry (4)

A detailed, problem-oriented study of the fundamental principles that govern chemical processes and reactions. Topics include (but are not limited to): atomic structure, Periodic Table, chemical bonding, molecular structure and intermolecular attractions, nomenclature of inorganic compounds, stoichiometry, gases and properties of solutions. Lecture meets 4 hours per week. Prerequisites: Concurrent enrollment in MTH 114 or permission of the instructor.

CHM 111 General Chemistry I Laboratory (1)

Students will learn basic lab skills and techniques and inculcate a good laboratory work ethic pertinent to planning and efficient execution of experiments, handling chemicals, using lab equipment and adherence to safety guidelines. A series of experiments designed to demonstrate some of the theoretical principles discussed in CHM 110, through the employment of a variety of laboratory techniques. Lab meets 3 hours per week. Prerequisite: Co-enrollment with CHM 110.

CHM 112 General Chemistry II (4)

A continuation of the problem-oriented study of chemical principles, theory and phenomena begun in CHM 110. Topics include (but are not limited to): electrochemistry, kinetics and equilibrium, spontaneity and entropy, orbital hybridization and molecular structure, solution chemistry, acids, bases and buffers. Lecture meets 4 hours per week. Prerequisites: Successful completion of CHM 110/111

CHM 112R General Chemistry II Recitation (1)

The course is a supplement to the CHM 112 lecture course. In this course students will review and reinforce general chemistry concepts through problem solving. Prerequisite: Co-enrollment with CHM 112.

CHM 113 General Chemistry II Laboratory (1)

A series of experiments designed to complement the material covered in CHM 112, through the use of a variety of laboratory techniques. Lab meets 3 hours per week. Prerequisite: Co-enrollment with CHM 112.

CHM 220 Analytical Chemistry (4)

This is a 4-credit hour one semester course, intended for chemistry or any other science majors. This course introduces the principles and applications of traditional and modern analytical methods used for chemical analysis. The topics covered in this course include statistical analysis of data; solution equilibria and acid base titrations; spectroscopic and chromatographic methods for qualitative and quantitative analysis of organic and inorganic compounds. The objective of the course is to develop students' critical thinking and problem solving skills. Prerequisites: CHM 112/113

CHM 221 Analytical Chemistry Laboratory (1)

In this course laboratory experiments are designed to complement the material covered in CHM 220 course. Students will learn trimetric, spectroscopic, and gravimetric methods. In addition emphasis also will be on learning proper methods of experimental measurements, record keeping, data organization interpretation and report writing. Lab meets 3 hours per week. Prerequisites: CHM 112/113

CHM 230 Organic Chemistry I (4)

The course will introduce some of the basic concepts in organic chemistry - nomenclature, structures, properties, reactions of organic molecules and their relevance our day to day life. In addition students will analyze spectroscopic (FT-IR, NMR, UV-Vis and Mass-Spec) and other

analytical data (Melting/Boiling points, Molecular Weight, Percent Elemental Composition) to determine the structure of unknown compound. Lecture meets 4 hours per week. Prerequisites: CHM 112/113

CHM 230R Organic Chemistry Recitation (1)

The course is a supplement to the CHM 230 lecture course. In this course students will review and reinforce organic chemistry concepts through problem solving. Prerequisite: Co-enrollment with CHM 230.

CHM 231 Organic Chemistry Laboratory I (1)

An introduction to the techniques of separation, isolation and purification of organic compounds. Use of various techniques for identification of organic compounds will be introduced. Techniques applied through the preparation of various organic compounds. Lab meets 3 hours per week. Prerequisite: Co-enrollment with CHM 230.

CHM 232 Organic Chemistry II (4)

This course is the second semester of a comprehensive and somewhat rigorous survey of aliphatic and aromatic organic chemistry, with particular emphasis on reactions from both a synthetic as well as a mechanistic viewpoint. The topics include: Reactions of alkenes and alkynes, aromatic compounds, Alcohols and phenols, Ethers, Carboxylic acids and their derivatives. In addition, chemistry of important biomolecules such as carbohydrates, proteins, lipids and nucleic acids will be discussed. Prerequisites: CHM 230/231

CHM 232R Organic Chemistry Recitation (1)

The course is a supplement to the CHM 232 lecture course. In this course students will review and reinforce the topics in second semester of organic chemistry, biochemistry with particular emphasis on the synthesis and properties of different functional group families. Prerequisite: Co-enrollment with CHM 232.

CHM 233 Organic Chemistry Laboratory II (1)

A continuation of the study of organic reactions, isolation and purification of organic compounds, and identification of those compounds through use of chemical and spectroscopic techniques. Lab meets 3 hours per week. Prerequisite: Co-enrollment with CHM 232.

CHM 245 Earth Wisdom (GCD) (SUS) (3)

The main objective of this course is to understand our planet and to explore how today's human societies can endure in the face of global change, ecosystem degradation and resource limitations. This course will introduce a variety of topics from different disciplines; examples are the roles of developing and developed nations in climate change, the roles of societal and cultural practices in modifying the environment, the impact of globalization in different cultures, and cultural sustainability. In addition, students will work in teams and investigate ways of achieving sustainability on local, regional and global scales. (Also listed as PHY 245.)

CHM 340 Biochemistry (4)

The course explores the chemistry of key biological molecules such as proteins (and enzymes), nucleic acids, lipids and carbohydrates. Other topics include structure-function correlation, chemical reactivity, kinetics, and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways: CHM 232/233 (Also listed as BIO 340.)

CHM 341 Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab meets 3 hours per week. Prerequisite: Co-enrollment with CHM 341. (Also listed as BIO 341.)

CHM 342 Special Topics in Biochemistry (2)

Advanced topics in biochemistry are discussed including hormonal action, organ interrelationships in metabolism in mammals, and the major principles of molecular biology. Format: primarily a discussion/seminar course for advanced students. Prerequisite: CHM 340

CHM 361 Instrumental Analysis (3)

Instrumental Analysis is a 3-credit hour one semester course, intended for chemistry or any other science majors. In this course students will learn the components of modern analytical instruments such HPLC, GC-MS, Atomic absorption, UV-visible and IR spectrophotometer and their application in qualitative and quantitative analysis. Using a combination of problem-based learning approaches, case studies and traditional lectures, the student will develop critical thinking skills in the areas of instrument selection, method development and data interpretation. Prerequisites: CHM 112/113 or permission of the instructor.

CHM 362 Instrumental Analysis Lab (1)

In this course series of experiments are designed to complement the material covered in CHM 361. It is a hands-on course aimed at training students in the use and maintenance of modern scientific instruments as well as interpretation of the data acquired. Prerequisites: CHM 112/113 or permission of the instructor.

CHM 430 Sustainability in Action (SUS) (2-4)

Required capstone course for the Environmental Sustainability minor. In this course students will apply the knowledge they have gained through the studies of sustainability to develop realistic strategies to address environmentally related problems. Under the guidance of a faculty mentor, the student will design an independent project related to sustainability. A capstone project could be a traditional research paper or others, it may be an analysis (or creation) or policy recommendation related to sustainability plan. Final project paper and/or a seminar presentation of the student's project at Scholar's Day are required in order to complete a capstone project. Prerequisites: Completing of at least 9 credits hours of courses related to sustainability.

CHM 450 Physical Chemistry (4)

This course examines the traditional topics in Physical Chemistry such as chemistry of gases, thermodynamics, phase equilibria kinetics, quantum mechanics, molecular structures and spectroscopy. Prerequisites: CHM 232/233 or permission of the instructor.

CHM 451 Physical Chemistry Laboratory (1)

Laboratory experiments are selected to demonstrate physical chemistry principles by employing a variety of laboratory techniques. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 450.

CHM 473 Research in Chemistry (1-4)

Under the guidance of a faculty member, the student will complete a research project. The results of the research must be written in scientific style as paper and must be approved by the faculty mentor. A seminar presentation of the student's research work is required for graduation. Prerequisite: departmental approval.

CHM 491 Special Project (2-4)

An independent project is selected under the direction of a faculty member. A research paper must be written in suitable scientific style reporting the results of the project. Offered each semester. Prerequisites: advanced standing and departmental approval.

CHM 495 Chemistry Seminar (2)

The objective of the course is to make student aware of advances in chemical science research. The student will search the literature and prepare scientific review presentation on a special topic. In this course students will be evaluated on scientific literacy, understanding of scientific theory and presentation skills. Required of seniors whose field of concentration is chemistry. Prerequisites: CHM 232/233

Communication**COM 101 Oral Communication Skills (3)**

This course focuses on the development of effective skills in oral presentations. It includes the preparation and delivery a variety of oral presentations.

COM 150 News Writing and Reporting (3)

Theory and practice of writing and reporting for print media, including the nature of news, forms, and techniques in gathering and writing news. (also listed as ENG 150)

COM 200 Speech for Elementary Teachers (3)

Theory and practice of communication in elementary education situations. Areas of study include planning and participation in interviews, conducting personal conferences, small group discussions, creative dramatics, public speaking, and other speech activities pertinent to the elementary school.

COM 202 Speech for Language Arts Teachers (3)

Theory and practice of communication in language arts education situations. Areas of study include planning and participation in interviews, conducting personal conferences, small group discussions, creative dramatics, public speaking, and other speech activities pertinent to the middle and secondary school Language Arts instruction.

COM 210 Interpersonal Communication (3)

Interpersonal communication is defined as the symbolic process of creating meaning between 2 persons who have an established relationship. In this course, students will examine both processes and theories of interpersonal communication, as well as critically reflect on their own interpersonal skill competencies. Students will be asked to explore interpersonal communication in their personal relationships, the media, and communication research.

COM 212 Communication for Professionals (3)

Theory and practice of communication in professional situations. Areas of study include communication theory and job-seeking skills in addition to individual and group presentations.

COM 225 Advanced Public Speaking (3)

This course will focus on public speaking in its various forms and seek to polish skills in the preparation, delivery, and evaluation of public speeches. Prerequisite: COM 212 or permission of the instructor.

COM 231 Interviewing Skills and Case Management (3)

Discusses and practices methods of obtaining relevant information in a variety of settings. The documentation, reporting, and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as BUS and HSV 231.)

COM 306 Intercultural Communication (3)

This class will link the study of communication with the study of culture. It will seek to develop understanding of other cultures and insight on how to effectively communicate with others of cultural backgrounds different than our own Prerequisites: ENG 101 and sophomore standing. (Also listed as Graduate level of EDU 506.)

COM 310 Family Communication and Diversity (GCD) (3)

In this course, we will explore how families are constructed through communication and change across time. We will look at the life span development of families from the courtship, pairing, and marriage of the couple to adjusting to the addition of children to the family, the challenges of parenting, and work-family issues. We will examine diverse family forms, including "traditional" two-parent families, single-parent families, stepfamilies, adoptive families, and gay and lesbian families. We will also explore how modern families experience and cope with challenges such as divorce and remarriage, balancing work and family, and stresses including low socioeconomic status, mental health issues, addictions, and domestic violence. Prerequisite: SOC 101 or instructor permission (Also listed as SOC 310.)

COM 330 Gender and Communication (GCD) (3)

This course is designed to examine the construction of gender through communication, grounded on the premise that *all* we create--including gender--is accomplished through communication. It examines how (and why) masculinity and femininity are socially constructed and maintained.

COM 380 Experimental Course (3)

The context and method of this course will vary in accord with current needs and interests. May be repeated for credit or non-credit.

COM 390 Special Project (3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

COM 460 Communication Internship (3)

This course will use opportunities for on-the-job experiences in the communication field. Prerequisite: permission of program director.

COM 495 Coordinating Seminar (3) A senior project supervised by a faculty member in the program. The project may be research-based or creative, depending on the interests of the student and decided with the supervising faculty member. Prerequisite: Permission of the Program Director.

Dance

DAN 201 CSM Dance Ensemble (2)

CSM Dance Ensemble is an auditioned performance ensemble that seeks artistry in performance. Students will explore technical and expressive aspects of dance to create engaging dance performance events at the university and within the Omaha community.

Early Childhood Education

ECE 101 Introduction to Education (3) (Also taught as High School Dual Enrollment course)

Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 231 Play, Creativity, and Artistic Development in Early Childhood Education(2)

Students select, plan, organize, and evaluate art, music, and drama experiences for children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Play and creativity in the learning environment is emphasized. Course requirements include a 10 hour field experience. Concurrent courses: ECE 233 and ECE 235

ECE 232 Language and Literacy Development in Early Childhood (2)

Students select, plan, organize, and evaluate activities that facilitate language skills development in reading, writing, speaking, and listening. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Theories in language acquisition are presented. Course requirements include a 10 hour field experience. Concurrent courses: ECE 234 and ECE 236

ECE 233 Health, Safety, and Nutrition in Early Childhood Programs (2)

Students learn to plan programs that ensure the health, safety, and nutrition of young children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Basic information on managing accidents and injuries, identifying child abuse, and planning health, safety, and nutrition education are included. Course requirements include a 10 hour field experience. Concurrent courses: ECE 231 and ECE 235

ECE 234 Teaching Math/Science/Social Studies in Early Childhood Education (2)

Students select, plan, organize, and evaluate activities that facilitate learning of mathematical and scientific concepts and social awareness in young children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Course requirements include a 10 hour field experience. Concurrent courses: ECE 232 and ECE 236

ECE 235 Observation and Assessment in ECE (2)

Students learn to observe and assess children objectively, analyze their learning habits, and provide for meeting the needs of children. Course requirements include a 10 hour field experience. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Concurrent courses: ECE 231 and ECE 233

ECE 236 Physical Development and Movement Education in Early Childhood (2)

Students select, plan, organize, and evaluate activities that facilitate physical development of young children through physical activity, creative movement, and dance. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes discussion of both fine and gross motor development. Course requirements include a 10 hour field experience Concurrent courses: ECE 232 and ECE 234

ECE 242 Administering Early Childhood Education Programs (3)

Students learn the duties and responsibilities of administrators of early childhood programs. These include preparation, implementation, and evaluation of educational objectives, selection, supervision and evaluation of staff members, budgeting processes, food and health services, discussion of laws and regulations, and development of parent education and community participation. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 334 Early Childhood Curriculum Development (3)

Students learn to plan, organize, and manage early childhood curriculum. Preparation of goal statements, objectives, schedules, and units are included. Early childhood curriculum models and developmentally appropriate practices will be examined. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 342 Children's Literature (3)

Students interact with a wide variety of children's literature that is representative of ethnic and cultural diversity. Critical appraisal in light of significant authors and illustrators, quality of writing and appropriateness of topic to age and/or experience level are emphasized. Techniques and procedures for promoting lifelong reading habits are explored. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 342.)

ECE 343 History, Trends and Issues in Early Childhood Education (3)

Students evaluate history and philosophical theories and current trends in education and gain experience in applying theories. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 470 Clinical Practice: Early Childhood Education (5)

Supervised teaching experience under the direction of a university faculty member and a classroom teacher in the student's teaching area. Prerequisite: permission. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 491 Special Topic (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

ECE 495 Clinical Practice Seminar (2)

See EDU 495. (Also listed as SPE 495.)

ECE 496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. (Also listed as EDU 496 and SPE 496.)

Economics**ECO 131 Macroeconomics (3)**

Introduction to economic principles, problems, and policies with an emphasis on Gross National Product, income, and employment. Problem areas such as inflation and depression are discussed as well as the effect of government monetary and fiscal policies.

ECO 132 Microeconomics (3)

This course investigates the process of production and distribution within the economy. The effects of different market structures upon product price and output as well as the determinants of the demand for labor and other resources are examined. Microeconomics deals with the problems faced by individual firms and households, including consumption, the distribution of wealth, and the price mechanism.

ECO 150 Personal Finance (3)

Personal finance is the study of managing your money and achieving your goals. Students will examine how to set goals and make the best financial choices. Major topics are budgeting, saving for the future, loans and credit cards, insurance, and taxes. This is a survey course suitable for students in any major. Prerequisite: None (Also listed as BUS 150.)

ECO 331 Money and Banking (3)

A study of the basic principles of money, banking, and finance as they are related to business and the financial system. Course examines the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: None. (Also listed as BUS 331.)

ECO 387 Experimental Course (1-3)

A course not regularly scheduled but may be offered according to the needs of the student. Subject matter will vary accordingly.

ECO 391 Special Project (1-3)

Directed readings and an independent project allow the student to explore a specific area of economics. Prerequisite: departmental approval.

ECO 494 Directed Readings - Economics (1-3)

An individual study course designed to allow a student to pursue special interests within the field of economics. Prerequisite: departmental approval.

Education**EDU 101 Introduction to Education (3) (Also taught as High School Dual Enrollment course)**

Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings. Appropriate use of instructional technology is integrated into instruction of content

and pedagogy. Course requirements include a 10 hour field experience (Also listed as ECE 101.)

EDU 201 Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, production and organizational software, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 312 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including personality, intelligence, motivation, and transfer of learning. Students learn strategies used in measurement and evaluation of learning. Course requirements include a 10 hour field experience. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as PSY 312.)

EDU 315 Assessment of Learners (3)

Assessments and tests are an essential part of the instructional process. When designed and used appropriately, they can effectively evaluate and enhance student learning and inform instruction. This course is designed to introduce students to key concepts and issues in classroom assessment and large-scale, standardized educational assessment.

EDU 342 Children's Literature (3)

Students interact with a wide variety of children's literature that is representative of ethnic and cultural diversity. Critical appraisal in light of significant authors and illustrators, quality of writing and appropriateness of topic to age and/or experience level are emphasized. Techniques and procedures for promoting lifelong reading habits are explored. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 342.)

EDU 350 Literacy Methods (4)

Instruction centers on theoretical background, Nebraska and National Standards in Reading and Language Arts. Content emphasizes organization of programs, effective teaching methodologies, and varied instructional materials for all students in elementary and middle school literacy settings. Techniques for enhancing literacy skills, verbal and written expression are emphasized. A directed field experience of 32 hours is required and provided in local schools. Appropriate technology is integrated into instruction of content and pedagogy.

EDU 351 Literacy Methods for Secondary Schools (3)

This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and National Standards and assessment techniques used in middle and secondary settings. Activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Implementation of knowledge of this curriculum

is achieved in a directed reading field experience of 40 required hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 353 Teaching Natural and Social Sciences: Elementary and Middle (3)

Study combines content such as: history, geography, political science/civic literacy, economics, physical science, earth/space science and life science methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of content and methodologies presented in “hands on” activities is achieved through a required field experience of 32 hours and in planning and teaching units of study.

EDU 355 Teaching Mathematics: Elementary and Middle (3)

Students learn current trends and strategies in teaching elementary and middle level math, including content such as numbers and operations, algebra/number patterns, geometry, measurement and data analysis/probability methodology, and appropriate materials. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of teaching strategies is achieved through a required field experience of 32 hours and in planning and teaching units of study.

EDU 360 Teaching Middle Secondary Students (3)

The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments for these students. Instruction explores teaching methods, learning styles, motivation, teaming and classroom management, planning and presenting techniques, and student evaluation. Course requirements include a field experience of 40 hours in a middle or secondary school.

EDU 372 Integrating Fine Arts Instruction Into the Classroom (3)

Designed to provide prospective teachers with practical implementation of integrating fine arts: art, music, drama and dance (visual and performing arts) into the classroom curriculum. Basic concepts and instructional techniques of each area will be examined with an emphasis of infusion into the academic curriculum. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 375 Human Relations in a Multicultural Society (GCD) (3)

Students identify characteristics of various ethnic groups that relate to learning, working, and living in our pluralistic society. Students develop strategies for assisting people in living jointly in our pluralistic society. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 415 Teaching ESL (3)

A course focused on exploring instructional methods and materials to teach English as a Second Language (ESL). Methods and materials will be evaluated for age appropriateness and cultural sensitivity. (Graduate Level EDU 515)

EDU 425 Assessment of ESL Learners (3)

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. (Graduate Level EDU 525)

EDU 427 History, Trends and Issues in Education (3)

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions center on all levels of education from preschools to secondary schools. Students prepare a major research paper. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisites: EDU 350 or EDU 351, or permission.

EDU 450 Content and Practice for Substitute Teachers (1)

To provide prospective substitute teachers with information regarding procedures, classroom content and management, diversity issues, and expectations to help them achieve success within substituting. The subject matter and methods for this course vary from semester to semester in light of current trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: 60 semester hours.

EDU 470 Clinical Practice: Elementary (5 or 10)

Supervised elementary level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 495.

EDU 471 Clinical Practice: Middle (10)

Supervised middle level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 495.

EDU 472 Clinical Practice: Secondary (5 or 10)

Supervised secondary level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 495.

EDU 473 ESL/K-12 Field Experience (3)

A practical experience teaching English as a Second Language in an age-appropriate setting under supervision. Course requirements include 45 hours of field experience. *Prerequisites:* ESL Methods, Assessment of ESL Learners and foreign language competency. (Graduate Level EDU 573)

EDU 481 Experimental Course (3)

The subject matter and methods for this course vary from semester to semester in light of current trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 490 Directed Readings: Reading and Writing (3)

Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: EDU 350 or EDU 351 or permission. (Graduate Level EDU 590)

EDU 491 Special Topic (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

EDU 495 Clinical Practice Seminar (2)

The clinical practice seminar is to provide an opportunity and environment for teacher candidates and university faculty to share and discuss problems, success, teaching methods, and innovations of mutual interest. Teacher candidates are encouraged to share their ideas, insights and observations, for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organizational skills and ethical behaviors for successful employment in a teaching career. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 495 and SPE 495.)

EDU 496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 496 and SPE 496.)

English**ENG 099 Developmental English (3)**

English 099 is a basic writing course, designed to introduce students to college writing and prepare them for the similar, but more demanding, writing of English 101, the entry-level writing course. Students who pass the course are able to write a developed, unified, and cohesive expository essay. Placement in this course is determined by ACT scores or placement examination. Developmental courses (numbered below 100), may be taken for college credit, but **may not be counted toward the academic hours required for associate or bachelor degree completion.**

ENG 100 Introduction to Literature (3) (Taught as High School Dual Enrollment Course only)

This course is an in-depth study of British literature. The course takes a chronological approach, covering the major authors and literary movements from the 17th century through the early Modern Period. The focus is on poetry – imagery, figurative language, tone, sound devices, rhythm, etc.

ENG 101 Composition (3)

Instruction and practice in the fundamentals of effective written composition, critical reading, and writing. Prerequisite: successful completion of English Placement Exam or ENG 099.

ENG 102 Advanced Composition (3)

Continued instruction and practice in critical reading and writing, and research techniques, including documentation conventions. Prerequisite: ENG 101. Can be substituted for ENG 101 if certain requirements are met: ACT scores of 26 in English, plus Instructor approval.

ENG 104 Introduction to Poetry (3) (Taught as High School Dual Enrollment Course only)

This course is a study of the universality of a literary theme, including cultural and historical influences on literary themes. Students in this course will achieve greater cultural literacy

through a study of works from British, modern, and world literature. This course includes writing and the use of technology for information searches and interactive activities.

ENG 150 News Writing and Reporting (3)

Theory and practice of writing and reporting for print media, including the nature of news, forms, and techniques in gathering and writing news. (also listed as COM 150)

ENG 201 World Literature: Studies in the Drama (3)

A study of a selected group of representative plays from the classical to the contemporary from different world cultures, exploring the uniqueness of the characteristics of each. When possible, works discussed will be enhanced by live theater or audiovisual productions. Prerequisite: ENG 101 (Also listed as THR 201)

ENG 202 World Literature: Studies in the Novel (GCD) (3)

A selective study of significant novels by American, British, Asian, African, or European novelists. Study will include the characteristics of fiction. Prerequisite: ENG 101

ENG 203 World Literature: Studies in Poetry (3)

A selective study of the structure, form, and meaning of poetry from a variety of world cultures. Prerequisite: ENG 101

ENG 204 World Literature: Studies in the Short Story (3)

A study of the theory and practice of the short story as illustrated by works of 19th, 20th and 21st century writers from around the world. Prerequisite: ENG 101

ENG 210 Creative Writing: Literary Non-Fiction I (3)

A beginning class in nonfiction writing, ENG210 addresses essential strategies for writing and evaluating creative nonfiction. Students read, discuss, and analyze contemporary nonfiction and original nonfiction written for the class. Prerequisite: ENG 101

ENG 212 Creative Writing: Fiction I (3)

A beginning class in fiction writing, ENG212 addresses essential strategies for writing and evaluating fiction. Students read, discuss, and analyze contemporary fiction and original fiction written for the class. The course includes reading in the theory and practice of writing. Prerequisite: ENG 101

ENG 213 The Detective Novel and Society (GCD) (3)

This course is designed to make students aware of the cultural richness and depth to be found in the detective novel. It will focus on the question of what can be learned about our culture and other cultures from the reading of these novels. The works to be studied and compared deal with broader issues than the traditional "whodunits." Some of those larger considerations are gender issues, historical situations, social commentary, ethnic differences, and religious customs. Prerequisites: ENG 101 and sophomore standing.

ENG 231 American Literature I (3)

A study of the major forms, works, themes, and writers in American literature from colonial times to 1865. Prerequisite: ENG 101

ENG 232 American Literature II (3)

Selected readings from 20th and 21st century American writers, focusing on the diversity of modern American literature. Prerequisite: ENG 101

ENG 241 British Literature: Beowulf to the Neoclassic (3)

Literary movements, genres, and works from Beowulf through the 18th century. Prerequisite: ENG 101

ENG 242 British Literature: Romantics Through Modern (GCD) (3)

A survey of the literature of 19th and 20th century England. Selections from a variety of genres will be analyzed. Prerequisite: ENG 101

ENG 255 Contemporary Literature (3)

A study of representative works from 1950 to the present. Includes a variety of genres and themes. Prerequisite: ENG 101

ENG 257 Women and Film (3)

An exploration of the portrayal of women in film and a study of film as a narrative form. Prerequisite: ENG 101

ENG 260 Illness and Wellness in Literature (3)

This course is an exploration of the different voices that reveal the ways in which we are bound up in the presence of illness. Through readings in fiction, creative nonfiction, and poetry, students will gain a fuller understanding of the transformative power of literature in telling the stories of health, illness, healing, and loss.

ENG 262 Adolescent & Young Adult Literature (3)

This course includes the study of both traditional and contemporary works written for or about young adults. The works studied will be evaluated for their artistic merit and for their insights into the adolescent stage of human development. Prerequisite: ENG 101. Does not fulfill a general education requirement. For Education majors only.

ENG 264 Ecoliterature (GCD) (3)

This course will introduce students to the theory and practice of writing about the natural world via scholarly, fiction, and nonfiction written about environments in the U.S. Students will develop an appreciation for the place of environmental writing in American literature and an understanding of some of the key issues and debates of the discipline. Students will gain the tools necessary to apply an ecocritical understanding to both scholarly, creative, and reflective writing. Prerequisite: ENG 101

ENG 266 Images of Women in Literature (3)

Women have been stereotyped (and have played stereotypes) in life; these traditional images are reflected in literature. The study of these images of women is through writings from various places around the world and from different time periods. Prerequisite: ENG 101

ENG 310 Creative Writing: Literary Non-Fiction II (3)

An advanced reading and writing workshop in contemporary prose forms. Prerequisite: ENG 210 or departmental approval.

ENG 312 Creative Writing: Fiction II (3)

An advanced reading and writing workshop in fiction. Prerequisite: ENG 212 or Departmental approval

ENG 320 Linguistics for Teachers (3)

A study of the structure of the English language. Includes units on lexicography, semantics, and dialects. Prerequisite: ENG 101. Does not fulfill general education requirement. (Graduate Level ENG 520)

ENG 343 Shakespeare (3)

A study of Shakespeare as a dramatist and poet. A reading of representative plays, including comedy, tragedy, history, and romance. Prerequisite: ENG 101 (Also listed as THR 343.)

ENG 345 Victorian Literature (GCD) (3)

A study of the shorter fiction written by major British authors during the reign of Queen Victoria (1837-1901), and of its enduring claims on our attention today. Prerequisite: ENG 101

ENG 355 Women/Literature/Film (3)

A study of the respective narrative systems of film and literature, featuring modern American narratives and films. Prerequisite ENG 101

ENG 356 True Life Stories: American Memoir (3)

An intensive study of 20th century American memoir. Prerequisite: ENG 101

ENG 357 Studies in Authors: British (GCD) (3)

An intensive study of selected genres, themes, movements, or authors in modern and contemporary British literature. Prerequisite: ENG 101

ENG 358 Studies in Authors: World (3)

An intensive study of several significant world authors grouped according to a common theme or genre. Prerequisite: ENG 101

ENG 362/462 Student Literary Magazine Editing (3)

This course will involve students in the production of an annual issue of the University's new student literary magazine. To this end, they will solicit submissions, establish evaluation criteria, read manuscripts, correspond with authors regarding editing suggestions, and ultimately put together a finished literary journal, which will be professionally printed and distributed in the spring semester. Course may be taken a second time at the 400 level.

ENG 368 Women Writers (3)

A study of traditional and contemporary works written by American women. Emphasizes historical context, women's roles, and challenges facing women both yesterday and today. Prerequisite: ENG 101

ENG 381-389 Experimental Courses (3)

The subject matter and method of these courses will vary from semester to semester in line with current trends.

ENG 491, 492 Special Project (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

ENG 493, 494 Independent Writing Project (1-3)

Individualized writing projects supervised by the English faculty. Prerequisites: Departmental approval, ENG 101 and 310 or 312

ENG 495 Coordinating Seminar (3)

In this seminar, open only to senior English majors, students will complete a number of writing assignments, including book reviews, cover letters, and an extended writing project, either scholarly or creative. In addition, students are required to present their project at either the

annual Student Scholar Day or by offering an hour-long teaching demonstration. Prerequisite: Departmental approval

Fine Arts

FNA 101 Introduction to Creative Therapies (3)

Introduction to music and art as therapeutic agents in the rehabilitation and reorganization of human beings into social life, health and well-being. A survey of the history of the therapies is included as well as the processes and principles of these therapies as used by practicing music and art therapists.

First Year Seminar

FYS 101 Science and Social Issues (1)

This seminar will offer students the opportunity to explore the social issues presented by the implementation of scientific knowledge and advancements. Students will critically examine how science can benefit and/or harm societies and the environment.

FYS 102 Earth Wisdom (1)

This seminar will focus on the work of various writers and filmmakers that imparts "Earth Wisdom". The following question will be addressed: how can people live in a way that is nourishing and respectful to the land, to wildlife, to the well-being of the human community, and to the spiritual sustenance of all?

FYS 103 Music and Poetry (1)

This seminar explores the unique relationship between poetry and music and the ways in which these art forms complement and enrich each other.

FYS 104 How Art Made the World (1)

This seminar is an introduction to the history of art and its influence on the development of culture. Students will be exposed to the processes of art making through a historical look at human creativity.

FYS 105 Historical Texts and the Movies (1)

The seminar will study the benefits and hazards of using film as a primary source for the study of an historical period. Students will think critically about how movies can both enlighten and mislead us about the past.

FYS 106 The Psychology of Prejudice (1)

This seminar will involve the exploration and study of prejudice, including stereotyping and discrimination. Students will critically examine their own perspectives and biases, as well as those of diverse others.

FYS 107 Rhyme and Reason (1)

This seminar will study the language of poetry (Rhyme) and narrative prose (Reason).

FYS 108 Being a Global Citizen (1)

This seminar will explore how to integrate cross-cultural experiences into a plan of study with the ultimate goal of becoming a global citizen. Today's students must prepare themselves for these activities by learning new languages, being open to exchange experiences and seeking

to broaden their horizons. Women need to be encouraged to take advantage of these opportunities during their academic preparation so as to be open to life-changing events.

FYS 109 D1 Women and the Law (1)

This seminar will explore the evolution of the legal protection and empowerment of women in the United States. Students will study current legal issues that directly affect the lives of women in American society. Students will become more aware of women's legal issues and will critically analyze whether such laws are applied in a fair and consistent manner.

FYS 110 Science and Sustainability (SUS) (1)

This seminar will explore the current state of the global environment and the concept of sustainability in order to increase the students' understanding of the earth's limited capacity to support all forms of life and to provide for the needs of human society. Students will investigate opportunities to reduce negative environmental impacts and formulate innovative improvements.

