

2015 - 2016
U N D E R G R A D U A T E
A C A D E M I C C A T A L O G



7000 Mercy Road
Omaha, Nebraska
402-399-2400

CSM.edu



COLLEGE OF
SAINT MARY
Bloom

Table of Contents

Board of Directors	3
Information Sources.....	5
Academic Calendar	6
Introduction	9
Accreditation and Memberships.....	12
Academic Support Services.....	13
Admissions	15
Financial Aid	23
Tuition	32
Evening and Weekend Programs	37
Curricular Service Learning	38
Study Abroad.....	40
Student Development	42
Academic Regulations and Information	52
Degree Requirements	75
Academic Programs	79
Student Learning Goals	81
Courses of Study (General Education Curriculum)	82
Programs of Study.....	85
Course Descriptions.....	193
Administration.....	285
Faculty.....	293
Cooperating Agencies.....	295

Board of Directors

Chair of the Board

Richard (Rick) P. Jeffries, J.D.

Partner

Cline Williams Wright Johnson &
Oldfather, L.L.P.

Vice Chair

Kathleen Dodge

President & CEO

NEI Global Relocation

Secretary

Terri Campbell '93

Sales Manager

Omaha World Herald

Treasurer

Deborah Macdonald, J.D.

Retired, President

Kinder Morgan Natural Gas Pipeline Group

Jean Bartman

Partner

McGladrey, LLP

Jane Carmody DNP, RN

VP & System CNO

CHI Health

Lorraine Chang, J.D.

Strategic Leadership Consultant

William Cutler

Funeral Director

Heafey, Heafey, Hoffmann, Dworak & Cutler
Mortuaries

Ivan Gilreath

President and CEO

Boys and Girls Clubs of the Midlands

Jane Huerter, J.D.

Retired, Executive Vice President of

Corporate Services and Corporate Secretary
Mutual of Omaha

Brad Knuth

Senior Vice President

Smith Hayes Advisors, Inc.

Carol Kontor

Retired, Chartered Financial Analyst

Nebraska State Investment Officer

David Kramer, J.D.

Partner

Baird Holm Law Firm

Dr. Sheila Megley, RSM

Retired, West Midwest Leadership Team

Sisters of Mercy of the Americas

Audrey Milfs, '67

Retired, Vice President and Secretary

Pacific Life Insurance Company

Daniel K. O'Neill

President

First National of Nebraska

Daniel Padilla

Business Banking Officer

First National Bank

Sr. Laura Reicks, RSM

President

Sisters of Mercy West Midwest Community

Steven Ritzman

President and CEO

American National Bank

Dr. Michon Rozmajzl, RSM '65

Professor and Associate Dean Emerita

Boise State University

Annette Smith

Community Philanthropist

Dr. Maryanne Stevens, RSM

President

College of Saint Mary

Britt A. Thedinger, M.D.
Physician, Surgeon
Ear Specialists of Omaha

Sue Weiler-Doke '85
Business Director
Kiewit Infrastructure Group, Inc.

Lyn Wallin Ziegenbein, J.D.
Executive Director Emerita
Peter Kiewit Foundation

Information Sources

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

General Affairs of the College	Information Center (402-399-2400)
Academic Information	Vice President for Academic Affairs (402-399-2694)
Student Development	Vice President for Student Development (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 (402-399-2427)
Gifts and Bequests	Vice President for Institutional Advancement (402-399-2457)
Public Information	Director of Public Relations (402-399-2454)
Alumnae Affairs	Coordinator of Alumnae (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 2015:

Thur. 13	Soccer and Volleyball athletes move into Residence Halls
Thur. 13	Adjunct Faculty In-Service, 5:15 – 8:15 p.m.
Sat. 15	Graduate Student Orientation, 9 a.m. – 5 p.m.
Sat. 15	MLL Move-in @ 2 p.m.
Sun. 16	CSM Advantage Move-in 3-5 p.m.
Tues. 18	New Full-Time Faculty Orientation 10:30 a.m. - 4 p.m.
Wed. 19-Thur. 20	Faculty In-service/State of the College
Fri. 21	Program Planning (TBD)
Sat. 22	New Students Arrive for Move-In and Welcome Days 10 a.m. to 2 p.m.
Sat. 22	MS in ORGANIZATIONAL LEADERSHIP CLASSES BEGIN
Sat. 22	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Mon. 24 - Tue. 25	Advising/Registration for Students
Wed. 26	DAY and EVENING CLASSES BEGIN
Fri. 28 – Sun. 30	WEEKEND CLASSES BEGIN #1
Mon. 31	Faculty Committee Meetings, 12:45 p.m.

September 2015:

Wed. 2	Last Day to Drop/Add/Late Registration for Day/Evening
Sat. 5	Labor Day Weekend – no classes
Mon. 7	LABOR DAY HOLIDAY, COLLEGE CLOSED
Fri. 11– Sun. 13	Weekend College #2
Fri. 11 – Sun. 13	Alumnae Reunion Weekend
Sat. 12	CSM Founder’s Day
Mon. 14	<i>Opening Convocation: Dedication of the 2015-16 Academic Year – 1:00 p.m.</i>
Wed. 16 -Wed. 23	Early Alerts – deadline for entry is 9/23
Mon. 21	Academic Division Meetings, 12:45 p.m.
Thur. 24	Mercy Day
Fri. 25 – Sun 27	Weekend College #3
Mon. 28	Faculty Assembly, Meeting Room, 12:45 p.m.

October 2015:

Mon. 5	Faculty Committee Meetings, 12:45 p.m.
Fri. 9 – Sun. 11	Weekend College #4 (Mid-Term)
Mon. 12	Academic Division Meetings, 12:45 p.m.
Thur. 15– Wed. 21	Mid-Term Week
Fri. 16	Weekend Mid-Term Grades Due in Self Service by 5:00 p.m.
Mon. 19	Faculty Assembly, Meeting Room, 12:45 p.m.
Thur. 22 – Fri. 23	FALL BREAK – NO CLASSES
Fri. 30	Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
Fri. 23 – Sun. 25	Weekend College #5
Mon. 26	Faculty Forum, if needed

November 2015:

Mon. 2	Faculty Committee Meetings, 12:45 p.m.
Mon. 2 – Fri. 13	Focused Registration for Spring and Summer 2016
Fri. 6 – Sun. 8	Weekend College #6
Mon. 9	Academic Division Meetings, 12:45 p.m.
Mon. 16	Faculty Assembly, Meeting Room, 12:45 p.m.
Thu. 19	OT Research Symposium
Fri. 20	5:00 p.m. – Last Day to Withdraw from Weekend AND DAY/EVE classes
Fri. 20 – Sun. 22	Weekend College #7
Mon. 23	Thanksgiving Luncheon
Wed. 25 – Sun. 29	THANKSGIVING VACATION FOR STUDENTS
Thu. 26– Fri. 27	THANKSGIVING HOLIDAY, COLLEGE CLOSED

Sat. 28 Thanksgiving Holiday - NO CLASSES
Mon. 30 Faculty Committee Meetings, 12:45 p.m.

December 2015

Mon. 7 Academic Division Meetings, 12:45 p.m.
Fri. 4 – Sun. 6 Weekend College #8 (Finals)
Fri. 11 Weekend Grades Due in Self Service by 12:00 p.m.
Mon. 14 Faculty Assembly, Meeting Room, 12:45 p.m.
Tue. 15 – Fri. 18 FINAL EXAMS
Sat. 19 Graduate Grades Due by 12:00 p.m.
Sat. 19 BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
GRADUATE RECEPTION, Dining Hall, 6:00 p.m.
GRADUATION (Commencement and EdD/Master Candidate Hooding)
Lied Fitness Center, 7:30 p.m. (*times subject to change*)
Mon. 21 CHRISTMAS VACATION FOR STUDENTS BEGINS
Wed. 23 Day/Evening Grades Due in Self Service by 5:00 p.m.
Thur. 24 - Fri. Jan 1 CHRISTMAS BREAK, COLLEGE CLOSED

SPRING SEMESTER:

January 2016:

Mon. 4 College Offices Open
Mon. 11 Faculty In-service/State of the College
Mon. 11 – Tues. 12 Advising/Registration for New Students
Wed. 13 DAY and EVENING CLASSES BEGIN
Mon. 18 Faculty Committee Meetings, 12:45 p.m.
Wed. 20 Last Day for Late Day/Evening Registration Drop/Add
Fri. 22 – Sun. 24 WEEKEND CLASSES BEGIN
Mon. 25 Academic Division Meetings, 12:45 p.m.

February 2016:

Mon. 1 Faculty Assembly, Meeting Room, 12:45 p.m.
Fri. 5 – Sun. 7 Weekend College #2
Mon. 8 Faculty Committee Meetings, 12:45 p.m.
Wed. 3 – Wed. 10 Early Warning Alerts – deadline for entry is 2/10
Mon. 15 Academic Division Meetings, 12:45 p.m.
Fri. 19 – Sun. 21 Weekend College #3
Mon. 22 Faculty Assembly, Meeting room, 12:45 p.m.
Mon. 29 Faculty Committee Meetings, 12:45 p.m.

March 2016:

Mon. Feb. 29 – 4 Mid-Term Week
Fri. 4 - Sun. 6 Weekend College #4 (Mid-Terms)
Mon. 7 – Fri. 11 SPRING BREAK
Fri. 11 Weekend Mid Term Grades due in Self Service by 5:00 p.m.
Mon. 14 Faculty Forum (if needed)
Fri. 18 Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
Fri. 18 – Sun 20 Weekend College #5
Mon. 21 Academic Division Meetings, 12:45 p.m.
Thu. 24 College closes at 5:00 p.m. for Easter Break—no night classes
Fri. 25 - Mon. 28 Easter Break - NO CLASSES
Fri. 25 GOOD FRIDAY, COLLEGE CLOSED

April 2016:

Fri. 1 – Sun. 3 Weekend College #6
Mon. 4 – Fri. Apr. 15 Focused Registration for Fall 2016
Mon. 4 Faculty Assembly, 12:45 p.m.
Mon. 11 Academic Committee Meetings, 12:45 p.m.
Thurs. 14 Spirit of Service Day (no day classes held)
Fri. 15 5:00 p.m. Last Day to Withdraw from DAY/EVE and Weekend Classes

July 1, 2015

Fri. 15– Sun. 17 Weekend College #7
 Mon. 18 Faculty Appreciation Luncheon, Meeting Room 11:30 a.m.
 Mon. 25 Faculty Division Meetings, 12:45 p.m.
 Wed. 27 Student Scholars' Day/Graduate Poster Symposium (No Classes)
 Fri. 29 – Sun. May 1 Weekend College #8 (Finals)

May 2016:

Mon. 2 Recognition Day
 Fri. 6 Weekend College grades due in Self Service by 5:00 p.m.
 Mon. 9 Faculty Assembly, 12:45 p.m.
 Tues. 10– Fri. 13 Final Exam Week
 Sat. 14 Graduate Grades Due by 12:00 p.m.
 Sat. 14 BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
 HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m.
 CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.
 MASTERS HOODING CEREMONY, Lied Fitness Center, 7:30 p.m.
(times subject to change)
 Sun. 15 GRADUATION, Century Link Center, 10:30 a.m.
(times subject to change)
 Fri. 20 Day/Evening Grades Due in Self Service by 5:00 p.m.

SUMMER SESSIONS:

May 2016:

Mon. 16 SUMMER SESSION BEGINS (5/16 – 8/7)
 Fri. 20 – Sun. 22 WEEKEND COLLEGE BEGINS (SUMMER)
 Fri. 20 Last day to Drop, Add, or Register for Three-Week session
 Mon. 23 Three-Week Summer Session Begins (May 23– June 10)
 Mon. 23 PRACTICAL NURSING PROGRAM BEGINS
 Sat. 28 Memorial Day Weekend - NO CLASSES
 Mon. 30 MEMORIAL DAY HOLIDAY, COLLEGE CLOSED
 Sun. 29 DOCTOR OF EDUCATION (Ed.D.) 2016 COHORT PROGRAM BEGINS

June, 2016:

Fri. 3 – Sun. Weekend College #2
 Mon. 6 Ed.D 2015 COHORT RESIDENCY WEEK (June 6-10)
 Wed. 8 Last day to withdraw "W" from 3-week session
 Fri. 10 Three-Week Summer Session Ends
 Fri. 10 Last Day to Drop, Add, or Register for Six-Week session
 Mon. 13 Ed.D 2016 COHORT RESIDENCY WEEK (June 13-17)
 Mon. 13 Six-Week Summer Session Begins (June 13 to July 22)
 Fri. 17 – Sun. 19 Weekend College #3
 Fri. 24 THREE-WEEK SESSION Grades due in Self Service by 5:00 p.m.
 Fri. 24 - Sun. 26 Weekend College #4 (Mid-Terms)

July, 2016:

Mon. 4 INDEPENDENCE DAY HOLIDAY, COLLEGE CLOSED
 Fri. 8 Last day to withdraw "W" from Six-Week session
 Fri. 8– Sun. 10 Weekend College #5
 Fri. 22 Six-Week Summer Session Ends
 Fri. 22– Sun. 24 Weekend College #6
 Fri. 29 Last day to withdraw "W" from Weekend classes
 Fri. 29 SIX-WEEK SESSIONS Grades Due in Self Service by 5:00 p.m.

August, 2016:

Fri. 5– Sun. 7 Weekend College #7 (Finals)
 Fri. 12 Weekend Grades Due in Self Service by 5:00 p.m.

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 is located in Omaha, Nebraska, a thriving metropolitan area with a culturally diverse regional population. It is minutes from a thriving downtown that boasts ample opportunities to experience art, theater, music, cultural events, beautiful gardens and a world-renowned zoo.

This catalog contains current information regarding College of Saint Mary's undergraduate 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:

- Academic excellence, scholarship, and lifelong learning;
- Respect for the dignity of each person;
- Development of mind, body, and spirit; and
- Commitment to compassionate service.

College

In keeping with the Catholic principles upon which the College 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 college 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 College 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.

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 college 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. Computer laboratories are located on the second floor and nursing and occupational therapy labs are located on the ground floor.

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

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

The 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, 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; 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.

Leadership Qualities

CSM has identified six key leadership skills and qualities that students should develop.

Becoming "self-aware and confident" includes developing self-knowledge, understanding one's own strengths and weaknesses, and embracing those strengths and weaknesses in order to live authentic and balanced personal and professional lives.

Becoming "values-driven" means developing a high level of integrity and honesty, operating from a set of core values that honors the dignity of each individual.

Becoming a "good effective communicator" means being able to communicate effectively, both verbally and nonverbally, at all levels (including interpersonal and group contexts) to build professional networking and presentation skills.

Becoming "other-oriented" includes developing an understanding of and respect for diverse populations and learning the value individuals can offer to achieve a common goal while respecting differences.

Becoming "action-oriented" includes being assertive, taking initiative, asking for both wants and needs, taking the lead in tasks, and being willing to take risks when appropriate.

Becoming a "strategic thinker" starts with acquiring a solid base of expertise, learning to be methodical and organized in gathering and processing new information, as well as developing the skills to facilitate group problem-solving and decision-making processes.

Becoming a "visionary" means being able to see long-range opportunities for themselves, their peers, and the groups, organizations, and communities in which they are involved.

Accreditation and Memberships

	Accrediting Agency	Contact Information
College of Saint Mary	Higher Learning Commission	30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504 800-621-7440
Education Program	Nebraska Department of Education (NDE)	301 Centennial Mall South Lincoln, NE 68509 402-471-2295
Occupation Therapy Program	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA),	4720 Montgomery Lane Suite 200 Bethesda, MD 20824-3449 800-877-1383
Nursing Programs	Accreditation Commission for Education in Nursing (ACEN)	3343 Peachtree Road NE Suite 850 Atlanta, GA 30326 404-975-5000 www.nlnac.org
	Nebraska State Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-4376
Nursing Program (PN)	Nebraska State Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-4376
Legal Studies Program	American Bar Association	Standing Committee on Legal Assistants 750 North Lake Shore Drive Chicago, IL, 60611 312-988-5618

The College 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. Professional staff and student workers provide assistance to students should they have any questions. There are three instructional labs as well as a general use lab. The Computer lab hours can be found on the University website at <https://my.csm.edu/Services/Technology>

Online Learning Management System

ANGEL Online Learning is utilized for all courses. ANGEL allows our instructors to take a creative and student-focused approach to their instruction through the use of threaded discussions, online rubrics, and electronic grading. Students requiring assistance with ANGEL should visit my.csm.edu or Email PCHELP@csm.edu.

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. Students requiring assistance with myCSM are encouraged to visit my.csm.edu or Email PCHELP@csm.edu.

Tegrity Lecture Capture System

Tegrity lecture capture web service allows instructors to automatically capture, store, and index classes for later review by students online, or on iPods and mobile devices. Students requiring assistance with Tegrity are encouraged to visit my.csm.edu or Email PCHELP@csm.edu.

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 all classrooms and public spaces including the plaza and many other outdoor areas. Students requiring assistance with the wireless network are encouraged to visit my.csm.edu or Email PCHELP@csm.edu.

Library

The College of Saint Mary Library provides instruction, reference service, 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 is open seven days a week while classes are in session, with adjusted hours during midterm and final exams and holiday breaks.

The Library offers five study rooms which can be reserved for group or private study. Resources include scanners, a copier, a printer, and twenty 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 site. 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 reference and instruction to both individuals and classes. Reference questions can be submitted either 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

Admissions Policy

Candidates for admission are considered on an individual basis. Candidates may gain admission to the College 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. Final selection of applicants to be admitted shall be made by the college, 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.

College 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 860-890 (Critical Reading + Math) or above. Applicants who have received a high school diploma more than five years prior to application to College of Saint Mary or transfer students with at least 12 semester credits are not required to take the ACT or SAT.
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 critical reading and math SAT of 1030.

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 college 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 critical reading and math SAT of 1030.
 - High school rank in the upper one-third of the graduating class.

Bachelor of Science in Nursing (BSNG):

BSNG Three-Year Track for high school applicants

1. High school graduate with cumulative GPA of at least 3.0 (B) on a 4.0 scale.
2. ACT composite score of 23 or above.
3. Complete minimum of one semester each of high school physical science and chemistry.

BSNG Four-Year Track for high school applicants

1. High school graduate with cumulative GPA of at least 2.75 (C+).
2. ACT composite score of 21 or above.
3. Complete minimum of one semester each of high school physical science and chemistry.

BSNG Applicant with College Transfer Credit

1. Cumulative GPA of at least 2.75.
2. Completion of at least 12 semester hours, not to include developmental courses, with satisfactory completion of at least two CSM nursing program required sciences OR satisfactory completion of at least 21 CSM nursing program required credits.

Licensed Practical Nurse to BSNG Applicant:

1. Graduate of a Practical Nursing Program with a GPA of 2.75.
2. Current unencumbered LPN license.
3. Successful completion of NUR 100: Introduction to Nursing Challenge Exam.

RN to BSN:

1. Graduate of a nationally accredited ASN program, or
2. Graduate of a diploma or non-nationally accredited associate degree program with credits validated through verification of a Registered Nurse license in good standing (unencumbered) with the State of Nebraska or compact state.
3. Cumulative GPA of at least 2.5.
4. Provide verification of a Registered Nurse license in good standing (unencumbered) with the State of Nebraska or compact state.
5. Meet Core Performance Standards (Policy 1.2) and Nursing Program Requirements (Policy 1.3).

Occupational Therapy:

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

1. Cumulative GPA of at least 3.0 or higher on a 4.0 scale.
2. ACT composite score of 21 or above.
3. 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.
4. Ability to comply with the CSM OT Program Functional Expectations (found in the OT Student Manual).

Transfer Student

1. Cumulative college GPA of 3.0 with a minimum grade of C required for successful transfer.
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 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).

Pre-Physician Assistant Status Admission Requirements:

Admission for pre-PA status will occur through a rolling admissions process. If minimum requirements are met, the Admissions and Progression 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 pre-PA status student. Following the interview, the Admissions and Progression Committee will make a recommendation to the PAS Program Director, who determines acceptance as a pre-PA status student. Applicants will be notified of the decision via letter. See the Graduate Academic Catalog for information on admission to 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 1100 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
- Ability to comply with the CSM PA Program [Technical Standards](#).

Transfer or Current CSM Student Admission

- Cumulative GPA: 3.0 (12 or more credits)
- 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

- 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](#).

General College 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 college. A representative from Enrollment Services will contact the applicant for an interview and/or essay to learn more about the applicant's potential for success. If a student with an ACT score below 18 is admitted, it will always be on a "conditional" basis. Applicants with an ACT score of 16 or 17 and meeting all other enrollment criteria will be reviewed by the Admissions Committee and may be allowed to enroll conditionally. Applicants without an ACT or SAT score available **will** be required to take one of the standardized aptitude tests, at their own expense. This **will** not apply to transfer students who transfer in more than 12 credits. All other cases will be reviewed by the Vice President for Academic Affairs and the College Admissions Committee.

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 without a valid high school diploma may be conditionally admitted to the college based upon satisfactory completion of 6 credit hours of collegiate level work that is applicable toward a degree or certificate offered by CSM that is completed at a regionally accredited institution. The credit hours need not be obtained at CSM.

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 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 College 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

The College reserves the right to withdraw 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 college 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 College.

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 College 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. Students entering the Bachelor of Science in Nursing program with their Associate of Science in Nursing (or nursing diploma) and a license to practice as a nurse may transfer 85 credits from an accredited community college. Specific program requirements may differ.

The College 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.

Articulation agreements are available on the CSM website: [College of Saint Mary](#)

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 College 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.

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 College 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 College 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 College. 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 College, 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

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 College reserves the right to take longer if needed. If applying for financial aid, a student's application file must be completed 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 college courses taught on the CSM campus.

Dual Credit and Early College Start Programs

Dual credit courses offered to high school students are delivered at a collegiate level. 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 college 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 dual credit or 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 college policy.

Application for Dual Credit: All high school students who wish to take a dual credit course must complete an application for dual credit and submit it to CSM prior to registration. Eligible 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: All high school students who wish to take an early college start course must contact the Office of the Registrar to complete an information sheet and a registration form. The phone contact is 402-399-2443.

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) 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 College 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 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.

Retention of Records

In compliance with federal regulations the following retention of records is required one year for received application materials; 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, Federal Work-Study (FWS) Program, and Federal Perkins Loan 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 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 College. Financial need-based grants are awarded automatically to eligible students upon receipt of the FAFSA. CSM welcomes transfer students and offers competitive transfer scholarships and grants which are also based on academic merit and financial need. 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.

Residence Hall Scholarships: All students receiving an academic merit scholarship who live on campus in the residence halls will receive either a \$3000 Residence Hall Scholarship or merit scholarship which includes an amount for living on campus. Merit scholarships which include an amount for living on campus are indicated as "resident" awards on the financial aid award letter. Students moving off campus will have their resident scholarship reduced.

Athletic Scholarships: Students with athletic ability in basketball, 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.

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 Perkins Loan is awarded to students based on financial need and who are paying the regular full-time tuition package rate. Perkins loans have a 5% fixed interest rate and are funded by the Federal government. No interest is charged or repayment required until nine months after the student drops below half-time enrollment. 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.

Federal Direct Graduate PLUS loans are fixed-rate, low-interest loans which graduate students may borrow 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.

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.

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.

Renewal of Aid

Students should renew their FAFSA online each year after January 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

Degree or certificate-seeking students must maintain a cumulative grade point average (GPA) of at least 2.0 at the end of each SAP review period. 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 refund checks 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.

- Right to Know
 - Financial aid programs available
 - How eligibility is determined and funds are disbursed
 - Eligibility requirements for federal, state, and institutional awards
 - Consequences of withdrawing from a class(es) either officially or unofficially
 - Satisfactory academic policy for financial aid recipients
 - Availability of federal student assistance funds for study abroad programs
- Right to appeal
- Right to decline awards
- Student Responsibilities
 - Complete the FAFSA online at www.fafsa.gov each year after January 1 and after filing previous year's taxes. Never pay to file the FAFSA
 - Return signed award letter
 - New students must complete entrance counseling and a Federal Direct Loan Master Promissory Note (MPN) if accepting the Federal Direct Loan awarded in the award letter
 - If the parent accepts the Federal Direct PLUS loan, the student's parent must complete a Federal Direct PLUS Master Promissory Note
 - If awarded a Federal Perkins Loan, new students must complete Perkins Loan entrance counseling and all Federal Perkins Loan paperwork, which is sent separately to the student
 - Complete SFA (Semester Financial Arrangements) process online each semester
 - 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.
 - Maintain Satisfactory Academic Progress requirements

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, Federal Perkins Loan 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 on the Web, located on the FAA Access Web site. This is a Department of Education Website, which helps the Financial Office calculate and manage the Return of Title IV funds. 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 after the date the school determined the student withdrew, and offer any post-withdrawal disbursement of loan funds within 30 days of that date. Institutional data is collected from the institution and student information is entered on the website which calculates the Return of Title IV funds according to DOE's Student Assistant General Provisions. The following is the calculation process performed by Return of Title IV funds on the Web.

- 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, Federal Perkins 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

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

Olive Arkoosh Endowed	Charles A Frueauff Foundation	Sharon Lovely Merritt Memorial Book Fund
Baburek `37/Deeths `62 Endowed Scholarship	Paul and Rachel Gallagher	Rachel M. Micek Memorial
Coreen Barb `02 Memorial	Joan B. Halsted `79 Memorial	Clara and Henry Miller Memorial
Jesse J. and Angela M. Bavaresco Memorial	Hawks Foundation	Tim Moylan Memorial
Carl and Peg Bendixen Endowed	Holland Foundation	Joseph F. and Helen Clare Murphy Family Scholarship Fund
Edmund and Bernadette Bosin Memorial	William Randolph Hearst Foundation	Nebraska Independent College Foundation (NICF)
Mary Schwertley Brown/Sally Bisson Endowed	Sr. Mary Mechtilde Hill, RSM Scholarship for Academic Excellence	NE Mercy Ministry Fund
Hortense P. Butt Memorial	Nancy Glatter Hittner `60 Memorial	Imelda Nolan Memorial
Elizabeth Carlin Schultz `52 Endowed	Matthias Hugo Memorial	Edward and Lila Robinson Charitable Trust
Melanie, Joanne & Vaughn Carlson Endowed	A.F.and Ruth Jacobson Memorial	Helen Russell Memorial
Mrs. Frank Cech Memorial	Beatrice Houston Jacques `42 Memorial	Madelene McKenna Schaber
Class of 1940	Kathleen Turner Jeffries Memorial	William and Ruth Scott Family Foundation
Class of 1962	Kean Scholarship	Harriett and John M. Shonsey Memorial
Patricia Colchin Lavey `52 Endowed	Kersey-Geisler Endowed	Sisters of Mercy
Luke and Shirley Coniglio `60 Endowed	Peter Kiewit Foundation	Paul and Annette Smith
James M. Cox Foundation	Marjorie Langhorst Memorial	Morton and Ella S. Steinhart Foundation Memorial
Dr. C. C. and Mabel L. Criss Memorial Foundation	Blanche Laughlin `62 Memorial	Dr. Maryanne Stevens, RSM
Mary Cronin `92 Memorial	Joan Laughlin `62 Endowed	Lorraine Stevens Memorial
Colleen Dostal Stormberg Memorial	Lawless Family Scholarship	Dr. Electra O'Rourke Strub `40
Bernice M. Ebel Memorial	Les and Phyllis Lawless Endowed	Gilbert C. Swanson Foundation
Patricia Ann Eckardt Memorial	Kenneth Lueder Memorial	Fran Thul `64 Memorial
Doris Jaax Engler `46 and Leonard P. Engler Endowed	St. Mary Christelle Macaluso, RSM `56 Memorial	Union Pacific Foundation
Harvey D. Ferer Memorial	Deborah A. Macdonald Foundation	George and Susan Venteicher
Amanda Nicole Florance `07 Memorial	Maggio/Kanel Memorial	Vernon and Kathryn `33 Von Seggern Endowed
John J. Franey Memorial	Elizabeth A. Mannlein `50 Endowed	Sr. Constance Walsh Memorial
	Stephen T. McGill Memorial	Paul F & Blanche A Wenninghoff Annual 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 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 2015-2016 Academic Year

Tuition - Undergraduate Programs

Full-time Student (12 or more credits) - <i>per semester</i>	\$14,482
Part-time Student (fewer than 12 credits) - <i>per credit hour</i>	950
CHI/Boys Town Employee - <i>per credit hour</i>	375
Practical Nursing Certificate Program - <i>per credit hour</i>	325
Paralegal Post-Baccalaureate Certificate Program - <i>per credit hour</i>	450
Business Leadership and Management - <i>per semester</i>	6,435
Summer 2015 Tuition rate for Regular Full-Time and Part-Time Students - <i>per credit hour</i>	560
Summer 2016 Tuition Rate for Regular Full-Time and Part Time	TBA
Online or Independent Study	Pay according to tuition plan
Audit while undergraduate - <i>per credit hour</i>	½ tuition charge
Audit for Post-Bachelor Degree - CSM Alum <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>	\$ 3,700*
Private Room* - <i>per semester</i>	4,000*
Residence Hall Broken Contract Charge	500
Summer 2015 Residence Hall Rate - All Summer	925

*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>	\$120
Portfolio Assessment - <i>per credit hour</i>	120
Dual Credit and Early College Start Programs (per credit hour)	100

Payment Options

Methods of Payment

The following methods of payment are accepted by the College of Saint Mary: Cash or Check in Person or Mail, Automated Withdrawal from Checking/Savings Account (ACH) or Credit/Debit Card (MasterCard, Discover, Visa and American Express accepted). These payment plans are done through ecashier at www.csm.edu/sfa. Note: A convenience charge of 2.75% is charged for all credit/debit card transactions.