FYS 111 The Mercy Mission (1)

This seminar will discuss the historical reference of Catherine McAuley and the roots of the Mercy Mission in Ireland and how these factors influence and relate to College of Saint Mary today. The seminar will also include an in depth study of the Irish heritage of the Mercy Mission.

FYS 112 Women as Leaders (1)

This seminar will focus on women's roles in leadership in the 21st century. Students will be introduced to the history and issues of women in leadership and the steps to becoming leaders. Students will also have the opportunity of determining their personal leadership styles.

FYS 113 Hunger & Service Learning (1)

Hunger and Service Learning focuses on understanding and working to address the causes of hunger in the Omaha community. Students will be asked to critically analyze course readings, films, and presentations to develop their own view of the causes of food insecurity in Omaha. The class will participate in a service-learning project.

FYS 114 Women of Courage (1)

This seminar will examine the lives and works of women throughout history who have exhibited courage in the face of injustice or social needs. History does not frequently record the deeds of women, therefore, the deeds of many of them have not been taught. Their examples, however, can be sources of courage for women today.

FYS 115 Money Matters: Financial Literacy & Stewardship (1)

This seminar is built on the premise that life is filled with choices which reflect personal values. Those who have the skill-sets to identify good choices and take advantage of them have the power to better their lives and positively affect the society around them. This seminar provides students with a foundation in career life-planning and goal-setting. Students will explore methods to balance action with good financial decisions.

FYS 116 Research Rules (1)

The objective of this course is to infuse undergraduate research into the first year student's curriculum by moving them from discussing how research influences much information found in popular information sources to identifying a research question, conducting a literature review, and presenting their findings. The course will foster the development of critical thinking skills, skills needed to effectively use library resources, and writing at a college level.

FYS 117 Women & Culture - Chinese Women (1)

The focus of the course is a comparison of women in different cultures. Students will learn about women's lives in different cultures, including education, social status, work, friendship, parenting, and so on. The course will focus on discussion about similarities and differences between women who live in different cultures and investigating why those differences occur.

FYS 118 The Psychology of Good and Evil (1)

This course will examine what developmental and social psychology research has discovered about when and why people engage in good versus evil thoughts, feelings, and behaviors.

FYS 119 Emotional Intelligence (1)

If IQ is the measure of one's intellectual ability, then EQ (Emotional Intelligence) would be the measure of everything else. Research has found that a person's EQ level makes up 75% of how successful they end up in life. Cognitive intelligence (book smarts) is only 25% of the equation. In this course, students will develop their emotional intelligence (people smarts). Students will build communication skills, learn to recognize and navigate relationships both personally and professionally, develop self-motivation and resiliency, and work on strategies that help them excel academically and professionally.

FYS 120 The Theatre of Change (1)

This course will examine the dynamics and history of social change in different forms of theatre over the past 60 years, such as musical theatre, theatre of the oppressed and found theatre, in different cultures and countries.

FYS 121 Plants and People (1)

Through readings, videos, discussions, and activities we will explore the importance of plants, their many uses, and their impact in our daily lives.

FYS 122 Art and the Human Experience (1)

Course will explore why the human species is a fundamentally expressive creature, and how different cultures/societies express the universal issues that impact human existence.

High School Dual Enrollment Courses (offered at local high schools through agreements with College of Saint Mary) Courses may be used for CSM Programs of Study. Only one 100 level theology class may be used to meet the general education requirement. Courses also listed under programs.

ECE 101 Introduction to Education (3)

Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 101 Introduction to Education (3)

Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ENG 100 Introduction to Literature (3)

This course is an in-depth study of British literature. The course takes a chronological approach, covering the major authors and literary movements from the 17th century through the early Modern Period. The focus is on poetry – imagery, figurative language, tone, sound devices, rhythm, etc.

ENG 104 Introduction to Poetry (3)

This course is a study of the universality of a literary theme, including cultural and historical influences on literary themes. Students in this course will achieve greater cultural literacy through a study of works from British, modern, and world literature. This course includes writing and the use of technology for information searches and interactive activities.

LAW 101 Introduction to Paralegal Studies (3)

This survey course discusses the legal environment, law office procedures, legal ethics including confidentiality, avoiding unauthorized practice of law, professional responsibilities of the paralegal, interpreting statutes, employment opportunities, salary surveys, regulations and other sources of law, paralegal-client relations, and includes a general overview of the paralegal profession.

LAW 200 Legal Research and Writing I (3)

This course emphasizes the basics of legal research methods and good written communication, with an emphasis on precise writing. The course uses a case-study approach for developing organizational, legal style and analytical skills. It is an introduction to the use of research materials in the law library, including WESTLAW, Lexis, Internet basics. The course also includes familiarization with the preparation of legal memoranda and briefs encountered in the general practice of law, with specific research problems to be completed and researched.

THL 101 Introduction to Christianity

This course will study the origins of Christianity from its Jewish roots to its beginnings as a religion based on faith in Jesus Christ and its historical development to the present day. It will also cover the development of beliefs, religious worship, and moral codes as Christianity evolved throughout its history.

THL 120 Church and Social Justice (3)

The social teachings of the Church have often been depicted as its best kept secret. Church and Social Justice explores the social teachings of the Church and their application to the concrete economic, social, and political problems of the contemporary world. The course focuses on social issues such as poverty, hunger, racism, immigration, war, the environment, and workers' and human rights.

THL 160 Women in the Christian Tradition (3)

The course examines some of the major doctrines of Christian theology in light of women's experiences and theological reflection. These major doctrines include Christology, creation, sin, redemption, theological anthropology, and the church.

History and Political Science**HPS 110 American Government (3)**

An overview of the structure and functions of American democracy, focusing particularly on the federal system. Emphasis is on enhancing student understanding of the workings of government in order to facilitate civic engagement.

HPS 131 History of the United States to 1865 (3)

A survey of the major political, cultural and economic developments in the United States from early European settlement to 1865.

HPS 132 History of the United States since 1865 (GCD) (3)

A survey of the major political, cultural and economic developments in the United States from 1865 to the present.

HPS 160 World Geography (GCD) (SUS) (3)

An introduction to the study of geography focusing on basic concepts of geography and examining the relationships between people and their environments.

HPS 210 American Foreign Policy (3)

A study of the origins, practice, and consequences of American foreign policy from the beginning of the Republic to the present.

HPS 236 History of the Sixties (3)

A study of the political, social and cultural developments of the 1960s and the imprint this tumultuous and transitional decade has left on the United States and the rest of the world.

HPS 240 History of Women in Europe (3)

An exploration of the lives of noteworthy women in the Western tradition. These women will be studied both as individuals and as reflections of their cultural context.

HPS 251 US Women's History (GCD) (3)

This course examines the history of American women from pre-European settlement to present. Special attention is paid to the changing nature of the institutions of family, work, education and politics and the role women have played (and continue to play) in facilitating change in these arenas.

HPS 260 Regional Geography (SUS) (3)

A special topics course focused on regional physical and cultural geography. The focus region(s) and topic(s) vary from semester to semester.

HPS 265, US Immigration (GCD) (3)

This course focuses on the history and politics of immigration today, with a special focus on Mexican immigration. Students will explore the economic and political factors that shape the modern immigration system. Students will also examine the incorporation (political, cultural, educational, etc.) of new immigrants into host communities, particularly the Omaha Community. The course includes an immersion experience to Washington, D.C.

HPS 290 Special Project (3)

The subject matter of this course will vary from semester to semester.

HPS 349 Nazi Germany (GCD) (3)

A study of the political, social, and cultural forces that led to the rise of Adolf Hitler and Nazi Germany, which ultimately led to World War II and the Holocaust.

HPS 360 Teaching of Social Studies (3)

See Education 360.

HPS 375 Western Civilization to 1500 (3)

A survey of the intellectual and cultural roots of Western civilization from the ancient

Sumerians to the Renaissance.

HPS 376 Western Civilization since 1500 (3)

A survey of the major cultural, political, and social movements in the Western world from 1500 to the 21st century.

Honors Program

HNR 101 Honors Program (0)

For the purposes of tracking participation and academic performance in the Walk Tall Honors Program, a zero credit hour course will be added to the transcript each semester of participation. The grading for the course is pass/no pass.

Human Services

HSV 101 Survey of Human Services (3)

Reviews the history, theories, ethical principles, and values of human services. Students will also explore specific areas of the human services field through experience in the community.

HSV 230 Attitudes and Values (3)

Requires the student to examine herself, her values and belief systems, and the effect of her belief systems on her perception of and interaction with others. (Also listed as PSY 230.)

HSV 231 Interviewing Skills (3)

Discusses and practices methods of establishing rapport with and obtaining information from people in a variety of settings (such as counseling, business, and legal settings. (Also listed as BUS and COM 231.)

HSV 236 Alcohol and Substance Abuse (3)

Examines the current research and findings on alcohol and substance abuse regarding causes, treatments, and effects. Consequences for the family and society and major intervention techniques and therapeutic models are discussed and evaluated. (Also listed as PSY 236.)

HSV 377 Fieldwork Experience I (3)

Introduces students to the knowledge, skills, and personal development that happen in the human services setting. Skills focus on understanding the human service organization and the various roles and functions of human service workers. Course requires completion of 175 Fieldwork Hours. Prerequisites: HSV 101 and HSV 231 or permission of the instructor. To be taken concurrently with HSV 378.

HSV 378 Fieldwork Seminar I (2)

Explores and discusses problems, solutions, ethical issues, and other interesting situations experienced in HSV 377. To be taken concurrently with HSV 377.

HSV 477 Fieldwork Experience II (3)

Engages the student in addressing and solving more complex problems in service delivery. Greater autonomy and responsibility in the human services setting is expected of the student during this course. Course requires completion of 175 Fieldwork Hours. Prerequisites: HSV 377 and HSV 378. To be taken concurrently with HSV 478.

HSV 478 Fieldwork Seminar II (1)

Explores and discusses problems, solutions, ethical issues, and other interesting situations experienced in HSV 477. To be taken concurrently with HSV 477.

Humanities

HUM 495 Coordinating Seminar (3)

Designed as a course to prepare students for the post-graduation world, HUM 495 involves considerable hands-on work. Students research employment options and prepare resumes and cover letters (or, if a student intends to pursue graduate work, she will research graduate schools and prepare a statement of purpose). All students write, workshop, and revise an extensive writing project; and they present this project at either Student Scholars Day or during an in-class teaching demonstration. Course offered during Spring semesters. Prerequisite: departmental approval and senior standing.

Interdisciplinary Studies

IDS 121 Strategies for Success (2)

Strategies for Success is designed to increase the student's success in college through understanding of how information is acquired, processed and learned. The course will focus on assisting the student in developing practical study skills, learning strategies, and resilience building techniques to enhance academic success. Emphasis will be given to investigation of student's individual learning with analysis of strengths and obstacles. Topics in this course include metacognition, learning reflection, anxiety reduction, test taking, study techniques, learning styles, classroom interaction, fixed mindset, resilience building and personal self-analysis.

IDS 160 The Successful Single Mother (1)

Students who complete the Successful Single Mother will obtain the knowledge to become confident parents and self-assured, goal-oriented women. The Successful Single Mother will provide tools for single mothers to set and meet goals that matter to them (be they related to academics, parenting, health & wellness, etc.) The class will also provide opportunities to review and understand the institutional oppression of single mothers in an effort to help students unlearn stereotypes and carry themselves with confidence. In addition to gaining valuable life skills and access to resources in the community, students in this class will also build camaraderie and support with their peers by sharing goals with one another and participating in CSM Single Parent Success/Mothers Living & Learning events.

Kinesiology and Exercise Science

KES 143 Health & Wellness for Women (3)

Health in today's society is a dynamic process of change. Student success in the university environment is influenced by the relationships that they maintain, create, or change. Adaptation to the stresses of university life is critical. The way in which students cope with change and the stressors they encounter is a focus of this course.

KES 200 Foundations of Kinesiology (2)

An entry level course designed to meet the students' needs for careers related to kinesiology and exercise science. Emphasis will be placed on the basics of biological science and human movement.

KES 260 Prevention & Care of Athletic Injuries (3)

Prevention, protection and first aid care of injuries occurring in athletics. Evaluation of protective devices, diets and conditioning. Lab work includes taping and rehabilitation of the injured.

KES 350 Exercise Physiology (3)

Study of physiological responses and adaptations to exercise related to human performance limitations, training effects, and health-related benefits. Prerequisites: BIO 200/201

KES 353 Structural Kinesiology (3)

The course focuses on an understanding of human performance as it is affected by kinesiological, anatomical, and mechanical factors. Prerequisites: BIO 200/201, KES 350

KES 400 Exercise Testing & Prescription (3)

This course is designed to provide the student with the knowledge, skills, and abilities to assess different areas of physical fitness and prescribe individual exercise programs based on these objective measures. Prerequisite: senior standing or higher. Prerequisites: KES 350

KES 401 Research Methods (3)

The purpose of this course is to provide students with an advanced understanding of how to read, present, and interpret data involved in exercise science research. This course will also prepare students to design experiments, analyze data, evaluate results, and report findings. Prerequisites: ENG 101

KES 450 Theories of Strength & Conditioning (3)

This 3 credit course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare all students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisites: KES 400

KES 454 Biomechanics (3)

This course will focus on analyzing human movement through various observations in activity or sport will be addressed. Prerequisites: KES 400

KES 490 Senior Seminar (3)

This course will focus on current events and research that is emerging nation-wide as a trend for the Kinesiology field of study. Prerequisite: KES senior standing.

KES 492 Advanced Sport Nutrition (3)

This course emphasizes the effects of nutrition upon physical activity or sport-specific exercise in order to improve human performance. Prerequisites: KES 350

KES 495 Special Project/Senior Research (3)

This will provide the opportunity for KES students to serve the CSM and community through on-site practical skills, developing a service learning project, or research paper in order to prepare for an external internship site. Prerequisites: Senior standing or permission of the instructor.

KES 498 Internship (3-6 credits)

Internship in Kinesiology & Exercise Science is a supervised experience in which the student can implement theories and practices in a professional setting under the direction

of a qualified administrator. Students will participate in either a full or part-time experience that fits their personal interest for exposure to various professional areas of Exercise Science.
Prerequisites: Senior standing

Legal Studies

LAW 101 Introduction to Paralegal Studies (3) (Also taught as High School Dual Enrollment course)

This survey course discusses the legal environment, law office procedures, legal ethics including confidentiality, avoiding unauthorized practice of law, professional responsibilities of the paralegal, interpreting statutes, employment opportunities, salary surveys, regulations and other sources of law, paralegal-client relations, and includes a general overview of the paralegal profession.

LAW 110 The Legal Environment (3)

This survey course considers the different substantive areas of the law: the history of the American legal system; a general overview of the type of law applicable to the legal assistant (corporate law, litigation, estate administration, real estate, bankruptcy, torts, contracts, family law, and the like); an introduction to basic legal principles, including the judicial system; a discussion of the court system and the role of the courts-trial and appellate; Federal and state limitations in seeking judicial relief; judicial decision-making; judicial remedies; criminal procedures and legislation; administrative and government law; the sources of the law; and an overview of the elements of a trial.

LAW 200 Legal Research and Writing I (3) (Also taught as High School Dual Enrollment course)

This course emphasizes the basics of legal research methods and good written communication, with an emphasis on precise writing. The course uses a case-study approach for developing organizational, legal style and analytical skills. It is an introduction to the use of research materials in the law library, including WESTLAW, Lexis, Internet basics. The course also includes familiarization with the preparation of legal memoranda and briefs encountered in the general practice of law, with specific research problems to be completed and researched. Prerequisite: ENG 101. Prerequisite or departmental approval for concurrent enrollment in LAW 110.

LAW 210 Legal Research and Writing II (3)

A continuation of LAW 200. Prerequisite: LAW 200

LAW 220 Law Office Administration and Technology (3)

This course includes a study of administrative systems, file management, docket control, retrieval, time keeping, billing, accounting, word processing, types of legal fees and their handling, and the role of the attorney, paralegal, legal administrator, and legal secretary in a law office. This course will also include practices in business, corporations, insurance companies and government offices that are relevant to paralegal employment. The use of the technology and software in the law office will be part of this course

LAW 230 Litigation I (3)

This course is an introduction to the civil litigation process, with emphasis on the practice associated with a civil action. Topics covered include: civil procedure, preparation and use of pleadings, discovery, evidence, client interviewing, and investigative techniques. It is recommended that this class be taken as soon as possible after completion of LAW 200. Prerequisites: LAW 110 and LAW 200

LAW 231 Litigation II (3)

This course is a continuation of LAW 230 with an emphasis on the functions of a paralegal in trial preparation and pretrial and trial procedures including the gathering and organizing of materials, investigating, interviewing, appellate procedures, preparation of the trial notebook, and assisting during and after a trial. Prerequisite: LAW 230

LAW 300 Torts (3)

This course is an introduction and overview of intentional torts, negligence, strict liability, product liability, professional negligence, worker's compensation, medical malpractice, and their defenses. Prerequisite: LAW 200

LAW 310 Advanced Business Law (3)

This course emphasizes the practice related to formation and operation of sole proprietorships, partnerships, limited partnerships, limited liability corporations, limited liability partnerships, and corporations. It includes partnership agreements and corporate documents, the formation of corporations, corporate financial structures, dividends and liquidations, changes in corporate structure, and the dissolution of corporations. This course also includes incorporation procedures in Nebraska and the preparation and drafting of documents. Prerequisites: LAW 110 and LAW 200

LAW 320 Estates, Trusts, Tax Law, Probates (3)

This course includes a study of intestate succession, wills, and trusts with an emphasis on the administration of an estate. It includes the preparation and drafting of wills, trust instruments, and documents related to the probate process. Prerequisite: LAW 200

LAW 330 Real Estate Law (3)

This course deals with laws and regulations affecting real estate ownership and use, including ownership interests, conveyancing, mortgages, title assurance, landlord-tenant relationships, public and private land-use controls, foreclosures, and the preparation of real estate documents, such as leases, contracts and deeds. Prerequisite: LAW 200

LAW 340 Contracts (3)

This course is an introduction to principles of contract law with an emphasis on contract interpretations and clear and effective contract drafting and editing. Topics covered include: contract formation, defenses to formation, excuses for performance, various types of contracts, applicable provisions of the Uniform Commercial Code, and remedies for breach of contracts. Prerequisite: LAW 200

LAW 350 Family Law (3)

This course is an introduction to family law, including the role of the lawyer as counselor. Emphasis is placed on the practical aspects related to divorce, separation, the scope of family law, custody, support, adoption, guardianship, tax consequences, legal rights of women, juvenile law, and interfamily torts. Prerequisite: LAW 200

LAW 410 Bankruptcy Law (1)

This course introduces the basics of bankruptcy, secured creditors, liquidation and transactions associated with bankruptcy acts, voluntary and involuntary petitions, liens, preferences, the powers of trustee, the rights of creditors and the discharge of bankruptcy. Prerequisite: LAW 200

LAW 430 Federal Practice and Constitutional Law (1)

This course includes an overview of the U.S. and Nebraska Constitutions and of the Federal court system, Federal rules, and local rules. Prerequisite: LAW 200

LAW 440 Medical Terminology and Malpractice (1)

This course introduces the relevant terminology and medical/legal questions in civil litigation. Prerequisite: LAW 200

LAW 450 Special Topics in the Law (1)

For example: Poverty Law, Criminal Law, Environmental Law, Labor Law, Administrative Law, Mediation Law, Worker's Compensation and Insurance Law. Prerequisite: LAW 200

LAW 470 Paralegal Internship (3)

Law 470 is a 3 credit class and consists of the following format:

1. Mock Interview – Each student will complete a practice interview with the Program Director prior to interviewing with prospective internship hosts.
2. Orientation– An initial interview outlining the intern's responsibilities and an orientation session conducted by the internship firm are required to familiarize the intern with the work environment.
3. Work Experience – the internship entails a minimum of 160 hours. These hours are to be scheduled in full day or half-day blocks within the framework of the semester in which the internship occurs.

Admission

Requirements for acceptance to LAW 470*

1. Permission of the Program Director.
2. Enrollment in the certificate, bachelor's, or associate degree in paralegal studies program.
3. Enrollment in the last semester of course work.
4. Students must demonstrate suitability for the paralegal profession based on the following factors: academic performance, character and professionalism, dependability, cooperation and command of oral and written language skills.
5. Completion of at least 75 percent (65 percent for certificate seekers) of law credit hours.
6. Recommended registration in no more than 12 hours in addition to Law 470.
7. QPA of 2.5 in law course work and QPA of 2.5 overall
8. A grade of C or better in all law courses.
9. Completion of an interview with the Program Director.
10. Completion and submission of application.

* The Program Director reserves the right to waive requirements. Law 470 may not be taken as an audit course.

LAW 490 Coordinating Seminar (3)

This seminar is a capstone course designed to integrate all prior course work with real world experience and case studies. The course includes preparation of a senior project in which the student demonstrates the application of paralegal skills in a practical setting. Prerequisite: senior standing.

Mathematics

MTH 098 Developmental Math (3)

Includes basic concepts of the real number system, polynomials, first-degree equations and inequalities, algebraic functions, exponents, radicals, graphing linear functions, and an introduction to quadratic functions. Placement in this course is determined by ACT scores or placement examination. **Developmental courses (numbered below 100), may be taken for college credit, but may not be counted toward the academic hours required for associate or bachelor degree completion.**

MTH 112 Intermediate Algebra (3)

An extension of the basic algebraic concepts includes first- and second-degree equations and inequalities, and systems of linear equations. Prerequisite: satisfactory PSAT or ACT score, satisfactory score on Math Competency Exam, or C or better in MTH 098, or permission of program director.

MTH 114 College Algebra (3)

A study of functions, graphs, linear systems, and matrices. Prerequisite: C or better in MTH 112, or three years of high school mathematics including advanced algebra, or permission of program director.

MTH 115 College Trigonometry (3)

A study of the circular functions and their graphs, trigonometric functions, trigonometric identities and equations, and applications of trigonometry. Prerequisite: C or better in MTH 114 or equivalent.

MTH 162 Numbers and Geometry with Applications (3)

A study of number systems with applications in geometry and probability. This course is designed primarily for elementary education majors. Prerequisite: MTH 112

MTH 170 Discrete Mathematics (3)

A study of variable types and practical solution methods that use discrete sets such as the natural numbers. Topics may include sets, relations, symbolic logic, mathematical induction, counting, modular arithmetic, graph theory, matrices, linear programming, and their applications. Prerequisite: grade of C or better in MTH 112, or equivalent.

MTH 201 Calculus I (4)

A study of limits and continuity, differentiation of algebraic functions, and elementary integration with applications. Prerequisite: C or better in MTH 115 or equivalent.

MTH 202 Calculus II (4)

A continuation of MTH 201 including the differentiation of transcendental functions and methods of formal integration with applications, and an introduction to sequences and series. Prerequisite: C or better in MTH 201 or equivalent.

MTH 203 Calculus III (4)

The study of calculus of several variables including vectors, partial derivatives, multiple integrals and Green's theorem. Prerequisite: MTH 202

MTH 242 Statistics (3)

Collection and tabulation of data, averages and measures of disbursement, correlational and regression analysis, probability and sampling, and hypothesis testing. Prerequisites: C or better in MTH 112, or permission of program director.

MTH 266 College Geometry (3)

Axiomatic systems, introduction to non-Euclidean geometry, and projective geometry. Prerequisite: MTH 201

MTH 288 Experimental Course (1-3)

The subject matter of this course will vary from semester to semester in line with current trends.

MTH 312 Biostatistics (3)

An introductory statistics course for students in public health and biomedical practice and research. In particular, this course will focus on elementary descriptive statistics, elementary probability, the methods of collecting and analyzing data, and the techniques of making inferences based upon biology, chemistry, or health-related area data. The emphasis is on an intuitive understanding of statistical methods and the applications on biology, chemistry, or health-related area. The use of SPSS and Excel will be an integral part of the course. Prerequisite: MTH 114 or equivalent course.

MTH 342 Mathematical Statistics (3)

The study of the theory and applications of statistics using a traditional calculus based approach. Topics include finite and continuous distributions, inferences, estimation, and regression. Prerequisite: MTH 202

MTH 350 Abstract Algebra (3)

An introduction to modern algebra, including groups, rings, integral domains, and fields. Prerequisite: MTH 201

MTH 360 Linear Algebra (3)

A study of finite dimensional vector spaces, linear transformations, matrices, eigenvalues, and eigenvectors. Prerequisite: MTH 201

MTH 450 Differential Equations (3)

Methods of solution and applications of common types of differential equations. Prerequisite: MTH 202

MTH 491 Advanced Topics in Mathematics (1-4)

Allows students to pursue an in-depth study of an area of mathematics that they would not be exposed to otherwise.

MTH 495 Mathematics Seminar (1)

Student investigation and presentation on topics not included in the usual mathematics offerings. Prerequisite: MTH 202 and departmental approval.

Medical Interpreting**MDI 100 Foundations of Interpreting (3)**

Foundations of Interpreting introduces basic concepts in interpreting, including professional specific terminology, the various settings in which interpreters work, and the role of the interpreter. This course will familiarize students with the different interpreting modalities and will include visits to a variety of places (school, court, clinic, etc.) where students can observe professional interpreters in action.

MDI 110 Medical Interpreting I: Musculoskeletal, Cardio and Digest. Sys. (3)

This course is designed to provide current Medical Interpreters or individuals who wish to begin a career in medical interpreting with skills pertaining to health care settings. The course will present a foundation for medical interpreter ethics, an overview of the US healthcare system, and familiarize the students with the vocabulary of the main body systems, as well as medical procedures within the context of real-life triadic encounters.

MDI 120 Medical Interpreting II: Reproductive and Respiratory Systems (3)

This course is designed to provide current Medical Interpreters or individuals who wish to begin a career in medical interpreting with skills pertaining to health care settings. The course will present a foundation for medical interpreter ethics and an overview of the US healthcare system, familiarization with terms describing body systems and medical procedures in the context of real-life triadic encounters.

MDI 130 Medical Terminology (3)

As part of the Medical Interpreting Program, this course will introduce students to terminology of the medical field. Medical Terminology is a beginning, entry-level course that will cover medical terminology via discussions in class, reading assignments, case-scenarios, and assessments. Emphasis will be to recognize, evaluate and deduce meanings of medical words by applying word-building rules. Study will be directed to define word parts, apply word-building rules to form words from suffixes, prefixes and roots in the combining form. An additional focus of study will be to define and use words pertaining to body systems, organs and specialized medical disciplines.

Medical Laboratory Sciences

All coursework related to the clinical year is taken at a participating institution. MLS coursework is transferred to CSM as the courses listed below.

MLS 406 Basic Laboratory Concepts (1)

This course introduces basic clinical laboratory practices and techniques, principles of laboratory safety and infection control, professional ethics, specimen collection, handling and processing, laboratory math concepts, and phlebotomy. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 408 Clinical Immunology Serology (1)

The course introduces the study of the immune system and the laboratory tests used to identify its disorders, with practical application of immunologic and serologic principles to aid in the diagnosis of infectious and autoimmune diseases. The theory and application of basic molecular diagnostic tools are also addressed. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 410 Clinical Chemistry I (4)

This is the first semester of a two semester series on clinical chemistry. This course introduces the theory, technical performance, and evaluation of clinical chemistry laboratory procedures. Basic physiology of organ systems and clinically significant analytes are emphasized. Correlation of clinical laboratory data with the diagnosis and treatment of endocrine disorders is also introduced. The course will include instrumentation, methodologies, and quality control. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 411 Clinical Chemistry II (3)

This is the second semester of a two semester series on clinical chemistry. This course expands on the theory, technical performance, and evaluation of chemistry laboratory procedures introduced in MLS 410 Clinical Chemistry I. Practical application and correlation of clinical laboratory data with disease states and treatment is emphasized, with a thorough examination of methodologies and problem-solving concepts. Advanced analytical skills,

improved laboratory testing efficiency, workload management, and the resolution of unexpected laboratory results are covered in this course. Quality management which includes quality control, quality assurance, and instrument maintenance will also be included. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 412 Clinical Hematology I (4)

This is the first semester of a two semester series on clinical hematology and hemostasis. The course involves the study and testing of red blood cells, white blood cells, and blood clotting factors. In addition, the function of blood and the blood-forming organs is taught in this course. The course includes an overview of basic microscopy. Practical application and correlation of clinical laboratory data with disease states is emphasized. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 413 Clinical Hematology II (3)

This is the second semester of a two semester series on clinical hematology and hemostasis; the course builds on the material introduced in MLS 412 Clinical Hematology I. Theoretical aspects of specialized hematology and coagulation techniques are reviewed, with a thorough examination of testing methodologies and problem-solving concepts. Hematology and coagulation disease states are thoroughly studied and correlated to the clinical laboratory data. Emphasis is placed on advanced analytical skills, improved laboratory testing efficiency, workload management, and the resolution of unexpected laboratory results. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 414 Clinical Immunohematology I (3)

This is the first semester of a two semester series on immunohematology. This course introduces the study of blood group antigens and antibodies as applied to the transfusion of blood and blood components. The course involves the study of the principles, procedures, and clinical significance of transfusion medicine. Included will be a brief overview of genetics, immunology, and regulations governing blood banks. Recognition of unexpected laboratory results will be emphasized. Quality testing which includes quality control, basic transfusion medicine laboratory techniques and procedures, and safety will also be included. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 415 Clinical Immunohematology II (3)

This is the second semester of a two semester series on immunohematology. The course continues the study of the principles, procedures, and clinical significance of transfusion medicine introduced in MLS 414 Clinical Immunohematology I. Advanced immunohematology theory and laboratory techniques are taught, with a thorough examination of methodologies and problem-solving concepts. These include, but are not limited to: compatibility testing, adverse transfusion events, hemolytic anemia, differentiating multiple blood group antibodies, and the resolution of unexpected laboratory results. Emphasis is placed on advanced analytical skills, improved laboratory testing efficiency, and workload management. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 416 Clinical Microbiology I (4)

This is the first semester of a two semester series on clinical microbiology. This course introduces the study and laboratory identification of bacteria of clinical significance using culture, biochemical, molecular, and microscopic methods, as well as, the performance and interpretation of bacterial antibiotic susceptibility testing. The course introduces the study of viruses and their detection and identification. Instrumentation and quality control are also included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 417 Clinical Microbiology II (4)

This is the second semester of a two semester series in clinical microbiology; the course builds on the material introduced in MLS 416 Clinical Microbiology I and MLS 408 Clinical Immunology and Serology. This course advances the study and laboratory identification of bacteria of clinical significance, with a thorough examination of methodologies and problem-solving concepts, including the resolution of unexpected laboratory results. The course includes the study of viruses, parasites, and fungi, and their detection and identification. The course continues the study of serologic principles and methods to aid in the diagnosis of infectious diseases. Emphasis is placed on advanced analytical skills, improved laboratory testing efficiency, and workload management. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 418 Clinical Microscopy I (1)

This is the first semester of a two semester series on clinical urine and body fluid analysis. Study of urine includes physiology of renal function, as well as, the significance of cellular and chemical constituents of urine. Microscopic evaluation of other significant body fluids and clinical diagnoses are introduced. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 419 Clinical Microscopy II (1)

This is the second semester of a two semester series on clinical urine and body fluid analysis. This course expands on the theory, technical performance, and evaluation of laboratory procedures introduced in MLS 418 Clinical Microscopy I. The physiology of renal function and the significance of cellular and chemical constituents of urine are reviewed, with a thorough examination of methodologies and problem-solving concepts. Practical application and correlation of clinical laboratory data along with patient diagnosis is emphasized. Students develop multi-tasking and trouble-shooting skills to aid in workload management. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included. A laboratory component is included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 420 Clinical Laboratory Management I (1)

This course introduces the study of the basic concepts and principles of the management process with particular emphasis on laboratory operations. Laboratory safety, quality control, professionalism, scope of practice, research applications, and educational methodologies are topics included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 421 Clinical Laboratory Management II (1)

This course builds on the study of the basic concepts and principles of the management process introduced in MLS 420 Clinical Laboratory Management I. Laboratory compliance and

regulatory issues, financial resource management, human resource management, method validation, professionalism and educational methodologies, and quality management are topics included in this course. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 423 Medical Laboratory Science Clinical Correlation (2)

This is a comprehensive course that uses lecture and case studies as an in-depth review of the theory and laboratory findings in all areas of the clinical laboratory including: immunology & serology, chemistry, hematology, immunohematology, microbiology, and microscopy. Practical application and correlation of clinical laboratory data, disease states, and diagnoses are emphasized. Prerequisite: Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

Military Science (Courses offered at Creighton University or University of Nebraska at Omaha)

MIL 100 Leadership Laboratory I (0)

Leadership Laboratory provides initial and advanced military leadership instruction in military courtesy, first aid, and practical field training exercises. Functions and responsibilities of leadership positions are developed through cadet command and staff positions. Required with enrollment in MIL 101, MIL 102, and MIL 103. May be repeated one time.

MIL 101 Introduction to Officer Professionalism I (1)

Examination of the role of the commissioned officer in the United States Army. Discussion focuses upon officer career opportunities, role of the officer, responsibilities of and basis for the armed forces, and sources of officer commissioning.

MIL 102 Introduction to Officer Professionalism II (1)

Continuation of MIL 101. Further examines the role of the commissioned officer in the U.S. Army. Focuses on customs of the service, role of the Army, Army Reserve, and Army National Guard; organization of the Army; branches of the Army; and leadership principles for the junior officer.

MIL 103 Foundation of Officership and Basic Leadership (2)

This course is an introduction for nursing students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give accurate insight into the Army Profession and the officer's role within the Army. Prerequisite: Nursing students only.

MIL 200 Leadership Laboratory II (0)

This second-year leadership laboratory parallels MIL 211/212 classroom instruction, reinforcing concepts learned in class with practical hands-on training exercises and activities. Training is focused on more advanced individual and collective small unit skills such as small unit leadership and tactics doctrine, land navigation, basic rifle marksmanship, and drill ceremonies. Required with enrollment in MIL 211, MIL 212, and MIL 213. May be repeated one time.

MIL 205 ROTC Leadership Training Camp (3)

Six weeks of preparatory training at Fort Knox, Kentucky. Travel pay and salary stipend provided through the Military Science Department. The student is not obligated to any military service as a result of attending Leadership Training Camp. Camp graduates are eligible to enroll in Advanced Military Science courses. Students are also eligible to compete for full tuition two-year scholarships. Prerequisite: Director Consent.

MIL 207 Fundamentals of Army Ranger Training (2)

Course designed to challenge the individual in leadership, physical endurance, special operations and small-unit tactics. Competitive area success would lead to regional championship participation at Fort Lewis, Washington.

MIL 208 Advanced Army Ranger Training (2)

Continuation of MIL 207.

MIL 211 Basic Individual Leadership Techniques (2)

Course designed to develop student leadership and critical individual skills. Training is basic in nature and includes leadership techniques, written and oral communication, rifle marksmanship, fundamentals of land navigation, and physical fitness. Prerequisite: MIL 101, 102 or Director Consent.

MIL 212 Advanced Individual Leadership Techniques (2)

Continues the development of student leadership and critical individual military skills. Training focuses on advanced military skills and includes orienteering, field survival skills, operations, and training. Prerequisite: MIL 211

MIL 213 Military Science and Leadership (2)

Nurse cadet only. This course compresses Military Science II year into one semester. It is designed to develop students' knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, students develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Prerequisite: MIL 103

MIL 215 United States Military History (3)

A study of the theory and practice of war beginning in colonial times through the military engagements and peacekeeping operations of the 1990s. Emphasis is on United States participation in these military operations.

MIL 300 Leadership Laboratory III (0)

This laboratory parallels MIL 301/302 classroom instruction and places the student in leadership positions within the cadet corps, providing greater challenges in order to build confidence and enhance mastery of individual skills. Activities focus on honing military skills and mastery of small unit leadership and tactics in preparation for MIL 351, ROTC National Advanced Leadership Camp in Fort Lewis, Washington. Required with enrollment in MIL 301 and 302. May be repeated one time.

MIL 301 Adaptive Team Leadership. (3)

Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend next summer at Fort Knox, Kentucky. This course includes reading assignments, homework assignments, small

group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Prerequisites: MIL 201, MIL 202 or MIL 213 or Director Consent.

MIL 302 Advanced Team Leadership. (3)

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MSL IV Cadets who will evaluate you using the ROTC Leader Development Program (LDP) model. Prerequisite: MIL 301

MIL 351 Leadership Development Assessment Course (3)

The ROTC cadet attends five weeks of intensive leadership and management training. The training is conducted during the summer months between the junior and senior years at Fort Lewis, Washington. The student's ability to lead her unit and to plan and conduct military small unit operations is thoroughly evaluated. Travel pay and salary stipend provided through the Department of Military Science. Prerequisites: MIL 301 and MIL 302

MIL 352 ROTC Nurse Summer Training (3)

A three-week, 120-hour clinical assignment with an Army Nurse Corps preceptor at an Army hospital in the U.S. or overseas. Available to ROTC nursing students with at least one clinical nursing course, follows successful completion of MIL 351. The student receives travel pay and salary stipend through the Military Science Department. Improved clinical skills and self-confidence that comes with experience will enhance performance in nursing curriculum and Military Science. Prerequisites: MIL 301 and 302, Director Consent.

MIL 400 Leadership Laboratory IV (1)

Laboratory designed to allow senior cadets to demonstrate mastery of leadership and tactical skills developed throughout their cadet career in preparation for becoming commissioned Army officers. The cadet battalion staff plans, resources, and executes training for the MIL 100, 200, and 300 labs. Additionally charged with the leadership development and assessment of the underclassmen, with a focus on the junior class in preparation for Leadership Development Assessment Course at Fort Lewis, Washington in the summer. Required with enrollment in MIL 401 and MIL 402. May be repeated one time.

MIL 401 Mission Command and Advanced Leadership. (2)

This course explores the dynamics of leading in the complex situations of current military operations. Students will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, the decision making processes and host nation support. The course places significant emphasis on preparing you for BOLC B and your first unit of assignment.

MIL 402 Military Management Seminar. (2)

Leadership and management problems involved in the operation of a small unit including personal affairs, military justice, moral and social duties and obligations of a military officer. Prerequisite: MIL 401.

MIL 493 Directed Independent Readings (1-3)

Directed readings course designed to consider an issue or field of interest to society in general and the military in particular. Prerequisite: Director Consent.

MIL 494 Directed Independent Study and Seminar I (1-3)

Directed study course designed to consider an issue or field of interest to the society in general and the military in particular. Prerequisite: Director Consent.

MIL 495 Directed Independent Study and Seminar II (1-3)

Directed research in Military Science to meet the individual needs of the student. Course focuses on developing practical application of special interest subjects in a student-initiated project. Prerequisite: Director Consent.

AES 001 - Leadership Laboratory (LLAB) (0) Leadership Laboratory courses (LLABs) augment the AFROTC academic curriculum by providing prospective Air Force officers opportunities and feedback needed to develop leadership, managerial, and supervisory skills. Applications include a study of Air Force customs and courtesies, drill and ceremonies, problem solving, communication, and learning about career opportunities available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. Instruction conducted within the framework of an organized cadet corps with a progression of experiences designed to develop leadership potential. **NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

FRESHMAN CLASSES:

AES 131 – The Foundations of USAF I (1) Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include background, mission, and organization of the Air Force and functions of U.S. strategic forces. Emphasis placed on development of written and oral communication. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Fall) **Co-requisite: AES 001** **NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

AES 132 – The Foundations of USAF II (1) Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include background, mission, and organization of the Air Force and functions of U.S. strategic forces. Emphasizes development of written and oral communication. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Spring) **Co-requisite: AES 001** **NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

SOPHOMORE CLASSES:

AES 231 – The Evolution of USAF Air and Space Power I (1) Survey course designed to trace the historical development of air power and its uses starting before the Wright brothers and extending through the Korean War. Concentrates on the advent of the air age, the airplane at war (1914-1918), the interwar years, air power in World War II, the Berlin Airlift, air power in the Korean War, and the evolution of air power concepts and doctrine.

Emphasizes student participation and presentations to enhance communication skills. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Fall) **Co-requisite: AES 001 Prerequisite: AES 131 & AES 132 or permission of instructor NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

AES 232 – The Evolution of USAF Air and Space Power II (1 Survey course designed to trace the historical development of air power and its uses starting after the Korean War and continuing through its present role in international policies. Concentrates on air and space power experiences from the Vietnam conflict and operations Desert Shield and Desert Storm. Emphasizes student participation and presentations to enhance communication skills. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Spring) **Co-requisite: AES 001 Pre-requisite: AES 131 & AES 132 or permission of instructor NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

JUNIOR CLASSES:

AES 311 Air Force Leadership Studies, I (3 credits)

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts studied. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. (Fall) **Co-requisite: AES 001 Prerequisite: AES 131, AES 132, AES 231 & AES 232 or permission of instructor NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

AES 312 – Air Force Leadership Studies II (3) A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts studied. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. (Spring) **Co-requisite: AES 001 Prerequisite: AES 131, AES 132, AES 231 & AES 232 or permission of instructor NOTE: This course is offered in partnership with the University of Nebraska at Omaha.**

SENIOR CLASSES:

AES 411 – National Security Affairs/Preparation for Active Duty I (3) An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis given to refining communication skills. Leadership Laboratory (AES 001) is mandatory and complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. (Fall) **Co-requisite: AES 001 Prerequisite: AES 311 & AES 312 or permission of instructor NOTE: This course**

is offered in partnership with the University of Nebraska at AES 412 National Security Affairs/Preparation for Active Duty, II (3 credits)

Omaha.

AES 412 National Security Affairs/Preparation for Active Duty, II (3 credits)

An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis given to refining communication skills. Leadership Laboratory (AES 001) is mandatory and complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. (Spring) **Co-**

requisite: AES 001 Prerequisite: AES 311 & AES 312 or permission of instructor

NOTE: This course is offered in partnership with the University of Nebraska at Omaha.

Music

MUS 100 Beginning Piano (1)

Prerequisites: MUS 108 and MUS 109 or permission of the program director.

MUS 101 Beginning Organ (1)

MUS 102 Beginning Voice (1)

MUS 103 Beginning Violin (1)

MUS 104 Beginning Guitar (1)

MUS 105 Beginning Trumpet (1)

MUS 106 Beginning Flute (1)

MUS 117 Beginning Tuba (1)

MUS 120 Beginning Oboe (1)

MUS 121 Beginning Cello (1)

MUS 126 Beginning Trombone (1)

MUS 127 Beginning Bassoon (1)

MUS 128 Beginning Viola (1)

MUS 129 Beginning Clarinet (1)

MUS 108 Class Piano I (2)

Beginning level instruction in piano is offered in a digital computer lab. This course is designed for students with no previous musical background. Daily practice is expected of all students.

MUS 109 Class Piano II (2)

Beginning level instruction in piano is offered in a digital computer lab. This course will allow students who have completed Class Piano I to continue piano studies in a second semester class.

MUS 118 Musicianship I (3)

A general introduction to the language of music intended to help the student gain fluency in reading and understanding conventional musical notation. Fundamental theoretical concepts (melodic and rhythmic notation, intervals, scales, meter, tonality) are studied and rudimentary applied skills (ear training, sight singing, keyboard harmony) are developed.

MUS 119 Musicianship II (3)

An introduction to the harmonic theory of the common practice period. The course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear training, sight singing and keyboard harmony are simultaneously cultivated. Prerequisite: MUS 118 or its equivalent.

MUS 204 Music of the People (3)

A listening course which explores types of folk music, instruments and dances important to people of specific cultures and countries throughout the world.

MUS 205 Women in Music (3)

This course, taught from an historical perspective, focuses on the accomplishments of women as composers and performers from the early days of the Christian church to the present.

MUS 206 Music of Western Civilization (3)

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Classical masterworks from all style periods are studied.

MUS 207 Old Man River: American Music & the Mississippi (GCD) (3)

This course provides an introduction to the history and development to popular and folk styles from the American culture, and the importance of the Mississippi River in creating and disseminating musical styles.

MUS 208 History of Jazz and Rock (3)

An historical survey of the development of jazz and rock from their beginning to the present.

MUS 210 Intermediate Piano (2)

Prerequisite: MUS 100 or its equivalent and permission of the instructor.

MUS 211 Intermediate Organ (2)

Prerequisite: MUS 101 or its equivalent and permission of the instructor.

MUS 212 Intermediate Voice (2)

Prerequisite: MUS 102 or its equivalent and permission of the instructor.

MUS 213 Intermediate Violin (2)

Prerequisite: MUS 103 or its equivalent and permission of the instructor.

MUS 214 Intermediate Guitar (2)

Prerequisite: MUS 104 or its equivalent and permission of the instructor.

MUS 215 Intermediate Trumpet (2)

Prerequisite: MUS 105 or its equivalent and permission of the instructor.

MUS 216 Intermediate Flute (2)

Prerequisite: MUS 106 or its equivalent and permission of the instructor.

MUS 217 Intermediate Tuba (2)

Prerequisite: MUS 117 or its equivalent and permission of the instructor.

MUS 220 Intermediate Oboe (2)

Prerequisite: MUS 120 or its equivalent and permission of the instructor.

MUS 221 Intermediate Cello (2)

Prerequisite: MUS 121 or its equivalent and permission of the instructor.

MUS 226 Intermediate Trombone (2)

Prerequisite: MUS 126 or its equivalent and permission of the instructor.

MUS 227 Intermediate Bassoon (2)

Prerequisite: MUS 127 or its equivalent and permission of the instructor.

MUS 228 Intermediate Viola (2)

Prerequisite: MUS 128 or its equivalent and permission of the instructor.

MUS 229 Intermediate Clarinet (2)

Prerequisite: Music 129 or its equivalent and permission of instructor.

MUS 247 CSM Chorus (NC, 1)

Choral literature in a variety of styles is learned and performed. The CSM Chorus typically performs one major concert each semester and sings occasionally for events both on and off-campus. Choir tours are included in this course in some semesters. Participation in rehearsals and performances in addition to scheduled class time is required. Students may enroll in chorus for credit or on a non-credit basis. Enrollment in the non-credit section requires permission of the instructor. Students may re-elect this course every semester. Open to all students.

MUS 307 Old Man River: American Music and the Mississippi River (3)

This course provides an introduction to the history and development of popular and folk music styles from the American culture, and the importance of the Mississippi River in creating and disseminating musical styles. The Course will provide an overview of the development of American musical styles and their historical relationships with the Mississippi River. Students will experience a wide variety of music from different genres and style periods, become familiar with basic musical forms and concepts from American folk and popular traditions and develop informed listening skills.

MUS 310 Advanced Piano (2)

Prerequisite: MUS 210 or its equivalent and permission of the instructor.

MUS 311 Advanced Organ (2)

Prerequisite: MUS 211 or its equivalent and permission of the instructor.

MUS 312 Advanced Voice (2)

Prerequisite: MUS 212 or its equivalent and permission of the instructor.

MUS 313 Advanced Violin (2)

Prerequisite: MUS 213 or its equivalent and permission of the instructor.

MUS 314 Advanced Guitar (2)

Prerequisite: MUS 214 or its equivalent and permission of the instructor.

MUS 315 Advanced Trumpet (2)

Prerequisite: MUS 215 or its equivalent and permission of the instructor.

MUS 316 Advanced Flute (2)

Prerequisite: MUS 216 or its equivalent and permission of the instructor.

MUS 317 Advanced Tuba (2)

Prerequisite: MUS 217 or its equivalent and permission of the instructor.

MUS 320 Advanced Oboe (2)

Prerequisite: MUS 220 or its equivalent and permission of the instructor.

MUS 321 Advanced Cello (2)

Prerequisite: MUS 221 or its equivalent and permission of the instructor.

MUS 326 Advanced Trombone (2)

Prerequisite: MUS 226 or its equivalent and permission of the instructor.

MUS 327 Advanced Bassoon (2)

Prerequisite: MUS 227 or its equivalent and permission of the instructor.

MUS 328 Advanced Viola (2)

Prerequisite: MUS 228 or its equivalent and permission of the instructor.

MUS 329 Advanced Clarinet (2)

Prerequisite: MUS 229 or its equivalent and permission of the instructor.

MUS 346 History of Music I (3)

A survey of music and its development in Western civilization from earliest examples through the Baroque period. Emphasis is given to representative musical works and styles and to the understanding of musical concepts in relation to their historical and cultural background.

MUS 347 History of Music II (3)

A survey of music and its development in Western civilization from the Classical period through the present day. Emphasis is given to representative musical works and styles and the understanding of musical concepts in relation to their historical and cultural background.

MUS 348 Twentieth Century Music (3)

Study of the forms and styles of classical music from Debussy to the present, including impressionism, serialism, neo-classicism, minimalism, aleatoric music, electronic music, and music in traditional major-minor systems.

MUS 349 Masterpieces of Sacred Music (3)

A survey of compositions for chorus and orchestra that have achieved the status of musical and spiritual masterpieces. Musical examples from the Middle Ages through the present will be studied.

MUS 357 CSM Singers (1)

CSM Singers is a select choral ensemble whose members are chosen by audition from students enrolled in CSM Chorus. Students will have the opportunity to develop advanced choral skills, explore additional choral repertoire, and perform in concerts both on and off campus. In order to register for this course, a student must also register for MUS 247 (CSM Chorus) during the same semester. Prerequisites: One previous semester of MUS 247 (or its equivalent) and permission of the instructor.

MUS 375 The American Musical (3)

A music appreciation course that also includes the dramatic and artistic elements of the musical. From an historical perspective, the students study the development of the American musical from 1866 to the present. Through readings, video viewing, and music listening, the students learn about this uniquely American style of performance that has derived from jazz, folk, and opera.

MUS 380 Experimental Course (3)

The subject matter and methods of this course will vary from semester to semester in line with current trends.

MUS 391 Special Project (1-2-3)

Individual projects carried out by a student under faculty direction. Prerequisite: Departmental approval.

Nursing**Practical Nursing****PNC 101 Introduction to Practical Nursing I (3)**

This theory course introduces nursing content that focuses on basic concepts and skills related to categories of normal human functioning including growth and development, selected alterations in categories of human functioning, therapeutic communication, nursing process, teaching/learning and professional development related to the care of adult clients. Concurrent with: PNC 171, BIO 120/121 or BIO 202/203

PNC 102 Medical-Surgical Practical Nursing I (3)

This theory course expands the knowledge of health promotion of the young, middle and older adult, as well as the adaptation by the client to acute and chronic illnesses. The student will continue to use the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations in categories of human functioning and health. The selected alterations in categories of human function that will be studied include protection (Integumentary and Endocrine), nutrition and elimination (Gastrointestinal), growth and development (Endocrine), and fluid-gas transport

(Cardiovascular and Respiratory). Prerequisites: PNC 101, 171, BIO 120/121 OR BIO 202/203. Concurrent with: PNC 172, PNC 124, PNC 142

PNC 103 Medical-Surgical Practical Nursing II (3)

This theory course expands the knowledge of health promotion of the young, middle and older adult, as well as the adaptation by the client to acute and chronic illnesses. The student will continue to use the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations in categories of human functioning and health. The selected alterations in categories of human function that will be studied include sensory/perceptual (Eyes and Ears), protection (Immune), sensory/perceptual (Neurological), elimination (Renal), growth and development (Reproduction), and fluid-gas transport (Hematology and Renal). Practical nursing care surrounding emergent and urgent care situations will also be discussed. Prerequisites: PNC 102, PNC 172, PNC 142 Concurrent with: PNC 173

PNC 104 Maternal-Child Practical Nursing (2)

This theory course expands knowledge of health promotion and disease process throughout the lifespan. Normal pregnancy experience along with selected alterations, care of the normal newborn with selected alterations, and health and illness of children and adolescents will be explored in this course. The student will expand the use of the nursing process to include health assessment, alterations in selected bodily functions, pharmacological and nutritional management of disease process and utilization of spiritual and culturally sensitive nursing interventions to assist individuals and families to adapt to alterations across the lifespan. Prerequisites: BIO 120/121 or BIO 202/203, PNC 101, & PNC 171. Concurrent with: PNC 124 & PNC 175

PNC 105 Transition to Practical Nursing Practice (2)

Content for this course will address issues that have broad implications in the practice of nursing for licensed practical nurses. As manager of care for selected clients, the student will address principles related to coordination of care, prioritization, evidence based practice, and quality improvement. Role transition from student to the entry level of practical nursing practice will be discussed. Prerequisites: BIO 120/121 or BIO 202/203, PNC 101, PNC 102, PNC 104, PNC 124, PNC 171, PNC 172, & PNC 174

PNC 124 Introduction to Pharmacology (3)

This theory course involves the study of selected classes of drugs, which includes: names, uses, mechanism of actions, systemic effects, adverse effects, compatibilities, contraindications, and nursing implications. Specific examples of drugs will be used as models to explain various classes and how they can be incorporated into each phase of the nursing process. Specific analysis of the biochemical and physiological effects of drugs on selected normal and alterations in categories of human functioning will be examined. Prerequisites: BIO 120/121 or BIO 202/203

PNC 131 Psychosocial Concepts in Practical Nursing (3)

Content for this course will address therapeutic and interdisciplinary communication concepts as well as the management of clients with normal psychosocial functioning and selected common psychiatric and behavioral conditions. The student will explore the practical nurses' role in the implementation of interventions that assist individuals of various cultural and spiritual backgrounds to adapt to healthy functioning.

PNC 142 Nutrition (2)

This theory course will focus on the concepts of nutrition therapy and assist the student to understand and apply nutrition therapy with nursing interventions to assist selected clients to adapt to alterations in human functioning and health. Prerequisites: PNC 101, PNC 171
Concurrent with: PNC 102, PNC 172, PNC 124

PNC 143 Integrating Practical Nursing Concepts (3)

This theory course will build on previous knowledge of selected alterations in categories of human functioning with the focus of integrating practical nursing concepts. This course will address physiological integrity of individuals with acute and chronic diseases across the lifespan, with a focus on basic care and comfort, pharmacological and parenteral therapies and a reduction of risk potential. The course will expand on the nursing process using a variety of active teaching strategies. Practical nursing care surrounding emergent and urgent care situations will also be discussed. Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124
Concurrent with: PNC 103, PNC 105, PNC 173, PNC 175

PNC 171 Practical Nursing Clinical I (3)

This beginning-level clinical nursing course will focus on the initial skills needed to care for the client. The clinical laboratory and long-term care will be used as practice settings. (14 hours per week plus prelab.) Concurrent with: PNC 101, BIO 120/121 or BIO 202/203

PNC 172 Medical-Surgical Practical Nursing I (3)

This clinical nursing course will focus on applying the skills needed to care for selected adult clients. The long-term care area will be used as the practice setting. (16 clinical hours per week plus prelab.) Prerequisites PNC 101, PNC 171 Concurrent with: PNC 102, PNC 142, PNC 124

PNC 173 Medical-Surgical Practical Nursing II (3)

This clinical nursing course will focus on applying the skills needed to care for selected adult clients. Long-term care with skilled units and acute hospital sites will be used as practice setting. (16 clinical hours per week plus prelab.) Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124. Concurrent with: PNC 103, PNC 105, PNC 143, PNC 175.

PNC 174 Maternal-Child Practical Nursing Clinical (1)

This clinical nursing course will focus on applying the skills needed to care for selected clients across the life span from fertilization through young adult. Acute-care, clinics, daycares, and schools will be used as practice settings. (6-12 clinical hours per week)
Prerequisites PNC 101, PNC 171. Concurrent with: PNC 102, PNC 142, PNC 124

PNC 175 Transition to Practical Nursing Practical Clinical (1)

This clinical nursing course will focus on applying the skills needed to act as manager of care for selected clients. The student will apply principles related to coordination of care and selected safety and infection control principles. Long term care facilities and clinics will be used as practice settings. (6-12 clinical hours per week) Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124 Concurrent with: PNC 103, PNC 105, PNC 143, PNC 173.

Bachelor of Science in Nursing**NUR 100 Introduction to Nursing - Theory (3)**

Students are introduced to the profession of nursing as a lifelong career in health care. A historical perspective of nursing will include significant individuals and their contribution to the profession. College of Saint Mary Nursing Philosophy will serve as a basis for discussion related to curriculum strands of patient-centered care, communication, leadership, safety and

professional role. Students will also be introduced to introductory nursing skills in the skills laboratory. Prerequisites/Co-requisites: CHM 100/100L, BIO 200/201, MTH 112

NUR 101 Fundamentals of Nursing – Theory/Clinical (9)

This nursing course will provide the theoretical framework upon which subsequent nursing courses will build. Students are introduced to theoretical concepts and principles of patient-centered care, communication, safety, leadership, professional role, and the nursing process. The concepts and principles are integrated in the provision of holistic nursing care for the general population with a focus on the adult in a variety of clinical and health care settings. Prerequisite: NUR 100, Co-requisite: NUR 102. Prerequisites/Co-requisites: BIO 202/203

NUR 102 Pharmacology – Fundamentals of Nursing (1)

Students are introduced to basic pharmacological principles as related to nursing practice. Emphasis is placed on pharmacokinetics and pharmacodynamics of selected drug categories. The concepts of patient-centered care and drug management with a focus on the geriatric population will be included. Prerequisites: NUR 100, Co-requisite: NUR 101, Prerequisites/Co-requisites: BIO 202/203

NUR 200 Psychiatric-Mental Health Nursing (4)

Students are introduced to theoretical concepts and principles of psychiatric-mental health nursing. The concepts and principles are integrated in the provision of holistic nursing care for vulnerable individuals, families, and groups in a variety of psychiatric inpatient and outpatient settings. Prerequisites: All Nursing 100 level courses, PSY 101, Co-requisite: NUR 201/202, Prerequisites/Co-requisite: BIO 230/231

NUR 201 Population-Based Community Health Nursing (4)

Students are introduced to theoretical concepts and principles of community health nursing. The concepts and principles are integrated in the provision of holistic nursing care for vulnerable individuals, families, groups, communities, and populations in a variety of settings. Prerequisites: All Nursing 100 level courses, PSY 101, Co-requisite: NUR 200/202, Prerequisites/Co-requisite: BIO 230/231

NUR 202 Psych/Public Health Pharmacology (1)

Students are introduced to principles and practice of psychotropic medication treatment of major mental disorders. Emphasis is on drug classifications, pharmacological action, dosage, side effects, nursing implications and the reason medications are prescribed for individuals with schizophrenia, bipolar disorder, depressive disorders, and anxiety disorders. Emphasis is also placed on the role of herbal, homeopathic, and over-the-counter medications in the community. Prerequisites: All Nursing 100 level courses, PSY 101, Co-requisite: NUR 200/201, Prerequisites/Co-requisite: BIO 230/231

NUR 203 Maternal Newborn Nursing (4)

Students are introduced to theoretical concepts and principles of maternal/newborn health nursing. The concepts and principles are integrated in the provision of holistic nursing care and will focus on health maintenance, health promotion, and the study of diseases and disorders affecting women, neonates, families, groups, communities, and populations along the health-illness continuum in a variety of maternal/newborn inpatient and outpatient settings. Prerequisites: All Nursing 100 level courses, PSY 101, Co-requisite: NUR 204/205, Prerequisites/Co-requisite: BIO 230/231

NUR 204 Pediatric Nursing (4)

Students are introduced to theoretical concepts and principles of pediatric nursing. Course will focus on, health promotion, health maintenance, and the study of diseases and disorders affecting infants, children, adolescents, and families along the health-illness continuum. Concepts and principles are integrated in the provision of holistic nursing care for individuals, families, groups, communities, and populations in a variety of pediatric inpatient and community-based settings. Prerequisites/Co-requisites: Prerequisites: All Nursing 100 level courses, PSY 101, Co-requisite: NUR 203/205, Prerequisites/Co-requisite: BIO 230/231

NUR 205 Maternal/Pediatric Pharmacology (1)

Students will apply principles and practice of medication therapy, drug classification and patient-related variables for the maternal/child patient. Emphasis is on drug classifications, pharmacological action, dosage, side effects, nursing implications, and indications of medication prescribed for maternal/child patients. Nursing assessment and evaluation of patient responses to medications in relation to health, age, lifestyle, gender, ethnicity, and other cultural factors are explored. Prerequisites: All Nursing 100 level courses, PSY 101, Co-requisite: NUR 203/204, Prerequisites/Co-requisite: BIO 230/231

NUR 207 Introduction to Nursing Research/EBP (3)

The focus of this nursing course is to provide an introduction and overview of nursing research, evidenced based practice, and concepts of quality improvement at the baccalaureate level. This course will examine the basic components of qualitative and quantitative research as well as the ethical considerations in nursing research. The course emphasizes correlations between patient-centered care, safety, professional role, evidence-based practice, and patient outcomes. Prerequisite: All Nursing 100 level courses, Prerequisites/Co-requisites: MTH 242

NUR 208: Health Assessment (3)

The course is designed to help students refine history taking, along with physical, psychosocial, and spiritual assessment skills. Students will synthesize knowledge from general education and nursing courses during a health assessment of individuals throughout the lifespan from multicultural and diverse backgrounds. Prerequisite: All Nursing 200 level courses and BIO 366

NUR 300: Acute Medical/Surgical Nursing (8)

Students are introduced to theoretical concepts and principles of acute medical/surgical nursing. The concepts and principles are integrated in the provision of holistic nursing care for vulnerable individuals, families, groups, communities, and populations in medical/surgical settings. Emphasis is on skill development in systematic assessment utilizing the nursing process, developing competency in selected nursing therapies, and developing a role as a professional nurse. Prerequisite: All Nursing 200 level courses and BIO 366, Co-requisite: NUR 301

NUR 301: Acute Medical/Surgical Pharmacology (1)

Students continue to develop an understanding of pharmacological principles as related to nursing practice with application of pharmacokinetics and pharmacodynamics. Emphasis is placed on medications commonly encountered in the acute medical/surgical population. Prerequisite: All Nursing 200 level courses and BIO 366, Co-requisites: NUR 300

NUR 303: Multisystem Medical/Surgical Nursing (8)

This course focuses on the role of the professional nurse in caring for individuals with multi-system alterations. Students will integrate and expand on previously learned skills and theories. Students will have opportunities to apply principles of prioritization, delegation, and

coordination of care as part of the interdisciplinary care team. Prerequisite: All Nursing courses through NUR 301, Co-requisite: NUR 304

NUR 304: Multisystem Medical/Surgical Pharmacology (1)

Student will build upon previously learned pharmacological concepts and principles with synthesis of pharmacokinetics and pharmacodynamics. Emphasis is placed on medications commonly used for adults with multi-system alterations. Prerequisite: All Nursing courses through NUR 301, Co-requisite: NUR 303

NUR 305 Transition to Professional Nursing Practice (2)

This course focuses on knowledge and skills that new nurses need to effectively respond to challenges in the rapidly evolving healthcare system. Students examine issues regarding select social, ethical, political, legal, and organizational communication factors and issues which influence professional nursing practice and the healthcare system. Prerequisite: All Nursing courses through NUR 301

NUR 306: Nursing Leadership and Management (3)

This baccalaureate nursing course provides students with the opportunity to apply leadership and management concepts/principles relevant to professional nursing. The course is designed to enhance leadership self-awareness as students examine how leadership and management affect patient-centered care, safety, professional role, and communication. Prerequisite: All Nursing courses through NUR 301

NUR 307: Professional Nursing Preceptorship (6)

In this course, students will provide and manage care for patients in select clinical settings under the supervision of a baccalaureate-prepared Registered Nurse preceptor. This preceptorship experience is structured to foster synthesis of theoretical concepts, refinement of clinical skills, organization of patient care activities, development of sound clinical decision-making skills, and demonstration of the ability to work effectively as a team member. Students will have the opportunity to demonstrate their ability to deliver safe, patient-centered care, as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics, consistent with the Institute of Medicine (IOM) core competencies and Quality and Safety Education for Nurses (QSEN) guidelines. This course also incorporates a virtual and live review to prepare students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Prerequisite: All Nursing courses through NUR 306

NUR 308 Cultural and Spiritual Care in Nursing (GCD) (3)

Students are introduced to theoretical concepts regarding culture and strategies for providing culturally competent nursing care in a multi-cultural society. The student will develop awareness of cultural and spiritual beliefs as they impact behavior and life choices of individuals seeking healthcare. Cultural concepts and principles are discussed as related to provision of holistic nursing care for vulnerable individuals, families, groups, communities, and populations in a variety of inpatient, outpatient, and public health settings. This course provides a balance between acquiring some background knowledge of select cultural groups encountered in clinical practice, and developing attitudes and skills that are not specific to any particular culture but are universally relevant. Prerequisite: All Nursing 100 level courses

NUR 355 Internship (1)

This elective clinical course places intermediate students in a clinical setting under the direction of a Registered Nurse preceptor. Students will apply the nursing process to multiple clients with predictable outcomes. Sites and supervisions are individual arranged. Prerequisites: NUR 100/170 (or their equivalent), NUR 110 (or its equivalent), faculty recommendation, and interview/acceptance by contractual facility.