Payment in Full

Payment in full can be done in person in the Express Center. You may also pay your balance in full by visiting www.csm.edu/SFA. Note: Until payment arrangements are made, the student's SFA is not complete.

Payment Plan

You may sign up for the following payment plan options by going online at www.csm.edu/SFA.

Plan Type	Fall		Spring		Summer	
	Enroll By	Pmt Months	Enroll By	Pmt Months	Enroll By	Pmt Months
6 month	05/27/15	Jun - Nov	11/25/15	Dec - May	n/a	n/a
5 month	06/25/15	Jul - Nov	12/23/15	Jan - May	*03/25/16	Apr-Aug
4 month	07/27/15	Aug - Nov	01/27/16	Feb - May	*04/26/16	May-Aug
3 month	08/27/15	Sep - Nov	02/19/16	Mar - May	*05/25/16	June-Aug
3 month	09/24/15	Oct - Dec			*06/23/16	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. *Summer payment plans are on a 5,4,3,2 monthly schedule.

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.

Your ACH or Credit Card payment 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 several courses or the entire semester must complete the **WITHDRAWAL CHECKLIST**. The student must complete the withdrawal checklist with all required signatures and submit the completed form to the Express Center. Students who fail to submit a withdrawal checklist 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:

Regular Full Time & Masters in Occupational Therapy (12 or more CREDITS)

Dropping below 12 credit hours but is 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 and MOT 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

Before the 1 st class meeting of each course or within 48 hours after end of first class meeting (except 1 day courses)	100%
Thereafter, no refund	0%

Weekend Classes

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

Before the first class meeting	100%
When class has met for 6 or less instructional hours	75%
When class has met for 7-9 instructional hours	50%
When the class has met for more than 9 instructional hours	0%

On-Line Summer Classes

Before the first day of the class activation	100%
When class has been active for 1 week	75%
When class has been active for 2 weeks	50%
When the class has been active for more than 2 weeks	0%

Resident Hall Charges

If a resident hall student withdraws from the College, room and board charges will be refunded according to the same refund schedule as the "Courses Scheduled for Full Semester" above. If a resident 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 Vouchers

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 taken off, and a check 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, a refund check will be issued to the student. Students picking up their checks in person must be prepared to present picture identification. Please allow up to ten working days from the time a credit balance is created for a refund check to be issued. Checks that are not picked up on the day the Express Center receives them will be mailed the next refund day (the next Tuesday or Friday). Please make sure we have your accurate address.

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 College 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. Each month the College will send each such student an itemized statement of the balance that is past due.

Delinquent Student Accounts

If a balance remains following the conclusion of the current semester, the account is considered delinquent and the College 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 (Stafford, Perkins, Nursing, etc.)
- Incomplete student loan exit counseling

The hold may result in the student not being able to register, obtain transcripts or diplomas, or participate in graduation.

Evening and Weekend Programs

Evening and weekend programs offer an important educational alternative for working individuals. Students unable to attend traditional day courses due to work and family obligations find the evening and Saturday formats of some CSM programs offer the opportunity to obtain a degree or another level of professional education outside of the regular work day. Students find these programs to be a viable way to increase competence, advance in a career or prepare for a career change.

Master Degrees:

- Master of Arts in Teaching
- Master of Science in Education
- Master of Science in Organizational Leadership

Bachelor Degrees:

- Business Leadership and Management

Certificates:

- Business Leadership and Management
- Paralegal Studies (Post Baccalaureate)

Many courses from the general education curriculum are available on weekday evenings and many are offered on-line, especially in the summer.

Curricular Service-Learning

College of Saint Mary manifests its mission for academic excellence and student development through curricular service-learning. CSM faculty in all divisions offer service-learning courses that help students achieve their learning goals and contribute to the wider community.

Curricular service-learning is a teaching and learning strategy that integrates community service into academic courses to meet specific learning goals for students. Faculty, in partnership with representatives of community organizations, design service-learning projects based on two main objectives: teaching students course-specific knowledge, skills and values; and responding to community-identified needs and assets. Strong reflective and analytical components are built into service-learning courses.

Curricular service-learning can occur in a compressed form (such as an immersion seminar where students travel to a different location to offer service and learn about the issues facing that location) or an extended form (such as a semester-long course where students offer service to a local community agency over the course of the semester).

Research on student learning indicates that service-learning is an effective learning strategy because it:

- requires student engagement in the learning process
- allows students to practice skills within complex social settings
- includes regular and systematic reflection and analysis
- develops critical thinking and communication skills
- builds skills and knowledge regarding cultural competence
- encourages responsible citizenship and community-building
- develops students' leadership skills
- changes the roles of teacher and learner in creative ways

Research on community partners' perceptions of service-learning indicates that they value service-learning because they:

- educate students and faculty about the community's assets and needs
- receive assistance on projects they identify as priorities
- collaborate with CSM on common goals and projects
- contribute to developing students who have a lifelong commitment to social responsibility

The purposes of the Service-Learning Program are the following:

- Provide faculty development opportunities and resources for CSM faculty who use service-learning as a teaching strategy.
- Support faculty and departments as they develop and enhance service-learning courses.
- Facilitate communication about service-learning among faculty, students, administration, and community organizations.

The following criteria indicate that a project can be considered as service-learning:

- The primary activities of the project are service and learning about why service is needed.
- Faculty prepare the students prior to the service activities. This includes discussion of readings about the issues students are studying through the project, information about culture and language of the people with whom students will work, and other relevant information.
- Faculty help students analyze and reflect upon their learning regularly throughout the project and at the end of it. Students may write journals, discuss their learning as a group, write papers that connect the service experiences to other parts of the class, and make plans for how they will continue their commitment to the people and issues encountered through the service-learning project in the future.
- Faculty consult with the Service-Learning Program Director on the service-learning project, which may be eligible for grant funding.

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 College 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 Associate Dean for Academic Affairs, Dr. Pam Humphrey, who is also the Study Abroad Coordinator.

Application Process

At this time 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_Aboard/) 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 College.

Financial Aid

Most Federal financial aid funds can be used 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 Associate Dean 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.
 - Attach a copy of your unofficial transcript (available from Self Service)
 - Attach your personal statement
 - 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 Associate Dean 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 either by writing a paper or making a presentation to a group or groups about the study abroad experience. This requirement will be met by the end of the semester following the study abroad semester and will be supervised by the Associate Dean 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. The Student Handbook contains the guidelines for student living. 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 faith sharing groups, bible studies, retreats and Catholic Mass. In addition, Campus Ministry sponsors winter and spring break service trips. The Campus Ministry student led service club, Do Unto Others (DUO), provides regular opportunities for service and justice events and activities.

CSM Achievement Center

The Achievement Center (AC) provides centralized services to help students improve individual academic performance through tutoring, career development, 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
- On-line academic preparation resources
- Mentoring programs for African American and Single Parent students
- Additional support for first generation students

Counseling

CSM partners with CHI Health Occupational Health Services (OHS) to provide short-term counseling to all full-time students and their family members free of charge. The Counseling Assistance Program (CAP) 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 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.

Health Care

All students are encouraged to have comprehensive health insurance. International students are required to have health insurance and must submit proof of health insurance to enrollment services. Further information about obtaining health insurance can be found in the Insurance section of this catalog.

CSM partners with CHI Health Occupational Health Services (OHS) to provide limited health services at a reduced rate. These services are the financial responsibility of the students and can be paid by with cash, check, credit/debit card at the time of service. The student is responsible for filing her medical expenses with her insurance carrier, as CHI Health does not provide this service. The fee to see a provider is \$40.00. For x-rays or additional testing, additional fees will be charged. CHI OHS is located near the CSM campus at Bergan Mercy Medical Building One at 7710 Mercy Road, Suite 124. Appointments may be made by calling 402-398-6581 between 7:00 a.m. and 4:30 p.m., Monday through Friday. If a student requires medical assistance after the hours listed above, she may walk to the emergency room or drive to an immediate care facility. The closest facility to the University is located at Applewood Clinic, 9717 Q Street, and the phone number is 402-537-1704.

Housing

To provide a positive college 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.

Campus housing is restricted to those full-time students studying for undergraduate degrees at CSM. 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.

Mothers Living & Learning

CSM's *Mothers Living & Learning* 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 eight sports: basketball, cross-country, golf, soccer, softball, swimming, tennis and volleyball. CSM is a member of the NAIA (National Association of Intercollegiate Athletics) and the Great Plains Athletic Conference (GPAC), and is a participant school in the NAIA Champions of Character program. Participation in CSM's athletic teams and eligibility for CSM athletic scholarships is limited to those students who meet the eligibility requirements of the NAIA and have been recommended by a coach.

Lied Fitness Center

Leisure 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 or other scheduled activities. All those using the center must have a valid CSM ID and swipe in at the door. Towels and sports equipment are issued 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 charge.

Safety and Security

A Safety and Security officer is available 24/7 365 days a year. If you have any safety concerns, feel free to contact the department at 402-670-8848 (dial "1" if using a campus phone). If you desire an escort from a building, 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 Association, 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: This is a program that began at College of Saint Mary in the spring of 2001. 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 Days

When students arrive on campus in August, they will participate in Welcome Days. Welcome Days are designed to provide traditional 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, gain insight into majors, find classrooms, and settle into residence halls.

Code of Conduct

A student enrolled at College of Saint Mary assumes an obligation to conduct herself in a manner compatible with the University's function as an educational institution. Misconduct, for which students are subject to discipline ranging from verbal reprimand to expulsion and referral for prosecution, includes but is not limited to, the following:

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities including its public service functions or other authorized activities on University premises;
2. Abuse of any person on University-owned or University-controlled property, or at University sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person, including self;
3. Intentionally harassing any person in such a way as to interfere with that person's emotional, or academic pursuits; creating a hostile, abusive, coercive or intimidating environment; and/or slander or defaming another's character; this includes on-line/digital communication;
4. Intentionally and substantially interfering with others' freedom of expression;
5. Disorderly conduct or lewd, indecent, or obscene conduct or expressions on University-owned or controlled property or at University-sponsored or supervised functions;
6. Conduct which adversely affects the student's suitability as a member of the academic community;
7. Dishonesty, such as cheating, plagiarism or knowingly furnishing false academic information (see also Policy for Academic Honesty); this also includes furnishing false information to any University official, faculty member, or office;
8. Unauthorized access, destruction of, or interference with computer programs, computer databases, computer files, or computerized information stored in University computer systems;
9. Forgery, alteration or misuse of University documents, records, or identification;
10. Theft or unauthorized possession of, or damage to, property of the University or of a member of the University community or campus visitor;
11. Unauthorized entry or use of University facilities or unauthorized possession or duplication of University keys, access cards, and codes;
12. Use, possession, or distribution of marijuana, narcotics or dangerous drugs; use, possession, verbal or written threat of weapons or explosives of any kind;
13. Violation of rules governing residence in University-owned or controlled property;
14. Violation of University policies or of campus regulations including, but not limited to the provisions of the student handbook, other University publications and residence hall rules and regulations;
15. Failure to comply with directions of University officials acting in the performance of their duties;
16. Hazing, which is a broad term encompassing 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;

17. Illegal or unauthorized possession of firearms, explosives, or other weapons, on University premises;
18. Violation of any federal, state or local law;
19. Manipulation of the Disciplinary Review Process, including but not limited to:
 - a) Failure to comply with the notice from a University official to appear for a meeting or a hearing as part of the Disciplinary Review Process.
 - b) Falsification, distortion, or misrepresentation of any information during the Disciplinary Review Process.
 - c) Disruption or interference with the orderly conduct of a disciplinary Review proceeding.
 - d) Attempting to discourage an individual's proper participation in, or use of, the Disciplinary Review System.
 - e) Attempting to influence the impartiality of a member of the review, prior to and/or during the course of the Disciplinary Review proceeding.
 - f) Harassment (verbal, physical, or written) and/or intimidation to any student or professional prior to, during and/or after the Disciplinary Review proceeding
 - g) Failure to comply with the sanction(s) imposed under the Disciplinary Review System.

A student of College of Saint Mary must abide by this Code of Conduct, as well as the following sets of policies and agreements: student handbook, academic catalog, residence hall contract, community agreement, and Federal, state and local laws. Any student engaging in any manner of conduct prohibited under these guidelines shall be subject to one or more of the following sanctions, as well as others that may be deemed appropriate at the University's discretion: warning, fines, financial restitution, community service, mandatory counseling or participation in an appropriate treatment program or testing service, research and/or reflection, reprimand, disciplinary probation, disciplinary removal from University residence halls, disciplinary suspension, disciplinary expulsion, referral for prosecution, or any other appropriate sanction.

Parents may be notified if it is anticipated that a student infraction may result in disciplinary probation, removal, suspension and/or expulsion, if the student is: (1) age 18 or younger, and/or (2) financially dependent on her parent(s) (as defined by the Federal government for income tax purposes), or (3) when the student is in violation of law or policy governing the use of alcohol or drugs, if the student is under 21.

When a student is suspected of being involved in an infraction, she will be expected to participate in its resolution. The nature of the infraction and the student's situation will help determine whether the opportunity for discussion of responsibility will occur in an administrative hearing or mediation with a staff member designated by the Vice President for Student Development.

Judicial Process

Students at the university are regarded as adults and citizens of the community as a whole. The main premise of the process is that we expect students to take responsibility for their behavior. The judicial process is fundamentally a learning process for the students. For the staff who work with students in question, the process provides the challenge and support necessary for students to learn from the experience. Typically, the Assistant Dean of Students will review cases, however if the judicial case is related to residence life policies, it will be handled by the Residence Life Professional Staff members.

Appeal Process

A student has the right to appeal a judicial decision; to do so she must prepare a written appeal within five working days, to the next level up of the staff member who handled the original case. Pending the response to the appeal, the student's status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or of others, or reasons involving the safety of persons or property.

The student may appeal **only** on the following grounds:

1. Procedural due process;
2. Absence of sufficient evidence to support the decision;
3. Submission of new evidence.

Note that concern as to the severity of the sanction is not considered an acceptable reason to appeal. Appeal letters must be complete enough so that a personal appearance will not be necessary. A letter which merely lists the grounds of appeal, without description of the merits or concern for the individual case at hand is not sufficient. A meeting will be held with the student to share the appeal decision within ten days, unless unusual circumstances are present.

The standards and procedures set forth in this document are those the University normally applies to conduct matters. The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus and community. This includes the right to suspend, expel, or request the withdrawal of a student at any time, with or without specific charge or hearing, subject only to the student's right to request review of the decision.

Drug-Free Campus Policy

College of Saint Mary standards of conduct prohibit the unlawful possession, use or distribution of illicit drugs and/or alcohol by students on University property or as part of any of the University's activities. "Illicit drug use" means the use of illegal drugs and the abuse of other drugs or alcohol. State and Federal laws, and any applicable city ordinances, pertaining to the possession and use of illicit drugs and alcoholic beverages shall be observed by all University students. By way of illustration, this means that it is a violation of University policy for students to unlawfully purchase, manufacture, possess, consume, use, sell or otherwise distribute such items on campus or during College activities.

Student violations of the standards stated in the above paragraph shall result in conduct sanctions, as set forth in the CSM Code of Conduct included here and in the student handbook.

Alcohol and Drugs

College of Saint Mary does not encourage consumption of alcoholic beverages, nor does it promote the use or abuse of them. The University adheres to the laws of the state of Nebraska and does not permit students under the age of 21 to possess or consume alcoholic beverages on campus. The following policies are in effect:

1. Students 21 years of age or older may consume alcohol in their own residence hall room, or the room of another resident who is 21 years of age or older, with no more than five individuals present.
2. Students 21 years of age or older may not possess or consume alcohol in the presence of minors (under 21).
3. Students 21 years of age or older are strictly forbidden from offering, providing, or selling alcohol to minors.
4. Consumption of alcohol and/or possession of open containers in any public areas,

including parking lots and residence hall lounges, is not permitted on campus. Exceptions will be made for events sponsored by Student Senate, RHC or others where the Director of Student Leadership & Organizations grants specific permission for the event. Provisions for compliance with the legal age, safety, security, and availability of food and alternative beverages will be considered in determining approval. For these events, students must obtain a third-party vendor to serve and/or sell alcohol.

5. Kegs, beer balls, and all other common bulk alcohol containers are not permitted on campus.
6. Any student who becomes intoxicated or who, while under the influence of alcohol, acts in a manner detrimental to her own good name or the good name of the University, will be subject to disciplinary sanctions, including potential notification of parents and possible expulsion. This expectation exists regardless of the location of the behavior (on- or off-campus), or whether the student is participating in University-related or sponsored activities.

College of Saint Mary prohibits the unlawful possession, use, or distribution of illicit drugs by any student on University's property or as part of any of the University's activities on or off campus.

College of Saint Mary strives for a drug-free environment and takes seriously the negative effects illegal drugs and controlled substances have on its students and community. The College expects students to comply with state and federal laws.

- a. The possession, sale, distribution, or use of illegal or controlled substances is prohibited.
- b. The presence of residue or paraphernalia, including but not limited to bongs, scales, and pipes, is prohibited. Drug paraphernalia will be permanently confiscated.
- c. The use of prescription drugs for non-medical reasons is prohibited. Prescription drugs may only be used by the student to whom they are prescribed.
- d. Odors, such as in the case of marijuana, are considered evidence of drug use; students may be held accountable for violations based on smell alone.
- e. Operating under the influence is prohibited.

As it is stated in our mission, CSM calls us to pay attention to the development of mind, body, and spirit. Therefore, CSM recognizes that the use of alcohol and drugs have potential health risks. There are numerous, serious health risks associated with the use of illicit drugs and alcohol. Substance abuse, when left untreated, may lead to damaged vital organs such as the liver, brain, and kidneys. Other problems normally associated with substance abuse include nausea, vomiting, loss of memory, slurred speech, blurred vision, and violent acts of aggression. These effects, more often than not, lead to poor academic performance, loss of jobs, arrests, arguments with family and friends, and serious accidents. Consequently, when appropriate, CSM will refer students to CAP (Counseling Assistance Program) for an evaluation. Students will be expected to follow through with the recommendations CAP may suggest.

Any student in violation of our alcohol and drug policy will be referred to the judicial process outlined in the code of conduct section.

Tobacco-Free Campus Policy

As a women's University, College of Saint Mary has a special responsibility to lead efforts in recognizing and addressing smoking as a significant issue affecting women's health. CSM also has a responsibility to its employees and students to provide a safe and healthy environment. Research findings show that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. In addition to causing direct health hazards, smoking contributes to institutional costs in other ways, including fire damage,

cleaning/maintenance costs, and costs associated with student and employee absenteeism, health care, and medical insurance.

Consequently, SMOKING IS PROHIBITED IN ALL CAMPUS BUILDINGS AND ANYWHERE ON CAMPUS PROPERTY. College of Saint Mary will pursue avenues to provide free, accessible tobacco cessation treatment on campus—and will publicize the availability of such resources. College of Saint Mary asks its faculty, staff and student leaders to become advocates for the above policy to ensure a safe and healthy environment for all who study, work, or visit the campus.

General Student Information

I.D. Card

All students must have a College of Saint Mary identification card. Campus Security personnel as well as other persons in authority may request to see I.D. cards at any time. If an I.D. Card is lost, the student should contact the Campus Information Center immediately for a replacement at a nominal cost. Upon withdrawal from the College, the I.D. Card is to be returned to the Campus Information Center.

Immunization Requirements

College of Saint Mary requires that all students entering the university be immunized against measles, mumps, and rubella. 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 (rubeola), 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, 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.

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).

Insurance for National and International Travel

All CSM students are required to have health insurance for CSM sponsored domestic and international travel. It is possible to purchase affordable health insurance for short periods of international and national travel. This will be required of uninsured students who desire to participate in *international* travel and for those students whose domestic health insurance policy does not cover international travel. For national travel, students will provide proof of health insurance that covers them while traveling and would indicate that they possess health insurance, or (if they do not possess insurance) will indicate that they are responsible for their health care costs (if any) incurred during the trip.

Short-term international and national medical insurance coverage can be obtained through the following websites:

(for coverage outside of the United States)

<http://www.globalunderwriters.com>

<http://www.culturalinsurance.com/>

http://www.hthtravelinsurance.com/students_plans.cfm

(for coverage within the United States)

<http://www.medhealthinsurance.com/temporary.htm>

Meals

The College dining room is open 7 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 room 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, notary publics are available during office hours in the Registrar and Student Development Offices, Walsh Hall.

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.

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.

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 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 Appeals Board

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 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/Services/AA/default.aspx>

- 3) Discuss the matter of appeal with the course Division Chairperson.
- 4) Discuss the matter of appeal with the Vice President for Academic Affairs.
- 5) If the appeal is then not resolved, submit an "Application to the Academic Appeals Board" (forms are available in the Academic Affairs Office, Walsh 311 or myCSM, Resources, Academic Forms). The Vice President 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 offending party 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, and two students, to be elected by the student body association. The Vice President 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 Load

The normal load a student should carry in order to pursue in-depth those subjects undertaken in any academic semester is 16 hours of credit. Overloads of more than 18 credit hours require the approval of the Vice President for Academic Affairs. 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 Vice President for Academic Affairs. In order to be eligible for an overload, a student must meet all of the following requirements:

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

Academic Probation and Dismissal

All students at College of Saint Mary are expected to make continuous academic progress while they are enrolled at the College. **Continuous academic progress** is considered a **semester and cumulative grade point average** of at least 2.0 on a 4.0 scale. All students will be reviewed at the end of the fall and spring semesters. The summer session may contribute to the cumulative GPA, but is not considered for academic actions. All students who are conditional admittances (full or part time) will be reviewed at the end of the fall and spring semester to determine if they remain on academic probation. If the fall or spring term GPA is 2.0 or above, conditional admittance will be lifted. If the fall or spring term GPA is less than 2.0, the student is subject to academic probation, dismissal, or continuance of the conditional status. An official withdrawal is not calculated in the GPA and does not result in a punitive GPA; however, the VPAA may determine an academic action is appropriate based on the student's academic history.

A student who does not maintain a semester 2.0 grade-point average or who does not have a cumulative 2.0 grade point average at the end of the semester which is being reviewed is subject to academic probation in the subsequent semester. Students on probation are

required to take the IDS 097 (Study and Learning) course and must complete an Academic Needs Assessment Form and an interview with an Achievement Center staff member. Exceptions to this requirement will be rare and must be requested by filling out an exception form and submitting it to the Office of Academic Affairs for approval. Students who have already taken IDS 097 in a previous semester and did not maintain a semester 2.0 grade point average or do not have a cumulative 2.0 grade point average must still meet with an Achievement Center staff member to develop a continued plan for improvement. If the student achieves a semester and cumulative 2.0 or higher grade-point average in her probationary semester, she will be removed from probation. If the student has a semester or cumulative grade point average below 2.0 and has been on academic probation in any of the previous six semesters, then she will be subject to second probation for the succeeding semester. If there have been more than six semesters between the first probation and the next academic action, the VPAA will determine if first or second probation is appropriate. A student who, after two probationary semesters at the College, has still not attained a semester and cumulative grade point average of 2.0 is eligible for dismissal. Any student who does not achieve a 1.0 grade point average in any semester, regardless of her probationary or non-probationary status, is eligible for dismissal.

Students who are subject to academic dismissal have the right to petition for continuing enrollment. If a student chooses to petition, she must write a letter to the Vice President for Academic Affairs stating the reasons for her sub-standard academic performance. The letter should also identify any mitigating circumstances that would warrant consideration and specific steps she intends to take to improve her performance were her petition granted.

The Academic Action Review Board, chaired by the Vice President for Academic Affairs, will review the petition. The two faculty members and one alternate elected to Student Academic Appeals Board will also serve as members of the Academic Action Review Board, which hears appeals of student academic dismissals, as well as a member of the Retention Leadership Council.

The decision of the Academic Action Review Board is final. The student will be notified of the decision by the Office of Academic Affairs prior to the beginning of the next semester. The Academic Action Review Board has the right to stipulate conditions for continuing enrollment of a student subject to dismissal who is permitted to return to the College.

Students who have been academically dismissed from the College may not reapply for readmission until one semester has passed. The letter of readmission must also address the issues that led to academic dismissal in the first place. It should identify concrete actions that have taken place to avoid the recurrence of substandard academic performance. It should also address any specific conditions that were stated in the original letter of dismissal as conditions for readmission. A student who is dismissed a second time from the College may not reapply until five years have passed.

Academic Action as Applicable to Students in Nursing, Occupational Therapy, and Pre-Physician Assistant Status programs

Students are formally admitted into health professions programs after they have been successfully admitted to the College. In addition to being governed by the probation and dismissal policies stated above, students in the Health Professions Division and Pre-Physician Assistant status must remain students of good standing in these programs.

While students may be accepted into the College, the Nursing program, Occupational Therapy program, and Pre-Physician Assistant status have additional specific requirements for enrollment and progression in those programs. For details, please consult the respective handbooks for each program.

Academic Year and Semester Hours

The academic year is divided into two semesters of 15 weeks each and a summer session. 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. Where direct instruction and faculty to student interaction occurs, an "hour" consists of the normal fifty minute periods set by the college.

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 College 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 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	ELECTIVE CREDIT	3,6	
French Literature	3,4,5	ELECTIVE CREDIT	3	
German Language	3,4,5	ELECTIVE CREDIT	3,6	
Govt&Politics:Compare	3,4,5	ELECTIVE CREDIT	3	
Govt&Politics: US	3,4,5	ELECTIVE CREDIT	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 160	3	

Americans with Disabilities Act (ADA)

If you have a certifiable learning or physical disability and require special accommodations, please 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 College 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 division chair (Administrative Withdrawal).

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 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 course 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 university 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.

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

Scholarly Presentations and Publications: When the faculty person 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.

Cancelled Classes

Cancelled classes due to weather conditions or some type of emergency situation are announced 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.

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 from the Registrar's Office. 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

Students who meet entrance requirements are classified as first-year students. 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.

A part-time student is considered half-time if she carries between 6 and 11 credits. A student is classified as less than half time if she carries fewer than 6 hours. An audit student is one who takes courses on a non-credit basis.

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 the ACT/SAT scores.

Conditional Admission/Study and Learning Course

All conditionally admitted students are required to take IDS 097 (Study and Learning) during their first semester at CSM. This course is repeatable.

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 College. 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 Division Chair before taking an off-campus course. The Approval for Course to be Taken at Another College 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 Division Chair).

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 Division Chair; 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 are not considered among the credits to be taken in residence except portfolio credit.
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.

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 Division Chairperson 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 obtain an Alternatives for College Credit Form from the Express Center, obtain written 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 College.

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. Hours earned by CLEP are granted to enrolled students. Such hours may be counted toward degrees but count as transfer credit: i.e., they may not be included in the residency requirements for graduation.
2. No credit will be granted for the CLEP General Examinations except the English Composition with essay. This exam will be accepted in lieu of ENG 101. Traditional and transfer students will be required to take ENG 103, Research Writing, for one semester hour. 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 and 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 Reviewer's evaluation and grading will be added to the portfolio and submitted to the Portfolio Program Coordinator.
5. 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.
6. 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.

7. 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 college 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.

8. 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, will record those credits as being earned from College of Saint Mary.

Developmental Courses (Courses numbered below 100 level)

Any courses numbered below 100 level will receive college credit, but such credit will not be counted toward the academic hours required for degree completion.

Examinations

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

Academic record
Department record
Financial record
Health record
Financial Aid record
Graduation requirements checklist

Administrator

Registrar
Advisor or Program Director*
Student Accounts**
CHI Health
Financial Aid Director**
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 College 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 College. 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.

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

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
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.

Honors and Awards

Dean's List: A student who successfully completes at least 12 semester hours and earns a grade point average of 3.5 or above in any one semester is named to the Dean's List.

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.B.M.L., 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.B.M.L., 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.B.M.L., B.R.S.) 3.5 GPA

With Honors (A.A. or A.S.) 3.5 GPA

(These GPAs for honors are effective July 1, 2008 for all students with a matriculation term and year of Fall 2008 or later.)

Honors Night Convocation: Each year at the annual 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 an Honors 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.

Who's Who in American Universities and Colleges: Students are admitted annually on the basis of scholarship, leadership and service. Nominations are presented to the Honors 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 1100, 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: <http://csmweb.csm.edu/apps/application/walktallhonors/internal/>
- for new CSM students: <http://www.csm.edu/academics/walk-tall-honors-program>

A 30-minute proctored essay is required. 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 3 of 4 scheduled activities, plus the Walk Tall Honors Breakfast, and successfully complete the assignments associated with the activities.

To successfully complete the Walk Tall Honors Program and have their completion 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 as a new student for the following semester. 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 4 or more HNR 101 courses on her transcript.

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. A student needing an extension of time beyond the semester will file with the instructor a written application for a grade of "I" (Incomplete) giving reasons for the request. The form is available 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 semester. If extenuating circumstances prevent applying within two weeks, document 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, student 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".

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 or one calendar year. Leaves will not be granted retroactively. Permission for a leave of absence requires the approval of the advisor, the Division Chair and the Vice President for Academic Affairs or designee although 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 college.

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/Services/Registrar/default.aspx>

Mid-Semester Evaluations

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 Academic Dishonesty

Academic dishonesty is a serious offense. It is a form of theft and will be treated as such. In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing false information.