Occupational Therapy

Level II Course:

OTH 101 Introduction to Occupational Therapy (3)

This course is designed as an introduction to occupational therapy. Students will gain knowledge of the history of occupational therapy and professional organizations related to occupational therapy. Students will develop a basic understanding of the occupational therapy terminology, practice settings, and professional documents. Prerequisite: Admission to the OT program and Level II OT status.

Level III Courses:

OTH 200 Therapeutic Use of Self (2)

This course focuses on fundamental interpersonal skills of developing the person as an effective agent of change. Students will learn skills to build a therapeutic relationship with diverse clients across multiple settings emphasizing professional communication, rapport building and empathy. Students also will be introduced to concepts of group dynamics. Prerequisites: OTH 101, PSY 101, SOC 101, COM 101, ENG 101, and PSY 220

OTH 201 Foundations of Health Care (2)

This course is designed to instruct occupational therapy students' basic knowledge concerning health care system and delivery. Students will have an introduction to health records, ICF, WHO; understand health care team members and roles. Students will also learn reimbursement mechanisms within health care related services, gain knowledge regarding health disparities, advocacy, and global health initiatives. Prerequisites: OTH 101 and SOC 101

OTH 301 The Nature of Occupation (2)

This course introduces students to the concept of occupational science as a discipline that studies the correlation between daily occupations, health and well-being. The power and importance of occupation is emphasized through a thorough investigation into the complex nature of occupation and task analysis. Students will build on the work from OTH 101 to develop and enhance their understanding of occupation. Prerequisite: OTH 101

OTH 303 Introduction to Theories of Practice (2)

This course examines select theories, models of practice, and frames of reference that have been developed and used in the practice of occupational therapy. In addition, 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 development of critical thinking and clinical reasoning skills. Prerequisite: OTH 101

OTH 350 Evaluation and the Occupational Therapy Process (2)

This course is designed to teach the process of screening, evaluation, and referral to determine the need for occupational therapy intervention. Students will understand how to select and administer appropriate assessments, interpret the evaluation data, and document

evaluation results. Prerequisites: OTH 200, OTH 201, OTH 301, OTH 303, OTH 365, and PHL 350

OTH 355 Principles of Health Promotion and Education (3)

This course provides the foundation for systematically designing, implementing, and evaluating learning experiences used in the education of clients, caregivers, family members, and self. Education on instructional design, methods, skills, media, and evaluation will be applied to wellness and prevention education with community partners. Occupational therapy's role in the promotion of health and wellness will be emphasized. Prerequisites: OTH 200, OTH 201, OTH 301, OTH 303, OTH 365, and PHL 350

OTH 357 Clinical Reasoning and Clinical Conditions in Occupational Therapy (3)

This course is an overview of clinical conditions and disorders across the lifespan that are applicable to the practice of occupational therapy. This course focuses on, and describes, chronic health conditions experienced by occupational therapists and their impact on an individual's physical, cognitive, psychological, and social capabilities and functions. Students will learn etiology, incidence and prevalence, signs and symptoms, pathophysiology, psychopathology, and impact of the conditions on client factors and occupational performance. Prerequisites: OTH 200, OTH 201, OTH 301, OTH 303, OTH 365, PHL 350

OTH 362 Principles of Kinesiology (4)

This course focuses on the study of the musculoskeletal system and the principles of human motion. An experiential learning component is integrated into this course and students will learn goniometric and manual muscle testing assessment. Prerequisites: OTH 200, OTH 201, OTH 301, OTH 303, OTH 365, and PHL 350

OTH 364 Vision, Perception, and Cognition in Occupational Therapy (2)

This course will examine the impact of visual, perceptual, and cognitive deficits on occupational performance. Evaluation and intervention methods will be examined based on client context utilizing theoretical constructs. Prerequisites: OTH 200, OTH 201, OTH 301, OTH 303, OTH 365, and PHL 350

OTH 365 Neuroscience (3)

This course emphasizes the organization and function of the nervous system related to movement science. Course content will include the foundations of neuroscience, application of neuroanatomy and neurophysiology to clinical syndromes and behaviors typically seen in the practice of rehabilitation therapies. This course contributes to the information related to viewing the human in a systematic, logical way of thinking. This course provides information related to understanding neurological systems for human function and daily life. Students will be gaining a greater understanding of the neurological impact on the human condition. Prerequisites: BIO 202, BIO 203, and OTH 101

Level IV Courses:

OTH 414 Occupational Therapy in Pediatrics I (4)

This is the first of a two course sequence focused on occupational therapy pediatric practice. This course explores the development of normal occupations across the age continuum from infancy to adolescence. There is an emphasis on how major developmental theories and occupational therapy frames of references related to pediatric practice guide the selection of assessment tools and in designing client centered interventions. Students will analyze the influence of parenting and family systems as well as genetic and environmental factors on occupational performance. Prerequisites: OTH 362, OTH 350, BIO 366 or OTH 357, OTH 364

OTH 424 Occupational Therapy in Physical Rehabilitation I (4)

This course focuses on the evaluation and treatment of individuals with physical disabilities. Theoretical approaches to OT intervention will be practiced and analyzed. Remedial, compensatory, and adaptive performance approaches will be integrated through intervention education. Prerequisites: OTH 362, OTH 350, BIO 366 or OTH 357, OTH 364

OTH 428 Occupational Therapy for Upper Extremity Rehabilitation (4)

This course is designed to promote entry-level practice knowledge of common upper extremity orthopedic conditions and injuries, as well as to introduce rehabilitative processes to enhance occupational performance and engagement after upper extremity dysfunction. This course will address upper extremity anatomy, related pathophysiology of specific conditions, evaluation procedures, and treatment modalities including custom orthotic fabrication. The course will also introduce the use of prosthetic devices. Development of sound clinical reasoning and use of scientific evidence for treatment of upper extremity conditions is emphasized. Prerequisites: OTH 362, OTH 350, BIO 366 or OTH 357, OTH 364

OTH 433 Occupational Therapy in Mental Health (3)

This course focuses on the development of theory driven clinical reasoning in selecting evaluation methods and designing interventions for mental health practice in a variety of settings. Students will demonstrate application of group theory and group facilitation skills with clients in a community or hospital setting. Students will examine current mental health issues and learn advocacy skills to promote positive client centered outcomes. Prerequisites: OTH 362, OTH 350, BIO 366 or OTH 357, OTH 364

OTH 434 Occupational Therapy in Pediatrics II (4)

This course is the second of a two course series focused on occupational therapy pediatric practice. Commonly encountered diagnoses that affect children prenatally through adolescence will be examined to understand how these conditions affect occupational performance. Conceptual models for prevention, intervention, and team management are utilized. Prerequisites: OTH 414, OTH 424, OTH 428, OTH 433, and OTH 475

OTH 444 Occupational Therapy and Physical Rehabilitation II (4)

This course is the second course in a sequence and is designed to teach evaluation and intervention for complex physical dysfunction including neurological diseases, processes and deficits. Students will learn entry level skills necessary to practice in the area of physical rehabilitation. Prerequisite: OTH 414, OTH 424, OTH 428, OTH 433, and OTH 475

OTH 452 Principles of Neuro-Rehabilitation I (2)

This course is the first in a two semester sequence where students learn traditional and contemporary models of practice and evidence-based interventions used in neuro-rehabilitation. A lab component will be utilized so that students can implement the skills discussed in class. Prerequisites: OTH 414, OTH 424, OTH 428, OTH 433, and OTH 475

OTH 475 Level IA Fieldwork (1)

This course is designed to enrich student learning through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting. The Level IA fieldwork will emphasize the psychosocial factors that may affect occupational performance in diverse practice settings. Prerequisites: OTH 362, PHL 350, BIO 366, OTH 357, OTH 355, 364, 360

OTH 476 Level IB Fieldwork (1)

This course is designed to enrich student learning through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting. The Level IB

fieldwork experience will emphasize evidence based practice to support therapeutic interventions. Prerequisites: OTH 414, OTH 424, OTH 428, OTH 433, and OTH 475

OTH 490 Clinical Reasoning and Principles of Occupational Therapy Research I (4)

This course is the first in a three-part progression that prepares students to use research effectively and enact research ethically. Students will begin to critically analyze current research in becoming a good consumer of research. Students will examine both quantitative and qualitative design focusing on methodology, data analysis and critical discussion of both types of research. This course will assist the student to develop as a critical thinker, reflective practitioner, and evidence based practitioner. Prerequisite: OTH 414, OTH 424, OTH 428, OTH 433, and OTH 475

Philosophy

PHL 105 Principles of Reasoning (3)

This course is designed to help students develop skills in recognizing, constructing, and evaluating arguments. The course covers basic concepts in logic and reasoning including: argument recognition; categorical and propositional logic; and informal reasoning and fallacies.

PHL 200 Moral Reasoning (3)

This course is designed to give students a theoretical basis for determining what makes an action right or wrong and to give them the analytic tools to apply this basis to contemporary moral problems. Prerequisite: ENG 101

PHL 206 Introduction to Philosophy (3)

This course is an introduction to some of the important problems that have arisen in the history of ideas. Attention is given to both philosophical problems and philosophical methods. Readings developing several philosophical problems are analyzed. Prerequisite: ENG 101 recommended.

PHL 301 Issues and Trends in Philosophy (1-2-3)

The subject matter and methods of this course will vary from semester to semester. The material will usually be handled in three one-hour modules. A student may elect to take one, two or three of the modules. Prerequisite: ENG 101 recommended.

PHL 310 Philosophy of Women (3)

The question about what it is to be a woman will be the major topic of this study. Selected works of philosophy and related disciplines, both ancient and contemporary, will be critically examined. Prerequisite: ENG 101 recommended.

PHL 315 Ancient Philosophy (3)

This course examines the beginnings of western philosophy in Ancient Greece. It focuses on the Presocratics and the Golden Age in Athens. Prerequisite: ENG 101 recommended.

PHL 320 Business Ethics (3)

An examination of the most important moral issues that arise in the contemporary world of business. Prerequisite: PHL 200

PHL 350 Health Care Ethics (3)

Health Care Ethics is an applied ethics course in which students critically apply moral theory to moral problems specifically related to the health care professions. The course includes a review of philosophical moral theories and focuses on the critical analysis of issues in health care ethics through the use of case studies. Prerequisite: PHL 200 or permission of instructor.

PHL 360 Philosophy Through Film (3)

This class is focused on the in-depth examination of issues in metaphysics and epistemology. These issues include the nature of knowledge, the problem of perception, the problem of memory, the problem of other minds, the problem of free will, the nature of time, and personal identity. Prerequisite: PHL 206 or permission of instructor.

PHL 391 Directed Readings (2-3)

Under PHL 391 an opportunity is offered the student to do philosophical studies and/or to consider in greater depth a particular problem, philosopher, or historical era on a non-classroom basis. Prerequisites: 3 hours in philosophy and departmental approval. Prerequisite: ENG 101 recommended.

Physical Education**PED 357 Health and Physical Education Methods (3)**

Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are presented in physical education segments.

PED 360 Adapted Physical Education (3)

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. Students will gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of the exceptional learner. (Also listed as PED 560.) Prerequisite: SPE 101

Physical Science

A minimum grade of C is required for every course that is a prerequisite for another course.

PHY 100, 101 Introduction to the Physical Sciences (3, 1)

A correlated presentation of the fundamental principles of the physical sciences for non-science majors. Lecture three hours per week and lab three hours per week, to be taken concurrently.

PHY 160 Physical Geology (4)

A study of the structure and materials of Earth's crust, the development of topographic features by weathering, erosion, volcanism, plate tectonics, and the relationship of Earth to the cosmos. Lecture and laboratory will be used as needed.

PHY 162 Descriptive Astronomy (3)

General knowledge of the facts of astronomy, the methods by which they are obtained and the theories which account for them are integrated in light of recent information. Some aspects of space science will be treated in detail. Concepts of meteorology will also be considered. Lecture three hours per week.

PHY 164 Introduction to Meteorology (4)

A study of the basic processes occurring in the earth's atmosphere. Topics to be covered include the influence of temperature and pressure on atmospheric circulation and wind-related storms and humidity, precipitation and clouds, all of which result in earth's weather and climatic systems. Lecture and lab will be used as needed.

PHY 202 College Physics I (3)

A study of the fundamental principles of mechanics, thermodynamics, and waves. Lecture meets 3 hours per week. Must be taken concurrently with PHY 203. Prerequisites: MTH 114 and 115, or equivalent.

PHY 202R College Physics Recitation (1)

This course is a supplement to the PHY 202 course. Students will review and reinforce the principles and problem-solving techniques of College Physics I. Must be taken concurrently with PHY 202.

PHY 203 Physics Laboratory I (1)

A variety of physics laboratory techniques are used to demonstrate the theoretical principles under discussion in the lecture. Lab meets 3 hours per week. Must be taken concurrently with PHY 202 or PHY 212.

PHY 204 College Physics II (3)

A study of the fundamental principles of electricity and magnetism, optics, and modern physics. Lecture meets 3 hours per week. Must be taken concurrently with PHY 205. Prerequisite: Grade of C or better in PHY 202.

PHY 204R College Physics II Recitation (1)

This course is a supplement to the PHY 204 course. Students will review and reinforce the principles and problem-solving techniques of College Physics II. Must be taken concurrently with PHY 204.

PHY 205 Physics Laboratory II (1)

A variety of physics laboratory techniques are used to demonstrate the theoretical principles under discussion in the lecture. Lab meets 3 hours per week. Must be taken concurrently with PHY 204 or PHY 214. Prerequisite: Grade of C or better in PHY 203.

PHY 212 University Physics I (4)

A study of the fundamental principles of mechanics, thermodynamics, and waves, using the tools of calculus. Lecture meets 4 hours per week. Must be taken concurrently with PHY 203. Prerequisite or co-requisite: MTH 201 or equivalent.

PHY 214 University Physics II (4)

A study of the fundamental principles of electricity and magnetism, optics, and modern physics, using the tools of calculus. Lecture meets 4 hours per week. Must be taken concurrently with PHY 205. Prerequisite or co-requisite: MTH 202 or equivalent.

PHY 245 Earth Wisdom (GCD) (SUS) (3)

The main objective of this course is to understand our planet and to explore how today's human societies can endure in the face of global change, ecosystem degradation and resource limitations. This course will introduce a variety of topics from different disciplines; examples are the roles of developing and developed nations in climate change, the roles of societal and cultural practices in modifying the environment, the impact of globalization in different cultures, and cultural sustainability. In addition, students will work in teams and investigate ways of achieving sustainability on local, regional and global scales. (Also listed as CHM 245.)

PHY 388 Special Topics Course (3)

The subject matter and method of this course will vary from semester to semester in line with current trends, and the needs and interests of students.

PHY 395 Physics Capstone Project (4)

Under the guidance of a faculty mentor, the student designs an independent project that uses both theories and applications of physics. Applications can be in any area, including astronomy or meteorology. The final report must be written in scientific style, and a seminar presentation of the student's project at Scholar's Day is required before graduation. Prerequisite: departmental approval.

Psychology**PSY 101 General Psychology (3)**

Explores the science of human behavior and mental and emotional processes. The goal of this course is to survey the basic concepts and research in the field.

PSY 200 Child Psychology (3)

Examines the physical, cognitive, social, and emotional development from conception of a child through adolescence. Prerequisite: PSY 101 Note: Students cannot get credit for both PSY 200 and PSY 220.

PSY 203 Adolescent Psychology (3)

Examines the physical, cognitive, social, and emotional development of an adolescent from puberty to emerging adulthood. Prerequisite: PSY 101

PSY 220 Lifespan Development (3)

Examines the physical, cognitive, social, and emotional development of a person from conception through old age and death. Prerequisite: PSY 101 Note: Students cannot get credit for both PSY 200 and PSY 220.

PSY 230 Attitudes and Values (3)

Requires the student to examine herself, her values and belief systems, and the effect of her belief systems on the perception of and interaction with others. (Also listed as HSV 230.)

PSY 235 Social Psychology (3)

Examines how people's thoughts, feelings, and behaviors are influenced by others. Prerequisite: PSY 101 or SOC 101 (Also listed as SOC 235.)

PSY 236 Alcohol and Substance Abuse (3)

Examines the current research and findings on alcohol and substance abuse regarding causes and treatments. Physical and psychological effects of substance abuse on the person, in addition to the consequences for the family and society, are reviewed. (Also listed as HSV 236.)

PSY 240 Research Methods (3)

Addresses the basic methods of designing, conducting, and evaluating psychological research. Research ethics and research writing in APA style are also emphasized. Prerequisite: PSY 101
Prerequisite or co-requisite: MTH 242

PSY 301 Experimental Research (3)

Examines experimental research methods in depth, and involves analyzing and designing experimental research studies. To be taken concurrently with PSY 302. Prerequisites: PSY 240 and MTH 242

PSY 302 Experimental Research Lab (1)

Lab course taken concurrently with PSY 301.

PSY 310 History and Applications of Psychology (GCD) (3)

Involves preparation for and completion of a study abroad or study away experience that relates to the history and applications of psychology.

PSY 312 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including personality, intelligence, motivation, and transfer of learning. Students learn strategies used in measurement and evaluation of learning. Course requirements include a 20 hour field experience. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 312.)

PSY 325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management. (Also listed as BUS 325 and SOC 325.)

PSY 332 Counseling Theory and Practice (3)

Explores major theories and intervention strategies of counseling and psychotherapy, and involves the practice of skills for crisis intervention and other methods of short-term counseling. Prerequisite: HSV 231 or permission of the instructor.

PSY 340 Cognitive Psychology (3)

Explores the processes of the human mind, including memory, attention, problem solving, representation of information, reasoning, and language. Prerequisite: PSY 101

PSY 342 Psychology of Personality (3)

Explores theories of personality and addresses how an individual's own personality can affect human behavior. Prerequisite: PSY 101

PSY 344 Forensic Psychology (3)

Focuses on the psychology of crime and how society addresses criminal behavior. Prerequisite: PSY 101

PSY 345 Psychology of Learning (3)

Explores theories and research on human and animal learning. The focus of the course is on classical conditioning, operant conditioning, and observational learning. Prerequisite: PSY 101

PSY 350 Cultural Psychology (GCD) (3)

Examines the impact of culture on human behavior and mental processes. Students will explore theories and research in psychology from a cross-cultural perspective. Prerequisite: PSY 101

PSY 355 Human Sexuality (3)

Explores all aspects of human sexuality including the biological components of human sexuality, the psychological consequences of sex and sexuality, and cultural influences on sexual behaviors. Frank discussion of sexual issues is necessary to a successful class and should be expected by the student. Prerequisite: PSY 101

PSY 360 Psychology and Women (3)

Explores psychological issues and life experiences that affect women. Prerequisite: PSY 101

PSY 365 Physiological Psychology (3)

Explores the complex interaction between the physiological and psychological components of the human being, with an emphasis on brain function and the effects of the body's chemicals on our thoughts and behaviors. Prerequisites: PSY 101 and BIO 100 or higher.

PSY 390 Special Topics (3)

A course not regularly included in the curriculum will occasionally be offered for psychology credit. Subject matter of the course varies. Prerequisite: PSY 101 or permission of the instructor.

PSY 391 Special Project (1-3)

Allows for an opportunity for students to explore individual interests within the field of psychology under the guidance of a psychology faculty member. Arrangements for independent study are made on an individual basis between the student and the faculty member. This course is offered as needed. Prerequisite: Departmental approval.

PSY 393 Laboratory Research (1-3)

Involves active, faculty-guided research in the field. Students will work under the direct supervision of faculty on a psychological research project and participate in the design, implementation, analysis, and reporting of the research. Students and faculty will agree on the scope and duration of the work at the beginning of the semester, as well as the amount of credit received. Prerequisite: PSY 240

PSY 410 Abnormal Psychology (3)

Assesses the origins, treatments, and effects of abnormal psychological disorders. Prerequisites: PSY 101 Not open to freshmen without permission of the instructor.

PSY 432 Advanced Counseling and Group Skills (3)

Advances the applied psychology student's knowledge of and ability to engage in counseling skills, especially with diverse clients and in group settings. Prerequisite: PSY 332

PSY 491 Senior Seminar I (3)

Advances the student's knowledge of psychology through integrative review of psychology focusing on the history of the field, classic studies, and an application of psychological concepts to the student's life and to careers in the field. In addition, the course will provide the student with information and practice with APA style writing. Prerequisite: PSY 240

PSY 492 Senior Seminar II (3)

Involves completing an independent project of original thought. The student will design a research study and follow it through to completion. The results of the research will be both written and presented to the CSM community at the end of the semester. Prerequisite: PSY 491

Sociology**SOC 101 Introduction to Sociology (3)**

Examines basic social relationships, the corresponding social structures, and the processes affecting society.

SOC 231 Social Problems (3)

Emphasizes causes, consequences, and possible solutions to contemporary social problems such as racism, crime, education, employment, and physical and mental health issues. Prerequisite: SOC 101

SOC 235 Social Psychology (3)

Examines how people's thoughts, feelings, and behaviors are influenced by others. Prerequisite: PSY 101 or SOC 101 (Also listed as PSY 235.)

SOC 262 Deviance and Social Control (3)

Discusses what constitutes deviant behavior in American society including the processes involved in defining and distinguishing deviant behavior from normal behavior, and the consequences of labeling particular behaviors and individuals as deviant. Prerequisite: SOC 101

SOC 263 Topics in Sociology (3)

Addresses topics of special interest. (Examples: women's issues, collective behavior, urban sociology, sociology of education, minority relations.) Subtitles will be included in course schedules. Course may be repeated under different subtitles. Prerequisite: SOC 101 or permission of instructor.

SOC 310 Family Communication and Diversity (GCD) (3)

In this course, we will explore how families are constructed through communication and change across time. We will look at the life span development of families from the courtship, pairing, and marriage of the couple to adjusting to the addition of children to the family, the challenges of parenting, and work-family issues. We will examine diverse family forms, including "traditional" two-parent families, single-parent families, stepfamilies, adoptive families, and gay and lesbian families. We will also explore how modern families experience and cope with challenges such as divorce and remarriage, balancing work and family, and stresses including low socioeconomic status, mental health issues, addictions, and domestic violence. Prerequisite: SOC 101 or instructor permission. (Also listed as COM 310.)

SOC 325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communicators and processes, and change management. (Also listed as BUS 325 and PSY 325.)

SOC 335 Race and Ethnic Relations (GCD) (3)

Explores the history of and current sociological issues affecting many of the different racial and ethnic groups which make up the United States. Issues of prejudice, discrimination, and immigration will also be explored. Prerequisite: SOC 101 or instructor approval.

Spanish**SPN 111 Beginning Spanish I (GCD) (3)**

Spanish 111 is a Beginning Spanish course part one. The student will work on the four language skills: speaking, listening, reading and writing. Students will learn basic vocabulary, and the present and present progressive verb tenses. Multicultural elements are interwoven through the study of the Spanish Language which includes the diverse people that make up the Hispanic society worldwide. Prerequisite: None

SPN 112 Beginning Spanish II (GCD) (3)

Spanish 112 is a Beginning Spanish course part two. The student will continue working on the four language skills: speaking, listening, reading and writing. Students will learn basic vocabulary, and the preterite and imperfect verb tenses. More multicultural elements will be presented through the study of the Spanish Language. Prerequisite: SPN 111 or equivalent or satisfactory placement score or instructor permission.

SPN 141 Spanish for Health Care (3)

This is a Beginning Spanish course designed for those healthcare workers and nursing students who may have little to no knowledge of the Spanish language. Course content will therefore be limited to basic Spanish grammar, basic health-related vocabulary, and simple role-playing activities that would prepare students to engage with and provide essential care to their Hispanic patients. Students interested in a more challenging class should consider signing up for SPN 341. Prerequisite: Permission of instructor.

SPN 211 Intermediate Spanish I (GCD) (3)

Spanish 211 is designed as a continuation and extension of the materials introduced in the first year of Spanish. It offers a study of grammatical structures and an expansion of vocabulary through an introduction to the command form, and the present subjunctive, present perfect, conditional, and future verb tenses. All skills (reading, writing, listening, and speaking), as well as culture will be emphasized during the course. Prerequisite: SPN 112 or equivalent or satisfactory placement score or instructor permission.

SPN 212 Intermediate Spanish II (GCD) (3)

Spanish 212 is designed as a continuation and extension of the materials introduced in the first year of Spanish and in Spanish 211. It offers a further study of grammatical structures and an expansion of vocabulary through an introduction to cultural and literary readings. All skills (reading, writing, listening, and speaking), as well as the three basic fields (grammar, literature, and culture) will be emphasized during the course. Prerequisite: SPN 211 or equivalent or satisfactory placement score or instructor permission.

SPN 321 Spanish Conversation (GCD) (3)

This course is designed primarily for those students whose native language is not Spanish. Students develop their Spanish speaking skills, enhance their vocabulary, and improve their fluidity through the discussion of a variety of topics from Latin America and Spain. Texts and audiovisual materials explore a variety of issues (education, food, housing, entertainment, healthcare, etc.) from the different societies of the Spanish speaking world. Class discussions, oral summaries, debates, and class presentations will be part of this course. Prerequisite: SPN 212 or equivalent or instructor permission.

SPN 322 Spanish Grammar and Composition (GCD) (3)

This course will develop and improve Spanish writing skills. Students will explore Spanish morphology, sentence structure, and grammar applied to a variety of written discourses such as description, narration, and exposition. Special emphasis will be given to the study of Spanish punctuation, capitalization, transitions, prepositions, and accents. Writing assignments will focus on historical, literary, and pop-culture topics from the different societies that form the Spanish-speaking world. Prerequisite: SPN 212 or equivalent or instructor permission.

SPN 333 Children and Youth Literature (GCD) (3)

This course is a survey of traditional and contemporary children's and adolescent literature from Spain and Latin America written originally in Spanish. We will examine short stories, folktales, poetry, theater and novels from a literary/artistic point of view and for their value in education and cultural development. Prerequisites: SPN 321 & SPN 322 or equivalent or instructor permission.

SPN 341 Emphasis on Medicine (3)

This course is designed as a continuation and extension of the materials introduced in SPN 141 to prepare health care students and professionals to better serve and assist their Spanish-speaking patients. Specific cultural aspects and practices related to health care professionals and patient communication will be addressed. Emphasis on vocabulary building and linguistic forms related to health care issues. Prerequisite: SPN 212 or equivalent.

SPN 342 Emphasis on Business (3)

Introduction to the terminology and etiquette of business practice in the Spanish-speaking world. Emphasis on appropriate terminology and structures for business letters and other forms of business communication. This course is highly recommended for students majoring/minoring in international business and for those who wish their Spanish major or minor emphasis to be in business. Prerequisite: SPN 212 or equivalent.

SPN 351 Civilization and Culture I (GCD) (3)

An introduction to the culture and civilizations of Latin America. A study of physical and human geography, historical development, and major aspects of contemporary Latin American society. Among other topics, students will learn about the Aztec, Maya, and Inca civilizations, the Colonial Period, the Wars of Independence, and many important historical and cultural figures from this part of the world. Prerequisites: SPN 321 & SPN 322 or equivalent or instructor permission.

SPN 352 Civilization and Culture II (GCD) (3)

An introduction to the culture and civilizations of Spain. A study of physical and human geography, historical development, and major aspects of contemporary Spanish society. Among other topics, students will learn about the *Reconquista*, the Golden Age, the Spanish Civil War, the Franco Era, and many important historical and cultural figures from this part of the world. Prerequisites: SPN 321 & SPN 322 or equivalent or instructor permission.

SPN 360 Mid/Sec Methods (3)

(See Education section for further information.)

SPN 411 Survey Literature I (GCD) (3)

This course is a panoramic study of Spanish literature from its origins to the present. Students will be exposed to a variety of texts including poetry, short story, novel, and drama, and will become acquainted with major Spanish authors and their works. By reading and analyzing these texts, students will expand their vocabulary, and become familiar with important Spanish cultural aspects and historical events. In addition to gaining knowledge on the subject, students will have an opportunity to improve their Spanish language skills as all class discussions and written assignments will be done in Spanish. Prerequisites: SPN 321 & SPN 322 or equivalent or instructor permission.

SPN 412 Survey Literature II (GCD) (3)

This course is a panoramic study of Latin American literature from its origins to the present. Students will be exposed to a variety of texts including poetry, short story, novel, and drama, and will become acquainted with major Latin American authors and their works. By reading and analyzing these texts, students will expand their vocabulary, and become familiar with important Spanish cultural aspects and historical events. In addition to gaining knowledge on the subject, students will have an opportunity to improve their Spanish language skills as all class discussions and written assignments will be done in Spanish. Prerequisites: SPN 321 & SPN 322 or equivalent or instructor permission.

SPN 421 Spanish Advanced Conversation (GCD) (3)

The primary goal of this course is to accommodate the oral competency needs of those students whose first language is Spanish or have an advanced knowledge of the language. This course will prepare students to speak Spanish in professional settings such as schools, clinics, law offices, business meetings, etc. Students develop their Spanish speaking skills through the discussion of a variety of materials from Latin America and Spain. Class discussions, oral summaries, debates, and class presentations will be part of this course. Prerequisite: SPN 321 or equivalent or instructor permission.

SPN 444 Study Abroad (GCD) (3)

Students can take part in faculty-led Study Abroad experiences organized by the Spanish Program or participate individually in Study Abroad programs in a Spanish-speaking country. Individual programs need to be pre-approved by Directors of Study Abroad and the Spanish Program.

SPN 495 Research Seminar in Spanish (3)

Students evaluate educational research in the Spanish Language Teaching and analyze procedures, logic, and strategies implemented by scholars. Students complete projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Papers may be written in English or Spanish. Prerequisite: Senior standing and approval of the student's research project by the instructor.

SPN 499 Special Project in Spanish (3)

This course provides an opportunity for students to engage in independent research and writing under the supervision of a faculty member. Prerequisite: Senior standing and approval in writing of the student's proposal by the instructor.

Special Education

SPE 101 Introduction to Special Education (3)

Designed to provide a general survey of various areas of exceptionality: high ability learners, mental disability, behaviorally impaired, visually impaired, hearing impaired, learning disabled, orthopedically impaired, speech language impairments, autistic, Asperger's, traumatic brain injury, multiple and severely handicapped, physically disabled, and health impaired. History, philosophy and future trends of special education are discussed relevant to educational implications and inclusion/mainstreaming is emphasized for each area of exceptionality. Field trips and speakers are arranged. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Course requirements include a 10 hour field experience.

SPE 201 Adaptive Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, production and organizational software, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. In this course, students create online portfolios that illustrate their progress through the teacher preparation program. Appropriate use of instructional and adaptive technology is integrated into instruction and pedagogy.

SPE 220 Learners with Mildly/Moderately Handicapping Conditions (3)

Students examine learning and analyze strategies used in individual educational programs of mildly and moderately mentally handicapped specific learning disabled, behaviorally impaired, orthopedically impaired, autistic, other health impairments, speech language impaired and traumatic brain injured. Assisting learners in making healthy transitions between special education and regular classrooms along with inclusion is emphasized. Presents historical overview and current literature of mildly/moderately handicapped. Recent legislation and its impact on the regular classroom are emphasized. Individual work with para-educators information and the best practices for classroom use. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 221 Foundations in ECE Special Education (3)

This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. Course requirements include a 10 hour field experience.

SPE 222 Assessment Techniques for Diverse Learners (3)

Presents techniques and methods of administering formal and informal assessments. Students analyze learning tasks in visual, auditory, motor, language and behavioral areas. Students examine and practice tying I.E.P. /I.F.S.P. process to assessment. Writing appropriate instructional strategies, goals and materials to implement IEP/IEFP objectives or gifted program objectives based on analysis of learning tasks and instructional needs are presented. Current research regarding effective assessment and remediation strategies across a spectrum of needs is presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 220 & SPE 101/SPE 501.

SPE 240 Guidance and Classroom Management (3)

Students learn techniques, models and psychological theories related to managing individual and small and large group learning activities. Practical methods are emphasized that enhance self-control and provide healthy classroom environments. Common behavior problems of pre-K through grade 12 students and exceptional children and assessment techniques are addressed. Effective collaboration in teams and communication skills with students, families and professionals are emphasized. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 330 Inclusive Practices in Early Childhood Settings (3)

Adapting environments, equipment and materials to meet social, cognitive, nutritional, physical motor, communication and medical needs of children, birth through 8, with diverse learning needs and disabilities in inclusive settings for young children. Designing and evaluating Individual Education Plans (I.E.P.s) and/or Individual Family Service Plans (I.F.S.P.s), supervising paraprofessionals in educational settings.

SPE 331 Instructional Strategies: Inclusive Practices (3)

Students examine and practice using I.E.P./I.F.S.P process to instruction through modification of curricula. Students practice designing curricula for various areas of exceptionality for special needs populations. Plan strategies for student transitions and training Para Educators. Emphasizes task analysis, individualized instructional strategies and interventions, and use of assistive technology. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Course requirements include 20 hours of field experience in a special education setting. Prerequisite: SPE 101/SPE 501 & SPE 220

SPE 333 Legal and Ethical Issues in Special Education (3)

Students examine processes and use skills necessary for identifying verifying special needs, the I.E.P. /I.F.S.P. process, transition planning, and organizing and maintaining student special education records. This course acquaints students with state and local resources for improving and strengthening educational programs for special populations. National, state, local laws and policies and procedures affecting special populations are emphasized. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instructions of content and pedagogy. Prerequisite: SPE 101/SPE 501 & SPE 220

SPE 360 Transitions and Life Skills (3)

This course is designed to provide future special education teachers extensive study in preparing students with disabilities to make transitions throughout their educational experience and into adulthood. Course participants will study strategies that will enable them to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations. Participants will identify strategies that are essential in teaching life-skills to students and are necessary to achieve the greatest level of personal independence. This course will prepare students to work with families, students with disabilities, and related agencies to plan and prepare for transitional needs that will enhance each student.

SPE 372 Field Experiences in Early Childhood Inclusive Settings (3)

Supervised classroom experience in inclusive early childhood education classrooms working with children who have a range of disabilities. Students work under the supervision of onsite cooperating teachers and university instructors. Emphasis will be on including children with

disabilities in the general classroom environment. Students will complete a minimum of 3 hours per week at their field experience site for a total of 40 required hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Concurrent Course SPE 330 or instructor permission

SPE 373 Critical Issues I in Special Education (3)

Critical issues in Special Education will be investigated, discussed and presented. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Students observe and implement effective approaches for remediation, through supervised field experience in self-contained classrooms, resource rooms, or inclusive settings for a total of 40 required hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 101/SPE 501 & SPE 220

SPE 375 Critical Issues II in Secondary Alternative Programs (3)

This is a required course for Special Education Majors. Critical issues in Special Education will be investigated, discussed and presented. Topics could include such issues as roles of the Special Education teacher, program design, NCLB, assessment, legal issues, IDEA, school reform, transition issues, inclusion, placement controversies, early intervention, family issues, research-based interventions, discrimination based on disability, differentiated grading policies, restraint and seclusion, bullying, or outcomes-based education. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Students observe and implement effective approaches for remediation, through supervised field experience of 40 required hours in self-contained classrooms, resources rooms, or inclusive settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 401 Education for High Ability and Talented Learners (3)

This course focuses on defining giftedness and identifying characteristics of talented and gifted children. Analyzing problems and needs of the high ability learners is discussed. This course acquaints students with appropriate methods and strategies for teaching high ability learners. Appropriate use of instructional technology is integrated into instructions of content and pedagogy.

SPE 430 Diagnosis and Evaluation of Literacy (3)

This course is designed to provide teachers with assessment procedures and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading field experience in a partnership school. A field experience of 40 hours is required and focuses on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 101/SPE 501 & EDU 350/EDU 551/EDU 550

SPE 470 Clinical Practice – Elementary (5)

Supervised teaching experience under the direction of a university faculty member. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Teacher candidates have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: permission.

SPE 472 Clinical Practice: Secondary (10)

The culminating experience for recommendation for Special Education Endorsement. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Teacher candidates have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: permission.

SPE 495 Clinical Practice Seminar (2)

See EDU 495. (Also listed as ECE 495.)

SPE 496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 496 and SPE 496.)

Study Abroad**STA 200 Study Abroad/Study Away (GCD) (1 to 3)**

This course may be offered by faculty in any discipline to include a short (5 days to 3 weeks) trip overseas or within the United States to study a different culture or location. The course will not be offered on a regular basis. Students interested in a short course abroad can discuss opportunities with their advisor and/or the Study Abroad Coordinator.

Theatre**THR 101 The Art of the Theatre (3)**

This introduction to theatre will acquaint students with each element of the art and discipline of the theatre. The class will explore the development of live performance and touchstone plays. Students will learn about the techniques of acting, directing, and production. Students' examination of this area will be undertaken through attending lectures, play reading and study, reading aloud in class, and visiting a theatre or theatres in various states of production. No prerequisite.

THR 201 Dramatic Literature (3)

Students will study significant plays from the Greek classic through contemporary eras and the historical periods which fostered them. When possible, works discussed will be enhanced by live theatre or audiovisual productions. (Also listed as ENG 201). Prerequisite: ENG 101.

THR 343 Shakespeare in Performance (3)

A careful examination of several Shakespeare texts and the way in which they translate into live theatre. This course is designed to enable students to understand the words, the plots and the theatrical conventions which bring the plays to life. When possible, works discussed will be enhanced by live theatre or audiovisual productions. Prerequisite: ENG 101. Also listed as ENG 343.

THR 360 Theatrical Production (3)

Students will actively participate in the staging and performance of a theatrical production. By studying styles of acting, script analysis, technical design, and directing, students will develop understanding of how theatre works through first-hand experience.

Theology

THL 103 Introduction to Christianity (3) (also taught as THL 101 as a High School Dual Enrollment course)

This course will study the origins of Christianity from its Jewish roots to its beginnings as a religion based on faith in Jesus Christ and its historical development to the present day. It will also cover the development of beliefs, religious worship, and moral codes as Christianity evolved throughout its history. (*Field: Systematics*)

THL 190/290/390 Topics in Theology (3)

These courses are designed to provide the opportunity for students and faculty to explore topics of special interest in Theology. Examples of topics include the following: the Protestant and Catholic Reformations, Spirituality of Justice, Theology of Suffering, and Theology and Literature. These courses also include study abroad independent study as well as internships. Faculty will determine the course number of the Topic in Theology based upon the topic and method of inquiry. (*Field determined by topic.*)

THL 201 Introduction to the Hebrew Scriptures (3)

This course introduces students to the Hebrew Bible as well as the extra books found in the Catholic Old Testament. There will be emphasis on the content of the scriptures as well as on the study of the ancient world in which they were produced. Such a study will be done through modern methods of biblical interpretation. (*Field: Scripture: Old Testament*)

THL 202 Introduction to the New Testament (3)

This course will introduce the student to the content of the New Testament as well as the 1st century Middle East world which produced it. There will be historical analysis and an exploration of the text as a document of the Christian faith. (*Field: Scripture: New Testament*)

THL 209 Ways of Faith (GCD) (3)

Intended as an introduction to religion, this course will explore topics such as the reality of God, universal forms of religious experience, the implications of evil, the nature of ritual and religious symbolism, and the goals of salvation as evidenced in a variety of different religious traditions in the world. (*Field: Systematics*)

THL 215 Christian Life and Service (3)

This course engages the student in active theological reflection on everyday Christian life and service in light of Christian scripture, human experience, church tradition, and the contemporary expression of service in the church and the world. Focus will also include the application of these perspectives in light of students' current or vocational careers. (*Field: Moral*)

THL 223 Jesus: Yesterday and Today (3)

This course will focus on the basic and traditional Christian beliefs about Jesus. Central to this endeavor will be the exploration of the person of Jesus as reflected in the early Christian Church as well as the examination of early heresies and the development of Christian doctrine. Select discussion will take place on contemporary perspectives. (*Field: Systematics*)

THL 227 Christian Signs & Symbols (3)

Study of the nature of religious symbols and ritual, in particular Christian rituals and sacraments, in terms of their foundations in human experience and in their history within the Church. This course will also include a comparative study of Christian rituals with other multi-cultural rituals or those of other religions. (*Field: Systematics*)

THL 260 Spirituality & Peacebuilding (GCD) (3)

This course will provide an introduction and overview of peacebuilding for contemporary Western society. It will challenge the “myth of redemptive violence” that is common throughout the West and offer alternatives for addressing conflicts. Students will explore theological foundations for a spirituality of peacebuilding and they will be introduced to practical peacebuilding skills for different arenas of their own life and our world. (*Field: Spirituality*)

THL 310 Approaches to God (3)

This course on prayer in the area of spirituality will be divided into three segments: various ways to approach God; the God who is approached; and the individual who approaches God. The first part of the course will examine different classical and contemporary types of prayer. Each class will provide an experiential dimension of these prayer forms. The second part will study the language, images and metaphors used to speak of God. The third part of the course will utilize a variety of ways that can indicate prayer forms best suited to an individual. Prerequisite: ENG 101 (*Field: Spirituality*)

THL 320 Church and Social Justice (GCD) (3) (also taught as THL 120 as a High School Dual Enrollment course)

The social teachings of the Church have often been depicted as its best kept secret. Church and Social Justice explores the social teachings of the Church and their application to the concrete economic, social, and political problems of the contemporary world. The course focuses on social issues such as poverty, hunger, racism, immigration, war, the environment, and workers’ and human rights. (*Field: Moral*)

THL 327 Women in the Bible (3)

This course is about women *in* the Bible and women *and* the Bible. It will be based on the study of the rich heritage of the stories of women in the biblical narrative which range from the strong leadership of women to “terror-filled” stories about women. In addition, the course will explore the following questions: What were the general attitudes towards women based on the biblical texts that emerged in a patriarchal world? Through the use of biblical critical methods, what are the modern day attitudes towards women based on biblical texts? And finally, how do we explain the attitudes that women have towards the bible which range from complete rejection to unconditional acceptance? Prerequisite: ENG 101 (*Field: Scripture*)

THL 330 Faith, Politics and Social Concerns (GCD) (SUS) (3)

The U.S. Conference of Catholic Bishops state that “responsible citizenship is a virtue, and participation in political life is a moral obligation” (*Forming Consciences for Faithful Citizenship*). Faith, Politics and Social Concerns applies the wisdom of Catholic theology and ethics to advocacy for social issues identified as Critical Concerns by the Sisters of Mercy. Through collaboration with religious nonprofits, students learn and practice advocacy skills. (*Field: Moral*)

THL 354 Christian Spirituality (GCD) (3)

This course is an academic study of the nature of Christian spirituality as both religious and lived experience. The student will be exposed to the biblical and theological foundations of Christian spirituality, its overall origins and development, and the varieties of Christian

spiritualities that have appeared throughout history in both groups and in specific individuals who have been viewed as exemplary of Christian spiritual life. (*Field: Spirituality*)

THL 360 Women in the Christian Tradition (3) (also taught as THL 160 as a High School Dual Enrollment course)

The course examines some of the major doctrines of Christian theology in light of women's experiences and theological reflection. These major doctrines include Christology, creation, sin, redemption, theological anthropology, and the church. (*Field: Systematics*)

THL 365 Theology and the Environment (SUS) (3)

This course takes as its starting point an acknowledgment that the planet, a gift from God, is in a state of grave peril because of climate change and other threats. The course draws upon interpretation of central biblical texts on creation, as well as historical and contemporary theology, to construct a contemporary theology and ethics of the environment. Prerequisite: ENG 101 (*Field: Moral*)

THL 491 Independent Study (3)

This course provides an opportunity to do advanced study in the field of theology. Prerequisite: approval of Theology Program Director. (*Field determined by topic.*)

THL 495 Theology Research Seminar (3)

Through focused and extensive study on an approved topic of interest, students demonstrate their cumulative ability to research, reflect critically, and think theologically. Presentation of research to faculty members and the public is required. Prerequisite: approval of the Theology Program Director. (*Field determined by topic.*)

GRADUATE PROGRAMS

Graduate programs at College of Saint Mary arise from society's need for individuals prepared as multi-dimensional leaders. Graduate programs support the CSM mission and are characterized by advanced educational processes whereby the capabilities and leadership potential of the individual are more fully developed. These educational processes are designed to provide experiences necessary to foster development as scholars, researchers, and effective communicators; to think critically and creatively, evaluate scholarly literature, solve problems, and improve practices in their fields and/or organizations. College of Saint Mary masters and doctoral graduates possess skills necessary to provide leadership in a variety of settings, to work collaboratively with others and to make ethical decisions and judgments.

Degrees Offered

Doctor of Education

- Educational Leadership

Doctor of Occupational Therapy

Doctor of Physical Therapy

Master of Arts in Teaching

Master of Science in Kinesiology & Exercise Science

Master of Science in Organizational Leadership

Master of Science in Physician Assistant Studies

- Five-year combined Bachelor degree in Human Biology or other major with the required prerequisites/Master of Science in Physician Assistant Studies.
- Master of Science in Physician Assistant Studies for students with bachelor or higher degree

Master in Health Sciences

Master in Occupational Therapy

- Five year combined undergraduate/master's program

Post Baccalaureate Certificate in Paralegal Studies (must hold Bachelor degree in some field)

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.

GRADUATE STUDENT LEARNING GOALS

Students graduating from College of Saint Mary graduate programs will:

1. Prepare to be effective professionals and leaders
 - a. Set goals for future work that result from self-appraisal and reflection
 - b. Articulate skills and knowledge and represent themselves to external audiences
 - c. Work toward goals independently and in collaboration with others
 - d. Use technology to create, communicate and synthesize ideas
 - e. Use data and logic to guide effective decision-making
 - f. Establish priorities and allocate resources
2. Demonstrate effective team skills
 - a. Promote engagement in thoughtful, respectful discourse
 - b. Engage in inclusivity
3. Demonstrate personal, ethical, and social responsibility, including intercultural and global understanding
 - a. Articulate what is entailed in becoming a self-directed ethical decision maker and living a life of personal and professional integrity
 - b. Evaluate ethical issues from multiple perspectives and use those considerations to chart coherent and justifiable courses of action
 - c. Benefit their communities through socially responsible engagement and leadership
 - d. Demonstrate respect for and learning from the perspectives of others different from themselves
 - e. Demonstrate knowledge of global interconnectedness and interdependencies
4. Demonstrate integration of learning
 - a. Demonstrate mastery of content in their field of study
 - b. Relate learning to multiple fields and realms of experience
 - c. Make connections among ideas and experiences in order to synthesize and transfer learning to daily practice
 - d. Evaluate information and construct arguments analytically and strategically
 - e. Design, develop and execute a significant scholarly project

Reference: <http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-information/Pages/ten-learning-goals.aspx>

Quantitative Reasoning Definition

Graduates of CSM will be proficient in quantitative reasoning skills. These skills consist of: understanding, analyzing, and drawing reasoned conclusions about data; using mathematical and scientific logic to evaluate new information; and constructing arguments, finding solutions, and communicating those solutions across a variety of disciplines and contexts.

DOCTOR OF EDUCATION (ED.D.)

The Ed.D. Program at the College of Saint Mary fosters academic excellence and leadership in a high quality educational environment. This degree will qualify a student to teach and lead at any level of higher education or in a business/corporation. Students can seek positions such as curriculum/program director, department chair, professional development director, or training/development in a business or corporate setting. The Ed.D. program emphasizes educational theories and concepts, leadership, research, and scholarly work to prepare leaders in their educational arena.

Program Description: Curricular Overview of the Doctor of Education Program

Master's degree (36 hours maximum); eligibility for transfer of master's credits will be determined by the Program Director.

Cognates (7 hours minimum)

Leadership in Educational Organizations (EDL 823)

Educational Leadership Practicum (EDL 879)

Ethics and Educational Leadership (EDL 824)

Research Tools (15 hours)

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

Advanced Statistics (EDL 842)

Qualitative Research (EDL 866)

Quantitative Research (EDL 864)

Research Proposal I (EDL 959)

Research Proposal II (EDL 969)

Major Study (17 hours minimum):

Seminars in Doctoral Studies I, II, and III (EDL 811, 812, and 813)

Teaching and Learning Theories (EDL 845)

Curriculum, Assessment, and Quality Improvement (EDL 821)

Technology Leadership (EDL 837) or Teaching and Learning Concepts (EDL 855)

Adult Learning Theory (EDL 856)

Dissertation Readings (EDL 869)

Dissertation (12 hours minimum)

Graduation Requirements

A minimum of 87 credits is needed to complete the degree.

Comprehensive Examination- When the coursework has been substantially finished and before the research proposal classes, a comprehensive evaluation **must be passed**. The Doctoral Committee will supervise this requirement.

Dissertation - The dissertation is a major research project under the direction of a committee of graduate faculty. The expectation for a dissertation is to further develop an interest derived from the cognates or major studies. Students will be expected to defend the dissertation orally.

**DOCTOR OF EDUCATION- EDUCATIONAL LEADERSHIP (EDL)
COURSE SEQUENCING**

All courses are 3 credit hours unless indicated.

Fall I Courses begin third Sunday of August with a one-week break between sessions. 6 Credits	Spring I Courses begin second Sunday in January with a one-week break between sessions. 7 Credits	Summer I Courses begin last Sunday of May 7 Credits
Session I: EDL 811 Doctoral Seminar I (1) EDL 845 Teaching and Learning Theories (2) Session II: EDL 821 Curriculum, Assessment, and Quality Improvement	Session I: EDL 812 Doctoral Seminar II (1) EDL 856 Adult Learning Theories Session II: EDL 866 Qualitative Research	EDL 824 Ethics in Educational Leadership (1) EDL 864 Quantitative Research EDL 837 Technology Leadership OR EDL 855 Teaching and Learning Concepts Concurrent Courses
Fall II Courses begin third Sunday of August with a one-week break between sessions. 7 Credits	Spring II Courses begin second Sunday in January with a one-week break between sessions. 6 Credits	Summer II Course begins last Sunday of May 3 Credits
Session I: EDL 813 Doctoral Seminar III (1) EDL 842 Advanced Statistics Session II: EDL 823 Leadership in Educational Organizations	Session I: EDL 879 Educational Leadership Practicum Session I and Session II: EDL 869 Dissertation Readings	EDL 959 Research Proposal I: Generating a Research Proposal
	Comprehensive Examination	
Fall III Courses begin third Sunday of August 3 Credits	Spring III Courses begin second Sunday in January. 6 Credits	Summer III Course begins last Sunday of May 6 Credits (You can take 3 in the summer and 3 in the fall if needed)
EDL 969 Research Proposal II: Data Gathering/Analysis	EDL 999 Dissertation	EDL 999 Dissertation
Research Proposal Approval Meeting and IRB Approval		Dissertation Submitted Oral Defense

All courses are 3 credit hours unless indicated.

All courses are 8 weeks with the exception of EDL 869, EDL 959, EDL 969, and EDL 999

DOCTOR OF OCCUPATION THERAPY (OTD)

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The College of Saint Mary (CSM) Occupational Therapy Program has two admissions pathways. Depending on an applicant's academic background, an applicant selects either **Graduate Admissions Pathway (GAP) or Accelerated Admissions Pathway (AEP)**. Regardless of a student's selected pathway, a student may earn the occupational therapy doctorate only after a period of study such that the total time to degree--including both pre-professional and professional preparation at least the equivalent of six (6) full-time academic years.

Graduate Admissions Pathway

The Graduate Admissions Pathway requires that a candidate has complete all requirements outlined in the admissions process. In general, a GAP applicant will have a baccalaureate degree or be close to completion of that degree. A 3.0 (on a 4.0 scale) minimum cumulative GPA is required, as is a 3.25 (on a 4.0 scale) pre-requisite GPA. The admission criterion outlines additional requirements. The GAP utilizes the OTCAS system for admissions. Open spots will be determined based on the number of Integrated Admission Pathway students who qualify to enter OTD1.

While CSM is a women's college at the undergraduate level, men are welcome to apply for the Graduate admissions pathway via OTCAS system for admissions.

Accelerated Entry Pathway

The AEP is available for an academically qualified candidate to complete her undergraduate studies at CSM while having a distinctive link to the OTD program. The AEP will challenge the qualified student to meet progression benchmarks after each year to matriculate into OTD1 while working on any baccalaureate degree at CSM. The candidate who is admitted into the AEP and who meets the criteria for progression at the end of each undergraduate year (year 1, 2, and 3) will start the OTD curriculum in OTD1 and graduate with the OTD3 cohort. In this way, an undergraduate student is able to earn and retain her spot in the OTD1 cohort while enrolled in undergraduate coursework at CSM. CSM will provide a professional academic advisor to guide each student to meet progression benchmarks. In addition, a student in the AEP will have an academic advisor in her chosen field of study. For a student who is unable to meet progression benchmarks, the professional academic advisor will advise that student to complete the declared major and, if warranted, reapply to the OTD program through the Graduate Admission Pathway (GAP).

A transfer student who does not qualify for the GAP may apply for the AEP if she has accomplished progression benchmarks for the level at which she is admitted and if she is academically qualified.

A student who completes all progression benchmarks throughout the Accelerated Entry Pathway (AEP) will have a spot in OTD1 cohort for which she is qualified to join. While the AEP guarantees neither completion of the OTD nor entrance into OTD1, students who utilize this pathway will find the mentoring and advising beneficial in meeting the criteria for continuing enrollment toward the OTD.

The admission criterion outlines the initial criteria for admission and progression benchmarks that each student must meet at each level. In addition, there is a sample plan of study to summarize what courses a student would take in this pathway. Each student admitted to this pathway may choose any major at CSM; typically, a student will select a major such as Psychology, Kinesiology, or Biology.

Semester	Course Number	Course Name	Credit Hours
Pre-course	OTD 600	Introduction to Professional Identity	5
Year 1 - First Semester Total Credit Hours: 17	OTD 700	Fundamentals of Theory	2
	OTH 702	Fundamentals of Evaluation	2
	OTD 704	Principles of Education and Communication	3
	OTD 706	Conditions and Environments Impacting Occupation	3
	OTD 708	Human Movement and the Evaluation of the Body	3
	OTD 710	Clinical Neuroscience and the Evaluation of the Brain	3
	OTD 712	Scholarship and Research I: Evidence Based Concepts	1
Year 1 - Second Semester Total Credit Hours: 15	OTD 770	Level IA Fieldwork	1
	OTD 720	The Occupational Therapy Process with Adults with Physical Challenges	3
	OTD 722	The Occupational Therapy Process with Children with Medical Challenges	3
	OTD 724	The Occupational Therapy Process with Psychosocial Challenges	3
	OTD 726	The Occupational Therapy Process with Children with Educational Challenges	3
	OTD 732	Clinical Reasoning I	2
Year 1 - Summer Total Credit Hours: 11	OTD 740	Specialized Interventions I	3
	OTD 775	Level IB Fieldwork	1
	OTD 842	The Occupational Therapy Process with Groups, Populations, and Communities	3
	OTD 728	Scholarship and Research II: Application	2
	OTD 790	Doctoral Experiential Component I: Introduction Seminar	1
Year 2 - First Semester Total Credit Hours: 19	OTD 800	The Occupational Therapy Process with Adults with Neurological Challenges	3
	OTD 802	The Occupational Therapy Process with Older Adults	3
	OTD 870	Level IC Fieldwork	1
	OTD 804	The Occupational Therapy Process with Primary Care and with Complex Cases	3
	OTD 806	Specialized Interventions II	3

	OTD 808	Clinical Reasoning II	2
	OTD 746	Scholarship and Research III: Application	2
	OTD 742	Doctoral Experiential Component II: Capstone Development	2
Year 2 - Second Semester Total Credit Hours: 10 - 11	OTD 875	Level IIA Fieldwork	6
	OTD 820	Professional Identity: Health Policy and Advocacy	3
	OTD 810	Research and Scholarship IV: Application CAT/Case Study/Faculty Research	1-2
Year 2 - Summer Total Credit Hours: 9 - 10	OTD 810	Research and Scholarship IV: Application CAT/Case Study/Faculty Research	1-2
	OTD 744	Healthcare Ethics and Occupational Justice	2
	OTD 970	Level IIB Fieldwork	6
Year 3 - First Semester Total Credit Hours: 13	OTD 840	Professional Identity: Administration and Leadership	3
	OTD 846	Advanced Practice Elective	3
	OTD 844	Doctoral Experiential Component III: Capstone Development	3
	OTD 826	Clinical Reasoning: Outcomes	2
	OTD 822	Scholarship and Research V: Outcomes and Dissemination	1
	OTD 900	Competency Requirement	1
Year 3 - Second Semester Total Credit Hours: 8	OTD 902	Doctoral Experiential Component: Rotation and Capstone Dissemination	7

DOCTOR OF PHYSICAL THERAPY (DPT)

Description of the Profession of Physical Therapy

Physical therapy is a growing profession that promotes optimal movement and physical health for people of all ages. A doctor of physical therapy (DPT) is trained in skills to thoroughly examine and evaluate the human movement system. Based on exam findings, the practitioner then determines a human movement system diagnosis and prognosis through developed clinical reasoning skills, and establishes an evidence-based treatment plan to optimize movement, reduce pain, restore function, and prevent disability. A DPT is an integral member of a healthcare team working in various settings, including acute care, sub-acute rehabilitation, skilled nursing facilities, outpatient clinics, schools, home health, wellness/sports, occupational environments, and research centers. A DPT treats a variety of conditions that impact human movement involving the cardiopulmonary, integumentary, musculoskeletal, and neurological systems.

Description of DPT Program

The Doctor of Physical Therapy Program at College of Saint Mary prepares future physical therapists to be competent clinicians in evaluating and treating patients/clients across the lifespan and conditions effecting all body systems. Using a blended-learning model of instruction that includes online learning and multiple on-site hands-on intensive laboratory sessions throughout each semester, the 31-month program develops students to be competent clinicians and servant leaders. The first 23 months of the program include didactic preparation in evidence-based physical therapy skills in evaluation, clinical reasoning and treatment for all body systems across the life span; research practice; professional development; and service-learning experiences. The clinical education program includes integrated clinical experiences that occur throughout the coursework and two full-time clinical internships that are each 16-weeks long.

College of Saint Mary Doctor of Physical Therapy Program Mission Statement

The mission of College of Saint Mary's Doctor of Physical Therapy Program is congruent with the mission of the college, to guide the strategic plans and goals. Our mission is to use evidence-based teaching strategies to produce professional, competent, and compassionate physical therapists. Program graduates will be committed to lifelong learning and serving as health care leaders providing quality physical therapy services to diverse and underserved local and global communities.

- **Educational Mission:**

- To graduate highly competent reflective physical therapists who demonstrate clinical reasoning skills, provide high quality patient-centered care, and practice evidence-based physical therapy with integrity. Program graduates will be patient advocates and leaders in the community and profession and who are prepared to treat medically underserved and culturally diverse patient populations. By demonstrating life-long learning and ongoing professional development opportunities beyond entry-level education.

- **Service Mission:**

- While demonstrating respect for the dignity of every human being, faculty and students will utilize their physical therapy knowledge and skills to benefit the community and profession.

- **Scholarship Mission:**

- Faculty and students will engage in scholarship activities and will present results to the physical therapy community. The scholarship of discovery, integration, application/practice, and teaching will be used to contribute to the body of physical therapy knowledge and enhance the depth and quality of

instruction delivered by College of Saint Mary's Doctor of Physical Therapy faculty.

Program Goals

1. The program, through its faculty and students, will deliver quality healthcare services to promote health and wellness in medically underserved and/or culturally diverse communities.
2. The program will provide contemporary and evidence-based Doctor of Physical Therapy education.
3. The program, through its faculty and students, will contribute to the advancement of knowledge in physical therapy and health sciences through scholarship activities (i.e. the scholarship of discovery, integration, application/practice, and teaching).
4. The program will develop physical therapists who are leaders and advocates prepared to assume leadership roles in underserved and culturally diverse environments to increase access to health care services.
5. The program will prepare physical therapists to be life-long learners through participation in ongoing professional development opportunities.

Accreditation

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone: 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

College of Saint Mary is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on December 1, 2019. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Advanced Placement and Transfer Credit

All courses required for the Doctor of Physical Therapy (DPT) degree program must be completed at College of Saint Mary (CSM). The CSM DPT Program does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution. Advanced placement credits will not be accepted for prerequisite courses.

Professional Licensure

As the Doctor of Physical Therapy (DPT) Program is an academic program that leads to a professional license required in many states, it is highly recommended that applicants first seek guidance from the appropriate licensing agency in their home state before beginning the academic program located outside of the state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether College of Saint Mary DPT Program will meet the requirements for licensure in that state. The following link provides contact information for state licensing authorities:

<https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>

State Authorization

College of Saint Mary (CSM) seeks to make available all online programs/courses to residents of Nebraska and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement

(SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Nebraska is a member of SARA and CSM is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members (i.e. California). While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

Clinical Experience Requirements

Requirements for clinical experiences are the responsibility of the student and at their expense. Requirements include:

- CPR Certification through American Heart Association
- Background Check
- Health Requirements: All students must have proof of immunizations, physical examination, and TB testing. The Doctor of Physical Therapy (DPT) Program requires additional immunizations, drug, and/or health screenings as needed to meet clinical partners' requirements. In addition, the student must show proof of personal medical insurance prior to clinical assignment. Non-compliance with health record requirements will affect the student's ability to complete the clinical education requirements, and therefore, inability to graduate from the DPT program.

<u>Summer – Year 1</u>		<u>Fall – Year 1</u>		<u>Spring – Year 1</u>	
Course	Credits	Course	Credits	Course	Credits
PT Professional Issues: Intro to PT Profession	3	Neuroscience (Neuroanatomy & Neurophysiology)	3	Biophysical Agents/Therapeutic Interventions	4
PT Professional Issues: Language of Practice	1	Movement Science: Human Movement/Gait and the Movement Systems	3	Evidence Based Practice II	2
Human Anatomy Lecture and Lab	6	Evidence Based Practice I	2	Integrated Clinical Experience I	1
Pathophysiology I	3	Clinical Biomechanics and Kinesiology	3	Clinical Pharmacology	3
PT Practice Issues: Psychosocial Aspects of PT	2	Pathophysiology II	3	Musculoskeletal Physical Therapy I	4
		Introduction to Physical Therapy Examination	4	Neuromuscular Physical Therapy I	4
		Clinical Decision Making– Pt Management	1		
Total	15	Total	19	Total	18
<u>Summer – Year 2</u>		<u>Fall– Year 2</u>		<u>Spring – Year 3</u>	
Course	Credits	Course	Credits	Course	Credits
Cardiovascular and Pulmonary PT	4	Geriatric PT	3	Healthcare Delivery Systems	3
Physical Therapy for the Integumentary	3	Pediatric PT	3	Business and Leadership in PT	3
Musculoskeletal Physical Therapy II	4	Prosthetics and Orthotics	3	Comprehensive Case Analysis of Complex Patients	3
Neuromuscular Physical Therapy II	4	Integrative Pain Science	2	Test Prep for NPTE and PEAT	1
Principles of Education and Communication: PTs as Teachers and Learners	2	Differential Diagnosis/ Diagnostic Imaging	3	Health Informatics	2
Integrated Clinical Experience II	1	Acute Care/Primary Physical Therapy	2		
Total	18	Total	16	Total	12

<u>Summer – Year 3</u>		<u>Fall – Year 3</u>		
Course	Credits	Course	Credits	
Full-time Clinical Internship (16 weeks)	8	Full-time Clinical Internship (16 weeks)	8	
Comprehensive Case Analysis of Complex Patients-Capstone Project	3			
Total	11	Total	8	

MASTER OF ARTS IN TEACHING (MAT)

CSM Teacher Education Graduate Faculty are committed to a creative academic environment for scholarship, research, teaching and learning that promotes the mission of College of Saint Mary for all students. Teacher education programs educate prospective teachers through professional courses which emphasize the acquisition of knowledge, skills, competencies and professional dispositions. The experiences offered within the educational program enhance and complement the knowledge and values encompassed in the liberal arts component offered at College of Saint Mary. The department provides for individual differences, interests and needs within specific curriculum experiences while providing a broad overall theoretical and philosophical background in education. Professional course work, labs, and field-based experiences (at least 100 hours) provide students with practical knowledge regarding learners, learning processes, and teaching competencies relevant to identified careers. All methods courses provide opportunities for students to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into all content and pedagogy. Intensive reading and graduate-level writing experiences are integrated into all MAT courses.