Plagiarism is 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. Cheating is giving or receiving information or using materials in exams, assignments, and projects which it is not allowed. Examples of cheating include copying from another person during an exam, and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor expects to be accomplished by the student alone.

The following procedure will be followed upon discovery of academic dishonesty:

- 1) Penalties for academic dishonesty will be imposed by the instructor and may include a grade of "F" on the work in question or for the entire course.
- 2) The instructor will fill out the Academic Dishonesty form and send a copy to the student and to the student's advisor and the Registrar for inclusion in the student's file.

3) Upon receipt of one or more Academic Dishonesty forms for the same student, the Registrar shall report the violation(s) to the Vice President for Academic Affairs. The Vice President for Academic Affairs may expel a student for repeated instances of academic dishonesty or upon the recommendation of the student's program director.

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 may be obtained from the Office of the Vice President for Academic Affairs.

Policy for Repeating Courses

A student may remove a C, D or F grade from the GPA 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.

Registration

All currently enrolled students and new students register via on-line registration. 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 a final overview. This may take the form of a written or oral comprehensive examination, research project, recital, exhibit or other approved project.

Student Directory

The College 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

A student wanting a transcript of credits must submit a written request to the Registrar's Office. There is no charge. Transcript request forms are available 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 College 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/)

Undeclared Majors

Students who have not declared a major or are classified as Pre-Nursing or Pre-Occupational Therapy 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.

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

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 course (not full semester face to face course) is the point when 80% of the course is complete. See examples below:

Course Length	Withdrawal Deadline
15 weeks	End of 12 th week
12 weeks	End of 10 th week
10 weeks	End of 8 th week
8 weeks	End of 6 th week
6 weeks	End of 5 th week
3 weeks	End of 2 nd week

The deadline for withdrawing from 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. 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 follow this process:

- 1) Obtain a withdrawal slip from the Express Center.
- 2) Go to the Achievement Center to perform an exit interview.
- 3) Go to her academic advisor who must sign the withdrawal slip.
- 4) Go to Financial Aid to discuss any repercussions with loans or other financial aid.
- 5) Go to Student Billing to discuss any financial repercussions.
- 6) Go to the residence hall (if applicable) to check out of residence hall.
- 7) Go to the Campus Information Center (return ID card).

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 registration hold is temporarily placed on the student account. The student will need to meet with her academic advisor before registering for the next semester.

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.

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 develop a plan to manage the financial burden that may be incurred. If approved, this plan may allow her to re-take the same classes from which she withdrew with no additional tuition charge, provided these classes are taken within one year of approval.

If documentation is required, it must include a signed letter from the student explaining the situation and why she needs to withdraw AND a Medical Hardship Physician's Statement form completed and signed by the physician, with a release of medical information signed by the student.

Documentation should be submitted to the Director of Student Accounts within two weeks of withdrawal. The Medical Hardship Committee will make the final determination about accommodations.

Degree Requirements

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 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 she will fulfill the requirements in effect at the time of her re-admittance to the College. **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 July graduation. The same date holds for students applying for certificates. Forms are available in the Express Center or online at:
<https://my.csm.edu/Services/Registrar/default.aspx>.

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

In order to participate in the May graduation ceremony, a student must be an anticipated May or July graduate (or a previous December graduate). A May graduate must meet all graduation requirements by the end of the Spring Semester. A July graduate may have no more than 10 hours of credits remaining, and those must be completed by September 1. To participate in the December ceremony, all graduation requirements must be met by the end of the Fall Semester. A student who will be a May graduate may participate in December commencement if three or fewer credits remain to be finished in the Spring semester.

Graduates must complete all degree requirements by September 1 following the date of graduation. If degree requirements have not been met, the student will re-apply for the next available graduation date by completing another Application for Degree.

Bachelor Degrees

College of Saint Mary grants the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of General Studies, Bachelor in Business Leadership and Management 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) (only for Secondary Education Certification)
Paralegal Studies (PLG)
Psychology (PSY)
Social Science* (SSCSE) (only for Secondary 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: Analytics and Strategic Communication (BAC)
 Chemistry* (CHM)
 Elementary Education (ELD) (See Course of Study for minors/endorsements)
 Health and Physical Education (HPESE) (only for Secondary Education Certification)
 Mathematics* (MTH)
 Medical Laboratory Science (MLS)
 Science* (SCISE) (only for Secondary Education Certification)
 Nursing (BSN)
 Special Education (SPE) (See Course of Study for minors/endorsements)
 *Required courses for secondary teacher certification or K-12 in the State of Nebraska may be taken in these areas.

Minors may be pursued in the following areas:

Art (ART)	Mathematics (MTH)
Biology (BIO)	Music (MUS)
Business: Analytics and Strategic Communication (BAC)	Paralegal Studies (Nurs majors only)(PLG)
Business Information Systems (BIS)	Philosophy (PHL)
Chemistry (CHM)	Physical Education (PED)
Communication (COM)	Psychology (PSY)
Early Childhood Education (ECE)	Secondary Education (SED)
English (ENG)	Sociology (SOC)
Fine Arts (FNA)	Spanish (SPN)
Forensic Science (FOS)	Special Education (SPE)
Gallery Management (GMT)	Sports Management (SMG)
History (HIS)	Theology (THL)
Interdisciplinary Leadership (LDR)	Women's Studies (WST)
Human Services (HSV)	

At least one half of the credits required for a minor 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 of at least 18 hours 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 chair of the division 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: Analytics and Strategic Communication (BAC)
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: Take three credit hours of theology and three credit hours of philosophy. Bachelor degree: Take six credit hours of theology and three credit hours of philosophy. Appropriate transfer credits may be accepted for this requirement on approval of program director.

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)
Business Leadership and Management (BLM)
Paralegal Studies (PLG) (Post-Baccalaureate Certificate)

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

Art	Mathematics
Biology	Medical Interpreting
Chemistry	Medical Laboratory Science
Communication	Music
English	Philosophy
Experiencing the Liberal Arts	Pre-Physician Assistant Studies status (pending accreditation)
First Year Seminar	Physical Science
General Studies	Psychology
History and Political Science	Sociology
Human Services	Theology
Interdisciplinary Developmental Studies	Theatre
Human Biology	World Languages (Spanish)
Humanities	
Language Arts	

Health Professions

Nursing	Occupational Therapy
Practical Nursing	

Professional Studies

Business: Analytics and Strategic Communication	Economics
Business Information Systems	Elementary and Secondary Education
Business Leadership and Management	Legal Studies
Early Childhood Education	Physical Education
	Special Education

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	MDI	Medical Interpreting
AES	Military Science (Air Force ROTC)	MIL	Military Science (Army ROTC)
ART	Art	MTH	Mathematics
BIO	Biology	MUS	Music
BIS	Business Information Systems	NUR	Nursing
BLM	Business Leadership and Mgmt	OTH	Occupational Therapy
BUS	Business: Analytics/Strategic Com	PAS	Physician Assistant Studies
COM	Communication	PED	Physical Education
CHM	Chemistry	PHL	Philosophy
ECE	Early Childhood Education	PHY	Physics/Physical Science
ECO	Economics	PNC	Practical Nursing
EDU	Education	PSY	Psychology
ELA	Experiencing the Liberal Arts	SOC	Sociology
ENG	English	SPN	Spanish
FYS	First Year Seminar	SPE	Special Education
HPS	History	STA	Study Abroad/Study Away
HUM	Humanities	THL	Theology
IDS	Interdisciplinary Dev Studies	THR	Theatre
INT	Interpreting	WST	Women's Studies
LAW	Paralegal Studies		

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 Angel.

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

- 1. COMPETENCE AND WISDOM:** Students will become professionally competent.
 - a. Think creatively, critically, and reflectively, incorporating theory and practice
 - b. Communicate effectively in writing, speech, and non-verbal expression
 - c. Demonstrate professional demeanor as appropriate
 - d. Demonstrate personal accountability
 - e. Utilize current technological media in a proficient manner
 - f. Demonstrate financial literacy

- 2. CONTENT KNOWLEDGE:** Students will be well-prepared to contribute to society as educated citizens.
 - a. Demonstrate basic mastery in their disciplines
 - b. Plan and think strategically
 - c. Conduct primary and/or secondary research
 - d. Understand the value of the liberal arts

- 3. SPIRITUALITY:** Students will enrich their spirituality.
 - a. Appreciate religion and spirituality
 - b. Develop moral and ethical principles
 - c. Cultivate the integration of faith and reason
 - d. Understand the *Critical Concerns* of the Sisters of Mercy
 - e. Appreciate beauty and its link with peace

- 4. WORTH AND DIGNITY:** Students will deepen their sense of personal worth and human dignity.
 - a. Appreciate the fundamental dignity of all persons
 - b. Engage in thoughtful self-reflection
 - c. Exhibit work/life balance
 - d. Develop confidence as a woman
 - e. Work effectively within groups and teams

- 5. LEADERSHIP:** Students will be effective leaders.
 - a. Utilize effective leadership styles and approaches
 - b. Experience opportunities to exercise leadership
 - c. Understand the link between service and leadership
 - d. Recognize human interdependence with the earth, its resources, and all of creation
 - e. Contribute to the common good

- 6. GLOBAL AND CULTURAL COMPETENCE:** Students will broaden their personal and professional perspectives
 - a. Acknowledge the sources of personal perspectives and attitudes
 - b. Evaluate historical, cultural, environmental, sociological, psychological, and political influences
 - c. Create an inclusive environment that embraces differences
 - d. Challenge bias and inequity
 - e. Engage in thoughtful/respectful civil discourse
 - f. Experience another culture within or beyond the United States

Courses of Study

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.

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

Total 26 credits

*Students can choose from General Education approved courses in the following disciplines: Communication, Economics, ELA/GCD, English, Fine Arts, History, Math, Philosophy, Psychology, Sociology, Theology, Women's Studies, 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, ELA/GCD, English, Fine Arts, History, Math, Philosophy, Psychology, Sociology, Theology, Women's Studies, and/or World Language.

Total 47 credits

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 Diversity	GCD/ELA	All GCD and ELA approved courses
	BUS	410
	COM/WST	310, 330
	EDU	375
	ENG	242, 345, 357
	NUR	206
	HPS	132, 160, 349
	PSY	350
	SOC	310

	SPN	111/112/211/212/321/322/351/352/411/ 412/444
	THL	209, 320, 330, 354
Fine Arts:	ART	All ART 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

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 - Management & Leadership, BUS 334 – Principles of Marketing, ART 388 – 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 -

2015-2016

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, Music or Theatre)	0			ART 225 Jewelry	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 495 Senior Thesis	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: All ELA courses and any course with (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 K-12 Education - 2015-2016

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	54	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 History	3		
Communications (COM 101, 200, 202, 212, or 225)	0			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 (any Art, Music or Thr)	0			ART 223 Printmaking	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ART 225 Jewelry	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ART 227 Sculpture	3		
History (any history class)	3			ART 233 Photography	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			ART 250 Production Art	3		
Theology (any class)	6			ART 313 Advanced Drawing	3		
PHL 200 Moral Reasoning	3			ART 315 Advanced Painting	3		
Philosophy (any Philosophy course)	3			CGR 112 Introduction to Comp. Graphics	3		
General Education Elective (any Liberal Arts Course)	3			ART Elective	6		
SUPPORTING COURSE				EDUCATION MINOR K-12		44	
COM 212 Speech for Prof	3			EDU 101 Intro to Education	3		
				EDU 201 Tech in Classroom	3		
SUMMARY				PSY 203 Adoles. Psychology		3	
GENERAL EDUCATION	38			EDU 312 Educ. Psych.& Measurement	3		
MAJOR	54			EDU 315 Assessment of Learners	2		
MINOR	44			EDU 351 TeachReadMid/Sec	3		
SUPPORTING COURSE	3			EDU 360 Teaching Middle/Sec School	3		
TOTAL	139			EDU 372 Integrating Fine Arts	3		
				EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 Hist/Phil & Trends/ Ed	3		
				EDU 470 Stud Teach: Primary	5		
				OR EDU 471 StdTeach:Intermed			
				EDU 472 Stud Teach:Sec	5		
				EDU 495 Stud Teach Sem	2		
				SPE 101 Intro to Special Educ.	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.

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 college 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 of at least 22 or combined Verbal & Math scores on the SAT of at least 920.

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.

BIO 100/101 or BIO 110/111 and BIO 120/121 or higher (BIO 200/201, BIO 310/311) and BIO 265, BIO 465 and 6 hours of electives from the following courses: BIO 245/345, 400, 268/269, PSY 344, or CHM 100

Bachelor of Science - Biology - 2015-2016

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	40	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 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--4 hours total):	4		
Global & Cultural Diversity	3			BIO 473 Capstone Project	1		
Fine Arts (any Art, Music or Theatre)	3			BIO 492 Science Comm	1		
Science (any Biology, Chemistry or Phy Sci) must include Lab	0			BIO 192, BIO 292, BIO 392, or add'l BIO 473)	2		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	0			MAJOR ELECTIVES: Choose from:	21		
History (any history class)	3			BIO 310 Adv. A&P I (200*)	4		
Social Science (ECO 150 or any Sociology or Psychology)	3			BIO 311 Adv. A&P I Lab (201*)	1		
Theology (any class)	6			BIO 312 Adv. A&P II (202*)	4		
PHL 200 Moral Reasoning	3			BIO 313 Adv. A&P II Lab (203*)	1		
Philosophy (any Philosophy course)	3			BIO 225 Personal Nutrition	3		
General Education Elective (any Liberal Arts Course)	3			BIO 265 Forensic Science**	4		
				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 University 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 University 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	12-14		
				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: All ELA courses and any course with (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 - 2015-2016

GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	24	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 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			Seminar Series -- BIO 192, 292, 392, 492	1-2		
Fine Arts (any Art, Music or Theatre)	3			BIO 473 Capstone and/or Components of the Sem Series	3-4		
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 MINOR	44		
Philosophy (any Philosophy course)	3			EDU 101 Introduction to Educ	3		
General Education Elective (any Liberal Arts Course)	3			EDU 201 Tech. & Inst.Mat. In Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
BIOLOGY MAJOR	24			EDU 312 Educ. Psych.& Mrsmt	3		
NATURAL SCIENCES	12			EDU 315 Assessment for Learners	2		
CORE CURRICULUM	37			EDU 351 Teaching Reading: Mid.&Sec	3		
SECONDARY EDUCATION	44			EDU 360 Teaching MID/SEC Students	3		
ELECTIVES	11			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
TOTAL	128			EDU 427 Hist.Phil.&Trends in Ed	3		
				EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Introduction to Sp Ed	3		
				SPE 240 Guidance&Class. Mgmt	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.

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, PT, 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, zoology and botany are left out so that 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-PA 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.

In their senior year, human biology majors will take a comprehensive human biology exam and must achieve a minimum rank of 25 percentile.

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).

Bachelor of Science - Human Biology - 2015-2016

GENERAL EDUCATION	43	COMP	GRD	MAJOR PROGRAM COURSES	38	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, 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	3			BIO 392 Scientific Literature	1		
General Education Elective (PSY 220)	3			Comprehensive Exam (minimum rank at 25 percentile)			
SUPPORTING FIELD	31			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	38		
CHM 232 Organic Chemistry II (with lab)	5			SUPPORTING FIELD	31		
PHY 202/203 General Physics (with lab)	4			ELECTIVES	16		
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						

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: All ELA courses and any course listed with (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: Analytics and Strategic Communication (BAC)

CSM Business blends a classic business curriculum with innovative course work and experiences. The CSM Business degree provides a foundation of liberal arts and traditional business courses with an emphasis in the study of analytics and strategic communication. The program was developed with feedback from the region's top employers and will include internships and job shadowing, developing networks and real life experiences. Students who major in CSM Business are prepared to enter the business world and/or continue their education in a business-related graduate program. Through successful completion of professional coursework built upon a solid liberal arts foundation, graduates will have mastered the principles on which business is based. Additionally, business students are expected to develop critical thinking and research skills, problem-solve in a collaborative environment, analyze complex business scenarios and strategically communicate within a business setting. Students move past static business theories through practical application to create a well-rounded business professional.

The business program also offers an Associate of Science in CSM Business. 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 CSM 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: Analytics and Strategic Communication Minor

BUS 101, 328, 334 and 9 credit hours from Business courses.

Sports Management Minor

BUS 101, 250, 255, 350, 355, and 3 credits of PED Varsity Sports or course approved by Business Program Director.

NOTE: Business: Analytics and Strategic Communication 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 (BMIT) (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)	PSY/COM/BUS 233 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 Business Leadership & Management: BLM 330, BLM 430 Nursing: NUR 453, NUR 463 Psychology: PSY 332 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: Analytics & Strategic Communication - 2015-2016

GENERAL EDUCATION	44	COMP	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 328 Management & Leadership	3		
Communications (COM 101, 200, 202, 212, or 225)	3			BUS 329 Business Comm.	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			BUS 334 Princ. of Marketing	3		
Level II				BUS 347 Bus Resrch Meth	3		
English (any except for 262, 320, 322, and 495)	3			BUS 397 Prtnr Internship	2		
Global & Cultural Diversity (BUS 410)	0			BUS 410 Global Dimensions of Business	3		
Fine Arts (any Art, Music or Theatre)	3			BUS 417 Advanced Business Analytics	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			BUS 429 Strategic Communication	3		
MTH 242 Statistics	3			BUS 454 – Production Oper.	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			AREAS OF CONCENTRATION			
PHL 220 Business Ethics	3						
General Education Elective (any Liberal Arts Course)	3			Interdisciplinary (Choose any 4 Business courses or other courses approved by advisor)	12		
SUPPORTING COURSES				or			
BUS 101 Intro. to Business	3			Sports Management	12		
MTH 112 or MTH 114	3			BUS 250 Sports Management	3		
ECO 131 Macroeconomics	3			BUS 255 Facility Management	3		
ECO 132 Microeconomics	3			BUS 350 Sports Marketing	3		
ACC 161 Principles of Acct I	3			BUS 355 Sports Analytics	3		
ACC 162 Principles of Acct II	3						
BIS 230 Prin of E-Commerce	3			SUMMARY			
				GENERAL EDUCATION	44		
				MAJOR	42		
				AREA OF CONCENTRATION	12		
ELECTIVES	9			SUPPORTING COURSES	21		
				ELECTIVES	9		
				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: Analytics and Strategic Communication - 2015-16

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 – Management & Leadership	3		
COM 212 Speech for Professionals	3			BUS 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: All ELA courses and any course listed with (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 - 2015-2016

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	48	COMP	GRD
				BUS 101, Intro. to Business	3		
Level 1				ECO 131 – Macroeconomics	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			ACC 162, Principles of Accounting II	3		
Communications (COM 101, 200, 202, 212, or 225)	3			BUS 328 – Management & 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, Music or Theatre)	3			BUS 453 – Marketing Analytics	3		
Science (any Biology, Chemistry or Physics) must include Lab	3			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)	3			BIS 230 – Principles of E-Commerce	3		
Theology (any class)	6			This course must be taken through Chadron, UNK, UNL, or Wayne State College.	3		
PHL 200 Moral Reasoning	3			SECONDARY EDUCATION MINOR	44		
Philosophy (any Phil course)	3			EDU 101 Introduction to Education	3		
PSY 101 Intro to Psychology	3			EDU 201 Tech.&Inst.Mat. In Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
CORE CURRICULUM	44			EDU 312 Educ. Psych. & Measurement	3		
MAJOR	48			EDU 315 Assessment of Learners	2		
SECONDARY EDUCATION MINOR	44			EDU 351 Teaching Reading Mid/Sec.	3		
				EDU 360 Teaching Mid/Sec. Methods	3		
TOTAL	136			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil & Trends in Educ	3		
				EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Spec.Educ.	3		
				SPE 240 Guid.&Class Management	3		

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

Computer Certification in Education K-12

Program Sequence: BIS 104, 140, 143 or 211, 331, 350, and EDU 201.

Business Leadership and Management (BLM)

The Business Leadership and Management (BLM) program is designed both as a degree and certificate completion program for professional working women. This accelerated program, offered 60% face-to-face and 40% online, prepares students for the practical application of both business and leadership skills to the issues they face in their careers.

The program is divided into four one-semester modules, and students have the option of either earning a bachelor's degree with 128 credits or getting a business certificate in self-leadership, project and team leadership or organizational leadership. It takes one semester to complete each certificate, and 15 credits earned for each certificate can be applied toward the bachelor's degree.

BLM students often qualify to receive credit for prior learning through the portfolio process, and any transfer courses will be evaluated on an individual basis. The placement exams for mathematics and English can be waived by transfer credit or taken prior to the completion of the first module. Requirements in general education must be completed by the student before a bachelor in business leadership and management degree is conferred by College of Saint Mary.

Each student in the program becomes part of a cohort group. This group of colleagues, as well as the faculty in the program and other staff at CSM, provide a supportive, stimulating, and empowering environment for women who are working, may be raising a family, or are actively involved in their community.

Bachelor in Business Leadership and Management

2015-2016

GENERAL EDUCATION	18	COMP	GRD	MAJOR PROGRAM COURSES	62	COMP	GRD
Placement Tests:				BLM 210 Practice of Leadership	3		
MTH 098 Development Math*	(3)			BLM 220 Business Communication	3		
ENG 099 Development English*	(3)			BLM 230 Dynamics of Org Behav	3		
Quantitative Reasoning (MTH 112 or higher or PHL 105)	3			BLM 240 Teambuilding & Group Process	3		
ENG 101 Composition	3			BLM 250 Human Resource Mgmt	3		
Theology (any theology class)	6			BLM 310 Marketing Mgmt	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC, THL, WST)	6			BLM 320 Business Statistics	3		
				BLM 330 Negotiation & Conflict Mgmt	3		
ELECTIVES OR MINOR OR 2ND MAJOR	48			BLM 340 Legal Environment of Bus	3		
				BLM 350 Leading Projects in Contemporary Organizations	3		
				BLM 410 Action Research	4		
				BLM 415 Financial Management	3		
				BLM 420 Critical and Systems Thinking	3		
				BLM 425 Operations Management	3		
				BLM 430 Strategic Management	3		
SUMMARY				BLM 435 Capstone Entrepreneurship	4		
GENERAL EDUCATION	18			BLM 440 International Business	3		
MAJOR	62			BLM 445 Managerial Economics	3		
ELECTIVES OR MINOR OR 2 ND MAJOR	48			BLM 450 Management Information	3		
TOTAL	128			BLM 455 Organization Development and Change	3		

* Not required unless determined by Placement Tests

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.

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 college 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 and English competency examinations.
- Two of the three following criteria must be met:
 - High school GPA of at least B (3.0).
 - ACT of at least 22 or combined verbal and math SAT of at least 920.
 - High school rank in the upper one-third of the graduating class.

Students not meeting these prerequisites may be accepted into the 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.

Bachelor of Science – Chemistry – 2015-2016

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES	45	COMP	GRD
				CHM 110 General Chemistry	4		
				CHM 111 General Chemistry Lab	1		
Level I							
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, 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 University 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 University 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: All ELA courses and any course with (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– 2015-2016

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, 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 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 (any Art, Music 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 MINOR	44		
General Education Elective (any Liberal Arts Course)	3			EDU 101 Introduction to Educ	3		
ELECTIVES	7			EDU 201 Tech. & Inst.Mat. In 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 Teaching Reading: Mid.&Sec	3		
SECONDARY EDUCATION	44			EDU 360 Teaching MID/SEC Students	3		
ELECTIVES	7			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
Total	128			EDU 427 Hist., Phil. & Trends in Educ.	3		
				EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Introduction to Spec Ed	3		
				SPE 240 Guidance and Classroom Mgmt	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.

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.

Developmental Studies

Developmental Studies includes the following developmental courses (numbered below 100), which may be taken for college credit, but **may not be counted toward the academic hours required for associate or bachelor degree completion:**

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.

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.

IDS 097 Study and Learning (2)

Study and Learning is designed to increase the student's success in college. The course will focus on assisting the student in developing practical study skills and learning strategies to enhance academic success. Emphasis will be given to investigation of student's individual learning objectives. Topics in this course include time management, test taking, study techniques, learning style, classroom interaction, and personal issues that face many college students. Note: this course does not count as General Education credit. IDS 097 is a repeatable course.

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 and the Iowa Provisional 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.

Since certification requirements of various sites are not uniform, a student planning to teach in a state other than Nebraska or Iowa 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. Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, clinical practice and certification requirements).

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 – 2015-2016

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 Tech. & Inst. Mat in Classroom	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measure	3		
FYS First Year Seminar (any number) (1 ST semester)	1			EDU 315 Assessment of Learners	2		
Communications (COM 200)	3			EDU 342 Children's Literature	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 350 Teaching Reading: El. & Mid.	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 (any Art, Music 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 Hist., Phil. & Trends in Ed	3		
History (any history class)	3			SPE 430 Diag. & Evaluation of Read	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 & Artis.Dev. In ECE	2		
SUMMARY				ECE 232 Language Arts in ECE	2		
GENERAL EDUCATION	44			ECE 233 Health, Safety and Nutrition	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. Creat. Move	2		
TOTAL	131			ECE 242 Admin. ECE Programs	3		
				ECE 334 Curr. Planning in ECE	3		
				ECE 343 His. Trends in ECE	3		
				ECE 470 Clinical Practice: Prim	5		
				SUPPORTING COURSES	12		
				MTH 112 Inter Algebra or above	3		
				PSY 200 Child Psychology	3		
				SPE 101 Intro to Special Ed.	3		
				SPE 240 Guid/Clasrm Mnament	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.

Associate of Science

- Early Childhood Education -

2015-2016

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 & Art Dev	2		
ENG 101 Composition	3			ECE 232 Language Arts in ECE	2		
FYS First Year Seminar (any #)	1			ECE 233 Health, Safety and Nutr	2		
COM (public speaking)	3			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Science (any Biology, Chemistry or Phy Sci) must include lab	4			ECE 235 Observ. & Assess. In ECE	2		
MTH 112 Intermediate Algebra	3			ECE 236 Phys. Dev. & Creat. Movement	2		
PHL 200 Moral Reasoning	3			ECE 242 Admin. ECE Programs	3		
PSY 101 General Psychology	3			ECE 334 Curr. Planning in ECE	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		
				PSY 200 Child Psychology			
SUMMARY				EDU 312 Ed. Psych & Msurment	3		
GENERAL EDUCATION	26			EDU 342 Children's Literature	3		
MAJOR	18			SPE 101 Intron to Spec. Ed.	3		
SUPPORTING COURSES	18			SPE 240 Guid. & Clasrm Mgmt	3		
ELECTIVES	8						
TOTAL	70			ELECTIVES	8		

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 - 2015-2016

GENERAL EDUCATION	44	COMP	GRD	EARLY CHILDHOOD EDUCATION MAJOR	42	COMP	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 & Artis.Dev. In ECE	2		
<i>Completed or initiated in first three semesters</i>				ECE 232 Language Arts in ECE	2		
FYS First Year Seminar (any number) (1 ST semester)	1			ECE 233 Health, Safety and Nutr	2		
Communications (COM 200)	3			ECE 234 Mth, Sci & Soc Stud.	2		
Quantitative Reasoning (MTH 114 or MTH 162)	3			ECE 235 Observ. & Assess. In ECE	2		
Level II				ECE 236 Phys. Dev. & Creat. Movement	2		
English Literature (any Literature except for 262)	3			ECE 242 Admin. ECE Programs	3		
Global & Cultural Divers (EDU 375)	0			ECE 334 Curr. Planning in ECE	3		
Fine Arts (any Art, Music or Thr)	3			ECE 342 Children's Lit.	3		
Life Science (any Biology with a lab)	4			ECE 343 His. Trends in ECE	3		
Physical/Earth Science	3			ECE 470 Clinical Practice: ECE			
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 Nat. & Effects of Mild Mod.	3		
Social Science	3			SPE 221 Foundations EC Spe Ed	3		
				SPE 240 Guid. & Clasrm. Mgmt.	3		
				SPE 330 Inclusion in EC Classrm	3		
SUMMARY				SPE 372 Pract: Inclusive ECE Classroom	3		
GENERAL EDUCATION	44			SPE 430 Diagnosis & Eval. Of Reading	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 Tech. & Inst. Mat in Classroom	3		
SUPPORTING COURSES	3			EDU 312 Educ. Psychology	3		
TOTAL	128			EDU 315 Assessment of Lrners	2		
				EDU 350 Teaching Reading Elem	4		
				EDU 375 Human Relations Multi-Cultural	3		
				SUPPORTING COURSES	3		
				MTH 112 Inter Algebra or higher	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.

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 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.
6. Bachelor of Science/Arts with specialization in a field or subject area.

Students may seek certification in the following areas:

Early Childhood Education (PK-3)	K-12 Endorsements
Early Childhood Inclusive Educ. (B-3)	Art (K-12)
Elementary Education (K-6)	Health & Physical Education (K-12)
Middle Grades Education (4-9)	Religious Education (K-12)
Secondary Education (7-12) Business, Management & Information Technology Biology Chemistry English Language Arts Mathematics (6-12) Science Social Science Spanish World Language	Supplementary Endorsements English as a Second Language K-12 undergraduate and graduate programs Information Technology (K-12) Coaching (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, practicum evaluations, student interview, 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 and valid liability insurance 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 must also carry valid liability insurance during each semester that they complete a field experience. Most students gain this insurance through annual membership in 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 student teach for sixteen weeks** in one setting. Those seeking **multiple endorsements student teach for ten weeks** 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.

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 and Middle School Major Sequences:

Academic preparation for elementary education majors may include a minor in a subject area and/or supporting field useful in elementary and/or middle grades.

The professional courses that are required include: EDU101, 200, 201, 312, 315, 342, 350, 353, 355, 372, 375, 427, 430, 470 or 471, 495, and 496. Supporting courses include PED 357 and SPE 101 and 240.

Secondary Education Minor Sequence:

College of Saint Mary offers endorsement in these areas in secondary education:

Biology	Language Arts	Reading
Business, Marketing, and Information Technology	Mathematics	Religious Education
Chemistry	Science	Social Science
English	Health & Physical Education	Special Education
		Spanish/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 240, EDU 312, 315, 351, 360, 375, 427, 471, 472 and 495 and ENG 262.

K-12 Endorsements

College of Saint Mary offers K-12 endorsement in these areas:

Religious Education or Art or Health and Physical Education

K-12 endorsements in art require methods and Clinical Practice in K-6 and 7-12.

Supplementary Endorsements

College of Saint Mary offers supplementary K-12 endorsements in these areas:

English as a Second Language or Information Technology

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 supplementary 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.

Bachelor of Science

- Elementary Education -

2015-2016

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			PSY 200 Child Psychology	3		
<i>Completed or initiated in first three semesters</i>				EDU 201 Tech. & Inst. Mat in Classroom	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 312 Educ. Psych. & Measurement	3		
Communications (COM 200)	3			EDU 315 Assessment of Learners	2		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 342 Children's Literature	3		
Level II				EDU 350 Teaching Reading: El. & Mid.	4		
English Literature	3			EDU 353 Teach. 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, 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 Hist., Phil. & Trends in Educ.	3		
Psychology (PSY 101)	3			SPE 430 Diag. & Evaluation of Reading	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		

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 – 2015-2016

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	38	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			PSY 200 Child Psychology	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measmt	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assess of Learners	2		
Communications (COM 200)	3			EDU 342 Children's Literature	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 350 Teaching Reading: El. & Mid.	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, Music or Theatre)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Life Science (Biology) must include Lab	4			EDU 427 Hist., Phil. & Trends in Educ.	3		
Physical/Earth Science	3			EDU 470 Clinical Practice: Primary OR	5		
History (any history class)	3			EDU 471 Clinical Practice: El. & Mid.	5		
Psychology (PSY 101)	3			SPECIAL EDUCATION MAJOR	40		
Theology (any class)	6			SPE 101 Introduction to Spec. Ed.	3		
PHL 200 Moral Reasoning	3			SPE 201 Adaptive Tech & Inst Mat in Classroom	3		
Philosophy (any Philosophy course)	3			SPE 220 Nat. & Eff. Mild. & Mod. Hand. Con.	3		
Social Science	3			SPE 222 Assess. of Diverse Learners	3		
ELECTIVES	3			SPE 240 Guid. & Class Management	3		
SUPPORTING COURSE	3			SPE 331 Instr. Strat. For Diverse Learners	3		
MTH 112 Inter. Algebra or higher	3			SPE 333 Spec. Ed. Law & Ethics	3		
SUMMARY				PED 360 Adaptive Physical & Health Ed.	3		
GENERAL EDUCATION	44			SPE 373 Critical Issues in Spec. Education	3		
ELEMENTARY MAJOR	38			SPE 430 Diag. & Eval of Reading	3		
SPECIAL EDUCATION MAJOR	40			SPE 470 Clinical Practice: Primary -or-	5		
SUPPORTING COURSE	3			SPE 471 Clinical Practice: El. & Mid.	5		
Elective	3			SPE 495 Clinical Practice Seminar	2		
TOTAL	128			SPE 496 Research Seminar	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 Science – Elementary Education/Middle Endorsement – 2015-2016

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	54	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			PSY 200 Child Psychology	3		
<i>Completed or initiated in first three semesters</i>				EDU 201 Tech. & Inst. Mat in Classroom	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 312 Educ. Psych. & Measurement	3		
Communications (COM 200)	3			EDU 315 Assessment of Learners	2		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 342 Children's Literature	3		
Level II				EDU 350 Teaching Reading: El. & Mid.	4		
English Literature	3			EDU 353 Teach. 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, Music or Theatre)	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Life Science (Biology) must include Lab	4			EDU 375 Human Rel. in Multi-Cultural Society	3		
Physical/Earth Science	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
History (any history class)	3			SPE 430 Diag. & Evaluation of Reading	3		
Psychology (PSY 101)	3			EDU 470 Clinical Practice: Primary	5		
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 crs)	3			EDU 496 Research Seminar	3		
History (any history course)	3			SUPPORTING COURSES	18		
ELECTIVES				ENG 262 Lit. for Young Adults	3		
SUMMARY				PED 357 Physical & Health Ed	3		
GENERAL EDUCATION	44			PSY 203 Adolescent Psych	3		
MAJOR	54			MTH 112 Inter Algebra or above	3		
MINOR	18			SPE 101 Intro to Special Ed.	3		
SUPPORTING COURSES	18			SPE 240 Guid. & Clasrm Mngment	3		
TOTAL	134			MINOR OR SUPPORTING FIELD	18		

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: including 6 hours of American literature, 3 hours of British literature, 3 hours of World Literature, 3 hours of advanced composition OR literary nonfiction, and 3 hours of an English elective.

Bachelor of Art

- English -

2015-2016

English Communications Major

GENERAL EDUCATION	38	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Level I				ENGLISH	27		
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, 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	24		
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 365 Mass Media	3		
General Education Elective (any Liberal Arts Course)	3			COM Internship	3		
				COM electives	6		
SUMMARY				ELECTIVES	39		
GENERAL EDUCATION	38						
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 Art

- English -

2015-2016

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	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 British Literature	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, 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 495 Coordinating Seminar	3		
History (any history class)	3						
Social Science (ECO 150 or any Sociology or Psychology)	3			MINOR OR SUPPORTING FIELD	18		
Theology (any class)	6			Choice of minor or supporting field.			
PHL 200 Moral Reasoning	3			ELECTIVES	36		
Philosophy (any Philosophy course)	3			Elective credit or second major.			
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	41						
MAJOR	33						
MINOR	18						
ELECTIVES	36						
TOTAL	128						

Acceptable courses for Global & Cultural Diversity: All ELA courses and any course with (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 Art

**- English -
Secondary Education**

2015-2016

GENERAL EDUCATION	35	COMP	GRD	MAJOR PROGRAM COURSES	33	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>				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)*	0			ENG British Literature	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			ENG American 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 World Literature	3		
Fine Arts (any Art, Music or Theatre)	3			ENG electives	6		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG 262 Literature for Young Adults	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ENG Linguistics(Eng Lang or Teach)	3		
History (any history class)	3			ENG 495 Coordinating Seminar	3		
					SECONDARY EDUCATION MINOR	41	
Social Science (ECO 150 or any Sociology or Psychology)	3			EDU 101 Introduction to Education	3		
Theology (any class)	6			EDU 201 Tech. & Inst.Mat. In Classroom	3		
PHL 200 Moral Reasoning	3			PSY 203 Adolescent Psychology	3		
Philosophy (any Philosophy course)	3			EDU 312 Educ. Psych.& Measurement	3		
General Education Elective (any Liberal Arts Course)	3			EDU 315 Assessment for Learners	2		
					EDU 351 Teaching Reading: Mid.&Sec	3	
MINOR OR SECOND SUBJECT		18		EDU 360 Teaching MID/SEC Students	3		
SUMMARY					EDU 375 Human Rel. in Multi-Cult.Soc.	3	
GENERAL EDUCATION	35			EDU 427 Hist., Phil. & Trends in Educ.	3		
MAJOR	33			EDU 472 Clinical Practice: Secondary	10		
SECONDARY EDUCATION MINOR	41			EDU 495 Clinical Practice Seminar	2		
SUPPORTING COURSE	3			SPE 101 Introduction to Special Educ.	3		
					SUPPORTING COURSE	3	
MINOR OR SECOND SUBJ TEACH ENDORSEMENT	18			COM 212 Speech for Professionals*	3		
TOTAL	130						

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 Art – Language Arts Secondary Education – 2015-2016

GENERAL EDUCATION	32	COMP	GRD	MAJOR PROGRAM COURSES	65	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			COM 365 Mass Media & Society	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			COM 202 Spch for Lang.Arts Teachers	3		
Level II				COM ____ Dramatic Arts	3		
English (any except for 262, 320, 322, and 495)	0			COM ____ Journalism	3		
Global & Cultural Diversity (EDU 375)	0			LITERATURE			
Fine Arts (any Art, Music or Theatre)	3			ENG ____ British Literature	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG ____ British Literature	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ENG ____ American Literature	3		
History (any history class)	3			ENG ____ American Literature	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			ENG ____ World Literature	3		
Theology (any class)	6			ENG 262 Literature for Young Adults	3		
PHL 200 Moral Reasoning	3			ENG ____ (choice)	9		
Philosophy (any Philosophy crs)	3			COM Public Speaking	3		
General Education Elective (any Liberal Arts Course)	0			Choice (Writing, drama, speech, literature or language)	11		
ELECTIVES				SECONDARY EDUCATION MINOR	41		
SUMMARY				EDU 101 Introduction to Ed.	3		
GENERAL EDUCATION	32			EDU 201 Tech.&Inst.Mat. In Classroom	3		
MAJOR	65			PSY 203 Adolescent Psychology	3		
MINOR	41			EDU 312 Educ. Psych. & Measurement	3		
TOTAL	138			EDU 315 Assessment of Learners	2		
				EDU 351 Teaching Reading Mid/Sec.	3		
				EDU 360 Teaching Mid/Sec. Methods	3		
				EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil & Trends in Educ	3		
				EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Spec.Educ.	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 Art

- Language Arts -

2015-2016

With Reading-Writing Subject Endorsement

GENERAL EDUCATION	32	COMP	GRD	MAJOR PROGRAM COURSES	65	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			COM 365 Mass Media & Society	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS140)	3			COM 202 Spch for Lang.Arts Teachers	3		
Level II				COM ____ Dramatic Arts	3		
English (any except for 262, 320, 322, and 495)	0			COM ____ Journalism	3		
Global & Cultural Div (EDU 375)	0			LITERATURE			
Fine Arts (any Art, Music or Thr)	3			ENG ____ British Literature	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			ENG ____ British Literature	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			ENG ____ American Literature	3		
History (any history class)	3			ENG ____ American Literature	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			ENG ____ World Literature	3		
Theology (any class)	6			ENG 262 Lit for Young Adults	3		
PHL 200 Moral Reasoning	3			ENG ____ (choice)	9		
Philosophy (any Philosophy crs)	3			COM Public Speaking	3		
General Education Elective (any Liberal Arts Course)	0			Choice (Writing course required)	3		
				Choice (Writing, drama, speech, literature or language)	8		
ELECTIVES				SECONDARY EDUCATION MINOR	41		
SUMMARY				EDU 101 Introduction to Ed.	3		
GENERAL EDUCATION	32			EDU 201 Tech.&Inst.Mat. In Classroom	3		
MAJOR/ENDORSEMENT	71			PSY 203 Adolescent Psychology	3		
MINOR	41			EDU 312 Ed. Psych. & Measure	3		
TOTAL	144			EDU 315 Assess of Learners	2		
Reading & Writing Subject Endorsement				EDU 351 Teaching Reading Mid/Sec.	3		
<i>Required courses are italic</i>				EDU 360 Teaching Mid/Sec. Methods	3		
<i>EDU 430 Diag.&Remed. In Read</i>	3			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
<i>EDU 490 Directed Rdgs on Read.</i>	3			EDU 427 Hist., Phil & Trends in Educ	3		
				EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Spec.Educ.	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.

Experiencing the Liberal Arts (ELA)

The goals of the Experiencing the Liberal Arts (ELA) courses are to foster creativity and stimulate critical thinking, problem-solving and decision-making skills, and to encourage reflection on one's personal philosophy, spiritual, and ethical values. These courses also offer the opportunity for students to interact with faculty from various disciplines as they demonstrate the relationship of the liberal arts to a topic of current interest. In keeping with the mission of College of Saint Mary, the courses attempt to build an awareness of and respect for others regardless of race, religion, ethnicity, or gender; to examine topics from a world community perspective, to include women's roles in and scholarly contributions to the topic, and to foster an attitude of responsibility toward service to others. Students will have the opportunity to develop their competencies in oral and written communication.

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. The course is offered during Spring semesters. 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, 220, 310, plus six additional hours of Philosophy.

Communication: Any 24 credit hours in COM courses.

Business: Analytics and Strategic Communication: 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

2015-2016

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: All ELA courses and any course with (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 - 2015-2016

				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 Mgmt and 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, 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: All ELA courses and any course with (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.

Human Services Minor

(23 semester hours) HSV 377/378, plus PSY 230, PSY 233, PSY 332, and PSY 410.

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: Communications (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 -

2015-2016

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, 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: All ELA courses and any course with (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 training 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 cover different aspects and levels of Medical Interpreting. 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 - 2015-2016

CERTIFICATE COURSES	12	COMP	GRD
MDI 100 Foundations of Interpreting	3		
MDI 110 Musculoskeletal, Cardio and Digest. Sys.	3		
MDI 120 Reproductive and Respiratory Systems	3		
MDI 130 Medical Terminology	3		
SUMMARY	12		

Community Interpreting: This certificate program is designed to train bilingual individuals (Spanish or any other language) to interpret in various settings: legal offices, medical clinics, schools, community organizations, and social services. Future interpreters learn the vocabulary associated with various interpreting environments. Students practice consecutive, simultaneous, and telephonic interpreting modes through role plays and real life simulations. All courses are taught in English and are non-language specific.

Certificate - Community Interpreting - 2015-2016

CERTIFICATE COURSES	12	COMP	GRD
MDI 100 Foundations of Interpreting	3		
INT 110 Community Interpreting	3		
INT 120 Legal Interpreting I	3		
MDI 130 Medical Terminology	3		
SUMMARY	12		

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 College 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.

Paralegal Studies Minor (Nursing majors only)

LAW 110, 200, 230, 300, 340, and choose three of the following: LAW 420, 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 Studies" 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 a concentration area for Business Administration majors or 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.

Associate of Arts

- Paralegal Studies -

2015-2016

GENERAL EDUCATION	26	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		
MTH 112 Intermediate Algebra	3			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	26			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	70			BIS 220, Adv. Computer App	3		
				ONE OF THE FOLLOWING			
				PHL 105 Principles of Reasoning	3		
				PHL 220 Business Ethics	3		

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 -

2015-2016

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, 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 220 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: All ELA courses and any course with (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 - 2015-2016

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 & Prob	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

12 hours beyond MTH 202 selected under the direction of the program director.

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 -

2015-2016

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, 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 Intro to Programming: 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 class)	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: All ELA courses and any course with (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 -
Secondary Education**

2015-2016

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, 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 (EDU 375)	0			MTH 360 Linear Algebra	3		
Fine Arts (any Art, 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 Intro to Programming: 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 class)	6			BIS 140 Intro to Programming	3		
PHL 200 Moral Reasoning	3			SECONDARY EDUCATION MINOR	41		
Philosophy (any Phil, course)	3			EDU 101 Intro to Education	3		
General Education Elective (any Liberal Arts Course)	3			EDU 201 Tech. & Inst.Mat. In Classroom	3		
				PSY 203 Adolescent Psychology	3		
				EDU 312 Ed. Psych.& Measurement	3		
SUMMARY				EDU 315 Assessment for Learners	2		
MATH MAJOR	37			EDU 351 Teaching Reading: Mid.&Sec	3		
SUPPORTING COURSES	6			EDU 360 Teaching MID/SEC Students	3		
GENERAL EDUCATION	35			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
SECONDARY EDUCATION	41			EDU 427 Hist., Phil. & Trends in Educ.	3		
ELECTIVES	9			EDU 472 Clinical Practice: Sec	10		
TOTAL	128			EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Special Educ.	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.

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 –				2015-2016			
GENERAL EDUCATION	37	COMP	GRD	MAJOR PROGRAM COURSES	47	COMP	GRD
Level 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		
Level II				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, 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		
				CHM 233 Organic Chem Lab II	1		
SUMMARY				SUPPORTING COURSES	12		
GENERAL EDUCATION	37			BIO 464 Immunology/Hematology	3		
MAJOR	47			MTH 114 College Algebra	3		
PROFESSIONAL STUDY	29			MTH 115 College Trig	3		
SUPPORTING COURSES	12			MTH 242 Statistics	3		
ELECTIVES	3			PHY 202/203 Gen Physics I/Lab	4		
TOTAL	128			PHY 204/205 Gen Physics II/Lab	4		
PROFESSIONAL YEAR OF STUDY	29						
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.	29		
CITY: STATE:							
ENROLLED:							
EDUCATIONAL COORDINATOR:							

Acceptable courses for Global & Cultural Diversity: All ELA courses and any course with (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 College 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 college 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, 119, 346, 347, two semesters of MUS 247 and 4 semesters of applied music study in the same instrument or voice, attaining at least intermediate level (MUS 210-229)

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: 1) Fill out add/drop form (Express Center), 2) Obtain the signature of the Fine Arts Director, and 3) Return the form to Express Center with a payment of \$50. 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 is designed for registered nurses (RN) who have completed the ASN Program or transferred in after completion of another basic program in nursing that leads to RN licensure. In 2014, the generic Bachelor of Science (BSN) program was added. The BSN and RN-BSN Programs are 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.

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:

- recognize abnormal client alterations in human beings across the life span;
- demonstrate the steps of the nursing process and the steps of a client's psychosocial and physical assessment across the life span;
- utilize nursing care plans as they relate to selected alterations in care of the client;
- apply therapeutic communication skills in interactions with the client and health care team;
- apply the legal, ethical and professional responsibilities related to the role of a practical nurse;
- apply the principles of human growth and development in client care across the life span;
- apply principles of teaching learning;
- provide care to clients that recognizes cultural and spiritual diversity;
- implement basic management principles in the care of individuals.

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. Satisfactory completion of basic skills testing in mathematics and English competency. If not, all developmental courses must be completed with a

- minimum of a GPA of 2.0 prior to enrolling in practical nursing courses.
4. Prior to program start:
 - a.
 - b. Completed health record, including immunizations and laboratory results; background check and drug screen

Certificate

- Practical Nursing -

2015-2016

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.

BSN Program Outcomes

Upon completion of the BSN program, the student will:

1. Integrate theories and concepts from liberal arts education and nursing education into nursing practice.
2. Apply theoretical and empirical knowledge, which is based on research and evidence-based practice, in order to be an advocate and provide safe, individualized, and culturally competent patient-centered nursing care.
3. Use effective and professional written, verbal, non-verbal, and emerging technological communication skills/principles when interacting with individuals, families, groups, communities, populations, and others within and across the healthcare system.
4. Demonstrate leadership concepts, critical thinking skills, and ethical reasoning when working with individuals, families, groups, communities, populations, and other members of the healthcare team throughout various health care settings.
5. Demonstrate professional role behaviors consistent with the mission of College of Saint Mary and legal and ethical standards of conduct.
6. Appreciate the pursuit of nursing practice excellence through lifelong learning and professional engagement in order to foster professional growth and development.
7. Demonstrate vigilant attention and risk reduction responses to safety-related concerns encountered in all areas of professional nursing practice.

The BSN program is designed to 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.

The BSN program for the Licensed Practical Nurse (LPN) is designed as a day program. Credit for prior nursing education may be achieved through successful passing of NUR 100: Introduction to Nursing Challenge Exam.

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 Bachelor degree program are eligible to take the National Council of State Board of Nursing (NCLEX-RN) examination for registered nurses.

High School Applicants: Criteria for Admission to the Nursing Program**BSN Three – Year Track Criteria**

Criteria	Data Required
1. High school graduate with cumulative GPA of at least 3.0 (B)	1. Official high school transcript
2. ACT Composite score of 23 or above.	2. ACT report form recorded on official high school transcript.
3. Complete minimum one semester each of high school physical science and chemistry.	3. Official high school transcript

BSN Four-Year Track - Criteria

Criteria	Data Required
1. High school graduate with cumulative GPA of at least 2.75 (C+)	1. Official high school transcript
2. ACT Composite score of 21 or above.	2. ACT report form recorded on official high school transcript.
3. Complete minimum one semester each of high school physical science and chemistry.	3. Official high school transcript

BSN Applicant with College Transfer Credit:

Criteria	Data Required
1. Cumulative GPA of at least 2.75 .	1. official college transcript
2. Completion of at least 12 semester hours, not to include developmental courses with satisfactory completion of at least two CSM nursing program required sciences OR satisfactory completion of at least 21 CSM nursing program required credits.	2. College transcript
4. The Director of the Nursing Program will consider requests for exceptions and will make final decisions on all admissions.	4. All of above

Current CSM (undeclared/pre nursing) student seeking admission to the BSN program:

Criteria	Data Required
1. Cumulative CSM grade point average of at least 2.75 with satisfactory completion of at least two CSM nursing program required sciences.	1. CSM transcript
2. Completion of at least 12 semester hours, not to include developmental courses.	2. CSM transcript
4. The Director of the Nursing Program will consider requests for exceptions and will make final decisions on all admissions.	4. All of above

For progression of LPN applicant to nursing courses, the student must meet the requirements indicated in the "Licensed Practical Nurse to BSN Applicant Criteria" found in the College's Academic Catalog and meet an accepted score on the NUR 100: Introduction to Nursing Challenge Exam.

Licensed Practical Nurse to BSN applicant:

Criteria	Data Required
1. Graduate of a Practical Nursing Program with a GPA of 2.75	1. Official transcript from practical nursing school, and official high school/GED transcript.
2. Current unencumbered LPN license	2. Verification of current unencumbered LPN license in Nebraska or compact state.
3. Successful completion of NUR 100: Introduction to Nursing Challenge Exam.	

Registered Nurse to Bachelor of Science in Nursing Degree (RN to BSN)

The RN to BSN nursing curriculum is known in nursing as a ladder program. This means the student will complete the associate degree, take the licensing examination (NCLEX-RN), and become a licensed RN before continuing to the RN-BSN completion degree level. Transfer students will meet admission criteria for the RN-BSN completion degree listed on the following page. The nursing course sequence for the RN-BSN completion degree is designed to be completed either in 9 months or by pursuing part-time study over a longer period.

Students complete a curriculum that includes upper-division nursing, general education, and support courses. Independent and facilitated clinical practicums are an integral part of the curriculum. Clinical practicum courses require a 3:1 ratio of contact hours per credit hour earned.

RN-BSN Program Outcomes

Upon completion of the RN-BSN program, the student will:

1. Use nursing process when providing care for clients (individuals, families,

- groups, and communities).
2. Use communication principles and skills that demonstrate critical thinking, reflection, and problem-solving skills.
 3. Assist clients to achieve optimal level of development.
 4. Facilitate optimal transitions with emphasis on wellness and prevention of illness.
 5. Incorporate learning theories, teaching principles, and principles of life long learning into professional practice.
 6. Participate actively in the changing dimensions of nursing.
 7. Apply research to practice at the baccalaureate level.
 8. Apply concepts of leadership and management in nursing practice.
 9. Utilize the concept of family in a variety of health care settings with major emphasis on preventive health care.
 10. Apply principles of community in nursing practice.

RN-BSN Program Admission Criteria

1. Graduate of a nationally accredited ADN or ASN program, or
2. Graduate of a diploma or non-nationally accredited associate degree program with credits validated through verification of a Registered Nurse license in good standing (unencumbered) with the State of Nebraska or compact state.
3. Cumulative GPA of at least 2.5.
4. Provide verification of a Registered Nurse license in good standing (unencumbered) with the State of Nebraska or compact state.
5. Meet Core Performance Standards (Policy 1.2) and Nursing Program Requirements (Policy 1.3).

Admission to Nursing Programs Policies:

1. Students desiring admission to the nursing programs apply through Enrollment Services or Nursing CAS and must meet the CSM admissions criteria, which is articulated in the current Academic Catalog.
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) Official school transcripts from all colleges attended
 - d) Official school of nursing transcripts, if student has attended a nursing program
 - e) Results of ACT scores
 - f) Proof of license: LPN license required for LPN-BSN program or RN license for RN-BSN program. Licenses must be in good standing (unencumbered in Nebraska or compact state.)
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.

Prerequisite Requirements for Laboratory/Clinical/Practicum Courses

1. **Core Performance Standards:** Successful completion of clinical nursing

courses depends on the ability to think critically and to use the nursing process, which includes communication, motor, and interpersonal abilities (Nursing Student Policy 1.2). Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.

2. **CPR Certification:** Prerequisite to and concurrent with all lab, clinical, and practicum courses. (Nursing Student Policy 1.3).
3. **Health Record Requirements:** Prerequisite to and concurrent with all laboratory/clinical, and practicum courses. (Nursing Student Policy 1.3).
4. **Clinical Agency Requirements:** Prerequisite to all laboratory, clinical, and practicum courses. Meet standards set by clinical agency such as investigative background checks and drug screening* 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. 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, and earn a C or better in each nursing course. A grade below C or an 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 30 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
BSNG
Generic BSN (PreLicensure)
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 Public Health Nursing	4		
Level II							
English (any except for 262, 320, 322, and 495)	3			NUR 202 Psych/Public Health Pharmacology	1		
Global & Cultural Diversity (see major**)	0			NUR 203 Maternal Newborn Nursing	4		
Fine Arts (any Art, Music or Theatre)	3			NUR 204 Pediatric Nursing	4		
CHM 100, 100L and (101)	4(1)			NUR 205 Maternal/Child Pharmacology	1		
Natural Sci/Math (see sup crs)	0			NUR 206 Cultural/Spiritual Care**	3		
History (any history class)	3			NUR 207 Intro to Nurs. Rsch & Evidence-Based Prac.	3		
PSY 101 Intro to Psychology	3			NUR 300 Acute Med/Surg Nurs	8		
Theology (any class)	6			NUR 301 Acute Med/Surgical Pharmacology	1		
PHL 200 Moral Reasoning	3			NUR 302 Health Assessment	3		
Philosophy (any Philosophy class)	3			NUR 303 Multisystem Med/Surg Nursing	8		
SOC 101 Intro. To Sociology	3			NUR 304 Multisystem Med/Surg Pharmacology	1		
<i>MTH 112 is prerequisite/ concurrent for CHM 100&MTH 242</i>	3			NUR 305 Issues and Trends in Nursing	2		
SUPPORTING FIELD/MINOR				NUR 306 Nursing Management and Leadership	3		
Natural Sciences met with supporting courses and Chemistry				NUR 307 Professional Nursing Preceptorship	6		
				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		

*An LPN may take a challenge exam for this course and receive 3 credits if successful.

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
BSNG
Generic BSN (PreLicensure)
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 Public 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 206 Cultural/Spiritual Care**	3		
BIO 203 Anat & Phy II Lab	1			NUR 207 Intro to Nurs. Rsch & Evidence-Based Prac.	3		
BIO 230 Microbiology	3			NUR 300 Acute Med/Surg Nurs	8		
BIO 231 Microbiology Lab	1			NUR 301 Acute Med/Surgical Pharmacology	1		
BIO 366 Pathophysiology	3			NUR 302 Health Assessment	3		
SUPPORTING FIELD/MINOR				NUR 303 Multisystem Med/Surg Nursing	8		
Natural Sciences met with supporting courses				NUR 304 Multisystem Med/Surg Pharmacology	1		
SUMMARY				NUR 305 Issues and Trends in Nursing	2		
GENERAL EDUCATION	19			NUR 306 Nursing Management and Leadership	3		
MAJOR	69			NUR 307 Professional Nursing Preceptorship	6		
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.

**PROGRAM OF STUDY
PBSN
Pre-Nursing**

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 Public 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, Music or Theatre)	3			NUR 205 Maternal/Child Pharmacology	1		
CHM 100, 100L and (101)	4(1)			NUR 206 Cultural/Spiritual Care**	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 courses)	6			NUR 302 Health Assessment	3		
PHL 200 Moral Reasoning	3			NUR 303 Multisystem Med/Surg Nursing	8		
Philosophy (any Philosophyclass)	3			NUR 304 Multisystem Med/Surg Pharmacology	1		
SOC 101 Intro. To Sociology	3			NUR 305 Issues and Trends in Nursing	2		
<i>MTH 112 is prerequisite/ concurrent for CHM 100 & MTH 242</i>	3			NUR 306 Nursing Management and Leadership	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		

*An LPN may take a challenge exam for this course and receive 3 credits if successful.

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
BSNR
RN to BSN
(holds RN License)**

GENERAL EDUCATION	24	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
ENG 102 or Literature	3			Diploma/RN Credits	36		
Global and Cultural Diversity	3						
Fine Arts (any Art, Music, or Theatre)	3			Upper Division Major	25		
History (any History course)	3			NUR 372 Health Assessment	3		
MTH 242 Statistics*	3			NUR 438 Nrsng Theories & Resch	4		
PHL (any Philosophy course)	3			NUR 452 Pop. Based Comm. Hlth	3		
THL (any Theology courses)	6			NUR 453 Lead&Mgmt in Hlth Care	3		
*MTH 112 is prerequisite/ concurrent MTH 242	(3)			NUR 455 Prof. Roles Issues in Nrs	3		
SUMMARY				NUR 463 Prac: Leading & Managing in Health Care	2		
GENERAL EDUCATION	24(3)			NUR 472 Pr: Pop.Based CommHlth	3		
MAJOR	61			NUR 494 Capstone Seminar	4		
SUPPORTING COURSES	3						
MINOR/ELECTIVES/TRANSFER OR SUPPORTING FIELD	40			BSN SUPPORTING COURSES	3		
				BIO 366 Pathophysiology	3		
TOTAL	128						

A minimum of 43 credits must be taken at CSM.