Students with a bachelor's degree that want to pursue a career in education, can earn a Master's Degree that aligns with the requirements for NE teaching certification in the following grade levels and programs:

K-6 Elementary Education

K-6 Elementary Education and PK-12 English as a Second Language (Supplemental Endorsement)

K-6 Elementary Education + K-6 Special Education

5-9 Middle level or 7-12 Secondary in the following content areas:

- Art (PK-12)
- Biology (7-12)
- Business, Marketing, and Information Technology (6-12)
- Chemistry (7-12)
- English Language Arts (5-9, 7-12)
- Mathematics (5-9, 7-12)
- Social Science (5-9, 7-12)
- Science (5-9, 7-12)
- Spanish World Language (K-12, 7-12)

Field Experience

For all courses with a field experience requirement, an official background check must be secured. The background check must be completed the first term a student is enrolled in a course with a field experience requirement and is valid for five years. Students are encouraged to join the Student Education Association of Nebraska (SEAN). Costs for these two requirements amount to approximately \$75 per year.

Clinical Practice (Student Teaching)

Applicants for certification with a **single endorsement complete a sixteen-week clinical practice** in one setting. Those seeking **multiple endorsements complete a ten-week clinical practice in each field** for which they are seeking certification. Clinical practice placements are planned in regard to students' specific needs and certification requirements.

Placements are intended to enhance prospective teachers' exposure to various teaching styles, philosophies, and cultural settings. The online application for clinical practice must be submitted no later than October 1 or February 1 during the semester immediately preceding assignments.

Students applying for clinical practice are expected to evidence cumulative scholastic achievement (cumulative GPA of 2.75), appropriate methodological background, up-to date electronic portfolio, proficiency in spoken and written language, and a record of professional dispositions for successful teaching. An official background check must be completed within 90 days of beginning clinical practice. Transportation to clinical practice sites are the responsibility of the student. The Teacher Education Committee reviews applications for consideration of placement. The committee may accept, not accept or defer a candidate's application. Deferred candidates may appeal and request a hearing before the Teacher Education Committee.

Certification

Students who successfully meet state required competencies may qualify for a Nebraska Teaching Certificate. Continuous growth in knowledge, pedagogy and professionalism, as well as satisfactory performance during clinical practice, and completion of Praxis II for each content area as required by Nebraska Rule is in the recommendation for certification. **Completion of the education program does not guarantee certification.**

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rules 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Master of Arts in Teaching Plans of Study

MAJOR PROGRAM CORE COURSES (27 credit hours)	
EDU 501/SPE 510 Technology in the Classroom	3
EDU 512 Educational Psychology and Measurement	3
EDU 520 Lifespan Development	3
EDU/SPE 527 History, Philosophy and Trends in Education	3
EDU 662 Research Methods	3
SPE 501 Introduction to Special Education	3
SPE 540 Guidance and Classroom Management	3
EDU 575 Human Relations	3
EDU 593 Introduction to the Teaching Profession	1
EDU 594 Transition to Practice	1
Middle/Secondary/PK-12 (15-18 credits) Courses that are required in addition to the core for the following content area endorsements:	
6-12 Business Marketing Information Technology 7-12 Biology 7-12 Chemistry 7-12 Secondary English 5-9 or 7-12 English Language Arts 5-9 or 6-12 Mathematics 5-9 or 7-12 Science 5-9 or 7-12 Social Science PK-12 Art K-12 Religious Education	
ENG 562 Literature for Young Adults for Teachers (Middle & English Language Arts Only)	3
EDU 551 Reading in the Content Area	3
EDU 552 Writing in the Content Area	3
EDU 560 Teaching Middle School and Secondary Students	3
EDU 571 OR 572 Clinical	3
EDU 595 Clinical Practice Seminar	1
EDU 596 Assessment of Learners	2
7-12 Reading & Writing Supplemental Endorsement (18 credits) Courses that are required in addition to the core + middle/secondary/PK-12 courses:	
EDU 551 Reading in the Content Area (also in core)	3
EDU 552 Writing in the Content Area (also in core)	3
ENG 562 Literature for Young Adults for Teachers	3
EDU 590 Critical Issues in Literacy	3
ENG 520 Linguistics for Teachers	3
SPE 530 Diagnosis and Remediation of Reading	3
7-12 Special Education (30 credits) Courses that are required in addition to the core:	
SPE 520 Learners with Mildly/Moderately Handicapping Conditions	3
SPE 522 Assessment Techniques for Diverse Learners	3
SPE 533 Legal and Ethical Issues in Special Educ.	3
SPE 573 Critical Issues in Special Education	3
SPE 531 Inclusive Practices	3
SPE 530 Diagnosis & Remediation of Reading	3
SPE 560 Transitions and Life Skills	3
SPE 575 Critical Issues II in Secondary Alternative Program	3
EDU 595 Clinical Practice Seminar	1
EDU 596 Assessment of Learners	2

SPE 572 Clinical	3
Elementary Education K-6 (28 credits) Courses that are required in addition to the core:	
EDU 550 Teaching Reading & Language Arts ELD & MID	4
EDU 553 Teaching Natural & Social Science ELD & MID	3
EDU 555 Teaching Mathematics ELD & MID	3
EDU 557 Teaching Health & Physical Education ELD & MID	3
EDU 576 Integrating Fine Arts in Classroom ELD & MID	3
EDU 562 Children's Literature	3
SPE 530 Diagnosis & Remediation of Reading	3
EDU 595 Clinical Practice Seminar	1
EDU 596 Assessment of Learners	2
EDU 570 Clinical Practice	3
PK-12 ESL Supplemental Endorsement (15 credits) Courses that are required in addition to core + either elementary or middle/secondary/PK-12 courses:	
EDU 515 Teaching ESL Students	3
EDU 525 Assessment of ESL Students	3
EDU 520 Linguistics for Teachers	3
EDU 573 ESL Fieldwork	3
EDU 575 Human Relations (also in the core)	3
Elementary and Special Education K-6 (37 credits) Courses that are required in addition to the core:	
EDU 550 Teaching Reading & Language Arts ELD & MID	4
EDU 553 Teaching Natural & Social Science ELD & MID	3
EDU 555 Teaching Mathematics ELD & MID	3
EDU 562 Children's Literature	3
EDU 576 Integrating Fine Arts in Classroom ELD & MID	3
PED 560 Adaptive PE	3
SPE 530 Diagnosis & Remediation of Reading	3
SPE 520 Learners with Mildly/Moderately Handicapping Conditions	3
SPE 522 Assessment Techniques for Diverse Learners	3
SPE 533 Legal and Ethical Issues in Special Educ.	3
SPE 573 Critical Issues in Special Education	3
SPE 531 Inclusive Practices	3
SPE 570 Elementary Special Education Clinical Practice or SPE 571 Dual Elementary & Special Education Clinical Practice	3

MASTER OF SCIENCE IN KINESIOLOGY & EXERCISE SCIENCE (MKES)

The Master of Science in Kinesiology & Exercise Science is committed to be a leader in preparing students to critically analyze issues and problems related to exercise science, strength and conditioning and physical education. In addition, we ensure that our students are proficient in the outcome areas of practical and theoretical competence, communication, personal and professional decision making, ethical and legal practices, professional development, and self-enhancement.

The MS degree in Kinesiology & Exercise Science offers two types of concentrations:

- Research based thesis
- Graduate level internship

Program Requirements:

- 30 credit hours (non-thesis) or 33 credit hours (thesis)
- Required Courses for all MS students include KES 501, 552, 590, 600, 622, 650, and 654.

1. **Thesis Option:** Master's candidate in this track must complete a scholarly thesis. The project is overseen by a Thesis Advisor and Committee. Thesis students can take up to six credit hours of thesis.

2. **Project/Internship Option:** Master's candidate in this track must complete 30 credit hours of KES related coursework along with the required core courses listed under the Program Requirements.

NON-THESIS or THESIS OPTION

Pre	Num	Title	Cr Hrs	FALL	SPRING	SUMMER
Kinesiology & Exercise Science (Non-Thesis)						
CORE CURRICULUM:						
KES 501		Graduate Research Methods	3	X		
KES 600		Exercise Testing & Prescription	3		X	
KES 650		Theories of Strength & Conditioning	3	X		
KES 590		Seminar	3		X	
KES 622		Sport Nutrition	3			X
KES 654		Adv. Biomechanics	3		X	
KES 652		Motor Behavior	3		X	
KES 798		Service Project	3		X	X
KES 797		Graduate Internship	3	X	X	X
KES		Free Elective	3	X	X	X
TOTAL NUMBER OF HOURS REQUIRED FOR DEGREE			30			

Pre	Num	Title	Cr Hrs	FALL	SPRING	SUMMER
Kinesiology & Exercise Science (Thesis)						
CORE CURRICULUM:						
KES 501		Graduate Research Methods	3	X		
KES 650		Theories of Strength & Conditioning	3	X		
KES 600		Exercise Testing & Prescription	3		X	
KES 650		Theories of Strength & Conditioning	3	X		
KES 590		Seminar	3	X		
KES 652		Motor Behavior	3		X	
KES 622		Sport Nutrition	3			X
KES 595		Practicum	3	X	X	X
KES 798		Service Project	3		X	X
		KES 799 Thesis	3-6	X	X	X
TOTAL NUMBER OF HOURS REQUIRED FOR DEGREE			33			

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP (MSOL)

The Master of Science in Organizational Leadership program at the College of Saint Mary is designed to prepare graduates for the practices of influencing and leading people and organizations in today's rapidly changing and complex world. Graduates will be able to contribute as leaders and managers in both the non-profit and for-profit sectors. The program experience fosters the development of a broad array of leadership perspectives, knowledge and abilities essential to bring positive business outcomes to teams, divisions and organizations. With a foundation of academic excellence, the program emphasizes the critical and strategic thinking, and the relational and organizational concepts and practices graduates will use in developing their employees, advancing their companies and leading change in our evolving society.

Graduates of the Master of Science in Organizational Leadership on line program will:

Solidify a foundation for leadership practice by knowing and developing self as a person of influence

Develop competence in multiple methods and purposes of communication

Utilize cognitive skills necessary for effective leadership practice

Develop and sustain leadership, management and peer relationships in multiple complex and challenging contexts

Identify and leverage individual differences for team and organizational success

Utilize critical thinking and systemic perspectives to create sustainable organizational change and growth

Manage self and complex organizational agendas with a sound ethical foundation

Demonstrate financial decision making capability

**Master of Science in Organizational Leadership
Plan of Study**

MAJOR PROGRAM COURSES	30	COMP	GRD
MOL 601 Leadership and You	3		
MOL 611 Boundary Spanning Team Leadership	3		
MOL 621 Theory and Practice: Influence and Outcomes	3		
MOL 631 Negotiation and Conflict Management	3		
MOL 641 Building Human Capacity	3		
MOL 651 Research and Statistics for Decision Makers	3		
MOL 661 Leveraging Organizational Behavior	3		
MOL 665 Strategy, Planning and Innovation	3		
MOL 667 Financial Decision Making	3		
MOL 669 Culture and Organizational Change	3		

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES (MSPAS)

Overview

Physician Assistant Studies is a master's level degree curriculum with a focus on the prevailing role of the Physician Assistant (PA) in health care. The PA performs many of the same functions as a physician but does so under the direction and supervision of a licensed physician. The PA sees patients independently, examines patients, makes diagnoses and treatment decisions, and performs medical procedures (such as suturing, casting, and assisting in surgical procedures). CSM's PAS program provides the didactic scientific foundation, and essential experiences in clinical practice, research and professional services to prepare the PA for this role.

Program Description

The MSPAS degree is a demanding program of study and is full-time only. The program of study begins with didactic instruction in the basic and clinical sciences as applied in medicine (Level IV).

During the clinical phase (Level V), students are required to complete 8 required rotations in Family Practice (2), Internal Medicine, Pediatrics, Women's Health, Psychiatry, General Surgery, and Emergency Medicine. Students will also complete 3 elective rotations. Students are trained in a variety of clinical settings to assure that they are well prepared to practice medicine with excellence as a part of the PA-physician team. Clinical rotations may occur away from the Omaha metropolitan area, according to rotation availability and the student's individual rotation schedule. Students are not required to provide their own clinical sites. Students are responsible for their own individual transportation to their clinical rotation sites.

Due to the rigorous nature of the PAS Program during both the didactic and the clinical phases of training, it is advised that students are not employed during their professional training. Employment demands will not justify an excused absence from any academic or clinical requirements of the Program nor will any special accommodations be made.

Experiential Learning Credits/Advanced Placement

Students must complete all components and requirements of the program as CSM students. There are no exemptions or advanced placement from coursework, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential during the professional phase of the program.

Accreditation*

The nationally recognized accrediting agency for PA programs in the territorial United States is the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The purpose of accreditation is to protect the public's interest and promote excellence in PA education. A PA must graduate from an accredited program to be eligible for the national board certification examination following graduation.

At its **March 2019** meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the **College of Saint Mary Physician Assistant Program** sponsored by the **College of Saint Mary** on **Accreditation-Probation** status until its next review in **March 2021**.

Probation is a temporary status of accreditation conferred when a program does not meet the *Standards* and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The ARC-PA can be contacted at ARC-PA, Inc., 12000 Findley Road, Suite 150, Johns Creek, Georgia 30097 Phone: 770-476-1224; Fax: 770-476-1738, www.arc-pa.org.

**Master of Science in Physician Assistant Studies (MSPAS)
Plan of Study**

MAJOR PROGRAM COURSES		COMP	GRD
Graduate Courses			
PAS 500 Clinical Anatomy	5		
PAS 502 Physiology	5		
PAS 504 Medical Pathology	5		
PAS 506 Immunology/Hematology	3		
PAS 508 Professional Practice	1		
PAS 513 Clinical Medicine I	8		
PAS 517 Pharmacotherapy I	3		
PAS 519 Communication in Medicine I	2		
PAS 521 Neuroanatomy	2		
PAS 527 Clinical Lab Science	2		
PAS 528 Healthcare Systems	1		
PAS 529 Clinical Skills I	2		
PAS 533 Clinical Medicine II	8		
PAS 537 Pharmacotherapy I	3		
PAS 539 Communication in Medicine II	1		
PAS 540 Behavioral Medicine	4		
PAS 549 Clinical Skills II	1		
PAS 550 Medical Ethics	1		
PAS 552 Research I	1		
PAS 660 - Family Practice Rotation 1	4		
PAS 670 - Family Practice Rotation 2	4		
PAS 671 - Internal Medicine Rotation	4		
PAS 672 - Pediatric Rotation	4		
PAS 673 - Women's Health Rotation	4		
PAS 674 - Emergency Medicine Rotation	4		
PAS 675 - Behavioral Health Rotation	4		
PAS 676 - General Surgery Rotation	4		
PAS 677 - Elective Rotation 1	4		
PAS 678 - Elective Rotation 2	4		
PAS 679 - Elective Rotation 3	4		
PAS 691 - Elective Rotation 4	4		
TOTAL CREDITS	106		

****THE REQUIREMENTS FOR THE MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES ARE SUBJECT TO CHANGE AS CSM IS CURRENTLY IN THE PROVISIONAL ACCREDITATION PROCESS AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.**

MASTER IN HEALTH SCIENCES (MHS)

This program is for post-baccalaureate students interested in pursuing graduate education in fields such as:

- physician assistant studies
- occupational therapy
- physical therapy
- pharmacy
- medical laboratory science
- medical school
- dental school
- veterinary school
- other allied health professions

For these students, this program would allow them to build their academic profile and resume in health sciences in one year. Students will complete graduate coursework and demonstrate academic excellence through meaningful coursework and experiences while awaiting the possible start of a professional program. In addition, students might choose this program if they want to begin graduate studies in biology, chemistry or related fields but are unable or unwilling to commit to a doctoral program. The core MHS curriculum consists of 9 credit hours of core courses in science methods, design, independent research and literacy. The core curriculum typically requires 3 semesters to complete. Concurrently, students complete 21 credit hours of advanced science courses in a wide variety of fields. While many MHS courses run parallel with undergraduate courses, graduate students complete research-based, experiential components in addition to the undergraduate coursework. If an MHS student enters another CSM graduate program, her or his pursuit of the MHS will be suspended until the student recommits to exclusive pursuit of the MHS.

Master in Health Sciences Plan of Study

MAJOR PROGRAM COURSES	30	COMP	GRD
CORE	9		
MHS 501 Graduate Seminar I Research Design	3		
MHS 502-Graduate Seminar II Research Methods	3		
MSH 503 Graduate Seminar III Thesis	3		
ADVANCED SCIENCE COURSES	21		
MHS 510 Advanced Anatomy & Physiology I	4		
MHS 511 Advanced Anatomy & Physiology I- Lab	1		
MHS 512 Advanced Anatomy & Physiology II	4		
MHS 513 Advanced Anatomy & Physiology II- Lab	1		
MHS 520 Advanced Microbiology	3		
MHS 521 Advanced Microbiology Lab	1		
MHS 530 Advanced Genetics	3		
MHS 531 Advanced Genetics Lab	1		
MHS 540 Advanced Biochemistry	3		
MHS 541 Advanced Biochemistry - Lab	1		
MHS 550 Advanced Physiology	3		
MHS 560 Advanced Gross Anatomy	5		
MHS 566 Advanced Pathophysiology	3		
MHS 590 Advanced Molecular Biology	3		
MHS 591 Advanced Molecular Biology - Lab	1		

MASTER IN OCCUPATIONAL THERAPY (MOT)

Plan of Study

MAJOR PROGRAM COURSES	160	COMP	GRD
Before starting the graduate coursework: Must complete the Bachelor of Rehabilitation Studies OR must hold a bachelor degree AND have successfully completed all of the undergraduate course requirements	128		
Graduate Courses	32		
OTH 540 Community Based OT	3		
OTH 552 Principles of Neuro-Rehabilitation II	2		
OTH 555 OT Management	2		
OTH 560 Clinical Reasoning III	3		
OTH 561 OT Leadership and Advocacy	2		
OTH 568 Therapeutic Modalities	2		
OTH 576 Level 1C Fieldwork	1		
OTH 590 Principles of OT Research II	2		
OTH 593 Principles of OT Research III	3		
OTH 674 Fieldwork IIA Jan-Mar	6		
OTH 675 Fieldwork IIB Apr-Jun	6		
OTH 678 Transition to Clinical Practice	0		
OTH 621 Physical Agent Modalities for Occupational Therapy Practitioners (elective)	3		

POST BACCALAUREATE CERTIFICATE IN PARALEGAL STUDIES (PLG) (Must hold a bachelor degree in another field)

College of Saint Mary's Paralegal Studies Program offers a Certificate for students who already hold a Bachelor's degree in another field. The Program Director is an attorney and all law classes are taught by attorneys.

Post Baccalaureate Certificate – Paralegal Studies - 2019-2020

CORE CURRICULUM SUPPORTING COURSES	3	COMP	GRD	MAJOR PROGRAM COURSES	26	COMP	GRD
Any one of the following:				LAW 101 Introduction to Paralegal	3		
BIS 220 Adv. Bus. Applications OR	3			LAW 200 Legal Research & Writing I	3		
HSV 231 Interviewing Skills OR	3			LAW 210 Legal Research & Writing II	3		
ACC 161 Principles of Accounting	3			LAW 220 Law Office Administration	3		
				LAW 230 Litigation I	3		
				LAW 231 Litigation II	3		
				AND 2 OF THE FOLLOWING	6		
				LAW 300 Torts	3		
SUMMARY				LAW 310 Advanced Business Law	3		
MAJOR	26			LAW 320 Estates, Trust, Tax Law & Probate	3		
SUPPORTING COURSES	3			LAW 330 Real Estate Law	3		
TOTAL	29			LAW 340 Contracts	3		
				LAW 350 Family Law	3		
				ANY 2 OF THE FOLLOWING	2		
				LAW 410, 430, 440, or 450	1		

A person pursuing a Certificate in Paralegal Studies who already holds a Bachelor Degree, as stated below, is eligible for LAW 470 Paralegal Internship as a law elective. *Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives.*

See Undergraduate Catalog for course descriptions.
<http://www.csm.edu/academics/catalog>

COURSE DESCRIPTIONS

Doctor of Education in Educational Leadership

Pre-requisites for Ed.D. Program (if not taken in master's program): Research Statistics and Research Methods

EDL 811: Doctoral Seminar I: Introduction to Doctoral Education (1)

This experiential graduate level course introduces the doctoral student to various elements of doctoral education. This course will offer a variety of topics that support the student at the beginning of this journey. Topics focus on the culture of doctoral education with a emphasis on scholarship and educational leadership.

EDL 812: Doctoral Seminar II: Critical and Analytical Thinking Skills for Educational Leaders (1)

This experiential graduate level course builds on various elements of doctoral education. This course offers the student an opportunity to explore, in depth, an educational or educational leadership topic of interest. Literature on the selected topic is critically analyzed and incorporated into a concept analysis paper.

EDL 813: Doctoral Seminar III: Pathway to Educational Leadership (1)

This seminar is the third in a series that is designed to provide an opportunity for doctoral students to make a successful transition into the role of doctorally prepared educational leaders. This particular seminar focuses on gaining an understanding of the role of scholar and leader in one's professional field, the community and society in general.

EDL 821: Curriculum, Assessment, and Quality Improvement (3)

This graduate level course focuses on designing curriculum in diverse learning environments using evidence-based theories and concepts, as well as relevant standards and criteria for educational evaluation and assessment. Development, implementation, and improvement of an education program for higher education, continuing education, professional development, P-12 education, or patient education is emphasized.

EDL 823: Leadership in Educational Organizations (3)

This graduate level course characterizes best practices of leadership in educational 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 P-12 education, higher education, professional development, continuing education and patient education.

EDL 824: Ethics in Educational Leadership (1)

This applied ethics course provides the background and tools for ethical decision-making in educational leadership. Students will review philosophical ethics and apply ethical principles and decision-making strategies to ethical dilemmas in educational settings.

EDL 837: Technology Leadership (3)

This course is focused on how technology can be integrated into the creation of effective learning environments including, but not limited to, professional development, learning communities, P-12, and/or higher education. Students will develop leadership skills and ethical practices for creation and delivery of a shared vision for educational technology integration. Research, best practices, and current standards will be integrated into the

planning, implementation, and assessment of current and emerging technologies for innovative teaching.

EDL 842: Advanced Statistics (3)

Advanced level course prepares the doctoral student to utilize and interpret statistics for a dissertation. Students will review descriptive and inferential statistics. The course will focus on ANOVA, multiple regression, and multivariate statistics. Students will be able to run moderately challenging analysis using PASW/SPSS with confidence. 35% of the course will focus on application, including an annotated review of data analysis in health care, business or education research studies. Students will perform analysis of health care, business or education related data sets using SPSS.

EDL 845: Teaching and Learning Theories (2)

This course is an exploration of historical and current views of human learning. Specifically, a constructivist view of the learner as an active processor of information is examined, with an emphasis on application of theory to practice. An overview of assessment issues is also a part of this course.

EDL 855: Teaching and Learning Concepts (3)

This graduate level course examines the role of the educator in health professional programs or business or corporate settings through the application of teaching and learning concepts. 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. Application of principles to either higher education, continuing education, professional development, or patient education is expected.

EDL 856 Adult Learning Theory (3)

This graduate level course focuses on adult education theories and practices. The course will identify the stages of adult development and explore the concept of andragogy vs. pedagogy. The course will also explore the social context of adult development, considering influences such as gender, race, and culture. Application of principals to higher education, continuing education, and professional development is expected.

EDL 864: Quantitative Research Methods (3)

The graduate student will explore various quantitative research designs. Topics include experimental and non-experimental design. Application of quantitative research in P-12 education, higher education, continuing education, professional development or patient education is expected.

EDL 866: Qualitative Research (3)

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, narrative, and historical analysis). Application of the principles of qualitative research to P-12 education, higher education, continuing education, professional development or patient education is expected.

EDL 869: Dissertation Readings (3)

This graduate level course requires the student to conduct a scholarly research literature review specific to a selected aspect of education in a variety of settings (P-12 education, higher education, continuing education, professional development or patient education). Each student will conduct a thorough literature review with depth and breadth. There is the potential that the readings can be useful in defining and designing the literature review for the dissertation. Topics will be selected in conjunction with the graduate faculty.

EDL 879: Educational Leadership Practicum (3)

This graduate level course characterizes best applications of leadership in higher education, professional development, continuing education, P-12 education, or patient education. The individual leadership role will be analyzed and applied in collaboration with a leadership preceptor in an educational organization. Evidence-based leadership strategies will be developed into a comprehensive plan regarding accreditation, governance, strategic planning, budgets, administrative roles, and quality improvement. Outcomes for the practicum will be mutually determined by the individual learner, the preceptor, and the faculty.

EDL 959: Research Proposal I: Generating a Research Proposal (3)

This course prepares the student to identify the dissertation topic, establish the research question(s) and complete the literature review for the dissertation requirement related to P-12 education, higher education, continuing education, professional development or patient education.

EDL 969: Research Proposal II: Data Collection and Analysis (3)

This course prepares the graduate student to design and implement appropriate data collection methods to address their specific research questions. The student will plan data analytic techniques most appropriate for the selected research design. It is expected that students will apply data collection and analysis principles for a research proposal relevant to higher education, continuing education, professional development, P-12 education, or patient education. At the completion of the course the student will be prepared to present the proposal to the dissertation committee for approval and subsequently for Institutional Review Board (IRB) approval.

EDL 999: Dissertation (1-12)

This course requires the doctoral student to successfully complete an original dissertation under the supervision of a dissertation committee of graduate faculty and chaired by an expert in the topic of research. Students will defend the dissertation orally. The research must meet all standard expectations of doctoral research and have approval of the dissertation committee prior to data collection. Prerequisite: Committee approval of the Dissertation Proposal.

Education**ECE 621 Curriculum Design and Program Planning (3)**

Students will examine effective practices, procedures and theories for the development, implementation and evaluation of quality early childhood curriculum. A major focus of the course is the relationship among curriculum, instruction and assessment as a basis for creating and evaluating developmentally appropriate learning environments. The course includes exploration of various curriculum models used in the field.

ECE 631 Play and the Integrated Early Childhood Curriculum (3)

This course will focus on the nature and the value of play as essential to children's language, social, cognitive, physical, and emotional development. Students will learn the principles of developmentally appropriate practice and be able to plan, organize and evaluate activities, develop curricular plans and set up effective indoor and outdoor learning environments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Students will complete field experiences in early childhood classrooms as part of the course requirements.

ECE 632 Advanced Language Development & Literacy in Early Childhood (3)

Students learn to select, plan, organize and evaluate activities that facilitate language skills development in reading, writing, speaking and listening. Theories in language acquisition are presented. This course includes instruction in skills and strategies for teaching and integrating extensive reading and writing skills, and instruction in teaching and guiding students in reading for enjoyment and understanding. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Students will complete field experiences in early childhood classrooms as part of the course requirements.

ECE 634 Early Childhood Education Theories and Practices (3)

This course provides an overview of the theoretical models that have a significant influence on the development of various early childhood curricula. A historical perspective of early childhood education is provided, leading up to and including present-day practices. Students will learn to apply theory to practice within the classroom setting for children ages' birth through eight and with designing family engagement activities.

ECE 635 Observation, Documentation and Assessment in Early Childhood Education (3)

Students learn to observe and assess children objectively, analyze their learning habits and provide for meeting the needs of children. Use of informal observation strategies and developmentally appropriate standardized assessment tools will be addressed. Students will learn requirements for Results Matter assessment tools and become familiar with Teaching Strategies GOLD. Students will apply skills in designated field experiences with young children. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 642 Early Childhood Program Organization and Leadership (3)

Students learn the duties and responsibilities of leaders of early childhood programs and agencies. The development of leadership and advocacy skills will be emphasized. Students will become informed about laws and regulations that impact licensing, regulation and accreditation of early childhood programs. Professional ethics and dispositions and professional development will be addressed.

EDU 501 Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. In this course, students create online portfolios that illustrate their progress through the teacher preparation program. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 506 Intercultural Communications (3)

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.

EDU 512 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including personality, intelligence, motivation, and transfer of learning. Students learn strategies used in measurement and evaluation of learning.

EDU 515 Teaching ESL (3)

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.

EDU 520 Lifespan Development (3)

The comprehensive study of theoretical perspectives of human growth and development which focuses on adolescents (for middle and secondary) or children (for K-6) and their levels of development. It draws from current social science research in examining the complex array of social, psychological, cultural and physical, intellectual, emotional, social, academic and moral forces that combine to determine each individual's life course. Critical thinking, technology and communication skills will be used to enhance the learning experience. Applications to real world settings and successful passage through life will be emphasized.

EDU 525 Assessment of ESL (3)

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 527 History, Philosophy and Trends in Education (3)

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions and extensive readings

center on all levels of education from preschools to secondary schools. Students write a philosophy of teaching paper and prepare a major research paper. Appropriate use of instructional technology is integrated into instruction and pedagogy. (Also listed as SPE 527.)

EDU 550 Teaching Reading & Language Arts (4)

Instruction centers on theoretical background, Nebraska and National Standards in Reading and Language Arts. Content emphasizes organization of programs, effective teaching methodologies, and varied instructional materials for all students in elementary and middle school literacy settings. Techniques for enhancing literacy skills, verbal and written expression are emphasized. Appropriate technology is integrated into instruction of content and pedagogy. (Also listed as EDU 350.)

EDU 551 Reading in the Content Area (3)

This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and national standards and assessment techniques used in middle and secondary settings. Clinical activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 552 Writing in the Content Area (3)

Students explore the nature and structure of language and language acquisition. Philosophical approaches to teaching listening, speaking and spelling are presented for all levels of learners within the middle and secondary classroom, including those with special needs as well as gifted. Techniques for enhancing written expression are emphasized. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 553 Teaching Natural and Social Sciences: Elementary and Middle (3)

Study combines content such as: history, geography, political science/civic literacy, economics, physical science, earth/space science and life science methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of content and methodologies presented in "hands on" activities is achieved through a required field experience of 32 hours and in planning and teaching units of study.

EDU 555 Teaching Mathematics: Elementary and Middle (3)

Students learn current trends and strategies in teaching elementary and middle level math, including content such as numbers and operations, algebra/number patterns, geometry, measurement and data analysis/probability methodology, and appropriate materials. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of teaching strategies is achieved through a required field experience of 32 hours and in planning and teaching units of study.

EDU 557 Teaching Health and Physical Education (3)

Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are

presented in physical education segments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as PED 357.)

EDU 560 Teaching Middle & Secondary Students (3)

The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments and teaching methods for these students. Instruction explores teaching methods, learning styles, motivation, planning and presenting techniques, and lesson writing as well as unit development.

EDU 562 Children's Literature (3)

Education students interact with a wide variety of children's literature that is representative of ethnic and cultural diversity. Critical appraisal in light of significant authors and illustrators, quality of writing and appropriateness of topic to age and/or experience level are emphasized. Techniques and procedures for promoting lifelong reading habits are explored. A service-learning project is a requirement in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 342/EDU 342.)

EDU 570 Elementary Clinical Practice (3 credits)

Supervised **elementary** level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.

EDU 571 Middle Level Clinical Practice (3 credits)

Supervised **middle** level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.