Acceptable courses for Global & Cultural Diversity: All ELA courses and any course with (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.

**PROGRAM OF STUDY
BSNR
RN to BSN (holds RN License)
Second Degree Student (Holds Bachelor Degree)**

GENERAL EDUCATION	12	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
MTH 242 Statistics*	3			Diploma/RN Credits	36		
PHL (any Philosophy course)	3						
THL (any Theology courses)	6						
				Upper Division Major	25		
<i>*MTH 112 is prerequisite/ concurrent MTH 242</i>	(3)			NUR 372 Health Assessment	3		
SUMMARY				NUR 438 Nrsng Theories & Resch	4		
GENERAL EDUCATION	12(3)			NUR 452 Pop. Based Comm. Hlth	3		
MAJOR	61			NUR 453 Lead&Mgmt in Hlth Care	3		
MINOR/ELECTIVES/TRANSFER	18			NUR 455 Prof. Roles Issues in Nrs	3		
				NUR 463 Prac: Leading & Managing in Health Care	2		
				NUR 472 Pr: Pop.Based CommHlth	3		
TOTAL	91			NUR 494 Capstone Seminar	4		
				BSN SUPPORTING COURSES	3		
				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.

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/clinical take 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 Objectives

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

Accreditation

The occupational therapy program is accredited by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) of the [American Occupational Therapy Association](#) (AOTA), located at 4720 Montgomery Lane, 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.

Admission to Occupational Therapy

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

1. Cumulative GPA of at least 3.0 or higher on a 4.0 scale.
2. ACT composite score of 21 or above.
3. 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.
4. Ability to comply with the CSM OT Program Functional Expectations (located in the OT Student Manual).

Transfer Student

1. Cumulative college GPA of 3.0 with a minimum grade of C required for successful transfer.
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 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 (located 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, and BIO 366. 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 Clinicals/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.
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 medical insurance prior to clinical assignment. Non-compliance with health record requirements will affect the student's ability to complete

fieldwork education.

5. 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

2015-2016

GENERAL EDUCATION	40	COMP	GRD	MAJOR PROGRAM COURSES	COMP	GRD
Courses in grey are not required for students who already hold a bachelor degree and are seeking the Master degree only. Exception: If a 2 nd degree student wants to receive a BRS, six credits of theology are required.				Undergraduate Courses	59	
Level 1						
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			OTH 101 Introduction to OT	3	
Completed or initiated in first three semesters				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 360 Clinical Reason I	2	
Fine Arts (any Art, Music 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	15			OTH 460 Clinical Reasoning II	2	
BIO 200 Anatomy & Physiology I	3			OTH 490 Princ of OT Research I	3	
BIO 201 Anatomy & Physiology Lab	1					
BIO 202 Anatomy & Physiology II	3			Graduate Courses	33	
BIO 203 Anatomy & Physiology Lab	1			OTH 540 Comm Based OT	3	
BIO 366 Pathophysiology	3			OTH 552 Prin of Neuro-Reh II	2	
CHM 100 Fundamental of Chem	3			OTH 555 OT Management	2	
CHM 100L Fund. Of Chem Lab	1			OTH 560 Clinical Reason III	3	
CHM 101 Chem Recitation	(1)			OTH 561 OT Leadshp/Advocacy	2	
ELECTIVES	8			OTH 568 Therapeutic Modalities	2	
SUMMARY				OTH 576 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	33			OTH 573 Transition to Level II	1	
SUPPORTING COURSES	6			OTH 674 Fieldwork IIA Jan-Mar	6	
SUPPORTING FIELD	15			OTH 675 Fieldwork IIB Apr-Jun	6	
ELECTIVES	8					
BACHELOR IN REHABILITATION STUDIES	128			TOTAL FOR MASTER IN OT	161	

Acceptable courses for Global & Cultural Diversity: All ELA courses and any course with (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 learning, self-reflection, and personal growth by challenging students to explore their most basic assumptions and emphasizing the importance of seeking the truth rather than accepting the status quo. Philosophy forces students to see things from unfamiliar perspectives, and thus opens their minds to new ways of understanding the world.

Upon graduation, students who have taken philosophy courses will be able to:

1. Think critically about philosophical issues and express such thoughts clearly and in writing.
2. Read diverse philosophical works with an analytic eye.
3. Demonstrate knowledge of some of the varying issues, terminology, and figures in philosophy.
4. Formulate reasonable arguments for their own beliefs and defend those arguments against criticism.
5. Continue the philosophical examination of their beliefs and incorporate this examination into their quest for lifelong learning.

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 and the Arts and Sciences division chairperson.

Physical Education (PED)

The College of Saint Mary health and physical education field endorsement program qualifies the student to teach health and/or physical education classes to children in kindergarten through grade 12, and to provide leadership to promote community health and fitness. The endorsement requires 54 credit hours in child development, content, and pedagogy. Through course work and experiential learning, students develop knowledge, skills and dispositions essential to implementation of age-appropriate high quality health and physical education programs in private and public schools.

Physical Education Minor

18 hours including 6 hours from PED 123-158, 208, 308, and 12 additional hours approved by the program director.

Bachelor of Science - Health & Physical Educ. K-12 Teaching End. - 2015-2016

GENERAL EDUCATION	41	COMP	GRD	MAJOR PROGRAM COURSES	46	COMP	GRD
Level I				BIO 362 Kinesiology	3		
ENG 101 Composition or ENG 102 Advanced Composition (completed in 1 st two semesters)	3			ECE 236 Physical Dev. & Creative Movement	2		
<i>Completed or initiated in first three semesters</i>				PSY 200 Child Psychology	3		
FYS First Year Seminar (any number) (1 ST semester)	1			PSY 203 Adolescent Psychology	3		
Communications (COM 101, 200, 202, 212, or 225)	0			PED 101 Lifetime Health & Act	1		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			PED ____ Activity Course	1		
Level II				PED 160 Nutrition	3		
English (any except for 262, 320, 322, and 495)	3			PED 165 Safety, First Aid & CPR Ch. & Youth	3		
Global & Cultural Diversity (EDU375)	0			PED 210 Individual & Group Sports	3		
Fine Arts (any Art, Music or Theatre)	3			PED 235 Aquatics	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			PED 245 Mind, Body & Spirit Development	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			PED 315 Health & Fitness Assessment	3		
History (any history class)	3			PED 357 Tching Elem. Health & PED	3		
Social Science (ECO 150 or any Sociology or Psychology)	3			PED 358 Tching Secondary Health & PED	3		
Theology (any class)	6			PED 360 Adapted Physical Education	3		
PHL 200 Moral Reasoning	3			PED 340 Exercise Physiology	3		
Philosophy (any Philosophy course)	3			PED 496 Research Seminar	3		
General Education Elective (any Liberal Arts Course)	3						
				EDUCATION MINOR K-12	45		
SUPPORTING COURSE				EDU 101 Intro to Education	3		
COM 212 Speech for Prof*	3			EDU 201 Tech in Classroom	3		
				EDU 312 Educ. Psych.& Measur	3		
SUMMARY				EDU 315 Assessment of Lrners	2		
GENERAL EDUCATION	41			EDU 350 TeachRead: El & Mid	4		
MAJOR	46			or EDU 351 TeachReadMid/Sec			
MINOR	45			EDU 342 Children's Literature	3		
SUPPORTING COURSE	3			OR ENG 262 Young Adult Lit re			
TOTAL	135			EDU 360 Teaching Middle/Sec School	3		
				EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 Hist/Phil & Trends/ Ed	3		
				EDU 470 Stud Teach: Primary	5		
				OR EDU 471 tdTeach:Intermed			
				EDU 472 Stud Teach:Sec	5		
				EDU 495 Stud Teach Sem	2		
				SPE 101 Intro to Special Educ.	3		
				SPE 240 Guid.&Class Mgmt	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.

Pre-Physician Assistant Status

The Physician Assistant (PA) Profession:

The Physician Assistant (PA) is an important part of the modern American medical system. The PA performs 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).

Pre-PA is a status assigned to students at College of Saint Mary who have been accepted for admission to the college AND who have completed the process to receive pre-PA status. Both external applicants and current CSM students may apply for the pre-PA status. Once application materials are received, they will be reviewed by an admissions and progression committee comprised of the Physician Assistant Studies program faculty and staff. Qualified applicants will be considered for an interview and possible acceptance into pre-PA status. The application process is a competitive process, and due to the limited number of available seats (30) in the Master of Science in Physician Assistant Studies program, not all applicants meeting the minimum admission criteria will be offered acceptance into pre-PA status.

Program Details:

Length of Program

Students accepted into the pre-PA status are assigned a level (1 – 3) according to the extent to which they have completed prerequisite courses necessary to start the graduate Physician Assistant program. Levels 4 and 5 are the Master of Science in Physician Assistant Studies program. Levels 1-3 are for students accepted into pre-PA status. Qualified applicants' transcripts will be reviewed and recommended for acceptance at the appropriate level to the PAS Program Director. Due to the limited number of available seats (30) in the Master of Science in Physician Assistant Studies, seats may not be available at all levels. Students will be admitted to the program at the highest level for which they are qualified AND in which seats exist. Students are accepted into Levels 1-4 only.

Program of Study

The majority of students with pre-PA status are pursuing a Bachelor of Science in Human Biology because the pre-requisite 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 to students with the pre-Physician Assistant status, depending on the student's past academic experience. The admissions and progression committee will work with the student to determine what program of study is most beneficial to her and her future career goals. All pre-PA status students must complete all of the courses required for admission to the Master of Science in the Physician Assistant Studies Program regardless of the program of study they choose.

Accreditation Status-

A PA must graduate from an accredited program to be eligible for the national board certification examination following graduation. The College of Saint Mary Physician Assistant Studies Program has applied for provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). College of Saint Mary anticipates matriculating its first class of physician assistant students in fall 2016, pending provisional accreditation in spring 2016. Provisional accreditation is an accreditation status for a new physician assistant program that has not yet enrolled students, but at the time of its comprehensive accreditation review, has demonstrated its preparedness to initiate a program in accordance with the accreditation *Standards*. Pre-physician assistant status students are currently being accepted and under all circumstances will be eligible to complete their current program of study. If the Physician Assistant Studies program does not receive accreditation in spring 2016, College of Saint Mary will continue to seek accreditation as soon as possible. CSM students would be eligible to apply to other physician assistant programs around the country.

Progression Criteria

During the Pre-Professional phase, a student must meet or exceed the "Progression Criteria" to remain pre-PA status students. The progression criteria align with the MSPAS admissions requirements for CSM pre-PA students. The MSPAS admission requirements can be found in the Graduate Academic Catalog and under the admissions requirements tab at <http://www.csm.edu/academics/health-human-services/master-science-degree-physician-assistant-studies>.

Acceptance and Progression Requirements:

- Students with pre-PA status will be assigned to an appropriate level (1-3) based on previous coursework and available seats.
- Once assigned an appropriate level (1-3), students with pre-PA status may not change levels without permission from the PAS Program Admissions and Progression Committee.
- 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.
- The PAS program begins with level 4, at which time your status will be changed to PAS (level 4) student if all of the following criteria are successfully met:
 - Cumulative CSM GPA 3.0 or above
 - All course requirements for pre-PA status in level 1-3 courses are successfully completed with a grade of B- or higher. All major program and supporting field course grades must be B- or higher.
 - All MSPAS course prerequisite admission requirements must be completed within 7 years of matriculating into the MSPAS program
 - Full-time (12 credits) status maintained through all levels
 - Possess or have the capability to earn a Bachelor's degree by the start of the second semester of the Master of Science in Physician Assistant Studies program (MSPAS) (Level 4), Courses taken in the first semester of the PAS program may count as electives towards a CSM Bachelor's degree.
 - Able to 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.

- Must meet the minimum technical standards for the PAS program
- Any violation in the progression criteria above will result in the loss of your cohort seat in the PAS program. You will be able to complete your current program of study and may reapply to the PAS program (level 4).
- Any violation of progression criteria may be appealed to the Admissions and Progression Committee for review, decision recommendation, and VPAA approval.

CSM pre-PA students are assigned to a specific future professional phase (PAS) cohort upon admission as a pre-PA status student and will have a seat in their assigned PAS cohort as long as all progression requirements are followed and ARC-PA provisional accreditation is attained.

Pre-Physician Assistant Status Admission Requirements:

Admission for pre-PA status will occur through a rolling admissions process. If minimum requirements are met, the Admissions and Progression 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 pre-PA status student. Following the interview, the Admissions and Progression Committee will make a recommendation to the PAS Program Director, who determines acceptance as a pre-PA status student. Applicants will be notified of the decision via letter. See the Graduate Academic Catalog for information on admission to 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 1100 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
- Ability to comply with the CSM PA Program [Technical Standards](#).

Transfer or Current CSM Student Admission

- Cumulative GPA: 3.0 (12 or more credits)
- 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
- 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. Admission decisions are made by the 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 (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 and interpersonal skills (via essay, interview and/or review of letters of reference)

Application Process

1. Apply On-Line
2. Submit Application Fee
3. Submit required 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. Review of application by the Admissions and Progression Committee
8. If selected, participate in an on-campus interview with the Admissions and Progression Committee. Video conferencing interviews will be considered under certain circumstances. Initial application review and interview may occur prior to receiving all application materials. The PAS program technical standards attestation form must be signed during the interview stating the ability to meet all required technical standards.
9. Acceptance decision by the Admissions and Progression Committee following a complete application and interview.

Pre-Physician Assistant Status/Master of Science in Physician Assistant Studies

(Pre-PA Status does not define requirements for a specific degree; it lists some of the admissions criteria for the MSPAS program.) 2015-2016

Pre-PA Status	Cr.	COMP	GRD	Master of Science in Physician Assistant Studies	Cr.	COMP	GRD
Level 1				Master of Science in Physician Assistant Studies Professional (PAS) Courses			
				88			
Level 4							
BIO 110 General Biology	3			PAS 561 - Cardiopulm. Patho.	3		
BIO 111 General Biology Lab	1			PAS 562 - Gastro/Renal Patho	3		
BIO 330 Genetics	3			PAS 563 - Endocrinology	2		
BIO 331 Genetics Lab	1			PAS 564 - Immunology/Hematology	3		
BIO 192 Scientific Methods	1			PAS 510 - PA Prof Issues/Ethics	1		
CHM 110/1 General Chemistry/lab	5			PAS 512 - Clinical Anatomy	4		
CHM 112/3 General Chemistry/lab	5			PAS 514 - Clinical Science	2		
MTH 114 College Algebra	3			PAS 516 - Physical Diagnosis	2		
MTH 115 College Trigonometry	3			PAS 520 - Healthcare Delivery Sys	1		
PSY 101 Intro. To Psychology	3			PAS 522 - Clinical Neuroanatomy	2		
Level 2							
BIO 310 Advanced Anat & Phys I	4			PAS 523 - Infectious Disease	2		
BIO 311 Adv Anat & Phys I/Lab	1			PAS 524 - Clinical/Preventative/ Laboratory Medicine 1	8		
BIO 312 Adv Anat & Phys II	4			PAS 525 - Pharmacology 1	3		
BIO 313 Adv Anat & Phys II Lab	1			PAS 526 - App Clinical Practice 1	2		
BIO 392 Scientific Literature	1			PAS 530 - Applied Research and Evidence-based Medicine	1		
CHM 230 Organic Chemistry I/lab	5			PAS 534 - Clinical/Preventative /Laboratory Medicine	4		
CHM 232 Organic Chemistry II/lab	5			PAS 535 - Pharmacology 2	3		
PSY 220 Lifespan Development	3			PAS 536 - App Clinical Practice 2	2		
Level 3							
BIO 300 Microbiology	3			PAS 538 - Clinical Skills	2		
Level 5							
BIO 301 Microbiology Lab	1			PAS 660 - Fam Practice Rotation 1	3		
BIO 340 Biochemistry	4			PAS 670 - Fam Practice Rotation 2	3		
BIO 341 Biochemistry Lab	1			PAS 671 - Internal Med Rotation	3		
BIO 366 Pathophysiology	3			PAS 672 - Pediatric Rotation	3		
PHY 202/203 General Physics/lab	4			PAS 673 - OB/GYN Rotation	3		
PHY 204/205 General Physics/lab	4			PAS 674 - Emer Medicine Rotation	3		
MTH 242 Statistics or MTH 312	3			PAS 675 - Psychiatry Rotation	3		
PSY 410 Abnormal Psychology	3			PAS 676 - Gen Surgery Rotation	3		
GRE or MCAT (minimum at 25th percentile)				PAS 677 - Elective Rotation 1	3		
				PAS 678 - Elective Rotation 2	3		
				PAS 679 - Elective Rotation 3	3		
				PAS 690 - Master's Project	3		
				PAS 710 - PA Practice Transition	2		
SUMMARY							
UNDERGRADUATE COURSEWORK				78			
MASTER'S COURSEWORK				88			

***THE REQUIREMENTS FOR THE PRE-PHYSICIAN ASSISTANT DESIGNATION AND MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES IS SUBJECT TO CHANGE AS CSM IS CURRENTLY SEEKING PROVISIONAL ACCREDITATION AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.**

Example of Master of Science in Physician Assistant Studies w/Human Biology as Bachelor degree (other majors are available to students with pre-PA status) 2015-2016

GENERAL EDUCATION	43	COMP	GRD	MAJOR PROGRAM COURSES	35	COMP	GRD
Level I				Undergraduate Hum Bio Crs			
ENG 101 Composition or ENG 102 (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			BIO 300 Microbiology	3		
Communications (COM 101 or 212)	3			BIO 301 Microbiology Lab	1		
Quant. Reasoning (MTH 114 or higher)	3			BIO 310 Advanced Anat & Phys I	4		
Level II				BIO 311 Adv Anat & Phys I/Lab	1		
ENG 102 Advanced Composition	3			BIO 312 Adv Anat & Phys II	4		
Global & Cultural Diversity	3			BIO 313 Adv Anat & Phys II Lab	1		
Fine Arts (any Art, Music or Theatre)	3			BIO 330 Genetics	3		
Science (must include Lab)	0			BIO 331 Genetics Lab	1		
MTH 115 Trigonometry	3			BIO 340 Biochemistry	4		
History (any history class)	3			BIO 341 Biochemistry Lab	1		
PSY 101 Intro to Psychology	3			BIO 366 Pathophysiology	3		
Theology (any class)	6			MTH 242 Statistics or MTH 312	3		
PHL 200 Moral Reasoning	3			BIO 192 Scientific Methods	1		
Philosophy (any Philosophy course)	3			BIO 392 Scientific Literature	1		
PSY 220 Lifespan Development	3			Comp Exam (min at 25 percentile)			
SUPPORTING FIELD	31			Professional (PA) Courses	88		
CHM 110/1 General Chemistry/lab	5			PAS 561 - Cardiopulm. Patho.	3		
CHM 112/3 General Chemistry/lab	5			PAS 562 - Gastro/Renal Patho	3		
CHM 230 Organic Chemistry I/lab	5			PAS 563 - Endocrinology	2		
CHM 232 Organic Chemistry II/lab	5			PAS 564 - Immunology	3		
PHY 202/203 General Physics/lab	4			PAS 510 - PA Prof Issues/Ethics	1		
PHY 204/205 General Physics/lab	4			PAS 512 - Clinical Anatomy	4		
MTH 114 College Algebra	0			PAS 514 - Clinical Science	2		
MTH 115 College Trigonometry	0			PAS 516 - Physical Diagnosis	2		
PSY 101 Intro. To Psychology	0			PAS 520 - Healthcare Delivery Sys	1		
PSY 220 Lifespan Development	0			PAS 522 - Clinical Neuroanatomy	2		
PSY 410 Abnormal Psychology	3			PAS 523 - Infectious Disease	2		
SUMMARY				PAS 524 - Clinical/Preventative/ Laboratory Medicine 1	8		
CORE CURRICULUM	43			PAS 525 - Pharmacology 1	3		
UNDERGRADUATE MAJOR	35			PAS 526 - App Clinical Practice 1	2		
SUPPORTING FIELD	31			PAS 530 - Applied Research and Evidence-based Medicine	1		
ELECTIVES (includes PAS 561/562/ 563/564)	19			PAS 534 - Clinical/Preventative /Laboratory Medicine	4		
BACCALAUREATE COURSEWORK	128			PAS 535 - Pharmacology 2	3		
MASTER'S COURSEWORK	88			PAS 536 - App Clinical Practice 2	2		
*THE REQUIREMENTS FOR THE BS/MS PA PROGRAM OF STUDY IS SUBJECT TO CHANGE AS CSM IS CURRENTLY SEEKING PROVISIONAL ACCREDITATION AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.				PAS 538 - Clinical Skills	2		
				PAS 660 - Fam Practice Rotation 1	3		
				PAS 670 - Fam Practice Rotation 2	3		
				PAS 671 - Internal Med Rotation	3		
				PAS 672 - Pediatric Rotation	3		
				PAS 673 - OB/GYN Rotation	3		
				PAS 674 - Emer Medicine Rotation	3		
				PAS 675 - Psychiatry Rotation	3		
				PAS 676 - Gen Surgery Rotation	3		
				PAS 677 - Elective Rotation 1	3		
				PAS 678 - Elective Rotation 2	3		
				PAS 679 - Elective Rotation 3	3		
				PAS 690 - Master's Project	3		
			PAS 710 - PA Practice Transition	2			

Acceptable courses for Global & Cultural Diversity: All ELA courses and any course with (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.

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. Either of the two degrees prepares the student well for graduate school, 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 Art - Applied Psychology and Human Services - 2015-2016

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Level I				Psychology Courses	33		
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 233 Group Process and Theory	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 242 Statistics	3		
Level II				PSY 332 Counseling Theory	3		
English (any except for 262, 320, 322, and 495)	3			PSY 350 Cultural Psychology	3		
Global & Cultural Diversity*-- PSY 350	0			PSY 410 Abnormal Psychology	3		
Fine Arts (any Art, Music or Theatre)	3			PSY 440 An Integrative Approach to Psychology	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			PSY elective	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			PSY elective	3		
History (any history class)	3			PSY 492 Senior Seminar	3		
PSY 101 General Psychology	3			Human Services Courses	18		
Theology (any class)	6			HSV 101 Intro to Human Services	3		
PHL 200 Moral Reasoning	3			HSV 230 Attitudes and Values	3		
Philosophy (any Philosophy course)	3			HSV 231 Interviewing Skills	3		
SOC 101 Intro to Sociology	3			HSV 377 Fieldwork Experience I	3		
ELECTIVES	21			HSV 378 Fieldwork Seminar I	2		
				HSV 477 Fieldwork Experience II	3		
SUMMARY				HSV 478 Fieldwork Seminar II	1		
GENERAL EDUCATION	44			SUPPORTING COURSES	9		
MAJOR	33			BUS 328 Mgmt and Leadership	3		
MINOR	18			SOC OR PSY OR HSV elective	3		
SUPPORTING COURSES	9			SOC OR PSY OR HSV elective	3		
ELECTIVES	24						
TOTAL	128			SECOND MAJOR (optional)			
				Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			

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 Art

- Psychology -

2015-2016

GENERAL EDUCATION	47	COMP	GRD	MAJOR PROGRAM COURSES	34	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 242 Statistics	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			PSY 235 Social Psychology	3		
Level II							
English (any except for 262, 320, 322, and 495)	3			PSY elective (200 level)	3		
Global & Cultural Diversity	3			PSY 301 Experimental Research	3		
Fine Arts (any Art, Music or Theatre)	3			PSY 302 Experimental Research Lab	1		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			PSY elective (300 or 400 level)	3		
Math (MTH 242 or 162, or > MTH 114) or Natural Science	3			PSY 410 Abnormal Psychology	3		
History (any history class)	3			PSY 440 An Integrative Approach to Psychology	3		
PSY 101 General Psychology	3			PSY 492 Senior Seminar	3		
Theology (any class)	6						
PHL 200 Moral Reasoning	3			MINOR	18		
Philosophy (any Philosophy course)	3			Choose any minor in catalog			
SOC 101 Intro to Sociology	3						
SUPPORTING COURSES					9		
ELECTIVES	20			(6 hours from SOC, 6 hours from HSV, PSY, or SOC)			
SUMMARY				SOC OR PSY OR HSV elective	3		
GENERAL EDUCATION	47			SOC OR PSY OR HSV elective	3		
MAJOR	34			SOC 101 Introduction to Sociology	core		
MINOR	18			SOC (any # except for 101)	3		
SUPPORTING COURSES	9						
ELECTIVES	20			SECOND MAJOR (optional)			
TOTAL	128			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: All ELA courses and any course with (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 or a biology emphasis.

Bachelor of Science – Science Secondary Education Endorsement – 2015-2016

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, 202, 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 (any Art, Music 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 202/201 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 EDUC MINOR	44			BIO 269 Environmental Biology Lab	1		
EDU 101 Intro to Education	3			PHY 160 Physical Geology	4		
EDU 201 Integ. Comp. In 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 Teaching Reading: Mid/Sec	3			GENERAL EDUCATION	40		
EDU 360 Teaching Mid/Sec Meth	3			MAJOR	51		
EDU 375 Hum. Relations in Multit-Cult.	3			SECONDARY EDUC MINOR	44		
EDU 427 Hist.,Phi.,&Trends in Ed	3			TOTAL	135		
EDU 472 Clinical Practice: Sec	10						
EDU 495 Clinical Practice Sem	2						
SPE 101 Intro to Special Educ	3						
SPE 240 Guidance & Classroom Mgmt	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.

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. The department also offers a minor in sociology.

Minor in Sociology

(18 semester hours): SOC 101 and 15 semester hours of additional sociology courses approved by both the student's advisor and the Behavioral Sciences Program Director.

Bachelor of Art – Social Science Secondary Education – 2015-2016

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, 202, 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 (any Art, Music or Thr)	3			HPS History Elective	3		
Science (any Biology, Chemistry or Phy Sci) must include Lab	4			HPS U.S. History Elective	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 133 Microeconomics	3		
Theology (any class)	6			PSY 101 General Psychology	3		
PHL 200 Moral Reasoning	3			PSY elective	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 MINOR	41		
				EDU 101 Introduction TO Educ	3		
ELECTIVES				EDU 201 Tech.&Inst.Mat. In Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
GENERAL EDUCATION	35			EDU 312 Educ. Psych. & Measurement	3		
MAJOR	60			EDU 315 Assessment of Learners	2		
MINOR	41			EDU 351 Teaching Reading Mid/Sec.	3		
TOTAL	136			EDU 360 Teaching Mid/Sec. Methods	3		
				EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil & Trends in Educ	3		
				EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Spec.Educ.	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.

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 native speaker: she should take any course above SPN 212.
- 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 courses listed in the catalog. Students whose native 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 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 Art – Spanish Secondary Education – 2015-2016

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, 202, 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, 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 MINOR	44		
General Education Elective (any Liberal Arts Course)	3			EDU 101 Intro to Education	3		
				EDU 201 Tech.&Inst.Mat. In 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 Teaching Reading Mid/Sec.	3		
MINOR	44			EDU 360 Teaching Mid/Sec. Methods	3		
SUPPORTING COURSE	3			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
ELECTIVES	1			EDU 427 Hist., Phil & Trends in Educ	3		
TOTAL	128			EDU 472 Clinical Practice: Sec	10		
				EDU 495 Clinical Practice Sem	2		
				SPE 101 Intro to Spec.Educ.	3		
				SPE 240 Classroom Management	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.

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, 220/520, 222/522, 240/540, 331/531, 333/533, 373/573 430/530, PED 360, EDU 470 or 471/571, 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, 220/520, 222/522, 240/540, 331/531, 333/533, 373/573, 360/560, 375/575, 430/530, 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.

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.

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).

Secondary Education

GENERAL EDUCATION	41	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 Tech & Inst Mat in Classroom	3		
<i>Completed or initiated in first three semesters</i>				SPE 220 Nat. & Effects of Mild Mod	3		
FYS First Year Seminar (any number) (1 st semester)	1			SPE 222 Assessment strategies for Diverse Learners	3		
Communications (COM 101, 200, 202, 212, or 225)	3			SPE 240 Guidance & Class Management	3		
Quantitative Reasoning (MTH 114 or above)	3			SPE 331 Instr. Strategies for Inclusive practices	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, 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 Reading	3		
Math (MTH 242 or 162, or > MTH 114)	3			SPE 472 Clinical Practice	10		
History (any history class)	3			SPE 495 Clinical Practice Seminar	2		
Social Science (ECO 150 or any Sociology or Psychology)	3			SUPPORTING COURSES	6		
Theology (any class)	6			COM 212 Speech for Professionals	3		
PHL 200 Moral Reasoning	3			ENG 262 Adol. Literature	3		
Philosophy (any Philosophy course)	3			SECONDARY EDUCATION MINOR	29		
Natural Science	3			EDU 101 Intro to Education	3		
				PSY 203 Adolescent Psychology	3		
SUMMARY				EDU 312 Ed. Psych.& Measurement	3		
SPE MAJOR	45			EDU 315 Assessment for Learners	2		
SUPPORTING COURSES	6			EDU 351 Teaching Reading: Mid.&Sec	3		
CORE CURRICULUM	41			EDU 360 Teaching MID/SEC Students	3		
SECONDARY EDUCATION	29			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
ELECTIVES	7			EDU 427 Hist., Phil. & Trends in Educ.	3		
TOTAL	128			EDU 496 Research Seminar	3		
				PSY 410 Abnormal Psychology	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 Science – Elementary Education/Special Education – 2015-2016

GENERAL EDUCATION	44	COMP	GRD	MAJOR PROGRAM COURSES	43	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			PSY 200 Child Psychology	3		
<i>Completed or initiated in first three semesters</i>				EDU 312 Educ. Psych. & Measmt	3		
FYS First Year Seminar (any number) (1 st semester)	1			EDU 315 Assess of Learners	2		
Communications (COM 200)	3			EDU 342 Children's Literature	3		
Quantitative Reasoning (MTH 114 or MTH 162)	3			EDU 350 Teaching Reading: El. & Mid.	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, Music or Theatre)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Life Science (Biology) must include Lab	4			EDU 427 Hist., Phil. & Trends in Educ.	3		
Physical/Earth Science	3			EDU 470 Clinical Practice: Primary OR	5		
History (any history class)	3			EDU 471 Clinical Practice: El. & Mid.	5		
Psychology (PSY 101)	3			SPECIAL EDUCATION MAJOR	45		
Theology (any class)	6			SPE 101 Introduction to Spec. Ed.	3		
PHL 200 Moral Reasoning	3			SPE 201 Adaptive Tech & Inst Mat in Classroom	3		
Philosophy (any Philosophy course)	3			SPE 220 Nat. & Eff. Mild. & Mod. Hand. Con.	3		
Social Science	3			SPE 222 Assess. of Diverse Learners	3		
ELECTIVES	3			SPE 240 Guid. & Class Management	3		
SUPPORTING COURSE	3			SPE 331 Instr. Strat. For Diverse Learners	3		
MTH 112 Inter. Algebra or higher	3			SPE 333 Spec. Ed. Law & Ethics	3		
SUMMARY				PED 360 Adaptive Physical & Health Ed.	3		
GENERAL EDUCATION	44			SPE 373 Critical Issues in Spec. Education	3		
ELEMENTARY MAJOR	43			SPE 430 Diag. & Eval of Reading	3		
SPECIAL EDUCATION MAJOR	45			SPE 470 Clinical Practice: Primary -or-	5		
SUPPORTING COURSE	3			SPE 471 Clinical Practice: El. & Mid.	5		
				SPE 495 Clinical Practice Seminar	2		
TOTAL	135			SPE 496 Research Seminar	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.

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 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, 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 Art – Theology – 2015-2016

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: THL _____	3		
<i>Completed or initiated in first three semesters</i>				Scripture: New Testament: THL _____	3		
FYS First Year Seminar (any number) (1 st semester)	1			Moral: THL _____	3		
Communications (COM 101, 200, 202, 212, or 225)	3			Systematics: THL _____	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			Spirituality: THL _____	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, 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: All ELA courses and any course with (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 Art – Theology K-12 Teaching Endorsement – 2015-2016

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 _____	3		
<i>Completed or initiated in first three semesters</i>				Scripture: New Testament: THL _____	3		
FYS First Year Seminar (any number) (1 st semester)	1			Moral: THL _____	3		
Communications (COM 101, 200, 202, 212, or 225)	3			Systematics: THL _____	3		
Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3			Spirituality: THL _____	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 (any Art, Music or 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 MINOR K-12	50-51		
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 200 Child Psychology	3		
				PSY 203 Adoles. Psychology	3		
GENERAL ELECTIVES	3-4			EDU 312 Educ. Psych.& Measurement	3		
SUMMARY				EDU 315 Assessment of Learners	2		
GENERAL EDUCATION	38			EDU 350 TeachRead: El & Mid	4		
MAJOR	36			or EDU 351 TeachReadMid/Sec	3		
MINOR (Education)	50-51			EDU 342 Children's Literature	3		
Electives	3-4			OR ENG 262 Young Adult Lit re			
TOTAL	128			EDU 360 Teaching Middle/Sec School	3		
				EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 Hist/ Phil & Trends/ Ed	3		
				EDU 470 Stud Teach: Primary	5		
				OR EDU 471 StdTeach:Intermed			
				EDU 472 Stud Teach:Sec	5		
				EDU 495 Stud Teach Sem	2		
				SPE 101 Intro to Special Educ.	3		
				SPE 240 Guid.&Class Management	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.

Women's Studies (WST)

Women's Studies is an interdisciplinary program that provides opportunities to examine the experiences and movements of women's lives. In Women's Studies courses, 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 designated WST must be completed. 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, or WI – course has been identified as "Writing Intensive"

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. (Also listed as WST 208.)

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 495 Senior Thesis (3)

Directed study in a major area, culminating with an art exhibit in the Hillmer Art Gallery. The College 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.

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)

An introductory study of the cells, tissue and organ systems of the human organism. Nervous, cardiovascular, respiratory, digestive, and excretory physiology will be emphasized.

BIO 121 Principles of Anatomy and Physiology Lab (1)

Using a hands-on approach, students will explore major anatomical and physiological concepts. Cytological and anatomical concepts will be investigated through models. Physiological concepts will be examined through in-class experiments as well as dissection of preserved pigs, and cadaver observation.

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 Scientific Method is the foundation of each seminar. Different aspects of it will be highlighted in different seminars but all seminars will strive to develop a better understanding of the scientific method from initial question and hypothesis formation through to the presentation of results. Students will also begin to develop critical thinking skills by observing and evaluating presentations by their peers. Students will become familiar with: the steps of the Scientific Method; proper experimental design and use of controls; and, the basic format of scientific papers and presentations.

BIO 200 Anatomy and Physiology I (3)

This course will cover structure and function of cells, tissues, body organization, and the integumentary, skeletal, muscular, nervous and endocrine systems. Prerequisite: CHM 100 or concurrent enrollment. Concurrent enrollment in BIO 201 is required.

BIO 201 Anatomy and Physiology I 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 200. 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 (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, genetically modified foods, 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 (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 (3)

An introduction to the morphological behavioral and ecological diversity of vertebrate and invertebrate animals.

BIO 250 Zoology (3)

An introduction to the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals.

BIO 251 Zoology Laboratory (1)

A hands-on laboratory investigation of the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals.

BIO 265 Forensic Science (4)

This course will survey the major principles and techniques used in forensic science. Topics will include study of human and skeletal remains, trauma to the human body, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, pathology used in identification, and toxicology. This course will also include an examination of the techniques used in recovery, replication, and analysis of DNA.

BIO 266 Botany (3)

An introductory study of plants, their classification, identification, structure, and life cycle.

BIO 267 Botany Laboratory (1)

A hands-on laboratory investigation of the classification, morphological, life cycles, and ecological diversity of plants.

BIO 268 Environmental Biology (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 (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 292 Research Design (1)

The Scientific Method is the foundation of each seminar. Different aspects of it will be highlighted in different seminars but all seminars will strive to develop a better understanding of the scientific method from initial question and hypothesis formation through to the presentation of results. Students will also begin to develop critical thinking skills by observing and evaluating presentations by their peers. Students will write and defend a proposal for their capstone project.

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, BIO301, 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.

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. Prerequisites: CHM 100 (not concurrent)

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. 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. Prerequisite: BIO 110, 111, MTH 114.

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 (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.

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 permission of the instructor.

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 or concurrent enrollment in BIO 110/111, 250/251, 266/267 or departmental approval.

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, or departmental approval.

BIO 392 Scientific Literacy (1)

The Scientific Method is the foundation of each seminar. Different aspects of it will be highlighted in different seminars but all seminars will strive to develop a better understanding of the scientific method from initial question and hypothesis formation through to the presentation of results. Students will also begin to develop critical thinking skills by observing and evaluating presentations by their peers. Students will improve their scientific literacy by participating in a journal club. Primary literature will be discussed and presented and critical analyses of experimental designs in journal articles and as presented by students in other seminar courses (BIO 192, BIO 292, BIO 492)

BIO 400 Introduction to Toxicology (3)

The basic principles of toxicology covered will include measuring toxicity and assessing risk, how toxins are absorbed, distributed, metabolized and excreted by the human body, carcinogenesis and teratogenesis, response of different organ system to toxins, ecological and environmental issues. Specific toxins or classes of toxins will be covered as appropriate for each topic. A list of specific toxins that might be discussed includes but is not limited to heavy metals, benzene, pesticides, nitrates, tetrodotoxin, mustard gas, nerve gases, venoms, ricin or other compounds that appear in the news. Prerequisite: BIO100/101 or BIO110/111.

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 (capped at 6) 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 and BIO 202 **and** instructor permission.

BIO 461 Cardiopulmonary Pathophysiology (3)

Common cardiovascular and pulmonary diseases of the human body across the lifespan will be covered. The course will begin with normal cardiovascular and pulmonary physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in cardiovascular and pulmonary scientific principles required for future understanding of disease management and patient care. (Also listed as PAS 561) Prerequisite: Permission of Physician Assistant Program Director

BIO 462 Gastroenterology and Renal Pathophysiology (3)

Common gastroenterological and renal diseases of the human body across the lifespan will be covered. The course will begin with normal gastroenterological and renal physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in gastroenterological and renal scientific principles required for future understanding of disease management and patient care. (Also listed as PAS 562) Prerequisite: Permission of Physician Assistant Program Director

BIO 463 Endocrinology (3)

Common endocrine diseases of the human body across the lifespan will be covered. The course will begin with normal endocrine physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in endocrine scientific principles required for future understanding of disease management and patient care. (Also listed as PAS 563) Prerequisite: Permission of Physician Assistant Program Director

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 564)

BIO 465 Advanced Forensic Science (4)

This course will examine advanced topics and lab techniques used in forensic science. Topics will include study of human and skeletal remains, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, toxicology and DNA analysis & profiling. Students will cap the course off by giving oral and poster presentations on a real forensic case they researched. Prerequisite: BIO 265.

BIO 473 Capstone Project (1-4)

Under the guidance of a faculty mentor, the student designs an independent project to be completed before graduation. The final report must be written in scientific style as a thesis and approved by faculty. A seminar presentation of the student's project at Scholar's Day and possibly the Nebraska Academy of Sciences is required before graduation. 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.

BIO 492 Scientific Communication (1)

The Scientific Method is the foundation of each seminar. Different aspects of it will be highlighted in different seminars but all seminars will strive to develop a better understanding of the scientific method from initial question and hypothesis formation through to the presentation of results. Students will also begin to develop critical thinking skills by observing and evaluating presentations by their peers. Students will develop scientific writing skills by writing a final research report and develop presentation skills by presenting their research project in preparation for Scholars Day.

Business: Analytics and Strategic Communication**BUS 101 Introduction to Business (3)**

Students are introduced to business from a multitude of perspectives ranging from the contributions made by free enterprise to the U.S. economy to an examination of the interaction and interdependence among the discrete functions within a company. This course also provides an overview of careers in business.

BUS 150 Personal Finance (3)

An elective within the business program, personal finance is a study of the principles of sound financial decision making in the context of the U.S. Economic structure. Students will be guided through goal setting, techniques and guidelines for choosing between financial alternatives, and processes for monitoring and evaluating financial performance. Major topics are goal setting, budgeting, consumer credit, insurance, taxes, retirement and estate planning. This course is a survey course. In-depth investment, tax, retirement and estate concepts are presented in other courses.

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.

BUS 230 Principles of Electronic Commerce (3)

This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addresses topics such as security and safety when doing business in the Internet environment. Prerequisite: None. (Also listed as BIS 230)

BUS 231 Interviewing Skills and Case Management (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. 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 233 Group Process: Theory and Practice (3)

Theoretical and practical approaches to conducting and participating in task- and experience-oriented groups are presented. Students practice various process skills in a simulated group setting. A major focus is on assisting group members in working toward and achieving group goals in a variety of settings. (Also listed as COM and PSY 233.)

BUS 242 Statistics (3)

Collection and tabulation of data, averages and measures of dispersion, correlational and regression analysis, probability and sampling, hypothesis testing, performing Chi Square, t, f, and some non-parametric tests. Prerequisites: C or better in MTH 112 or 3 years of high school mathematics including advanced algebra or permission of program director. (Also listed as MTH and PSY 242.)

BUS 250 Sports Management (3)

Sports have a significant influence on U.S. society, both as recreational activities and as a sector of the economy. This course introduces students to the sports industry on the youth, college, and professional levels as a social force and a business. Students will be introduced to theories of management in the sports industry, will apply those theories to case studies, and will begin to formulate their own philosophy of sports management. Prerequisite: BUS 101

BUS 255 Facility Management (3)

Many critical decisions in sports management concern the buildings where the games are played. This course explores basic concepts pertaining to the planning, organizing, publicizing, and conducting of sporting events, both amateur and professional. Attention will be paid to creating new facilities and managing existing facilities. Students will visit sports facilities in the area, meet facility managers, and plan their own sports facility. Prerequisite: BUS 101

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, 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 is designed to provide an understanding of human behavior within 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 PSY and SOC 325.)

BUS 327 Human Resources Management (3)

Contemporary theory and practices relating to the management of people together with the theory and applications of behavioral science as a part of the total management system.

BUS 328 Management & Leadership (3)

This Leadership course will prepare students for leadership roles; acquiring the knowledge, attributes, skills and resources for roles in the community and in their professions. The course will provide the students with both the theoretical and practical skills necessary to be effective in a variety of settings. The course is a scholarly exploration of the complex concepts of leadership. Students will learn to think critically about the leadership phenomenon. We will consider leadership theories, delve into research on leadership, examine leadership themes both historic and current as they apply to today's environment providing a foundation for students to build and improve their leadership style.

BUS 329 Business Communication (3)

Communication is essential for all business professionals. Business Communication teaches students to communicate their ideas through writing, presenting, and interpersonal discussions. Students are introduced to current business communication technologies and techniques, and to longstanding principles for communicating individually. Students will create several written assignments, give a variety of business 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 descriptive and analytical study of the basic principles of money, banking, and finance as they are related to business and public policy. A study of the creation of the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: ECO 131. Recommended: MTH 112. (Also listed as ECO 331.)

BUS 334 Principles of Marketing (3)

A study of modern methods of marketing goods and services. Buying and selling behavior and the marketing environment are related to promotion, pricing, distribution, and product design decisions. Prerequisite: 30 semester hours.

BUS 335 Consumer Behavior (3)

A study of the economic, anthropological, political, psychological, and social aspects of the consumer as they relate to the consumer decision-making process. Prerequisite: BUS 334.

BUS 336 Principles of Advertising (3)

A study of fundamental aspects of advertising, including media selection, test markets, targeting strategies, market positioning, and government regulations in the field of advertising. Prerequisite: BUS 334.

BUS 338 Public Relations (3)

This broad-based course provides an introduction to the field of public relations. Areas covered are the communications process; publicity; media relations and selection; promotion; community relations and planning; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics. PR strategies and tactics, theories, processes, and techniques involved in researching, planning, scheduling, implementing, and measuring programs designed to influence public opinion and human behavior are used. Prerequisites: ENG 101 and BUS 334.

BUS 339 Sales (3)

This course offers a study of the fundamental techniques of selling. It examines the profession including ethical considerations in sales relationships, preparation for relationship selling and the psychology of selling: why people buy, communication and sales knowledge. Strategies analyzed are prospecting, planning, presentation methods, customer retention, and time/territory management. Prerequisite: BUS 334.

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 347 Business Research Methods (3)

The Business Research course examines research designs commonly used in business decision making. Students will develop an understanding of the meaning of research and will practice various research techniques, covering topics including survey, observation, data analysis, sampling and quasi-experiments as they relate to problems identified in an organizational setting. The course concludes with writing a research proposal which combines the business research elements.

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. Prerequisites: BUS 321.

BUS 350 Sports Marketing (3)

The goal of sports marketing is to sell tickets and T-shirts, and to generate interest for teams and leagues. The course applies the principles of integrated marketing to the sports industry, with a focus on the college and professional levels. Students will learn about game promotion, sponsorships, advertising, merchandising, and fundraising, using famous and lesser-known case studies, and they will learn how sports marketing is similar to and different from marketing for traditional products. Prerequisite: BUS 101.

BUS 355 Sports Analytics (3)

The course is designed to explore the theory, development, and application of analytics within the sports industry. Understanding data and information matter in sports. This course examines how effective management of data and information in sports affect decision making by players, coaches, and administrators. It focuses on the rising role of analytics in sports, both on- and off-the field. The course will include discussion of theories, guest speakers from the sports industry, and application of skills gained through a final project. Prerequisite: BUS 101.

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, BUS 334, and ECO 131 or the equivalents.

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 one who transforms innovations into economic goods, typically through starting a new company. Students will learn about the role and importance of entrepreneurship in the global economy, the resources available to entrepreneurs, the process of creating a new business venture, and factors in the success of those ventures. The course will focus on opportunity recognition, assembly of the financial and human resources needed when developing an idea and launching a new venture.

BUS 429 Strategic Communication (3)

This course focuses on strategies for integrating and augmenting professional communication skills at the individual, group, organizational, and public levels. Content includes strategies for managing meetings, addressing pros and cons of affinity groups, decision-making in groups, mediating conflict, communicating with the media, developing a strategic plan, and building social capital.

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 theory, interpretation of results and report presentation. Prerequisite: BUS 334 and MTH/PSY/BUS 242 or permission.

BUS 454 Operations Management (3)

The myriad of decisions made at all levels of a service or manufacturing organization should foster its long-term goals. This integrative course focuses on strategic, tactical and operational decision-making techniques. Decision-making areas covered include: service design, facility location, inventory, procurement, just-in-time, MRP I and II, project planning, and total 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 attached with a person currently pursuing a career the student has an interest in. 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. This prerequisite course enables students to improve their skills as knowledge workers. The emphasis is on personal productivity concepts using functions and features in computer software such as spreadsheets, presentation graphics, and word processing. Topics explored will include the difference between system software and application software, computer files and data storage, computer architecture, local area networks, and the Internet. Labs, both in class and self-directed, provide hands-on experience with the Internet, word processing, spreadsheet, and presentation applications. Computer lab work outside of class is required. Prerequisite: None.

BIS 104 Computers in Education (3)

This is an introductory course in the theory and application of computers in education. Students will learn how hardware, software, and people work together in an information society. Labs, both in class and self-directed, provide hands-on experiences with the Internet, word processing, spreadsheet, and presentation applications. Computer lab work outside of class is required. Prerequisites: 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 212 Structured Programming II – COBOL (3)

This is an advanced course in the application of COBOL programming language. The course builds on the information presented in BIS 211 and focuses on called modules, copy libs, file handling, table processing, validation techniques and interactive processing. Analytical and problem-solving skills are reinforced in this course. Prerequisite: BIS 211.

BIS 214 Visual BASIC and GUI Design (3)

This course will introduce students to two related topics. The course will discuss interfaces for GUI applications and strategies for building a GUI interface. Students will learn how to apply Visual BASIC in a GUI environment. Prerequisite: BIS 140 or BIS 143 or a programming language.

BIS 215 HTML and Web Page Design (3)

This is an introductory course in the design and development of HTML-based web pages. Since creating web pages involves both an understanding of good design principles and a strong knowledge of the tools used to create pages, the class has a dual focus. First, the course provides coverage of the Hypertext Markup Language (HTML) and how it can be directly used to create simple and advanced pages. Second, students will learn what constitutes good page design. The course also includes extensive coverage of computer imaging. Prerequisite: BIS 101 or BIS 220 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)

This course focuses on the overview of systems theory, quality, decision making, and the organizational role of information systems are introduced. Concepts of organizations, information systems growth, and process improvement are introduced. Topics covered include systems concepts; system components and relationships; cost/value and quality of information; competitive advantage of information; specification, design, and re-engineering of information systems; application versus system software; package software solutions; procedural versus non-procedural programming languages; object oriented design; database features, functions, and architecture; networks and telecommunication systems and applications; characteristics of IS professionals and IS career paths; information security, crime, and ethics. Prerequisite: BIS 101 or BIS 220.

BIS 230 Principles of Electronic Commerce (3)

This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addresses topics such as security and safety when doing business in the Internet environment. Prerequisite: None. (Also listed as BUS 230.)

BIS 243 Object-Oriented Programming: C++ (3)

This course presents a continuation of the computer programming topics introduced in BIS 143. The purpose of this course is to develop sound object-oriented programming styles and techniques. Coverage includes data types (built-in and user-defined), structures, data abstraction, classes, arrays (single and multidimensional), array processing techniques, object-oriented software development, pointers, dynamics data, reference types, linked structures, recursion, and file handling. Prerequisite: BIS 143.

BIS 244 Advanced Visual Basic (3)

Advanced Visual Basic is an advanced programming course with an emphasis on the Visual BASIC language. It will enhance skills acquired in the introductory course and includes accessing and updating ADO databases, developing multi-tier client/server applications, creating active X .dll and .exe code components, authoring action X controls, developing web-based database applications, creating DHTML and IIS internet applications, building HTML Help files for user assistance, and incorporating Windows API methods into applications. Prerequisite: BIS 214.

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 332 Advanced Database Concepts (3)

This course provides in-depth study, investigation and application of advanced database administration, database technology and the comparative evaluation, selection and acquisition of Database Management Systems (DBMS). Prerequisite: BIS 331.

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 355 Application Programming: C (3)

This course provides instruction in the use and correct style for the computer language C. Students are introduced to object-oriented concepts. Prerequisite: BIS 140.

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.

BIS 380 Information Systems Theory and Practice (3)

Students who have constructed personal information systems will be exposed to the theory of the Information Systems discipline. Application of these theories to the success of organizations and to the roles of management, users, and IS professionals are presented.

This course provides an understanding of organizational systems, planning, and decision process, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and practice essential for providing viable information to the organization and outlines the concepts of IS for competitive advantage. Prerequisite: BIS 143 or BIS 211 or BIS 331.

BIS 391 Special Project (Optional) (3)

Individualized projects designed and completed by the student under faculty supervision. Prerequisite: permission of the program director.

BIS 461 Systems Analysis and Design (3)

Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team oriented analysis and design of a departmental level system. This course examines the system development and modification process. It emphasizes the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object oriented analysis and design, use of modeling tools, adherence to methodological life cycle and project management standards. Life cycle phases, group-based approaches, structured versus object oriented methodologies, RAD, prototyping, database design, and professional code of ethics. Prerequisite: BIS 380

BIS 470 Internship (3-6)

The internship is an actual work experience in a business organization, using information systems management techniques. The intern is provided the opportunity to incorporate classroom learning with practical experience at the worksite. Prerequisite: permission of the program director.

Requirements for acceptance to BIS 470:

1. Enrollment in the Bachelor of Science in Business Information Systems program.
2. Enrollment in the last year of course work, or permission of the BIS program director.
3. GPA of 3.0 in business information systems course work and a GPA of 2.5 overall.
4. Grade of C or better in all business information systems courses.
5. Completion and submission of application two months before the desired start date of the internship.

Application includes the following:

1. Two letters of recommendation from College of Saint Mary faculty, preferably one written by a business information systems professor and one by the general education professor. Recommendation forms are available from BIS program director.
2. Current resume.
3. Written statement of the applicant's qualifications, goals and objectives for the internship program.
4. Interview with the BIS program director.

BIS 480 Information Resources Management (3)

This course lays the foundation for the Capstone course. Students will extend their knowledge by evaluating cases, implementing an information system in an emerging systems environment. A wide variety of case studies are used to provide students with the skills to evaluate and provide solutions to a variety of problems in different situations. This course covers physical design and implementation of information systems applications in response to business problems. Prerequisites: BIS 230 and BIS 331.

BIS 490 Capstone: Information Systems Policy and Strategy (3)

This is a seminar course emphasizing corporate and departmental-level planning, directing and evaluating the information technology activities of a firm. The primary goal of this course is to help future managers develop frameworks for thinking about the introduction, evolution and assimilation of information technology into an organization. Advanced IS majors operating as a high-performance team will engage in and complete the business evaluation, business planning, recommendation of strategic options and implementation of a real-life business organization in a cross-functional setting. This course provides an opportunity for BIS majors to align the IS function with other business functions. Project management, management of the IS function, and systems integration will be components of the project experience. Prerequisite: BIS 480.

BIS 493 Current Topics in Business Information Systems (3)

This course is designed to teach students about new technologies as they are developed and introduced in the industry. Prerequisite: As determined by course topic.

Business Leadership and Management

BLM 210 Practice of Leadership (3)

This course will help students focus on gaining self-awareness as a foundation for developing leadership skills. Self-awareness is about understanding who we are and developing insights into our strengths and limitations. It is through self-awareness that we are able to identify self-imposed myths and fears, explore long-held beliefs, attitudes and unconscious decisions that may have limited the many facets of our lives. Through self-awareness one discovers that one can become more than one has allowed oneself to be! Thus, a significant portion of the course consists of activities are designed to enhance students' leadership development through self-awareness.

BLM 220 Business Communication (3)

This course will teach communication theory and skills for developing professional documents and oral presentations for a diverse audience. Students will learn to plan and develop appropriate message strategies to achieve desired communication objectives by analyzing audience, occasion and purpose.

BLM 230 Dynamics of Organizational Behavior (3)

Organizational behavior is the scientific study of the behavioral processes that occur in a work setting. In the workplace today, a good understanding of the theory of human relations is essential. This course is designed to provide an understanding of human behavior within an organizational environment. It will explore contemporary organizational issues such as individual and group dynamics, motivation, leadership, organizational structure, morale, power, organizational change and development.

BLM 240 Teambuilding & Group Process (3)

Team building and Group Process provides theoretical and practical approaches to conducting and participating in task- and experience-oriented groups. Students will practice various process skills in a simulated group setting. A major focus will be on assisting group members in working toward and achieving group goals in a variety of settings.

BLM 250 Human Resource Management (3)

This course provides an overview of human resource management in organizations and examines the role of the human resource (HR) function in contributing to the organization's

business strategy and creating a competitive advantage. The strategies, systems, policies, and practices used by organizations to create a competitive advantage through human resources are therefore examined. Students will have the opportunity to study theories and practices in areas of the human resource management functions such as staffing, performance management, diversity, legal aspect of the employment relationship, training and development, compensation, labor relations, HRIS, work and job design, HR measurement, and current and future issues affecting human resource administration.

BLM 310 Marketing Management (3)

The purpose of the course is to develop an understanding of economic concepts that have a bearing on managerial decision making with respect to both the marketplace and internal organizational structure. Students will apply economic tools, concepts and theories in analyzing specific managerial problems and organizational decisions.

BLM 320 Business Statistics (3)

In Business Statistics students will learn how to collect and tabulate data, averages and measures of dispersion, correlational and regression analysis, probability and sampling, hypothesis testing, performing Chi Square, t, f and some nonparametric tests.

Prerequisites: C or better in MTH 112 or three years of high school mathematics including advanced algebra or permission of program director.

BLM 330 Negotiation & Conflict Management (3)

Negotiation is a fundamental process that is used in making business deals, in managing working relationships with others and in resolving conflicts. Negotiations occur for two reasons: (1) to create something new that neither party could do on its own, or (2) to resolve a problem or dispute between parties. Conflicts are common in any organization and in any relationship between individuals or organizations. The ability to manage and resolve conflicts effectively is critical in today's organization. Because we all negotiate about many things in many different situations, knowledge about and skill in negotiating is essential to anyone who works with and through other people to accomplish objectives.

BLM 340 Legal Environment of Business (3)

This course will examine the American legal system and its inter-relationship and impact on the regulation of businesses.

BLM 350 Leading Projects in Contemporary Organizations (3)

This course examines project management roles and environments, the project life-cycle and various techniques of work planning, control and evaluation to achieve project objectives. Students will learn to select and apply appropriate planning techniques and tools to meet the project goals within time, cost and quality constraints.

BLM 410 Action Research (4)

Action research is a systematic inquiry conducted by stakeholders (rather than outside researchers) in the work environment to gather information about the way their specific organization operates. In this course students will develop the skillset to conduct action research in their own organization.

BLM 415 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.

BLM 420 Critical and Systems Thinking (3)

This course will address issues that transcend any single discipline or function of management, and will particularly enhance student's ability to identify critical questions when exploring a new business issue, analyze issues, develop reasoned positions and make compelling arguments. Students will be introduced to the vocabulary and methodologies associated with the discipline of critical and systems thinking, and apply the tools, processes and principles that aid in understanding how leadership decisions affect organizational performance.

BLM 425 Operations Management (3)

The myriad decisions made at all levels of a service or manufacturing organization should foster its long-term goals. This integrative course focuses on strategic, tactical and operational decision-making technicalities. Decision-making areas that will be covered include: service design, facility location, inventory, procurement, just-in-time concept, project planning, Materials Requirement Planning (MRP) and Total Quality Management (TQM).

BLM 430 Strategic Management (3)

The course will concentrate on the competitive approach of a business, examining issues central to its long- and short-term competitive position. The course develops a set of analytical frameworks that enable students to explain performance differences among firms and make strategic decisions to enhance competitive position of a business. The case method will be used extensively to combine theory and application.

BLM 435 Capstone Entrepreneurship (4)

In this capstone course students will develop a business plan for an active or prospective business in the local area and apply the concepts learned in the entire BLM program.

BLM 440 International Business (3)

Students will explore the factors involved in operating an international business, such as the international monetary system and the political, social, economic and legal considerations. They will conduct research to gain an understanding of the geo-political forces influencing international business relations in United States.

BLM 445 Managerial Economics (3)

The purpose of the course is to develop an understanding of economic concepts that have a bearing on managerial decision making with respect to both the marketplace and internal organizational structure. Students will apply economic tools, concepts and theories in analyzing specific managerial problems and organizational decisions.

BLM 450 Management Information (3)

Management Information Systems is designed to provide students with an understanding of the role of information technology in achieving business goals, and how information systems are changing the way a firm competes in a competitive business environment. Many areas of information systems are discussed, including databases, telecommunications, information security, and software/hardware concepts.