572 Secondary Clinical Practice (3 credits)

Supervised **secondary** level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.

EDU 573 ESL Practicum (3)

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 575 Human Relations in a Multicultural Society (3)

Students in this graduate course identify characteristics of various ethnic and social groups which relate to learning, working and living in our pluralistic society. Focus is on social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism and their influence on American schools and classrooms. Students develop strategies for assisting people living and learning jointly in our pluralistic society. Learning activities include guest speakers, field trips to area events and places and reflections based on texts and individual experiences as well as service-learning opportunities. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 576 Integrating Fine Arts Instruction into the Classroom (3)

Designed to provide prospective teachers with practical implementation of integrating fine arts: art, music, drama and dance (visual and performing arts) into the classroom curriculum. Basic concepts and instructional techniques of each area will be examined with an emphasis of infusion into the academic curriculum. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 372.)

EDU 582 Special Topics (3)

The subject matter and methods for this course vary from semester to semester in light of current trends.

EDU 590 Directed Readings: Reading and Writing (3)

Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 490.)

EDU 593 Introduction to the Teaching Profession (1)

This course will introduce students to professional practice and NE Teacher Code of Ethics in pre-service. It will introduce students to field work expectations and provide ongoing support. Assist students with development of professional identity and skills. Allow better monitoring and verification of practicum hours.

EDU 594 Transition to Practice (1)

This course will provide ongoing support for the development of professional identity and skills. It will monitor and verify completion of all practicum hours to ensure eligibility for future certification. It will review and approve practicum portfolio completion (program requirement).

EDU 595 Clinical Practice Seminar (1)*

The student teacher seminar is designed to provide an opportunity and environment for student teachers and college supervisors to share and discuss challenges, successes, teaching methods and innovations of mutual interest. Student teachers are encouraged to share their ideas, insights and observations for the benefit of others in the seminar. Emphasis will be placed on professionalism, organization skills and ethical behaviors for successful employment in a teaching career.

*** (0 credit)** Students hired on an alternative program teaching permit prior to the assigned student teaching semester will be required to take this course as a zero credit course. They will register for the same course in their assigned student teaching semester.

EDU 596 Assessment of Learners (2)

This course will provide research support for the student teaching case study experience, including the organization of data, focus, interpretation of results, and application of research in practice. Students will communicate all aspects of the case study experience concisely.

EDU 603 Teacher Leadership (3)

The purpose of this course is to provide an examination of theories and research related to leadership of teachers in educational organizations. Students will examine major schools of thought regarding teacher leadership theory and organizational theory and will focus on concepts that inform an understanding of the roles of teachers as leaders in P-12 schools. Students will have the opportunity to apply the constructs of teacher leadership in their school settings.

EDU 612 Learning in Educational Settings (3)

This course considers how theory, research, and practice inform each other in order to improve the efforts of educators. It engages students in in-depth exploration of learning theories, and how they relate to learning in today's classrooms. Topics including how to interest and engage students; intelligence and creativity; the conditions for generating student satisfaction with learning; the relationship between teaching and learning; and issues of assessment, and accountability will be addressed.

EDU 621 Curriculum Design and Program Planning (3)

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. (Also listed as ECE 621.)

EDU 642 Research Statistics (3)

Graduate level course prepares the master's student to utilize and interpret statistics for a master's level research project. Students will review descriptive statistics including distributions, introduction to central tendencies, population and sample. Students will focus on inferential statistics, hypothesis testing, confidence intervals, t-tests, one-way ANOVA, and correlation. Introduce PASW/SPSS for data analysis of education or health related data sets. 35-50% of course will focus on application, including reading and understanding health care and education research studies. Prerequisites: Undergraduate statistics course, successful completion of competency test reflecting objectives of undergraduate course, or instructor permission required.

EDU 651 Technology Integration in Instruction (3)

This graduate level course examines the role of technology in today's classrooms. Students will be provided theory, gain knowledge, and develop skills necessary to use, evaluate, plan, and implement technologies effectively within a school or school system. Students will also examine issues, including funding, pedagogy, curricular integration, social media, security and ethics, and professional development associated with computers and other technologies.

EDU 655 Teaching Practice Self Study (3)

This course addresses topics of concern to practicing teachers and guides them in developing action plans to revise their teaching and classroom management practices to improve learning in their classrooms. Students will consider various theories and models of teaching and classroom management to develop knowledge and skills required to analyze their own teaching practices and develop plans for improvement or revision to better meet the needs of their students.

EDU 662 Research Methods (3)

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.

EDU 667 Urban Education (3)

Approximately half of American public schools students are educated in urban schools. Though much of the state of Nebraska is considered rural, many smaller Nebraska towns experience the same problems as schools located in areas that are technically defined as urban. This graduate level course is designed to provide a framework understanding of urban education. The course includes critical examination of issues that impact urban schools, and how the context of urban schools impact the community including students, teachers, parents, policymakers, and taxpayers. Students will explore the political, social, and pedagogical issues that confront and challenge educators in urban schools.

EDU 674 Special Projects (3)

This course will guide educators through implementing knowledge and skills acquired through program coursework in genuine educational settings. Through electronic discussion, students will share experience and results of their projects and receive assistance from instructor.

EDU 675 Diversity and Education (3)

This course is designed to engage students in exploration and analysis of issues that influence how instructional practices affect the learning of diverse student populations. Students will examine curricular and instructional strategies needed to meet the needs of diverse student populations and to focus on sociological and cultural influences on learning. Principles of Universal Design for Learning (UDL) are studied and applied in this course.

EDU 695 Capstone Project (6) 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.

English/Physical Education/Philosophy

ENG 520 Linguistics for Teachers (3)

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.

ENG 562 Literature for Young Adults (3)

This graduate course includes the study traditional and contemporary works written for or about young adults. The works studied will be evaluated for their artistic merit and for their insights into the adolescent development. Students will design strategies to encourage appreciation of literature and motivation for becoming life-long readers. Topics include the nature of teen-age readers, genres and use of young adult literature in the classroom. Students create an extensive teaching unit using young adult literature. Appropriate use of instructional technology is integrated into instruction and pedagogy.

PED 560 Adaptive Physical Education (3)

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. (Also listed as PED 360.)

PHL 624: Academic Integrity (3)

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 resources, and contemporary dilemmas in organizations of P-12, higher education, continuing education, professional development or patient education.

Master in Health Sciences**MHS 501 Graduate Seminar I Research Design (3)**

The purpose of this course is to provide students with an advanced understanding of how to design experiments, analyze data, evaluate results, and report findings in science research. This course will also prepare students to design experiments that will be conducted in subsequent semesters. (Also listed as KES 501.)

MHS 502 Graduate Seminar II Research Methods (3)

Under the guidance of a faculty mentor, students will be required to conduct their independent research project designed in MHS 501. Students will be required to complete experiments, analyze data, evaluate their results, and report their findings in a seminar presentation at Scholar's Day. Prerequisite: MSH 501

MHS 503 Graduate Seminar III Thesis (3)

The last course in the MHS graduate seminar series will require students to write a substantive paper that involves the collection and analysis of data and results from their research project designed and implemented in the previous two semesters. Prerequisites: MHS 501 and MHS 502.

MHS 510 Advanced Anatomy and Physiology I (4)

This course will cover the chemical organization, cellular organization and tissue organization of the body. Using an organ system based approach students will learn the anatomy and physiology of the integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Students will gain an in-depth understanding of the physiology of osseous tissue, muscle contraction and nerve function and conduction, as well as familiarity with the anatomy of neural pathways and CNS regional specialization.

MHS 511 Advanced Anatomy and Physiology I Lab (1)

A hands-on laboratory investigation of the principles and concepts covered in Advanced Anatomy and Physiology I.

MHS 512 Advanced Anatomy and Physiology II (4)

Application of advanced anatomical and physiological concepts in a laboratory setting. Microscopic analysis of select tissues will be coupled with cadaver inspection, models, dissections, and laboratory exercises to develop a better understanding of the body systems covered in MHS 510 and 511.

MHS 513 Advanced Anatomy and Physiology II Lab (1)

A hands-on laboratory investigation of the principles and concepts covered in Advanced Anatomy and Physiology II.

MHS 520 Advanced Microbiology (3)

A study of the basic principles of microbiology. Topics covered will include the history of microbiology including classic experiments, microbial structure and function, nutrition, growth, control, metabolism, and genetics of microbes. Diverse microbial organisms will be covered and include viruses, bacteria, archaea, fungi, algae, and protozoa. Microbial roles in symbiotic relationships, the environment, and the food industry will be discussed. Biotechnology involving microbes will also be covered. This course is designed for upper level biology majors and minors but is appropriate as a general education science course as well.

MHS 521 Advanced Microbiology Lab (1)

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology, growth conditions, genetics, and basic biotechnology will be conducted.

MHS 530 Advanced Genetics (3)

An introduction to the basis of inheritance from molecular to organismal level with emphasis on the role of genetics in evolution and adaptation to the environment, as well as considerable human application.

MHS 531 Advanced Genetics Laboratory (1)

A study of basic genetic principles with the aid of a variety of organisms and online lab exercises. The laboratory requires considerable independent work.

MHS 540 Advanced Biochemistry (4)

The course explores the chemistry of key biological molecules such as proteins (and enzymes), nucleic acids, lipids and carbohydrates. Other topics include structure-function correlation, chemical reactivity, kinetics, and equilibrium, thermodynamics, membrane structure and function, and metabolic energy pathways.

MHS 541 Advanced Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab meets 3 hours per week.

MHS 550 Advanced Physiology (3)

Advanced physiological principles of the human body across the lifespan will be covered. The course will build on principles learned in previous courses and will provide a foundation in human physiology required for future professional health programs.

MHS 560 Advanced Gross Anatomy (5)

The course will offer a small number of students (an opportunity to learn macroscopic (gross) anatomy using the cadaver as a teaching tool. Modeled after medical school gross anatomy, the students begin the semester with an intact cadaver and, over the course of the semester, work their way through dissecting the entire body. "Class time" is really dissection time, as students learn by identifying structures, tissue planes and the relationships between them using the dissection guide, cadaver and anatomy atlases as resources. Class time is also used to present information to each other as well as to the course instructor (part of assessment). The course requires a significant time commitment on the part of the student – they will be in the lab dissecting for at least 4-5 hours per week (often times more). In addition, students are responsible for a wide range of anatomic terms and structures, so study time is also a

significant requirement of the course. This course is perfect for the student who enjoyed anatomy and wants to take their understanding of the structure of the body to the next level.

MHS 566 Advanced Pathophysiology (3)

Deals with the disruption of normal physiology with the alterations, derangements, and mechanisms involved in disruption and how they manifest themselves as signs, symptoms, physical and laboratory findings. General methods of treatment will also be covered.

MHS 590 Advanced Molecular Biology (3)

Structure, function and regulation of genes and gene products are discussed extensively using both eucaryotic and procaryotic systems. Cell structural/functional relationships are stressed. Special emphasis is placed on biotechnology as it is employed in understanding cell structure and regulation of cellular physiology.

MHS 591 Molecular Biology Lab (1)

Application of basic methods and techniques of biotechnology. Gene cloning, identification, and mutagenesis techniques are emphasized. Methods employed are southern blots, northern blots, western blots, DNA isolation, RNA isolation, plasmid and viral cloning vectors, and chromatography. Concurrent enrollment in MHS 590 is required.

Master of Science in Kinesiology & Exercise Science

KES 501 Research Methods (3)

The purpose of this course is to provide students with an advanced understanding of how to read, present, and interpret data involved in exercise science research. This course will also prepare students to design experiments, analyze data, evaluate results, and report findings. (Also listed as MHS 501.)

KES 590 Seminar (3)

This is an interactive course in which students investigate applications used in exercise science by experts in the field and report on the scientific efficacy and application of these practices. The course also involves application of theory using various case studies throughout the semester.

KES 595 Practicum (3)

This will provide the opportunity for KES graduate students to serve the CSM and community through on-site practical skills, developing a service learning project, or research paper in order to prepare for an external internship site.

KES 600 Exercise Testing and Prescription (3)

This course is designed to provide the graduate student with the knowledge, skills, and abilities to assess different areas of physical fitness and prescribe individual and special populations exercise programs based on these objective measures.

KES 622 Sport Nutrition (3)

This course investigates the science of food relative to human performance, nutrition, and health education. Areas of emphasis include nutrient chemistry, function, and interactions; energy consumption and metabolism; and resources for nutrition education.

KES 650 Theories of Strength & Conditioning (3)

This course is designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations.

KES 652 Motor Behavior (3)

The course covers a lifespan view of motor learning, motor control, and motor development. The development of each of the body systems (musculoskeletal, neurological, cardiopulmonary, integument) is related to function throughout the lifespan.

KES 654 Advanced Biomechanics (3)

This course will involve the study of the biomechanical principles that contribute to human performance. Laboratory and practical application of the biomechanical principles of human performance as it applies to various sport activities will be emphasized.

KES 797 Graduate Internship (3)

This graduate course is a supervised experience in which the student can implement theories and practices in a professional setting under the direction of a qualified administrator. Students will participate in either a full or part-time experience that fits their personal interest for exposure to various professional areas of Exercise Science.

KES 798 Professional Service Project (3)

This course will assist in developing practical programming that includes supervised pre-professional practice in approved service agencies or organizations. This involves participation in planning, conducting, and evaluating, supervisory, and levels of leadership within a major organization structure.

KES 799 Thesis (3-6)

This optional course is the collimation of the M.S. degree, resulting in a substantive paper that involves original collection or treatment of data and/or results. Students selecting the thesis option must receive a commitment from a faculty member.

Master of Science in Organizational Leadership**MOL 601 Leadership and You (3)**

In order to establish a framework for necessary leadership perspective, behavior, and communication, this course is designed to provide learning experiences for students in three domains related to leadership: self as multi-faceted and talented person of influence, authentic leadership functions, actions and outcomes, and the challenges and complexity of the leadership process.

MOL 611 Boundary Spanning Team Leadership (3)

This course is intended to facilitate strategy and communication skills valuable in building effective teams within departments or across organizational boundaries. The basic components of group evolution and performance will be examined in depth, including fundamentals of group interaction, development of team norms, determinants of effective team decisions, and management/leadership functions necessary to assist a team in achieving beyond its expectations.

MOL 621 Theory and Practice: Influence and Outcomes (3)

The purpose of this course is to increase graduate effectiveness as a leader through the analysis and application of essential leadership theories, practices and outcomes. This course

examines the process of leadership, delineating the leader's behavior within that process. Focus is on "real world" and present day personal application and the implications to organizations and to leaders. This course also examines the differences between management and leadership and the value of both to the success of organizations. Finally, this course facilitates self-reflection, self-assessment, and personal application of selected aspects of leadership.

MOL 631 Negotiation and Conflict Management (3)

Through this course, students learn to analyze and engage conflict through the lens of leadership. By exploring the various dynamics of conflict, including power, culture, communication and interests, students gain an understanding of the complexity of conflict. They will reflect upon their own natural responses to conflict, and to develop the skills and the confidence to work with conflict constructively and ethically. Through role-play scenarios, students practice principled negotiation and mediation skills, and explore strategies for managing entrenched conflict that may not be easily resolved.

MOL 641 Building Human Capacity (3)

This course is designed to assist students in analyzing and practicing the management and leadership skills necessary to maximize hiring success, in taking comprehensive action to set employees up for success, and in creating an environment of continuous coaching for both high achieving and struggling employees. Students will explore their personal perceptions and emotional intelligence and communication skills which impact success in managing others.

MOL 651 Research and Statistics for Decision Makers (3)

This course will assist students reading and evaluating the literature frequently encountered in leadership and management research, as they pursue best practice information or studies related to their scholarly research and writing. Students will review descriptive statistics and explore inferential statistics, hypothesis testing, confidence intervals, t-tests, ANOVA, correlation, and regression analyses. Students will practice critically evaluating research conducted by others. An overview of quantitative, qualitative and mixed method designs will be included, as will such topics as the scientific method, strengths and limitations of various research designs, reliability and validity, and conducting literature reviews.

MOL 661 Leveraging Organizational Behavior (3)

This course evaluates the various issues related to organizational success and human behavior. Students will analyze the causes of organizational behavior dilemmas and will explore ways to ethically redirect and leverage behavior to contribute to organizational success. Current topics included are attitudes, diversity and bias, resiliency and grit, the relationship of perceptions to emotions and outcomes, human motivation, trust, responses to change, and organizational politics and power. Organizational culture will be introduced and its relationship to human behavior explored.

MOL 665 Strategy, Planning and Innovation (3)

This course has been designed to allow students to engage in innovative thinking, conduct and evaluate strategic planning processes and explore the integration of both in their organizations. Strategic thinking, strategic planning and strategic implementation will be conducted and evaluated. Students will explore strategy related to a well-planned use of resources, knowledge of one's own industry, continuous assessment of external environments, working knowledge of organizational life cycle characteristics and needs, clear organizational agendas and systems of organizational accountability. Innovation will be explored related to creating competitive advantage and value for the customer in both non-profit and for-profit organizations.

MOL 667 Financial Decision Making (3)

The purpose of this course is to provide students a working knowledge of the concepts, problems, tools and applications of corporate and non-profit financial decision making. Students are introduced to the concepts of financial management, the time value of money, and budgeting and forecasting. The course includes a significant emphasis on the role of analytics in financial decision making. Students will be introduced to the fundamental of business analytics, the role of analytics in business performance and the tools that can be used to perform analytics in different business functions. Students will also gain experience in reviewing financial statements, determining how best to analyze data for useful decision making and identifying relevant questions. The course will lead to an understanding of the importance of and strategies for integrating financial management within all areas of business operations.

MOL 669 Culture and Organizational Change (3)

This course will focus on best practices in change management theory related to assessing the need for, planning, implementing and institutionalizing organizational changes. Students will evaluate methods of securing, analyzing, and utilizing a breadth of organizational performance data needed to drive organizational change and improvement goals. The use of institutional standards and performance goals and benchmarks will be explored. The value and processes of building a culture to support and sustain organizational growth and success will be explored. Emphasis will be placed on the leader's role and necessary actions in leading, supporting and sustaining desired organizational improvements through intentional and systematic behavioral and culture changes. Students will be expected to incorporate concepts and strategies from MSOL courses when completing course assignments.

Occupational Therapy**Master's Level****OTH 540 Community Based Occupational Therapy (3)**

This course gives students the opportunity to design and provide services to address unmet needs for individuals, groups, or populations in community settings. Students will explore occupation in the context of community in applying components of program development and grant writing. Prerequisites: OTH 434, OTH 444, OTH 490, OTH 452, and OTH 476

OTH 552 Principles of Neuro-Rehabilitation II (2)

This course is the second in a two semester sequence where students learn traditional and contemporary models of practice and evidence-based interventions used in neuro-rehabilitation. An experiential learning component will be utilized so that students can implement the skills discussed in class. Prerequisites: OTH 590, OTH 540, OTH 568 and OTH 576

OTH 555 Occupational Therapy Management (2)

This course is offered in the graduate year of the occupational therapy curriculum. In this course students implement the skills necessary for an occupational therapist to provide competent managerial services as a health care practitioner in a changing healthcare environment. Prerequisites: OTH 590, OTH 540, OTH 568 and OTH 576

OTH 560 Clinical Reasoning III (3)

This course is the last in the three-part progression preparing students to be critical thinkers. The course is designed to integrate theory and the knowledge of pathologies and intervention

strategies with an understanding of the OT process. The focus is on developing the student's ability to evaluate and synthesize information from complex situations and practice setting involving individuals and populations. Prerequisites: OTH 590, OTH 540, and OTH 568

OTH 561 Occupational Therapy Leadership and Advocacy (2)

This course will explore various theories of leadership for enacting positive change and develop leadership skills for advocacy and client centered practice. Students will explore how sociopolitical factors impact health care policy and occupational therapy. Students will examine personal and professional values as well as positive characteristics of leaders in occupational therapy in articulating their own leadership style. Prerequisites: OTH 590, OTH 540, and OTH 568

OTH 568 Therapeutic Modalities (2)

In this course, students will apply theory in creatively designing effective interventions to enhance or enable occupational performance. Students will examine evidence supporting various specialized therapeutic modalities for best practice. Prerequisites: OTH 434, OTH 444, OTH 490, OTH 452, and OTH 476

OTH 576 Level IC Fieldwork (1)

This course is designed to enrich student learning through participation in selective aspects of the occupational therapy process in an occupational therapy practice setting. The Level IC fieldwork experience will emphasize theory driven practice to guide the occupational therapy process. Prerequisites: OTH 434, OTH 444, OTH 490, OTH 452, and OTH 476

OTH 590 Principles of Occupational Therapy Research II (3)

This is the second course in the three-part research progression. Students will develop a research question, search the literature, and compose scholarly works. The Institutional Review Board process will be discussed as part of this course. Prerequisites: OTH 434, OTH 444, OTH 490, OTH 452, OTH 476 and OTH 490.

OTH 593 Principles of Occupational Therapy Research III (2)

This final course in the research continuum focuses on scholarly dissemination of research. Students will complete the scholarly project initiated in Principles of Occupational Therapy Research II. The research series will conclude with a scholarly presentation based on occupational therapy research. Prerequisites: OTH 590, OTH 540, and OTH 568

OTH 621 Physical Agent Modalities for Occupational Therapy Practitioners (3)

The use of physical agents in rehabilitation has been shown to have positive effects on achieving patient treatment outcomes. Students will learn the rationale for use and application of various physical agents: superficial heat (thermotherapy, cryotherapy), deep heat (ultrasound), electrotherapy (neuromuscular electrical stimulations, TENS, iontophoresis), and mechanotherapy (mobilization, compression). Students will realize the adjunctive nature of these agents and how they can be used as a precursor to purposeful activity. This course will involve clinical experiences.

OTH 674 Level IIA Fieldwork (6)

This course is designed to provide students the opportunity to engage in all aspects of the occupational therapy process during a twelve week fieldwork experience in an occupational therapy practice setting. This course promotes the student's development of competent, entry level practice skills. Prerequisite: Successful completion of all didactic coursework.

OTH 675 Level IIB Fieldwork (6)

This course is designed to provide students the opportunity to engage in all aspects of the occupational therapy process during a twelve week fieldwork experience in an occupational therapy practice setting. This course promotes the student's development of competent, entry level practice skills. Prerequisite: Successful completion of all didactic coursework.

OTH 678 Transition to Clinical Practice (0)

This course is designed to enhance learning in preparation for transition to clinical practice through guided discussion and debriefing of Level II fieldwork experiences, as well as, promote identification of effective test taking strategies for occupational therapy students through a comprehensive preparatory review for the national certification exam.

Doctorate Level

OTD 600 Introduction to Professional Identity (5)

Professional identity is an important dimension to becoming an occupational therapist. This course will help students identify the components of professional identity and history through the lens of the occupational therapist. Gaining a perspective of health through occupation enables the therapist to identify the unique value of occupational therapy and become authentic practitioners.

OTD 700 Fundamentals of Theory (2)

This course introduces students to occupational therapy theories, models of practice and frames of reference. Students will understand how theories are developed and will select and utilize theories to inform and guide the occupational therapy process.

OTH 702 Fundamentals of Evaluation (2)

Students will examine evaluation principles throughout the occupational therapy process. Students will practice selecting and administering assessments throughout the lifespan and in various practice settings.

OTD 704 Principles of Education and Communication (3)

The purpose of this course is to develop student's teaching and professional communication skills. This course provides the foundation for educating individuals in a variety of settings on the unique value of occupational therapy in improving the health and well-being of persons, groups, and populations.

OTD 706 Conditions and Environments Impacting Occupation (3)

Students will explore pathological changes in human function that lead to and are associated with various diseases commonly seen in occupational therapy practice. This course also examines health care environments, including treatment settings and payer sources.

OTD 708 Human Movement and the Evaluation of the Body (3)

Students will examine human motion principles and learn the process of analyzing movement in relationship to occupational therapy practice. This course emphasizes completing a musculoskeletal evaluation in order to understand how motion influences occupational performance and health.

OTD 710 Clinical Neuroscience and the Evaluation of the Brain (3)

The foundation of neuroanatomy and neurophysiology is important for occupational therapy practitioners when addressing neurological conditions. This course emphasizes the organization and function of the nervous system with focus on how the neurological system influences occupational performance and the health and well-being of individuals and how to assess deficits that may occur in the nervous system.

OTD 712 Scholarship and Research I: Evidence Based Concepts (1)

This course introduces students to the concepts of evidence-based and reflective practice important in the development of professional identity. Students will understand how to search, consume, and use the literature to guide their clinical practice decisions.

OTD 720 The Occupational Therapy Process with Adults with Physical Challenges (3)

This course will provide the student with knowledge and skills in managing adults with a variety of physical challenges that affect daily functioning. The student will study various approaches to intervention to address the physical challenges.

OTD 722 The Occupational Therapy Process with Children with Medical Challenges (3)

This course introduces students to the occupational therapy process used with infants, children, and adolescents within medical settings. Factors influencing occupational performance are studied.

OTD 724 The Occupational Therapy Process with Psychosocial Challenges (3)

Students will examine the occupational therapy process to promote positive client centered outcomes with diverse psychosocial client needs.

OTD 726 The Occupational Therapy Process with Children with Educational Challenges (3)

This course introduces students to the occupational therapy process used with infants, children, and adolescents within the school system. Factors affecting occupational performance are studied.

OTD 728 Scholarship and Research II: Research Methods (2)

This course prepares students to design and consume quantitative & qualitative research. Students will learn to design and critique research in order to become a critical thinker, reflective practitioner, and evidence based clinician.

OTD 732 Clinical Reasoning I (2)

In this case-based learning course, students will utilize theory to drive the occupational therapy process of physical and psychosocial needs in children and adults. This course will use practical application of key concepts introduced in practice courses this semester.

OTD 740 Specialized Interventions I (3)

This course teaches students adaptation and remediation strategies to enhance occupational performance. There is an emphasis on the development of sound clinical reasoning and use of scientific evidence for treatment.

OTD 742 Doctoral Experiential Component II: Capstone Development (2)

This course allows students to continue to define and refine the problem statement guiding the professional rotation and capstone.

OTD 744 Healthcare Ethics and Occupational Justice (2)

This writing intensive course intends to assist students to understand the issues that influence health care and occupational therapy practice.

OTD 746 Scholarship and Research III: Application (2)

This course supports the student during the design and implementation of their scholarly research project. The emphasis of this course will be on the scholarly project development and application of research methods.

OTD 770 Level IA Fieldwork (1)

This course will provide students an enriched learning experience through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting or through other methods.

OTD 775 Level IB Fieldwork (1)

This course will provide students an enriched learning experience through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting or through other methods.

OTD 790 Doctoral Experiential Component I: Introduction Seminar (1)

Students will explore possible areas of interest and/or the need for the major projects to develop skills in an advanced clinical practice skill area.

OTD 800 The Occupational Therapy Process with Adults with Neurological Challenges (3)

This course will provide the student with knowledge and skills in managing adults with a variety of neurological challenges that affect daily functioning. The student will study various approaches to intervention to address the physical challenges.

OTD 802 The Occupational Therapy Process with Older Adults (3)

This course explores the unique components of the aging process. Students learn how normal aging influences and changes an individual's participation in occupation and life roles. This course addressed the unique role occupational therapy with individual's experiencing end of life situations.

OTD 804 The Occupational Therapy Process with Primary Care and with Complex Cases (3)

This course will introduce students to primary care and complex cases. Case based learning will walk students through the occupational therapy process with a variety of cases across the lifespan.

OTD 806 Specialized Interventions II (3)

This course teaches students adaptation and remediation strategies to enhance occupational performance. There is an emphasis on the development of sound clinical reasoning and use of scientific evidence for treatment.

OTD 808 Clinical Reasoning II (2)

In this case-based learning course, students will utilize theory to drive the evaluation and intervention process of physical and psychosocial needs in complex cases. This course will use practical application of key concepts introduced in practice courses this semester.

OTD 810 Scholarship and Research IV: Application CAT/Case Study/Faculty Research (1 - 2)

This course supports the student in implementing and completing the scholarly project. The emphasis will be on the implementation of the scholarly project and development of scholarly writing skills.

OTD 820 Professional Identity: Health Policy and Advocacy (3)

The purpose of this course is to explore national and international health care policy and advocacy in the health care arena. Students will continue to explore their professional identity as advocates for clients, the profession, and self.

OTD 822 Research and Scholarship V: Outcomes and Dissemination (1)

During this course, students will finalize their scholarly project and disseminate the completed project in a professional venue.

OTD 826 Clinical Reasoning: Outcomes (2)

This course examines methods in outcome measurement with emphasis on empowerment of self and clients within the occupational therapy process. This course examines methods in outcome measurement with emphasis on empowerment of self and clients.

OTD 840 Professional Identity: Administration and Leadership (3)

The purpose of this course is to learn and apply the skills necessary to work as a manager and leader in various changing health care environments. Students will refine their professional role as a leader and administrator.

OTD 842 The Occupational Therapy Process with Groups, Populations and Communities (3)

This course will introduce students to the occupational therapy process of groups, populations, and communities with unmet needs. Students will examine the use of occupation to promote health and wellbeing in community, emerging and non-traditional settings.

OTD 844 Doctoral Experiential Component III: Capstone Development (3)

This course allows students to continue to define and refine the problem statement guiding the professional rotation and capstone.

OTD 846 Advanced Practice Elective (3)

Students will choose from the offerings of advance practice courses to gain in-depth knowledge on the area of interest.

OTD 870 Level IC Fieldwork (1)

This course will provide students an enriched learning experience through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting or through other methods.

OTD 875 Level IIA Fieldwork (6)

These courses facilitate learning the role of the occupational therapist and development of clinical skills, clinical reasoning skills, professional identity, and reflective practice at an entry level.

OTD 900 Competency Requirement (1)

Students will demonstrate mastery of course content through a competency requirement. Students will also develop a formalized approach for studying for the certification exam.

OTD 902 Doctoral Experiential Component: Rotation and Capstone Dissemination (8)

This course provides students the opportunity to carry out the designed capstone project and experiential component during participation in a 14 week, individualized learning experience in a current or emerging occupational therapy practice setting. After the completion of the 14 week, rotation students will disseminate the completed capstone project in a professional venue.

OTD 970 Level IIB Fieldwork (6)

These courses facilitate learning the role of the occupational therapist and development of clinical skills, clinical reasoning skills, professional identity, and reflective practice at an entry level.

Physical Therapy

Courses are currently under development.

Physician Assistant Studies

PAS 500 Clinical Anatomy (5)

The Clinical Anatomy course will expose the Physician Assistant student to gross anatomy and its clinical applications. The student will develop an advanced understanding of typical anatomical relationships in the human body and pathologies associated with atypical gross anatomical presentation and/or deficient functioning of gross anatomical structures due to disease, injury, etc. Emphasis will be placed on clinical correlations related to the practice of a Physician Assistant. Using whole-body dissection, specimens, models, images, online resources, and lectures, the student will be able to identify gross anatomical structures, recall their functions, and discuss associated clinical information.

PAS 502 Physiology (5)

This course is an advanced study of the fundamental principles of physiology and their clinical application to human organ systems. Emphasis will be placed on the study of cellular, neural, musculoskeletal, gastrointestinal, renal, endocrine, cardiovascular, respiratory, and reproductive physiology and their integration

PAS 504 Medical Pathology (5)

This course focuses on the pathologic changes that occur in different organ systems of the body. The underlying biochemical, cellular, and physiological changes and their relationship to human disease is examined. The course will provide an understanding of the pathologic processes that lead to clinical signs and symptoms of disease.

PAS 506 Immunology/Hematology (3)

A study of normal immune system function (both acquired and innate), normal hematological function and common diseases and derangements of both. (Also listed as BIO 464.)

PAS 508 Professional Practice (1)

This course will introduce the students to the physician assistant profession. Students will gain an understanding of professionalism, the role of the physician assistant, and the physician-physician assistant team. In addition, students will learn about the history of the profession, the profession's organizations, the credentialing and certification process, as well as an introduction to the healthcare system.

PAS 513 Clinical Medicine I (8)

The Medicine I course is designed to introduce students to the process of clinical decision making by utilizing critical reasoning skills to diagnosis and treat illness and disease. Students will develop their knowledge base in the etiology, clinical presentation, differential diagnoses, and therapeutic approach to disease processes. This course will focus on the most commonly diagnosed medical problems. In addition to lectures and reading assignments, Problem Based Learning sessions in a small group format will allow for additional opportunities to develop critical thinking skills

PAS 517 Pharmacotherapy I (3)

This course provides basic and applied instruction into the pharmacotherapeutic management of major medical diseases with incorporation of pathophysiologic, pharmacologic, and

pharmacokinetic principles in a medication therapy management model. Introductory topics will be followed with a series of organ system or disease-focused topics. Application of basic principles through appropriate medication selection and use will be covered for the latter. The judicious use of drugs in physician assistant practice will be emphasized. This course will be continued in Pharmacotherapy II.

PAS 519 Communication in Medicine I (2)

This course is designed to provide students the skills necessary to become proficient in communication in the medical setting. Communication includes verbal and non-verbal forms. In addition, medical documentation is addressed and its importance in the practice of medicine is emphasized. Good communication skills are a necessary component for competent medical practice. Good communication between patient and provider improves patient outcomes. To effectively build communication skills, the course will address the basic fundamentals and integrate these skills into the clinical curriculum.

PAS 521 Neuroanatomy (2)

An overview of the structure and function of the central and peripheral nervous systems with a focus on principles related to clinical neurology and interpretation of the neurobiological examination.

PAS 527 Clinical Lab Science (2)

This course will provide the student with an overview of commonly ordered lab tests, accurate application of the tests, and interpretation of the data. Proper laboratory technique for selected tests will also be covered along with quality control measures. Additionally, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states will be covered.

PAS 528 Healthcare Systems (1)

An overview of healthcare delivery systems in the United States, the Physician Assistant's role, and the coordination of care will be presented with a focus on the past, present, and future of healthcare systems. Reimbursement, access to care, and quality performance standards will be discussed, as well as concepts related to public health.

PAS 529 Clinical Skills I (2)

This course is designed to provide instruction and practice in the fundamental clinical skills necessary for patient care. A primary focus will be on performance of a complete physical examination of patients throughout the lifespan. There will be weekly lectures as well as small group instruction focused on the development of physical examination skills. Summative evaluation will include the student demonstrating complete physical examination competency.

PAS 533 Clinical Medicine II (8)

This course builds on material presented in the Medicine I course and prepares students for the clinical phase of their education. The course focuses on etiology, risk factors, underlying pathologic processes, and epidemiology for disease processes encountered in the practice of medicine. Recognition of signs and symptoms of medical conditions, appropriate diagnostic work-up, development of differential diagnoses, treatment options, patient education, and prevention are focused topics in the course. The course will follow a systems-based approach.

PAS 537 Pharmacotherapy II (3)

This course is designed to build upon the material presented in the Pharmacology I course and will emphasize pharmacotherapeutic practice. Commonly prescribed drugs will be examined with the focus on appropriate drug selection based on individual patients, common adverse reactions, and drug interactions. The cost and efficacy of drugs will be studied.

Prescribing for special patient populations will be addressed to include pregnancy, lactation, pediatrics, and geriatrics.

PAS 539 Communication in Medicine II (1)

This course allows students to build upon the knowledge and skills obtained in Communication in Medicine I and continue to increase their competency level. Patient education and counseling skills are emphasized, as is more complex communication such as giving bad news. Significant emphasis is placed on interdisciplinary communication. The skills learned in this course will be integrated into the clinical curriculum, thereby allowing the student to become more familiar with medical communication.

PAS 540 Behavioral Medicine (4)

This course will focus on neurobiological, psychobiological, emotional, social, and cultural influences and their effect on health and illness in the practice of primary care medicine. Human development across the lifespan will be presented, as well as end of life issues. Normative and maladaptive responses to developmental tasks and life stressors in relation to physical and emotional health will be covered. Health disparities and societal issues are examined. Psychiatric disorders are covered to include psychotic disorders, personality disorders, mood and anxiety disorders. The importance of practicing biopsychosocial medicine is stressed throughout the course. In addition, preventive healthcare and patient counseling will be emphasized.

PAS 549 Clinical Skills II (1)

This course is a continuation of Clinical Skills I and the student is introduced to technical skills of increased complexity to include suturing, casting, splinting, IVs/injections, gowning, gloving, and a general orientation to the operating room. Students will learn proper sterile technique. Students are given an introduction to common minor procedures. In addition, Basic Life Support, Advanced Life Support, and Pediatric Life Support classes will be part of this course so as to certify the student prior to clinical rotations.

PAS 550 Medical Ethics (1)

This course examines the application of human and professional values, judgments, and choices to selective ethical dilemmas arising in clinical practice. Students will be introduced to a structured approach for identifying, analyzing, and resolving ethical issues in clinical medicine. Topics related to patient rights, medical practice laws, professional liability, and medical malpractice are explored.

PAS 552 Research (1)

This course covers topics relevant to clinical research and the principals of evidence-based practice. Topics include research design, sound measurement principles, basic descriptive statistics, and an introduction to the efficient use of information systems. A major portion of the course will emphasize the critical appraisal and synthesis of the findings of clinical research.

PAS 660 Family Practice Rotation 1 (4)

A four-week clinical preceptorship in family medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 670 Family Practice Rotation 2 (4)

A second four-week clinical preceptorship in family medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and

examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 671 Internal Medicine Rotation (4)

A four-week clinical preceptorship in internal medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 672 Pediatric Rotation (4)

A four-week clinical preceptorship in pediatrics will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 673 Women's Health Rotation (4)

A four-week clinical preceptorship in Women's Health will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 674 Emergency Medicine Rotation (4)

A four-week clinical preceptorship in emergency medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 675 Behavioral Health Rotation (4)

A four-week clinical preceptorship in behavioral health will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 676 General Surgery Rotation (4)

A four-week clinical preceptorship in general surgery will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 677 Elective Rotation 1 (4)

A four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 678 Elective Rotation 2 (4)

A second four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 679 Elective Rotation 3 (4)

A third four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

PAS 691 Elective Rotation 4 (4)

A fourth four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: Successful completion of didactic year

Special Education

SPE 501 Introduction to Special Education (3)

Introduction to Special Education is a required course for all who are certified to teach in Nebraska. Students examine various areas of exceptionality, including learners who are identified as gifted and talented, mentally handicapped, behaviorally disordered, visually impaired, hearing impaired, language disordered, autistic, physically handicapped and other health impaired. Legal definitions, litigation, characteristics, etiology, prevalence and educational adaptations for each exceptionality are investigated, as well as issues confronting individuals across the lifespan will be addressed. Pre-referral alternatives, referral systems, multi-disciplinary team responsibilities, the Individual Education Plan process, placement procedures, various service delivery systems and family issues will also be examined. Appropriate use of instructional technology is integrated into instruction and pedagogy.

SPE 510 Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. In this course, students create online portfolios that illustrate their progress through the teacher preparation program. Appropriate use of instructional technology is integrated into instruction and pedagogy.

SPE 520 Learners with Mild/Moderate Handicap Conditions (3)

Students examine learning and analyze individual educational programs of mildly and moderately mentally retarded, specific learning disabled, behaviorally impaired, orthopedically impaired, autistic, Asperger's, other health impairments, speech language impaired and traumatic brain injured. Assisting learners in making healthy transitions between special education and regular classrooms along with inclusion is emphasized. Presents historical overview and current literature of mildly/moderately handicapped. Recent legislation and its impact on the regular classroom are emphasized. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 522 Assessment Techniques for Diverse Learners (3)

This course presents techniques and methods of administering formal and informal assessments. Students analyze learning tasks in visual, auditory, motor, language and behavioral areas. Students examine and practice tying I.E.P./I.F.S.P. process to assessment. Writing appropriate instructional strategies, goals and materials to implement objectives based on analysis of learning tasks and instructional needs are presented. Current research regarding effective assessment and remediation strategies is presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 520

SPE 527 History, Philosophy and Trends in Education (3)

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions and extensive readings center on all levels of education from preschools to secondary schools. Students write a philosophy of teaching paper and prepare a major research paper. Appropriate use of instructional technology is integrated into instruction and pedagogy. (Also listed as EDU 527.)

SPE 530 Diagnosis and Remediation in Reading (3)

This course is designed to provide teachers with assessment procedures for students on an achievement spectrum from below grade level to above grade level and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. 20 hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 531 Instruction Strategies: Inclusion Practicum (3)

Students examine and practice tying I.E.P./I.F.S.P process to instruction through modification of curricula. Students practice designing curricula for various areas of exceptionality for special needs populations. The course emphasizes task analysis, individualized instructional strategies and interventions, and use of assistive technology. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 533 Special Education Ethics and Law (3)

Students examine processes and use skills necessary for identifying verifying special needs, the I.E.P./I.F.S.P. process, and organizing and maintaining student special education records. This course acquaints students with state and local resources for improving and strengthening educational programs for special populations. National, state, local laws and policies and procedures affecting special populations are emphasized. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instructions of content and pedagogy.

SPE 540 Guidance and Classroom Management (3)

This graduate course discusses philosophical differences of discipline and behavior intervention. Positive discipline strategies and techniques for all age groups are reviewed and practiced in order to assist each student in becoming a confident and effective facilitator. Special focus examines the needs and special concerns of behaviorally impaired/emotionally disturbed children and youth. Class readings, discussions and lectures provide a strong knowledge base. Students research and create a management philosophy. Appropriate use of instructional technology is integrated into instruction and pedagogy.

SPE 560: Transitions and Life Skills (3)

This course is designed to provide future special education teachers extensive study in preparing students with disabilities to make transitions throughout their educational experience and into adulthood. Course participants will study strategies that will enable them to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career

development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations. Participants will identify strategies that are essential in teaching life-skills to students and are necessary to achieve the greatest level of personal independence. This course will prepare students to work with families, students with disabilities, and related agencies to plan and prepare for transitional needs that will enhance each student.

SPE 570 Elementary Special Education Clinical Practice (3 credits)

Supervised **elementary** level special education clinical experience, under the direction of a University faculty member, and a classroom teacher. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Student teachers have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.

SPE 571 Dual Elementary & Special Education Clinical Practice (3 credits)

Supervised **elementary** level traditional clinical experience **AND special education** clinical experience, under the direction of a University faculty member, and a classroom teacher. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Student teachers have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.

SPE 572 Secondary Special Education Clinical Practice (3 credits)

Supervised **secondary** level special education clinical experience, under the direction of a University faculty member, and a classroom teacher. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Student teachers have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.

SPE 573 Special Education Practicum: Critical issues in Special Education (3)

Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resource rooms, or inclusive settings. Critical issues in Special Education will be investigated, discussed and presented. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 575-Critical Issues II in Secondary Alternative Programs (3)

This is a required course for Special Education Majors. Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resources rooms, or inclusive settings. **Critical issues in Special Education** will be investigated, discussed and presented. Topics could include such issues as roles of the Special Education teacher, program design, NCLB, assessment, legal issues,

IDEA, school reform, transition issues, inclusion, placement controversies, early intervention, family issues, research-based interventions, discrimination based on disability, differentiated grading policies, restraint and seclusion, bullying, or outcomes-based education. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ADMINISTRATION

Senior Leadership Team

Maryanne Stevens, R.S.M., Ph.D.
President

Tara Knudson Carl, Ph.D.
Vice President of Student Success

Sarah Kottich, Ed.D.
Provost and Interim Vice President of
Academic Affairs

Sara Hanson
Vice President, Enrollment Services

Bridgette Renbarger
Vice President, Finance and
Administration

Not Currently Filled
Vice President of Mission Integration

Terri L. Campbell
Vice President, Alumnae and Donor
Relations

Nate Neufind
Vice President of Technology, Athletics,
and Marketing

President's Office

Maryanne Stevens, R.S.M., Ph.D.
President

Alexis Sherman
Director of Multicultural Initiatives

Robyn Kniffen
Executive Assistant to the President

Sr. Beth Driscoll
Liturgy and Music Coordinator

Not Currently Filled
Vice President of Mission Integration

Sarah Kottich, Ed.D

Provost and Interim Vice President of
Academic Affairs

Valerie Lutz

Administrative Assistant

Vicky Morgan, Ph.D.

Associate Dean for Faculty Development
and Director of the Teaching Learning
Center

Mindy Barna

Interim Associate Dean of Health
Professions

Pam Humphrey, Ph.D.

Associate Dean of Arts, Science and
Professional Studies

Mark White

Director of Instructional Design

Registrar's Office

Marie Angele, R.S.M, MBA, MFA

Registrar

Britiany Casey

Associate Registrar

Kimberly Devlin

Assistant Registrar

Library

Sara Williams

Library Director

Danielle Kessler

Cataloger

Judith Patricia Healy, R.S.M

Reference/Interlibrary Loan Librarian

Melissa Tiemann

Research, Instruction, and Electronic
Access Librarian

Faculty Support

Michael Kaminski

Science Labs Manager

Kristen Carr

PA Clinical Coordinator

Olivia Chambers

Clinical Education Recruiter, PA Program

Diane Saunders

PA Secretary

Colleen Kocsis

Certification Officer and Education
Student Coordinator

Donna Dawson

Nursing Secretary Health Professions

Heather Ashley

Faculty Secretary
Professional Studies Arts & Sciences

Financial Services

Bridgette Renbarger
Vice President, Finance and
Administration

Susan Wagoner
Controller

Carolyn Ziemann
Administrative Assistant

Kim Savicky
Chief Administration Officer

Kathy Cepuran
Accounts Payable Coordinator

Jessica Hochstein
Chief Human Resources Officer

Gizelle Chandran
General Ledger & Loan Fund Accountant

Mary Bencker
Human Resources Generalist

Express Center

Information Center

Beth Sisk
Chief Student Financial Aid Officer/
Director of Express Center

Keri Rodriguez
Information Center Manager

Sara Nordquist-Davis
Director of Financial Aid, Counseling, and
Processing

Campus Store

Steve Westenbroek
Campus Store Director

Kelly Petry
Director of Student Accounts

Copy Center

Julie Klein
Financial Aid Counselor

Carolyn Ziemann
Copy Center Supervisor

Kylee Shank
Student Accounts Specialist

Stephanie Satterlee
Student Accounts Coordinator

Engineering/Maintenance

Dan Spargen

Director of Facilities/ Environmental Services

LeRoy Peters

Assistant Director of Facilities

Terry Pfannenstiel

Building Engineer

Robert Schab

Groundskeeping/ Field Maintenance

Kenny Holland

Groundskeeping/ Maintenance

Joshua Walter

General Maintenance/ Painting

Freddie Warner

Groundskeeper/ Field Maintenance

Troy Roenfeld

Custodial Supervisor

Don Warren

Custodian

Adrienne Elliott

Custodian

Florida Francisquez

Custodian

Uri Colbert

Custodian

Royca Irvin

Custodian

Student Development

Tara Knudson Carl, Ph.D.
Vice President of Student Success

Rita Wiley
Administrative Assistant

Veronica "Katty" Petak
Associate Dean of Students

Angela Fernandez
Assistant Dean for Retention Programs

Michelle Perone
Director of Career and Financial
Literacy Programs

Kelly Murphy
Retention Specialist

Christina Tingwald
ADA Coordinator

Matthew Croonquist
Director of Residence Life

Larissa Buster
Assistant Director of Residence Life

Lori Molin
Lozier Hall Director

Carla Gerriets
Director of Campus Ministry

Barbara Treadway
Director of Single Parent Success

Kristofer Czerwiec
Director of Student Leadership and
Organizations

Mary Schlueter
Director of Learning Support,
Achievement Center

David Ferber
Director of Safety and Security

Enrollment Services

Sara Hanson
Vice President, Enrollment Services

Amy Miller
Enrollment Data Manager

Patricia Saavedra
Director of Enrollment Services

Rachel Etter
Assistant Director of Enrollment Services

Sofia Peralta-Amador
Admissions Counselor

Brianna Ward
Admissions Recruiter

Not Currently Filled
Admissions Counselor

Kyra Gause
Enrollment Assistant

Nate Neufind

Vice President, Technology, Athletics and Marketing

Brittney Long

Associate Vice President, Marketing and Public Relations

Kyle Semprini

Director of External Communications

Amber Vesely

Director of Creative Design

Haley Benedict

Marketing Curator - Web Administrator

Athletic Department

Peter Haze Haring

Director of Athletics

Jamie Adams

Assistant Athletic Director

Michelle Pope

Administrative Assistant

Kirk Walker

Head Basketball Coach

Carolyn Bray

Head Softball Coach/Sports
Information Director

Rick Pruett

Head Volleyball Coach

Jordan Irsik

Head Soccer Coach

Cole Malin

Head Swimming Coach/Aquatics Director

Derek Fey

Head Cross Country Coach

Keri Rodriguez

Head Golf Coach

Kimberly Gradoville

Head Tennis Coach

Not Currently Filled

Head Bowling Coach

April Allen

Head Competitive Dance Coach

Not Currently Filled

Athletic Trainer

Institutional Technology

Kevin Sholl

Chief Institutional Technology Officer

John Schumacher

Systems Administrator

Not Currently Filled

Business Analyst – Database
Administrator

Roy Smith

Help Desk Support Specialist

Alumnae and Donor Relations

Terri Campbell

Vice President, Alumnae and Donor Relations

Lizzy Gilbert

Director of Major Gifts/ ADR Operations

Megan Cole

Director of Annual Giving and ADR Analytics

Jack Healy

Director of Grants and Research

Sara Titus

Director, Planned Giving/ Major Gift Officer

Kendra Bryant

Data Input and Events Coordinator

Megan Lindely

Events Coordinator

FACULTY

Dee Acklie, Ph.D.

Associate Professor of Education

B.A., University of Nebraska-Kearney

M.A., University of Nebraska-Kearney

Ph.D., University of Nebraska-Lincoln

Nassiba Adjerid, Ph.D.

Assistant Professor of Biology

B.S., Virginia Tech

Ph.D., Virginia Tech

Mindy Barna, M.S.N., RN

Interim Associate Dean, Health Professions

A.S.N., College of Saint Mary

B.S.N., College of Saint Mary

M.S.N., Nebraska Methodist College

Sally Bisson-Best, J.D.

Director, Legal Studies Program

Associate Professor of Paralegal Studies

B.A., University of Nebraska-Omaha

J.D., University of Nebraska-Lincoln

Brittney Bostic, M.P.A.S., PA-C

Assistant Professor of Physician Assistant Studies

B.S., Shenandoah University

M.S., Jefferson College of Health Sciences

Andrea Brudigan, M.S.N., RN

Instructor of Nursing (Psych)

A.S.N., College of Saint Mary

B.S.N., College of Saint Mary

M.S.N., College of Saint Mary

Jing Chang, Ph.D.

Associate Professor of Mathematics

B.S., Central South University of Technology, China

M.S., Central South University of Technology, China

M.S., Tennessee Technological University

Ph.D., Southern Illinois University

Richelle Christensen, M.S.N., RN

Instructor of Nursing (MedSurg)

A.S.N., College of Saint Mary

B.S.N., College of Saint Mary

M.S.N., College of Saint Mary

Ellie Cusic, O.T.D., OTR/L

Assistant Professor of Occupational Therapy

O.T.D., Creighton University

Cristy Daniel, Ed.D., OTR/L

Professor of Occupational Therapy

B.S.O.T., Creighton University

M.S., College of Saint Francis

Ed.D., College of Saint Mary

Melanie Felton, Ph.D.

Director, Early Childhood Education Program

Associate Professor of Education

B.S./B.S., Iowa State University

M.S., Iowa State University

Ph.D., University of Nebraska-Lincoln

David Filipi, M.D.

Medical Director, Physician Assistant Studies Program

Professor of Physician Assistant Studies

B.S., University of Nebraska-Lincoln

M.D., University of Nebraska Medical Center

M.B.A., University of Nebraska-Omaha

Rebecca Frans, O.T.D., OTR/L

Assistant Professor of Occupational Therapy

B.S., University of Nebraska-Lincoln

O.T.D., Creighton University

Brittney Fritzinger, M.S.N., RN

Nursing Lab Co-Coordinator

Instructor of Nursing (MedSurg)

B.S.N., Clarkson College

M.S.N., Nebraska Methodist College

Jaime Garafalo-Peterson, O.T.D., OTR/L

Fieldwork Coordinator, Occupational Therapy

Assistant Professor of Occupational Therapy

B.S.O.T., College of Saint Mary

B.A., College of Saint Mary

O.T.D., University of Saint Augustine

Christi Glesmann, Ed.D., M.S.N., RN

Director, Undergraduate Nursing Program

Associate Professor of Nursing

A.S.N., College of Saint Mary

B.S.N., College of Saint Mary

M.S.N., College of Saint Mary

Ed.D., College of Saint Mary

Jennifer Grove, Ph.D.

Assistant Professor of Biology

B.S., University of Nebraska-Omaha

M.S., University of Nebraska-Omaha

Ph.D., University of Nebraska Medical Center

Kristin Haas, O.T.D., OTR/L

Director, Occupational Therapy Program

Professor of Occupational Therapy
B.S., University of Nebraska-Lincoln
M.O.T., Midwestern University
O.T.D., University of Saint Augustine

Celeste Harvey, Ph.D.

Assistant Professor of Philosophy
B.A., Bethel University
M.A., Marquette University
Ph.D., Marquette University

Phyllis Higley, Ph.D.

Director, Biology Program

Professor of Biology
B.S., Cornell University
M.S., Iowa State University
Ph.D., Iowa State University

Heather HOLETON, M.S.N., RN

Instructor of Nursing (Acute Psych)
A.S.N., College of Saint Mary
B.S.N., College of Saint Mary
M.S.N., Clarkson College

Maureen Hoppe, Ed.D., M.A., OTR/L

Assistant Professor of Occupational Therapy
B.S., Creighton University
M.A., University of Nebraska-Omaha
Graduate Certificate of Specialization, University of Nebraska-Omaha
Ed.D., College of Saint Mary

Becky Hoss, Ph.D.

Director, Psychology, Human Services, & Sociology Program

Professor of Psychology
B.A., Creighton University
M.A., The University of Texas at Austin
Ph.D., The University of Texas at Austin

Linda Hoven, M.S.N., APRN, NP-C, LCCE, CLC

Instructor of Nursing (Public Health, Med/Surg)
A.S.N., College of Saint Mary
B.S.N., College of Saint Mary
M.S.N., Saint Joseph's College
Post Masters Certificate, Saint Joseph's College - Maine

Gianna Howard, O.T.D., OTR/L

Assistant Professor of Occupational Therapy
B.A. Psychology, Creighton University
O.T.D. Occupational Therapy, Creighton University

Pam Humphrey, Ph.D.

Associate Dean, Arts, Sciences and Professional Studies

Assistant Professor of Education
B.S., Blue Mountain College
M.A., University of Northern Iowa
Ph.D., Capella University

Emily Kahm, Ph.D.

Assistant Professor of Theology
B.A., Rockhurst University
M.T.S., Boston College School of Theology and Ministry
Ph.D., University of Denver

Clare Kennedy, M.P.A.S., PA-C
Director, Physician Assistant Studies Program

Assistant Professor of Physician Assistant Studies
B.S., University of Nebraska-Omaha
M.P.A.S., University of Nebraska Medical Center

Andrea Kessler, PT, Ed.D., D.P.T., OTR/L
Director, Clinical Education

Assistant Professor of Doctor of Physical Therapy
B.S.O.T., University of Pittsburgh
O.T.D., Slippery Rock University
Ed.D., University of New England

Jeff Keyte, M.D.

Associate Professor of Physician Assistant Studies
B.A., University of Chicago
M.D., St. Louis University School of Medicine
Residency, Cardinal Glennon Children's Hospital

Sarah Klocke, M.F.A.
Director, Theatre and Communication Programs

Associate Professor of Theatre and Communication
B.A., Arkansas Tech University
M.F.A., University of New Orleans

Amy Knox Brown, J.D., Ph.D.
Director, English Program

Associate Professor of English
B.F.A., Stephens College
M.A., University of Nebraska-Lincoln
J.D., University of Nebraska-Lincoln
M.F.A., North Carolina State University
Ph.D., University of Nebraska-Lincoln

Christopher Krampe, D.M.A.
Director, Fine Arts Program

Assistant Professor of Music
B.A., Drake University
M.A., University of Kansas
D.M.A., University of Kansas

Jennifer Kuchta, Ed.D.(c), M.S.N., M.B.A., RN

Director, Practical Nursing Program

Instructor of Nursing (Practical Nursing)

A.S.N., Northeast Community College

B.S.N., Jacksonville University

M.S.N., Jewish Hospital College of Nursing & Allied Health

M.B.A., Kaplan University

Dunesh Kumari, Ph.D.

Assistant Professor of Chemistry

B.S., Delhi University, India

M.S., Northeastern University

Ph.D., Northeastern University

Lois Linden, Ed.D., RN

Associate Professor of Education

B.S., Midland Lutheran College

M.S.N., University of Minnesota

Ed.D., College of Saint Mary

Susan Liston, M.S.N., RN

Instructor of Nursing (Maternal Newborn)

B.S.N., Mount Marty College

M.S.N., Case Western Reserve University

Midwifery Diploma, Frontier School of Midwifery and Family Nursing

Mary Lopez, M.S.N., RN

Instructor of Nursing (Public Health, MedSurg)

A.S.N., College of Saint Mary

B.S.N., Nebraska Methodist College

M.S.N., Nebraska Methodist College

Shawn Magrum, M.S.

Director, Master in Health Sciences Program; Director, Anatomy Lab

Instructor of Biology

B.S., Creighton University

M.S., Creighton University

Molly Mahoney, Ph.D.

Director, Walk Tall Honors Program

Professor of Psychology

B.A., University of Nebraska-Omaha

M.A., University of Nebraska-Omaha

Ph.D., University of Nebraska-Lincoln

Kristin Mattson, Ph.D.

Director, History and Political Sciences Program; Director, Service Learning

Professor of Political Science

B.A., Oberlin College

M.A., Princeton University

Ph.D., Princeton University

Shannon McMahon, Ph.D.

Director, Composition Program

Associate Professor of English
B.A., Creighton University
M.A., Creighton University
Ph.D., University of Nebraska-Lincoln

Beth Merkel, M.S.
Director, Master of Science in Organizational Leadership Program
Instructor of Business
B.S., Grace University
M.S., College of Saint Mary
Ph.D.(c), University of Nebraska-Lincoln

Kelly Murphy, Ed.D.(c), M.S.
Instructor of Mathematics
B.S., Wayne State College
M.S., Wayne State College

Ganesh Naik, Ph.D.
Director, Chemistry Program
Professor of Chemistry
B.S., University of Mumbai
M.S., University of Mumbai
Ph.D., University of Mumbai

Brianna Parkhill, O.T.D.,OTR/L
Assistant Professor of Occupational Therapy
B.S., Iowa State University
O.T.D., Creighton University

Paula Peal, Ph.D.
Director, Teacher Education Program
Assistant Professor of Education
B.S., College of Saint Mary
M.S., Lesley College
M.S., University of Nebraska-Omaha
Ed.D., University of Nebraska-Omaha

Kristan Pilakowski, O.T.D.,OTR/L
Assistant Professor of Occupational Therapy
B.A., University of St. Thomas
O.T.D., Creighton University

Kemla Prathan, M.S.N., RN
Instructor of Nursing (MedSurg)
B.S.N., Nebraska Methodist College
M.S.N., Nebraska Methodist College

Kristi Preisman, Ph.D.
Director, Doctor of Education Program
Associate Professor of Education
B.A., University of Nebraska - Kearney
M.A., University of Nebraska - Omaha
Ph.D., University of Texas - Austin

Shari Prior, Ph.D.
Director, Philosophy Program
Professor of Philosophy
B.A., Syracuse University
Ph.D., University of Iowa

Megan Ray, M.S.N., RN
Instructor of Nursing (MedSurg, Pediatrics)
B.S.N., University of Nebraska Medical Center
M.S.N, University of Nebrasks Medical Center

Jennifer Reed-Bouley, Ph.D.
Director, Theology Program
Professor of Theology
B.A., University of Notre Dame
M.A., Loyola University
Ph.D., Loyola University

Amanda Roe, Ph.D.
Assistant Professor of Biology
B.S., University of Wyoming
M.S., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

Brenda Romero, Ph.D.
Director, Spanish and Interpreting Program
Associate Professor of Spanish
B.A., University of Utah
M.A., University of Utah
Ph.D., University of Utah

Jennifer Rose-Woodward, Ed.D.
Associate Professor of Education
B.S., Dana College
M.S., University of Nebraska-Omaha
Ed.D., College of Saint Mary

Whitney Rubin, O.T.D., OTR/L
Assistant Professor of Occupational Therapy
B.S., University of Nebraska - Omaha
O.T.D., Creighton University

Tara Ruppert, O.T.D.,OTR/L, CHT
Assistant Professor of Occupational Therapy
B.S.O.T., Creighton University
Certificate, Drexel University
O.T.D., George Washington University

Mark Sand, Ph.D.
Director, Mathematics and Physical Science Program
Professor of Mathematics
B.A., Drake University

M.S., University of Minnesota
Ph.D., University of Minnesota

Narcissus Shambare, Ph.D.
Director, Business Program

Associate Professor of Business
M.B.A., Nottingham Trent University
M.S., Edinburgh Business School
M.S.I.S., Central Michigan University
Ph.D., Northcentral University

Andrew Shim, Ed.D.
Director, Kinesiology & Exercise Science Program

Professor of Kinesiology & Exercise Science
B.S., Cal Poly Pomona University
M.A., Cal State University, Los Angeles
Ed.D., United States International University

Mary Smith, Ed.D., OTR/L

Associate Professor of Occupational Therapy
B.A., University of Nebraska-Lincoln
B.S.O.T., Creighton University
M.O.T., College of Saint Mary
Ed.D., College of Saint Mary

Melissa Soester, M.P.A.S., PA-C

Assistant Professor of Physician Assistant Studies
B.S., Chadron State College
M.P.A.S., University of Nebraska Medical Center

Jeff Spencer, M.F.A.
Director, Arts Program

Assistant Professor of Art
B.A., University Nebraska-Omaha
M.F.A., University of Tennessee

Heather Stigge, Ph.D.

Assistant Professor of Biology
B.S., Peru State College
M.S., Sam Houston State University
Ph.D., Oklahoma State University

Amber Stoltenberg, M.S.N., RN

Instructor of Nursing (MedSurg)
D.N., BryanLGH College of Health Sciences
M.S.N., Nebraska Methodist College

Genevieve Summers, M.S.N., CPN

Instructor of Nursing (Pediatrics)
A.S.N., College of Saint Mary
B.S.N., College of Saint Mary
M.S.N., Creighton University

Tracey Toney, Ed.D.(c), M.S.N., RN
Nursing Lab Co-Coordinator

Assistant Professor of Nursing (Maternal Newborn)

B.S.N., Nebraska Methodist College

M.S.N, Nebraska Methodist College

Ed.D.(c), College of Saint Mary

Virginia Tufano, Ed.D., M.S.N., RN

Associate Professor of Nursing

B.S.N., Incarnate Word College

M.S.N., University of Texas Health Science Center

Ed.D., College of Saint Mary

Kimberly Varnado, D.P.T., D.H.Sc.
Director, Doctor of Physical Therapy Program
Associate Professor of Doctor of Physical Therapy
B.S., Tennessee State University
D.P.T., Indiana University
D.H.Sc., A.T. Still University

Kaitlyn Vogt, M.S.N., RN, PCCN
Instructor of Nursing (Med/Surg)
B.S.N., Nebraska Methodist College
M.S.N., Nebraska Methodist College

Katharine West, M.P.A.S., PA-C
Assistant Professor of Physician Assistant Studies
B.S., Chadron State College
M.P.A.S., University of Nebraska Medical Center

Erin Westover, O.T.D., OTR/L
Assistant Professor of Occupational Therapy
B.S., Concordia University--Nebraska
O.T.D., Washington University in St. Louis

Kathleen Zajic, Ed.D., M.S.N., RN
Professor of Nursing (Public Health)
B.S.N., Creighton University
M.S.N., University of Nebraska Medical Center
Ed.D., College of Saint Mary