BLM 455 Organization Development and Change (3)

This course will examine theories of organizational change and strategies used to implement change efforts. Topics explored will include the phases of organization development and change management in organizations, attributes of organizational culture, interventions to facilitate change and ethical considerations in change management practice.

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. Prerequisites: MTH 112 or concurrent enrollment or an ACT of 24 as well as concurrent enrollment in CHM 100L.

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. Prerequisites: 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: Taken concurrently 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: Taken concurrently 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: Taken concurrently with CHM 112

CHM 220 Analytical Chemistry (4)

The theory of modern methods of quantitative analysis. Lecture meets 4 hours per week. Prerequisites: CHM 112/113

CHM 221 Analytical Chemistry Laboratory (1)

Application of the theory of quantitative analysis. Lab will include volumetric, gravimetric, and instrumental methods. Lab: 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: Taken concurrently 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: Taken concurrently 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: Taken concurrently 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: Taken concurrently with CHM 232

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: Taken concurrently 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)

This course explores the physicochemical basis and operation of instrumentation used in qualitative and quantitative analysis. Sampling considerations, data processing and analysis, and instrumental configuration will be discussed for atomic and molecular spectroscopies (UV-Vis, FTIR, and fluorescence), chromatography, electrochemistry, and mass spectrometry. Prerequisites: CHM 112/113 or permission of the instructor.

CHM 362 Instrumental Analysis Lab (1)

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 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 a thesis and approved by two faculty members. A seminar presentation of the student's thesis 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)

An integration of special topics that have been approached from different points of view in various courses. 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 140, 240, 340 (1) Intercollegiate Forensics. Students participating on CSM's Speech Team may register for one hour of college credit per semester, with a limit of 6 hours of credit (two credits at each level). Prerequisite: Permission of the Program Director based on recommendation of the Forensics Coach.

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.

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)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. 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 231 and HSV 231.)

COM 233 Group Process Theory and Practice (3)

Theoretical and practical approaches to conducting and participating in task- and experience-oriented groups are presented. Students practice various process skills in a simulated group setting. A major focus is on assisting group members in working toward and achieving group goals in a variety of settings. (Also listed as PSY and BUS 233.)

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 ELA 306 and Graduate level of COM/ELA 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. (Also listed as WST 330.)

COM 365 Mass Media and Society (3)

An exploration of the role played by mass media in contemporary life. Examinations of the nature and function of the media through such topics as communicator and audience; content and control; patterns of influence; impact of media on information, entertainment, economics, and social and cultural values.

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 (3) Coordinating Seminar. 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.

Early Childhood Education**ECE 101 Introduction to Education (3)**

See Education 101.

ECE 231 Play, Creativity, and Artistic Development in Early Childhood Ed (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 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Play and creativity in the learning environment is emphasized. Includes one hour per week field placement requirement. Concurrent courses: ECE 233 and 235.

ECE 232 Language Arts in Early Childhood Education (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 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Theories in language acquisition are presented. Includes one hour per week field placement requirement. Concurrent courses: ECE 234 and 236.

ECE 233 Health, Safety, and Nutrition in Early Childhood Education (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 Academic 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. Includes one hour per week field placement requirement. Concurrent courses: ECE 231 and 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 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes one hour per week field placement requirement. Concurrent courses: ECE 232 and 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. Includes one hour per week field placement requirement. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Concurrent courses: ECE 231 and 233.

ECE 236 Physical Development and Creative Movement (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 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes discussion of both fine and gross motor development. Includes one hour per week field placement requirement. Concurrent courses: ECE 232 and 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 Curriculum Planning in Early Childhood Education (3)

Students learn to plan, organize, and manage early childhood curriculum. Preparation of goal statements, objectives, schedules, and units are included. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 342 Children's Literature (3)

See EDU 342.

ECE 343 History and Trends 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 college 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 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 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)

This course is a study of the principles of sound financial decision making in the context of the United States economic structure. Students will be guided through goal setting, techniques and guidelines for choosing between financial alternatives and processes for monitoring and evaluating financial performance. Major topics are goal setting, budgeting, consumer credit, insurance, taxes, retirement and estate planning. This is a survey course. In-depth investment, tax, retirement, and estate concepts are presented in other courses. (Also listed as BUS 150)

ECO 331 Money and Banking (3)

A descriptive and analytical study of the basic principles of money, banking and finance as they are related to business and public policy. A study of the creation of the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: ECO 131. Recommended: MTH 112. (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)**

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 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. A 20-hour service-learning/field experience component provides experience in implementation of the knowledge and skills learned in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 240 and SPE 240)

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 20 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. Course requirements include a 20 hour of service learning/field experience. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 342.)

EDU 350 Teaching Reading and 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. Directed field experience of 40 hours is provided in local schools. Appropriate technology is integrated into instruction of content and pedagogy.

EDU 351 Teaching Reading: Middle and 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. 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. Implementation of knowledge

of this curriculum is achieved in a directed reading field experience of 40 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 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 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, 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 field experience of 32 hours.

EDU 360 Teaching Middle School and 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. Students complete a teaching practicum 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. Includes a 10 hour service learning/field experience.

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, 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 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 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: Primary (5 or 10)

Supervised teaching experience under the direction of a college faculty member and a classroom teacher in the student's teaching area. (To be taken concurrently with EDU 495.) Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: permission.

EDU 471 Clinical Practice: Intermediate/Middle (5 or 10)

See Education 470. Prerequisite: permission.

EDU 472 Clinical Practice: Secondary (5 or 10)

See Education 470. Prerequisite: permission.

EDU 473 ESL/K-12 Practicum (3)

A practical experience teaching English as a Second Language in an age-appropriate setting under supervision. Course requirements include 50 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 351 or permission.

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 student teacher seminar is to provide an opportunity and environment for student teachers and college faculty to share and discuss problems, success, 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. 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.

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 and SPE.)

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.

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 satisfactory writing sample during the first week of class.

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 (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 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 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. (Also listed as ELA 203).

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. Also listed as WST 257.

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 Literature for Young Adults for Teachers (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 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. (Also listed as WST 266.)

ENG 310 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 II (3)

An advanced reading and writing workshop in fiction. Prerequisite: ENG 101 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 (Also listed as WST 355.)

ENG 356 American Memoir (online) (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 368 Women Writers (online) (3)

A study of traditional and contemporary works written by American women. Emphasizes style and major themes in their literature. Prerequisite: ENG 101. (Also listed as WST 368.)

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.

Experiencing the Liberal Arts**ELA 203 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. (Also listed as ENG 213).

ELA 207 Pulp Law (GCD) (3)

This course will examine the representation and misrepresentation of legal issues as presented in film and literature. Through the study of legal and moral theory, students will critically evaluate movie and literary portrayals of criminal and civil law. Students will explore the impact such films and books have on the knowledge, attitudes and moral reasoning of audiences and society as a whole. Prerequisite: ENG101 and sophomore standing.

ELA 304 American Cinema (GCD) (3)

This course is a survey of the American film industry as an art form, as an industry, and as a system of representation and communication. This course explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self-image. Formal analysis will be linked with historical research and cultural studies. Prerequisites: ENG 101 and sophomore standing.

ELA 306 Intercultural Communication (GCD) (3)

This class will link the study of communication with the study of culture. It will seek to develop skills leading to more understanding of other cultures and how to effectively communicate. Prerequisite: ENG101 and sophomore standing. (Also listed as COM 306 and Graduate Level COM/ELA 506.)

ELA 325 Experiencing Latin American Cultures (GCD) (3)

This course will be an inter-disciplinary introduction to some components of the diverse socio-cultural expressions existing in Latin American (Mexico, Central America, part of the Caribbean, and South America) as a result of the presence and interaction of its indigenous, Hispanic and African heritages. Some of the components will be explored in the course are: geography, history, socio-political issues, religion, economics, cinema, music, dance, and food.

ELA 368 Women Writers (online) (GCD) (3)

We will read selected American women authors, from the 17th through the 20th century, and create dialogues between them that focus on significant ideas expressed in their work. The chosen works provide specific world views, which are influenced by the life and times of the respective authors. The student will be challenged to look at these authors and their concerns in terms of both the values of their own times and of the 21st century. Prerequisite is ENG 101. (Also listed as ENG 368 and WST 368)

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) taking inspiration from CSM's Common Theme.

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 (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 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.

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 (3)

A survey of the major political, cultural and economic developments in the United States from 1865 to the present.

HPS 160 World Geography (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. (Also listed as WST 240.)

HPS 260 Regional Geography (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 290 Special Project (3)

The subject matter of this course will vary from semester to semester.

HPS 349 Nazi Germany (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)**

Involves 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 system on the perception of and interaction with others. (Also listed as PSY 230.)

HSV 231 Interviewing Skills (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 COM 231.)

HSV 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. The major intervention 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 231 and 233 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 424 Marriage and Family Counseling (3)

Explores the history of marriage and family therapy, prominent theorists, and major methodologies. Prerequisite: PSY 332 or permission of the instructor. (Also listed as PSY 424.)

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 097 Study and Learning (2)

Study and Learning is designed to increase the student's success in college. The course will focus on assisting the student in developing practical study skills and learning strategies to enhance academic success. Emphasis will be given to investigation of student's individual learning objectives. Topics in this course include time planning, test taking, study techniques, learning style, classroom interaction, and personal issues that face many college students. Note: this course does not count as General Education credit. IDS 097 is a repeatable course.

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, and the feminization of poverty, 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.

Interpreting

INT 110 Community Interpreting (3)

This course is designed to introduce future interpreters to vocabulary and interpreting skills that are needed to successfully interpret in schools and social services environments. Special emphasis is put on practicing consecutive and telephonic interpreting modes. Role plays and simulated interpreting situations are incorporated into every class.

INT 120 Legal Interpreting (3)

Legal Interpreting I is an introductory course that focuses on the review of the US legal system, building of specialized vocabulary, consecutive translation and sight translation skills. Students learn the ethics of interpreting in legal environments.

Legal Studies

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 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)

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, and CD-Rom resources. 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: LAW200.

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 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. Prerequisite: LAW 110 and LAW 200. (Also listed as BUS 310.)

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.

4. Online Discussion Board and Assignments: internship students will be expected to participate in online discussion board questions and assignments throughout the semester.

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.

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. (Also listed as BUS and PSY 242.)

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. 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 Musculoskeletal, Cardio and Digest. Sys. (3)

This course is designed to provide current Medical Interpreters or persons who wish to begin a career in medical interpreting with skills pertaining to interpreting in 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 used to describe some of the main body systems, as well as with some medical procedures within the context of real-life triadic encounters. This course covers the first half of the Art of Medical Interpreting textbook.

MDI 120 Reproductive and Respiratory Systems (3)

Reproductive and Respiratory Systems is designed to provide current Medical Interpreters or persons who wish to begin a career in medical interpreting with skills pertaining to interpreting in 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. This course covers the second half of the Art of Medical Interpreting textbook.

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, text reading assignments, homework problems, 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 the digestive system, reproductive systems, cardiovascular and respiratory systems, blood,

lymphatic and immune systems, musculoskeletal system and skin, sense organs, endocrine system, oncology, radiology, nuclear medicine, radiation therapy, pharmacology and psychiatry.

Medical Laboratory Sciences

All coursework related to the clinical year is taken at a participating institution. No MLS coursework is offered at CSM.

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. P: MIL 201, MIL 202 or MIL 213 or DC.

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. P: 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. Prerequisite: 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. Prerequisite: 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. P: 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) courses include a study of Air Force customs and courtesies, drill and ceremonies, and military command. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral written communications. LLABs also include interview, guidance and information that will increase the understanding, motivation, and performance of other cadets. **Note: This course is offered in partnership with the University of Nebraska-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: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-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: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force opportunities, and an introduction to communications skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

SOPHOMORE CLASSES:

AES 231 – The Evolution of USAF Air and Space Power I (1) A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force

communication skills requirements. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

AES 232 – The Evolution of USAF Air and Space Power II (1) A course designed to examine general aspects of air power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force core functions to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

JUNIOR CLASSES:

AES 311 – Air Force Leadership Studies I (3) The 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 are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory 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. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

AES 312 – Air Force Leadership Studies II (3) The 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 are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory 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. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

SENIOR CLASSES:

AES 411 – National Security Affairs/Preparation for Active Duty I (3) This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

AES 412 – National Security Affairs/Preparation for Active Duty II (3) This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. **Note: This course is offered in partnership with the University of Nebraska-Omaha.**

Music

MUS 100 Beginning Piano (1)

Prerequisite: 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 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)

(Also listed as WST 205.)

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 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 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 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 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)

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, 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), sensory/perceptual (Eyes and Ears), 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 142, PNC 124 or NUR 224

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 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, PNC 124 or NUR 224. Concurrent with: PNC 173, PNC 123, PNC 113 and PNC 133.

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, 131, & 171.

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, 102, 104, 124, 131, 171, 172, & 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. Concurrent with: PNC 171, BIO 120/121 or BIO 202/203.

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, 171
Concurrent with: PNC 102, 172, PNC 124 or NUR 224.

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. Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124 or NUR 224. Concurrent with: PNC 103, 105, 173, 175

PNC 151 Leveraging Your Success in Practical Nursing (1)

This course assists students to attain knowledge and skills necessary to critically think about nursing concepts and medication administration. Students will learn different techniques to solve medical administration problems, learn to utilize a medication handbook and read medical labels all with hands on practical components.

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, 171 Concurrent with: PNC 102, 142, PNC 124 or NUR 224

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, 172, 142, PNC 124 or NUR 224. Concurrent with: PNC 103, 105, 143, 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, 171. Concurrent with: PNC 102, 142, PNC 124 or NUR 224

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, 172, 142, PNC 124 or NUR 224. Concurrent with: PNC 103, 105, 143, 173.

Bachelor of Science in Nursing (BSNG)**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 concepts of patient-centered care, communication, leadership, safety and professional role. Classroom discussion related to time management, personal commitment, educational requirements, and career opportunities will allow the student to identify a personal plan for academic success. Students will also be introduced to basic nursing skills in the skills laboratory. Prerequisites/Co-requisites: CHM 100, CHM 100L, BIO 200, BIO 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, nursing process, communication, safety, and leadership. The concepts and principles are integrated in the provision of holistic nursing care for the general population with a focus on aging individuals and their families in the clinical laboratory and long-term care settings. Prerequisites/Co-requisites: NUR 100, NUR 102

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/Co-requisites: NUR 100, Nur 101

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/Co-requisites: All Nursing 100 level courses, BIO 230/231, PSY 101, NUR 201/202

NUR 201 Public Health Nursing (4)

Students are introduced to theoretical concepts and principles of public 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 outpatient and public health settings. Prerequisites/Co-requisites: All Nursing 100 level courses, BIO 230/231, PSY 101, NUR 200/202

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 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/Co-requisites: All Nursing 100 level courses, BIO 230/231, PSY 101, NUR 200/201

NUR 203 Maternal Newborn Nursing (4)

Students are introduced to theoretical concepts and principles of maternal newborn health nursing. Course will focus on health maintenance, health promotion, and the study of diseases and disorders affecting women, neonates, 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 inpatient and community-based settings. Prerequisites/Co-requisites: All Nursing 100 level courses, BIO 230/231, PSY 101, NUR 204/205

NUR 204 Pediatric Nursing (4)

Students are introduced to theoretical concepts and principles of pediatric nursing. Course will focus on health maintenance, health promotion, 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 inpatient and community-based settings. Prerequisites/Co-requisites: All Nursing 100 level courses, BIO 230/231, PSY 101, NUR 203/205

NUR 205 Maternal/Pediatric Pharmacology (1)

Students will explore principles and practice of drug therapy, drug classification and patient related variables for the maternal/pediatric patient. Emphasis is on drug classifications, pharmacological action, dosage, side effects, nursing implication, and indications for maternal/pediatric individuals. Nursing assessment and evaluation of individual patient responses in relation to health, age, lifestyle, gender, ethnicity, and other cultural factors are explored. Prerequisites/Co-requisites: All Nursing 100 level courses, BIO 230/231, PSY 101, NUR 203/204

NUR 206 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

learn 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 vulnerable individuals, families, groups, communities, and populations in a variety of inpatient, outpatient, and public health settings. Prerequisite: All Nursing 100 level courses

NUR 207 Introduction to Nursing Research and Evidence-Based Practice (3)

The focus of this nursing course is to provide an overview of nursing theories, prepare the student to critically evaluate nursing research, and discuss the importance of evidence-based practice 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, MTH 242

NUR 300: Acute Medical/Surgical Nursing

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 professional nurse. Prerequisite: All Nursing 200 level courses and all required Chemistry and Biology courses

NUR 301: Acute Medical/Surgical Pharmacology

Students continue to develop pharmacological principles as related to nursing practice with application of pharmacokinetics and pharmacodynamics. Emphasis is focused on medications commonly encountered in the acute medical/surgical population. Prerequisite: All Nursing 200 level courses and all required Chemistry and Biology courses

NUR 302: Health Assessment

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 all required Chemistry and Biology courses

NUR 303: Multisystem Medical/Surgical Nursing

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 care coordination as part of the interdisciplinary care team. Prerequisite: All Nursing courses through NUR 301

NUR 304: Multisystem Medical/Surgical Pharmacology

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

NUR 305: Issues and Trends in Nursing

This course focuses on knowledge and skills that professional nurses need to effectively respond to challenges in the rapidly changing healthcare system. Students examine issues

regarding access to care, affordability, equity, and social justice along with select social, political, legal, and organizational communication factors which influence professional nursing practice and the healthcare system. Topics include organizational communication, legal issues, healthcare policy, regulatory influences, professional advocacy, use of technology in the professional environment, and transition into practice. Prerequisite: All Nursing courses through NUR 301

NUR 306: Nursing Leadership and Management

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

In this course, students will provide and manage care for patients in selected 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 301

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 it's equivalent), faculty recommendation, and interview/acceptance by contractual facility.

RN to BSN (BSNR)

NUR 372 Nursing Assessment (3)

The focus of this baccalaureate level nursing course is on history-taking, assessment of health and developmental factors (e.g. psychosocial, cultural, intellectual, spiritual/moral, transition, environment) and how each factor affects the individual at various ages. This course will also examine factors related to the nurse's own professional development. The student will develop skills in physical assessment. Prerequisites: satisfactory completion of one 200-level nursing courses or permission of ASN/BSN Program Director.

NUR 438 Nursing Theories and Research (4)

The focus of this baccalaureate-level nursing course is to provide an overview of nursing theories, prepare the RN to become a consumer of research, and apply nursing research at the baccalaureate level. There is an introduction to steps in the research process. The basic components of qualitative and quantitative research designs are examined. Theories of nursing are introduced as a basis for professional nursing practice. The purpose of nursing research is examined in relationship to theory development in nursing. This course fosters the practical application of the research, incorporating knowledge of statistics from a

previous course. Ethical considerations in nursing research and the role of nursing research in health care are discussed. The critique process is introduced and used for the evaluation of nursing research from the consumer's perspective. Prerequisite: current and unencumbered RN licensure. Prerequisite or concurrent: MTH 242

NUR 452 Population Based Community Health (3)

This upper-division course builds on creative learning in nursing, humanities, and natural and applied sciences. The content of the course focuses on health promotion, health maintenance, and prevention of illness and injury for individuals, families, other groups, and communities. Additionally, concepts related to public health organization, epidemiology, and vital statistics are integrated throughout the course. Prerequisite: current and unencumbered RN licensure. Concurrent: NUR 472. Prerequisite or concurrent: BIO 366 and NUR 372

NUR 453 Leading and Managing in Health Care (3)

This baccalaureate nursing course provides the student with an opportunity to apply select leadership and management principles to nursing. Students examine select social, political, legal, ethical, and communication factors that influence nursing and the health care system. Concurrent: NUR 463

NUR 455 Professional Roles and Issues in Nursing (3)

This upper-division nursing course examines the baccalaureate-prepared nurse role related to various health care roles, including licensed practical, associate-prepared, baccalaureate-prepared, and masters and doctorally-prepared nurses; and other health care professional roles. Students are also introduced to functions characteristic of the baccalaureate role, and are encouraged to discuss applications to the current health care arena. The course is intended to prepare students for a leadership role as well as for graduate school; consequently, a major paper is required, a presentation related to the paper is expected, and a literature search related to a topic in nursing serves as the foundation for both. Prerequisites: current and unencumbered RN licensure.

NUR 463 Practicum: Leading and Managing in Health Care (2)

This baccalaureate nursing course provides the student with an opportunity to apply select leadership and management principles to nursing. Students examine select social, political, legal, ethical, and communication factors which influence nursing and the health care system. Concurrent with: NUR 453. Prerequisite: current and unencumbered RN licensure

NUR 472 Practicum: Population Based Community Health (3)

The practicum component of population-based community Health Nursing provides the R.N. student the opportunity to function with individuals, families, and other groups and communities to develop competency in recognizing and working with actual and potential health problems evolving from basic human needs. Concurrent with: NUR 452. Prerequisite: current and unencumbered RN licensure. BIO 366 and NUR 372

NUR 494 Capstone Seminar (4)

This upper-division nursing course provides an opportunity for the student to analyze and synthesize concepts obtained from previous courses and incorporates them into a final capstone project. In addition, this project entails the development of evidenced based practice or quality improvement changes of a selected area of nursing practice. Students work in teams and present the project at the Annual College Scholar Day. Students use the critique process for the evaluation of nursing research from the consumer's perspective. Prerequisite: All other required BSN nursing courses or concurrent with the last semester of 400 level courses. Current and unencumbered RN licensure.

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, 201, 301, 303, 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, 201, 301, 303, 365, and PHL 350

OTH 360 Clinical Reasoning I (2)

This course is the first in a three-part progression preparing students to be critical thinkers. This introductory course establishes critical thinking as a method and concept for the student to develop, examines how theory and practice are linked, and incorporates knowledge for all level III OT coursework. Prerequisites: OTH 200, 201, 301, 303, 365, and 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, 201, 301, 303, 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, 201, 301, 303, 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, 350, BIO 366, OTH 355, 364, 360

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, 350, BIO 366, OTH 355, 364, 360

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, 350, BIO 366, OTH 355, 364, 360

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, 350, BIO 366, OTH 355, 364, 360

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, 424, 428, 433, and 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, 424, 428, 433, and 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, 424, 428, 433, and 475

OTH 460 Clinical Reasoning II (2)

This course is the second in a three-part progression preparing students to be critical thinkers in practice. This course builds on all OT coursework assisting the student to develop as a critical thinker, reflective practitioner, and evidence based practitioner. Application and analysis of case studies across the lifespan and practice areas will be utilized to integrate theory, core OT concepts, therapeutic use of self and the OT process. Prerequisites: OTH 414, 424, 428, 433, and 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 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, 424, 428, 433, and 475

OTH 490 Principles of Occupational Therapy Research I (3)

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. Prerequisite: OTH 414, 424, 428, 433, and 475

Graduate Level Courses:

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, 444, 490, 452, 460, and 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. Prerequisite: OTH 590, 540, and 568

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, 540, and 568

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, 540, and 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, 540, and 568

OTH 568 Therapeutic Modalities (2)

This course is designed to allow students to apply practice course knowledge through the use of specialized therapeutic modalities in occupational therapy. Students will demonstrate safe and effective application of physical agent modalities as well as explain the evidence behind the use of such modalities in occupational therapy intervention. The second module of this course gives students the opportunity to explore and create recommendations for assistive technology to enhance the quality of life in individuals. Prerequisites: OTH 434, 444, 490, 452, 460, and 476

OTH 573 Transition to Level II Fieldwork (1)

This course is designed to prepare students for transition to Level II fieldwork experiences and entry level practice, as well as ensure compliance with fieldwork site requirements.

Prerequisite: OTH 590, 540, and 568

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, 444, 490, 452, 460, and 475

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, 444, 490, 452, 460, and 476

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, 540, and 568

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: OTH 674

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)

Moral reasoning is a study structured around contemporary moral and ethical issues and the theoretical questions with which ethics is concerned. It is designed to help students think through moral problems more effectively. Prerequisite: ENG 101 recommended.

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 220 Business Ethics (3)

An examination of the most important moral issues that arise in the contemporary world of business. 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. (Also listed as WST 310.) 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 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: ETH/PHL 200 or permission of instructor.

PHL 360 Theories of Knowledge and Reality (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 101 or PHL 206 (Intro. to Philosophy) 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 101 Lifetime Health and Activity (3)

This course is designed to provide students with knowledge and understanding of activities that will enable them to develop fitness programs appropriate to each state of life. Activities will include individual sports, wellness programs, and exercise options. Leadership in developing and planning programs that support well-being will be emphasized.

PED 104 Varsity Swimming (1)

Advanced instruction in swimming. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 105 Varsity Volleyball (1)

Advanced instruction in volleyball. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 106 Varsity Tennis (1)

Advanced instruction in tennis. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval

PED 107 Varsity Softball (1)

Advanced instruction in softball. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 108 Varsity Soccer (1)

Advanced instruction in soccer. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 109 Varsity Golf (1)

Advanced instruction in golf. Varsity competition with other colleges and universities. - (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 110 Varsity Basketball (1)

Advanced instruction in basketball. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 111 Varsity Cross Country (1)

Advanced instruction in cross country. Varsity competition with other colleges and universities. (No more than four hours may be applied towards a degree). Prerequisite: departmental approval.

PED 112 First Aid and CPR (1)

Emphasis on prevention, certification and care of common home and school injuries. Student will be certified upon successful completion of the course.

PED 123-159 Physical Education Activities (1)

The purpose of these classes is to provide the opportunity for the student to experience the following; exercise and participation in an activity on a regular basis, development of physical fitness, development of recreational skills that can be pursued throughout life, knowledge of games, sports and activities, courteous participation in recreational activities and knowledge as a consumer in regard to selection and care of personal recreational equipment. Medical waivers are not automatically granted. See program director for modified programs.

123 Aerobics

125 Basketball/Volleyball

129 Dance

132 Healthy Lifestyles

134 Lifetime Sports

- 135 Personal Fitness/Weight Training
- 137 Self Defense for Women
- 138 Soccer/Volleyball
- 139 Softball/Basketball
- 141 Beginning/Intermediate Swimming/CPR
- 142 Tennis/Racquet Sports
- 143 Water Aerobics
- 145 Relaxation Techniques/Stress Management
- 147 Advanced Swimming
- 148 Weight Training
- 150 Swimming for Fitness/Variety Aquatics
- 151 Water Safety Instructor/Lifeguard Training
- 152 Advanced Aerobics
- 153 Fitness for Living
- 154 Outdoor Education/Recreation
- 155 Floor & Water Aerobics
- 157 Yoga
- 158 Pilates

PED 160 Nutrition (3)

A study of human nutrition and its relationship to human performance. Consideration is given to nutrients-function, food source, health concerns and implications, energy intake and expenditure. Special considerations: body composition, including weight gain and loss, ergogenic aids, competitive athletes, older adults, children and teens, pregnant women, disease risk, fluid and electrolyte balance and sport activities.

PED 165 Safety, First Aid and CPR for Children and Youth (3)

This course is designed to provide students with basic instruction in First Aid and CPR as well as evaluate and implement safety and prevention programs in and out of the classroom. Students will determine necessary actions for providing activities in a safe environment. Students will learn certification in First Aid and CPR upon completion of the course.

PED 208 Lifeguard Training (1)

Red Cross Certification. Prerequisite: Able to swim 500 yards, strong swimmer.

PED 210 Individual and Group Sports (3)

This course is designed to develop the skills and knowledge necessary to teach the sports of archery, badminton, golf, tennis, basketball, soccer, softball, flag football, and volleyball. With these skills the candidate will be able to orchestrate the learning environment for physical education students. Emphasis will be placed on both indoor and outdoor activities.

PED 220 Sports Psychology & Theory (3)

Examines the psychological characteristics and needs of athletes and applies the knowledge as it relates to coaching.

PED 235 Aquatics (3)

This course is designed to prepare students in assuming the duties and responsibilities of a water safety instructor. The main areas of focus will be accident prevention in and around the water, recognition of a person in distress and a drowning victim, development of an emergency plan and articulation with emergency rescue service. The purpose of this course is to teach those enrolled how to teach the various swimming skills and water aerobics. This would include teaching beginning swimming through emergency water safety as well as

providing opportunities for students with special needs. (Students who satisfactorily complete the course will be issued a Water Safety Instructor Certificate.)

PED 245 Mind, Body and Spirit Development (3)

This course is designed to provide physical education majors with knowledge and skills necessary to provide a holistic approach to a physical fitness program that includes instruction in yoga, tai chi, Pilates and meditation. Students will develop an understanding of the relationship between the cognitive, physical, emotional, and spiritual domain.

PED 308 Water Safety Instructor (1)

Red Cross certification for teaching swimming. Prerequisite: Strong swimming skills including ability to perform all strokes, dives, etc.

PED 315 Health and Fitness Assessment (3)

This course is designed to provide students with basic instruction in First Aid and CPR as well as evaluate and implement safety and prevention programs in and out of the classroom. Students will determine necessary actions for providing activities in a safe environment. Students will earn certification in First Aid and CPR upon completion of the course.

PED 320 Coaching Athletics (1)

Theory and technique of coaching. Prerequisite: departmental approval.

PED 321 Coaching Theory-Volleyball (1)

Theory and technique of coaching volleyball. Prerequisite: departmental approval.

PED 323 Coaching Theory-Softball (1)

Theory and technique of coaching softball. Prerequisite: departmental approval.

PED 340 Exercise Physiology (2)

This course will provide knowledge of the physiological principles applicable to training and conditioning. Prerequisite: PED 120.

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. Course requirements include a 10 hour field experience.

PED 358 Teaching Secondary Health and PE (Practicum) (3)

Similar to EDU 357. In this course students will learn to coordinate and implement a secondary school physical education program. They will gain health education and wellness instruction procedures based on mental, emotional, physical, and social characteristics of adolescents. Implementation of knowledge of this curriculum is achieved in a directed physical education practicum of 40 hours. Prerequisite: Adolescent Psychology.

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. (also listed as PED 560) Prerequisite: SPE 101 Introduction to Special Education.

PED 470 Physical Education Practicum (5)

Application of knowledge and skills. Practical off-campus experience available in Recreation and physical education. Prerequisite: permission of program director.

PED 471 Coaching Practicum-Volleyball (2)

Opportunity to work with a sports team implementing coaching techniques and strategies. Prerequisite: departmental approval.

PED 473 Coaching Practicum-Softball (2)

Opportunity to work with a sports team implementing coaching techniques and strategies. Prerequisite: departmental approval.

PED 474 Coaching Practicum-Track and Field (2)

Opportunity to work with a sports team implementing coaching techniques and strategies. Prerequisite: departmental approval.

PED 475 Coaching Practicum-Basketball (2)

Opportunity to work with a sports team implementing coaching techniques and strategies. Prerequisite: departmental approval.

PED 496 Research Seminar (3)

Students explore and evaluate research in physical education and strategies implemented by researchers. They complete research projects demonstrating effective research designs and present findings to faculty and the public in a symposium.

Physical Science (PHY)

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. Prerequisite: MTH 114 and 115, or equivalent.

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 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 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 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 the normal adolescent from puberty to emerging adulthood. Prerequisite: PSY 101.

PSY 220 Lifespan Development (3)

Examines the physical, cognitive, social, and emotional development 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 233 Group Process: Theory and Practice (3)

Discusses theoretical and practical approaches to conducting and participating in task- and experience-oriented groups. Students practice various process skills in a simulated group setting. (Also listed as BUS 233 and COM 233.)

PSY 235 Social Psychology (3)

Examines how social interaction, self-directed behavior, and cognition affect human behavior in social situations. 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/PSY 242

PSY 242 Statistics (3)

Collection and tabulation of data, averages and measurements of dispersements, correlational and regression analysis, probability and sampling, hypothesis testing, performing Chi Square, t, F, and some nonparametric tests. Prerequisites: C or better in MTH 112 or three years of high school mathematics including advanced algebra or permission of program director. (Also listed as BUS 242 and MTH 242.)

PSY 301 Experimental Research (3)

Involves the student in independent research with an emphasis on experimental design. To be taken concurrently with PSY 302. Prerequisites: PSY 240 and MTH/PSY 242.

PSY 302 Experimental Research Lab (1)

Lab course taken concurrently with PSY 301.

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)

Emphasizes the practice of essential skills for crisis intervention and other methods of short-term counseling. Students also study major theories of counseling and psychotherapy and major counseling intervention strategies. Skills involved in providing feedback to clients are developed and multicultural approaches to counseling are introduced. Prerequisite: HSV 231 or permission of the instructor.

PSY 340 Cognitive Psychology (3)

Explores the fundamental 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)

Addresses how an individual's own personality can affect human behavior. Toward this end, the student should develop competencies in addressing the "whys" of human behavior from various personality perspectives. 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)

Discusses all aspects of human sexuality including the biological components of human sexuality, the psychological ramifications 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. (Also listed as WST 360.)

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. Prerequisite: PSY 101 and BIO 100 or higher.

PSY 380 Experimental Course (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)

Considers the etiology and dynamics of abnormal behavior in relation to normal behavior. Emphasis is placed upon the principles of learning, motivation, perception, and quantitative classification as related to deviant behavior. Prerequisites: PSY 101. Not open to freshmen without permission of the instructor.

PSY 424 Marriage and Family Counseling (3)

Explores the history of marriage and family therapy, prominent theorists, and major methodologies. Prerequisite: PSY 332 or permission of the instructor. (Also listed as HSV 424.)

PSY 440 An Integrative Approach to Psychology (3)

Encourages the student's integration of previous semesters of psychology courses into a coherent whole. The content is similar to PSY 101, but is examined at a more sophisticated level. Application of psychological concepts to one's life is emphasized. Successful completion of the comprehensive examination at the end of the course is required for graduation. Prerequisites: At least 30 semester hours in psychology.

PSY 492 Senior Seminar (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. Prerequisites: 30 hours of psychology, including PSY 101 and PSY 440.

PSY 493 Advanced Lab 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 393.

Sociology

SOC 101 Introduction to Sociology (3)

Examines basic social relationships, the corresponding social structures, and the processes affecting society. Students will receive the basic framework and concepts necessary for a foundation in the upper-division courses.

SOC 231 Social Problems (3)

Explores current social problems related to the needs of: minority groups; the aged; the abused child and spouse; the poor; the mentally, emotionally, learning, and physically disabled; the consumer, and; the unemployed. Prerequisite: SOC 101.

SOC 235 Social Psychology (3)

Examines how social interaction, self-directed behavior, and cognition affect human behavior in social situations. 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)

Topics of special interest will be considered. (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 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, including Native Americans, African Americans, Hispanic Americans, and Asian Americans. It will also touch on the experiences of religious ethnic groups such as Muslim Americans and Jewish Americans. Issues of prejudice, discrimination, and immigration will also be explored. Prerequisite: SOC 101 or instructor approval.

SOC 491 Independent Advanced Research (3)

Involves advanced research in a field of sociology carried out by the student under faculty direction. Prerequisite: A course in the methods of behavioral science research and departmental 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 through the discussion of a variety of texts from Latin America and Spain. Readings focus on historical, literary and pop-culture topics from the different societies that form 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 (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 picture books, folktales, poetry, theater and novels from a literary/artistic point of view and for their value in education and cultural development. Prerequisite: SPN 321 & 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. Prerequisite: SPN 321 & 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. Prerequisite: SPN 321 & 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. Prerequisite: SPN 321 & 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. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 421 Spanish Advanced Conversation (3)

The primary goal of this course is to accommodate the oral competency needs of those students who are either native Spanish-speakers 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 texts 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 Program (GCD)

Students may complete no more than 12 credit hours in any approved Study Abroad Program. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

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. Students participate in field experiences throughout the semester. Students participate in 10 hours of field experience throughout the semester.

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 &101/501.

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. A 20-hour service-learning/field experience component provides experience in implementation of the knowledge and skills learned in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 330 Inclusion in Early Childhood Classrooms (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 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. 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. Includes 20 hours of field experience in a special education setting. Prerequisite: SPE 101/501 & 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 101/501 & 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 Practicum in the Inclusive Early Childhood Classroom (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 college 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 hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 330

SPE 373 Critical Issues I in Special Education (3)

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 hours. 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. Prerequisite: SPE 101/501 & 220

SPE 375-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 field experience of 40 hours 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.

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 Reading (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 practicum in a partnership school. Forty 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. Prerequisite: SPE 101/501 & EDU 350/551/550

SPE 470 or 471 Clinical Practice (4-5)

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. 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 of content and pedagogy. Prerequisite: permission.

SPE 472 Clinical Practice: Secondary (5 or 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. 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 of content and pedagogy. Prerequisite: permission.

SPE 495 Clinical Practice Seminar (2)

Provides opportunities to reflect on Clinical Practice experiences, discuss specific topics of interest, share experiences, and receive professional assistance and feedback. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Seminar is taken concurrently with SPE 470 or 471. (Also listed as ECE and EDU.)

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 and SPE.)

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)

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. This course will involve a service-learning project with Mercy Housing.

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)

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*) (Also listed as WST 327)

THL 330 Faith, Politics and Social Concerns (GCD) (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 and meet with elected officials locally or in Washington, D.C.

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)

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 (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 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.*)

Women's Studies**WST 137 Self Defense for Women (1)**

This class is designed to teach the preventive techniques of defending oneself if attacked. (Also listed as PED 137.)

WST 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. (Also listed as MUS 205.)

WST 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. (Also listed as ART 208.)

WST 240 History of Women in Europe (3)

An exploration of the lives of outstanding women in the Western tradition. These women will be studied both as individuals and as reflections of their cultural context. (Also listed as HPS 240.)

WST 251 History of Women in the United States (3)

The role of women in American society from the colonial period to the present. Emphasis is placed upon the 20th century. (Also listed as HPS 251.)

WST 257 Women & Film (3)

An exploration of the portrayal of women in film and a study of film as a narrative form. Prerequisite: ENG 101. (Also listed as ENG 257.)

WST 260 Women in Christian Tradition (3)

This course will provide a survey of the message, significance, and impact of women from biblical times to the present. Emphasis will be on women in the Protestant and Catholic Christian traditions. Prerequisite: ENG 101 recommended. (Also listed as THL 360.)

WST 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. (Also listed as ENG 266.)

WST 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. (Also listed as PHL 310.)

WST 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*) (Also listed as THL 327)

WST 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. (Also listed as COM 330.)

WST 355 Women/Novels/Film (3)

A study of the respective narrative systems of film and novels. Prerequisite: ENG 101. (Also listed as ENG 355.)

WST 360 Psychology and Women (3)

Explores issues and life experiences that affect women. Prerequisite: PSY 101. (Also listed as PSY 360)

WST 368 Women Writers (online) (3)

A study of traditional and contemporary works written by women. Emphasizes style and major themes in women's literature. Prerequisite: ENG 101. (Also listed as ENG 368.)

Administration

Senior Leadership Team

Maryanne Stevens, R.S.M., Ph.D.
President

Tara Knudson Carl, Ph.D.
Vice President for Student
Development/Special Assistant to the
President

Currently Not Filled
Vice President, Academic Affairs

Sara Hanson
Vice President, Enrollment Services

Sarah Kottich, CPA
Vice President, Finance and
Administration

Victoria Hoskovec
Vice President, Institutional Technology

Christine Pharr, Ph.D.
Vice President, Institutional
Advancement

Greg Fritz
Vice President for Marketing and
Communication

President's Office

Maryanne Stevens, R.S.M., Ph.D.
President

Brenda Elliott
Executive Assistant to the President

Rose Crowley
Volunteer

Academic Affairs

Currently Not Filled

Vice President, Academic Affairs

Heather Noyes

Administrative Assistant

Pam Humphrey, Ph.D.

Associate Dean, Academic Affairs

Robyn Kniffen

Administrative Assistant

Registrar's Office

Debbie Nugen

Registrar and Assistant Dean

Ann Hennen

Associate Registrar

Sonia Carbonell

Assistant Registrar for Academic Records

Faculty Support

Nicole Anderson

Staff Assistant
Health Professions

Jean Ketelsen

Secretary
Health Professions

Britiany Daugherty

Faculty Secretary
Professional Studies
Arts & Sciences

Library

Sara Williams, M.A., M.S.L.I.S

Library Director

Danielle Kessler

Cataloger

Judith Patricia Healy, R.S.M., M.L.S.

Reference/Interlibrary Loan Librarian

Michael Steinbrink, M.L.S.

Reference Librarian

Financial Services

Sarah Kottich, C.P.A.
Vice President, Finance and
Administration

Carolyn Ziemann
Administrative Assistant

Kathy Cepuran
Accounts Payable Coordinator

Express Center

Beth Sisk
Director of Financial Aid

Karen Brown
Student Accounts Director

Sara Nordquist-Davis
Assistant Director of Financial Aid

Nicole Casey
Financial Aid Counselor

Not Currently Filled
Financial Aid Assistant

Kelly Petry
Student Accounts Assistant

Bridgette Renbarger
Controller

Kim Savicky
Chief Administration Officer

Sarah Marie Livingston
Director of Human Resources

Teasha Key
Human Resource Assistant

Information Center

Amanda Klinzing
Campus Information Center Manager and
Facilities Coordinator

Campus Store

Steve Westenbroek
Campus Store Manager

Copy Center

Diane Saunders
Copy Center Technician

Information Services

Victoria Hoskovec

Vice President, Institutional Technology

Caleb Ludwick

Telecommunications/Network Manager

Brenda Swenson

Web Technician/Digital Communications

Lisa DeLair

Application Specialist

Eric Kyle

Instructional Technology Specialist

Matt Sharp

Helpdesk/Web Technician

Engineering/Maintenance

Dan Spargen

Director of Engineering

LeRoy Peters

Associate Director of Engineering

Robert Schab

Groundskeeping

Rich Kottich

Groundskeeping

Joshua Walter

General Maintenance/Painting

Mark Martin

General Maintenance/Plumbing

Patricia Chism

Coordinator Custodial Service

Jesse Arrellin

Custodian

Don Warren

Custodian

Maria Avenido

Custodian

Florida Francisquez

Custodian

Student Development

Tara Knudson Carl, Ph.D.

Vice President for Student Development/Special Assistant to the President

Rita Wiley

Administrative Assistant

Veronica "Katty" Petak

Assistant Dean of Students

Angela Fernandez

Assistant Dean for Retention Programs

Ellen Engh

Director of Residence Life

Amanda Drapcho

Lozier Hall Director

Marian Standeven

Mission Integration/Campus Ministry

Not Currently Filled

Campus Ministry

Barbara Treadway

Director of Single Parent Success

Caelee Lehman

Director of Student Leadership and Organizations

John Quinn

Career Services Coordinator

Mary Schlueter

Assistant Director, Achievement Center
Tutoring and Testing

David Ferber

Director of Safety and Security

Athletic Department

Jim Krueger

Director of Athletics

Emilie Kluth

Assistant Athletic Director

Bridgette Bunjer

Administrative Assistant

Jesse Flanagan

Head Basketball Coach

Carolyn Bray

Head Softball Coach/Sports
Information Director

Samantha Hammond

Head Volleyball Coach

John Carlson

Head Soccer Coach

Not Currently Filled

Sports Information Director

Ben Porter

Head Swimming Coach/Aquatics Director

Derek Fey

Head Cross Country Coach

Keri Rodriguez

Head Golf Coach/Health Education

Kimberly Gradoville

Head Tennis Coach

Jeff Hume

Athletic Trainer

Enrollment Services

Sara Hanson

Vice President, Enrollment Services

Kristen Carr

Welcome Center Receptionist

Amy Miller

Enrollment Specialist

Not Currently Filled

Enrollment Data Specialist

Patricia Saavedra

Admissions Counselor

Blair Wittenburg

Admissions Counselor

Kelley Miller

Admissions Counselor

Michelle Heilig

Associate Director of Enrollment Services

Jyoti Gandha

Admissions Advisor

Kayla Johnson

Admissions Recruiter

Marketing and Communication

Greg Fritz

Vice President, Marketing and Communication

Brittney Long

Director, Marketing and Public Relations

Allison Kuklis

Graphic Artist/Publications Coordinator

Institutional Advancement

Christine Pharr, Ph.D.

Vice President, Institutional
Advancement

Jessica Pankoke

Administrative Assistant
Advancement/Marketing

Diane Proulx

Assistant Vice President/Events
Coordinator

Currently Not Filled

Director of Major and Planned Giving

Janelle Domeyer

Director of Annual Giving

Clair Buddenberg

Director of Grants and Research

Gail Thompson

Assistant Event Coordinator and Data
Coordinator

Faculty

Deanna Acklie

Director, Teacher Education and SPE

Associate Professor of Education
B.A., University of Nebraska-Kearney
M.A., University of Nebraska-Kearney
Ph.D., University of Nebraska-Lincoln

Nick Albrecht

Instructor of Theater
B.A., Dana College
M.F.A., University of North Carolina

Mindy Barna

Director, Practical Nursing

Instructor of Nursing
B.S.N., College of Saint Mary
M.S.N., Nebraska Methodist College

Karla Bergen

Associate Professor of Communication
B.S., Nebraska Wesleyan University
M.A., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

Sally Bisson

Director, Legal Studies

Associate Professor of Paralegal Studies
B.A., University of Nebraska-Omaha
J.D., University of Nebraska-Lincoln

Steve Brewer

Assistant Professor of Marketing
B.A., Drake University
M.B.C., University of St. Thomas

Andrea Brudigan

Assistant Instructor of Nursing
A.S.N., College of Saint Mary
B.S.N., College of Saint Mary

Jing Chang

Associate Professor of Mathematics
B.S., Central South University of
Technology
M.S., Central South University of
Technology
M.S., Tennessee Technological University
Ph.D., Southern Illinois University

Cristy Daniel

Associate Professor of Occupational
Therapy
B.S., Creighton University
M.S., College of Saint Francis
Ed.D., College of Saint Mary

Marcella Echternacht

Assistant Professor of Nursing
B.S.N., University of Nebraska Medical
Center
M.S.N., University of Colorado

Melanie Felton

Director, Early Childhood Education

Associate Professor of Education
B.S., Iowa State University
M.S., Iowa State University
Ph.D., University of Nebraska-Lincoln

Brittney Fritzing

Instructor of Nursing
B.S.N., Clarkson College
M.S.N., Nebraska Methodist College

Jaime Garafalo-Peterson

Assistant Professor, Occupational Therapy
B.A., College of Saint Mary
B.S., College of Saint Mary
O.T.D., University of St. Augustine

Christi Glesmann

Director, ASN/BSN

Assistant 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

Shaun Grammer

Director, Physician Assistant Studies

Assistant Professor, Physician Assistant
Studies
B.S., Iowa State University
M.S., Des Moines University Osteopathic
Medical Center

Tracey Green

Assistant Professor of Nursing
B.S.N., Nebraska Methodist College
M.S.N., Nebraska Methodist College

Yolanda Griffiths**Director, Occupational Therapy**

Associate Professor of Occupational
Therapy
B.S. University of Puget Sound
M.H.R., University of Oklahoma
O.T.D., Creighton University

Kristin Haas

Associate Professor of Occupational
Therapy
B.S., University of Nebraska-Lincoln
M.O.T., Midwestern University
O.T.D., University of Saint Augustine

Syed Jamal Haider**Director, Business Leadership & Management**

Associate Professor of Business Leadership
& Management
B.S., Minnesota State University
M.B.C., University of St. Thomas
M.E.L., University of St. Thomas
M.B.A., University of St. Thomas
Ed.D., University of St. Thomas

Phyllis Higley**Interim Director, Biology**

Associate Professor of Biology
B.S., Cornell University
M.S., Iowa State University
Ph.D., Iowa State University

Jamie Hilderbrand

Instructor of Nursing
B.S.N., College of Saint Mary
M.S.N., Nebraska Wesleyan University

Maureen Hoppe

Fieldwork Coordinator and Assistant
Professor of Occupational Therapy
B.S., Creighton University
M.A., University of Nebraska-Omaha

Rebecca Hoss**Director, Psychology, Human Services
and Sociology**

Associate Professor of Psychology
B.A., Creighton University
M.A., University of Texas
Ph.D., University of Texas

Pamela Humphrey**Associate Dean for Academic Affairs**

Assistant Professor of Education
B.S., Blue Mountain College
M.A., University of Northern Iowa
Ph.D., Capella University

Susan Joslin**Division Chair of Professional Studies
Director, Master of Science in
Organizational Leadership**

Associate Professor of Business
B.A., University of Nebraska-Lincoln
M.A., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

Jeffrey Keyte**Division Chair of Arts and Sciences**

Assistant Professor of Physician Assistant
Studies
B.A., University of Chicago
M.D., St. Louis University School of
Medicine

Amy Knox-Brown**Director, English**

Assistant 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

Jennifer Kolker

Instructor of Nursing
B.S.N., Creighton University
M.S.N., College of Saint Mary

Christopher Krampe**Director, Fine Arts**

Assistant Professor of Fine Arts
B.C.M., Drake University
M.C.M., University of Kansas
D.M.A., University of Kansas

Colette Kroeten

Assistant Professor of Nursing
B.S.N., Midland Lutheran College
M.S.N., Nebraska Wesleyan University

Jennifer Kuchta

Instructor of Nursing
B.S.N., Jacksonville University
M.S.N., Jewish Hospital College of Nursing
& Allied Health
M.B.A., Kaplan University

Dunesh Kumari

Assistant Professor of Chemistry
B.S., Delhi University, India
M.S., Northeastern University
Ph.D., Northeastern University

Lois Linden

Associate Professor of Nursing
B.S., Midland Lutheran College
M.S.N., University of Minnesota
Ed.D., College of Saint Mary

Susan Liston

Instructor of Nursing
B.S.N., Mount Marty College
M.S.N., Case Western Reserve University

Kristin Mattson**Director, History and Political
Sciences****Coordinator, Service Learning**

Professor of Political Science
B.A., Oberlin College
M.A., Princeton University
Ph.D., Princeton University

Shannon McMahon**Director, Composition**

Assistant Professor of English
B.A., Creighton University
M.A., Creighton University
Ph.D., University of Nebraska-Lincoln

Rita Million

Instructor of Nursing
A.D.N., College of Saint Mary
B.S.N., College of Saint Mary
M.S.N., University of Nebraska Medical
Center

Vicky Morgan**Director, Teaching and Learning
Center****Associate Dean for Academic Affairs**

Professor of Education
B.S., Nebraska Wesleyan University
M.A., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

Kelly Murphy

Instructor of Mathematics
B.S., Wayne State College
M.S., Wayne State College

Ganesh Naik**Director, Chemistry**

Associate Professor of Chemistry
B.S., University of Mumbai
M.S., University of Mumbai
Ph.D., University of Mumbai

Alicia Oldham

Assistant Professor of Occupational
Therapy

B.S., Creighton University
O.T.D., Creighton University

Sr. Aline Paris

Professor of Theology
B.A., Trinity College
M.A., St. Michael's College
D.M., Catholic Theological Union

Mary Jean Petersen

Associate Professor of Nursing
B.S., Morningside College
B.S.N., Creighton University
M.S.N., University of Nebraska Medical
Center
Ed.D., College of Saint Mary

Katie Peterson

Assistant Professor of Physician Assistant
Studies

B.S., University of Nebraska – Lincoln
M.S., Des Moines University

Kristi Preisman**Director, Doctor of Education**

Professor of Education
B.A., University of Nebraska-Kearney
M.A., University of Nebraska-Omaha
Ph.D., University of Texas-Austin

Shari M. Prior
Director, Philosophy
Professor of Philosophy
B.A., Syracuse University
Ph.D., University of Iowa

Jennifer Reed-Bouley
Director, Theology
Professor of Theology
B.A., University of Notre Dame
M.A., Loyola University
Ph.D., Loyola University

Amanda Roe
Assistant Professor of Biology
A.S., Casper Community College
B.S., University of Wyoming
M.S., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

Brenda Romero
Director, Spanish
Director, Interpreting
Assistant Professor of Spanish
B.A., University of Utah
M.A., University of Utah
Ph.D., University of Utah

Jennifer Rose-Woodward
Assistant Director, MAT
Assistant Professor of Education
B.S., Dana College
M.S., University of Nebraska-Omaha
Ed.D., College of Saint Mary

Tara Ruppert
Instructor of Occupational Therapy
B.S., Creighton University

Sara Rygol
Assistant Professor of Physician Assistant
Studies
B.A., University of Nebraska-Lincoln
M.P.A.S., University of Nebraska Medical
Center

Mark Sand
Director, Math & Physics
Professor of Mathematics
B.A., Drake University
M.S., University of Minnesota
Ph.D., University of Minnesota

Merryellen Schulz
**Director, Master of Science in
Education**
Associate Professor of Education
B.A., Wayne State College
M.S., University of Nebraska-Omaha
Ph.D., University of Nebraska-Lincoln

Narcissus Shambare
Director, Business
Associate Professor of Business
M.B.A., Nottingham Trent University
M.S., Edinburgh Business School
M.S., Central Michigan University
Ph. D., Northcentral University

Mary Kay Smid
Associate Professor of Nursing
B.S.N., Creighton University
M.S.N., University of Nebraska Medical
Center
Ed.D., College of Saint Mary

Mary Smith
Assistant Professor of Occupational
Therapy
B.A., University of Nebraska-Lincoln
B.O.T., Creighton University
M.O.T., College of Saint Mary

Jeff Spencer
Assistant Professor of Art
B.F.A., University Nebraska-Omaha
M.F.A., University of Tennessee

Genevieve Summers
Instructor of Nursing
A.S.N., College of Saint Mary
B.S.N., College of Saint Mary
M.S.N., Creighton University

Virginia Tufano
Director, Master of Science in Nursing
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

Molly Wernli

Associate Professor of Psychology
B.A., University of Nebraska-Omaha
M.A., University of Nebraska-Omaha
Ph.D., University of Nebraska-Lincoln

Claudia Wickham

Director, MAT

Instructor, Education
B.S., College of Saint Mary
M.Ed., University of Missouri
Ed.D., College of Saint Mary

Kathleen Zajic

Division Chair of Health Professions

Professor of Nursing
B.S.N., Creighton University
M.S.N., University of Nebraska Medical
Center
Ed.D., College of Saint Mary

Cooperating Agencies

CHI Health: Behavioral Services

6828 N. 72 St., Ste 4300, Omaha, NE
68122

CHI Health: Immanuel Fontenelle

6901 N. 72 Street, Omaha, NE 68122

CHI Health: Lakeside

17030 Lakeside Hills Plaza, Omaha, NE
68130

CHI Health: Midlands Community Hospital

11111 S. 84 Street, Papillion, NE 68046

CHI Women's Health

7070 Spring Street, Omaha, NE 68106

Bergan Mercy Child Development Center

1919 S. 74 Street, Omaha, NE 68124

Central Iowa Health System

700 E. University Ave, Des Moines, IA
50316

Children's Respite Care Center

14245 Q Street, Omaha, NE 68137

Council Bluffs – WIS

300 W. Broadway #9, Council Bluffs, IA
51503

Community Alliance North Star

3321 Fontenelle Blvd. Omaha, NE 68104

Douglas County Correctional Center

710 S. 17th St., Omaha, NE 68102

Educational Service Unit #145

PO Box 426, Waverly, NE 68462

Fremont Area Medical Center

450 E. 23 Street, Fremont, NE 68025

Glenwood Resource Center

711 S. Vine, Glenwood, IA 51534

Handprints and Footsteps

5930 Vandervort Drive, Lincoln, NE
68156

CHI Health: Bergan Mercy Medical Center

7500 Mercy Road, Omaha, NE 68124

CHI Health: Immanuel Medical Center

6901 N. 72 Street, Omaha, NE 68122

CHI Health: Mercy Hospital

800 Mercy Dr., Council Bluffs, IA 51503

CHI Health System

1207 S. 13th Street, Omaha, NE 68108

The Ambassador

1540 N. 72nd Street, Omaha, NE 68114

Bryant-LGH Hospital

1600 S. 48th Street, Lincoln, NE 68506-
1299

Children's Hospital

8301 Dodge Street, Omaha, NE 68114

Clarkson Hospital

44th & Dewy, Omaha, NE 68106

Community Alliance

4001 Leavenworth St., Omaha, NE
68105

Creighton University Medical Center

601 N. 30th Street, Omaha, NE 68131

Douglas County Youth Center

710 S. 17 St., Omaha, NE 68105

Filmore County Hospital

PO Box 193, Geneva, NE 68361

Friendship Program

7315 Maple St. Ste. #1, Omaha, NE
68134

Grand Island Physical Therapy

3004 W. Faidley Ave., Grand Island, NE
68803

Home Access Solutions

1004 Lincoln Rd. Ste. 103, Bellevue, NE
68005

**Jennie Edmundson Memorial
Hospital**

933 E. Pierce, Council Bluffs, IA 51501

Lincoln Regional Center

PO Box 94949, Lincoln, NE 68509-4949

Madonna Rehabilitation Hospital

5401 South Street, Lincoln, NE 68506

Millard Good Samaritan

12856 Deauville Drive, Omaha, NE
68137

Munroe Meyer Institute

985450 Nebraska Medical Center,
Omaha, NE 68198-5450

Nebraska Hospital Association

1640 L St. Suite D, Lincoln, NE 68508-
2509

**Nebraska Medical Center/Clarkson
West Medical Center**

2727 S. 144th Street, Omaha, NE 68144

Nye Wellness Center

655 W. 23 St., Fremont, NE 68025

Physicians Clinic, Inc.

720 N. 87th St., Ste. 206, Omaha, NE
68114

Project Harmony

7110 F St., Omaha, NE 68117-1014

Risen Sun Christian Village

3000 Risen Son Blvd., Council Bluffs, IA
51503

Sarpy County Cooperative Head Start

701 Olson Drive, Papillion, NE 68046

St. Elizabeth Physician Network

5730 S. 57 St., Lincoln, NE 68516

Kids on the Move

3823 N. 88th Street, Omaha, NE 68134

Loess Hills AEA 13

2600 S. 9 St., Council Bluffs, IA 51501

Mary Lanning Hospital

715 N. St. Joseph Ave., Hastings, NE
68901

Mory's Haven

1112 5th Street, Columbus, NE 68601

**Munroe-Meyer Rehabilitation
Institute**

600 S. 42 Street, Omaha, NE 68198-
5450

Nebraska Medical Center

987537 Nebraska Medical Center,
Omaha, NE 68198

Nebraska Orthopedic Hospital

2808 S. 143 Plz., Omaha, NE 68144

Open Door Mission

2828 N. 21 St. E., Omaha, NE 68110

ProCare3

13336 Industrial Rd. #105, Omaha, NE
68137

Rehab Visions

11623 Arbor Street, Omaha, NE 68144

Rose Blumkin Home

323 S. 132nd Street, Omaha, NE 68154

St. Elizabeth Community Hospital

555 S. 70 Street, Lincoln, NE 68510

**University of Nebraska Medical
Center**

Emile at 42 St., Omaha, NE