ACADEMIC CATALOG

2024-2025

COLLEGE OF

SAINT MARY

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Degrees & Certificates

Rehabilitation Sciences

Rehabilitation Sciences, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
ENG 101	Composition	3
COM 101	Oral Communication Skills	3
MTH 114	College Algebra	3
	FYS First Year Seminar	1

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
	Fine Arts	3
	History (any history class)	3
SOC 101	Introduction to Sociology	3
PHL 200	Moral Reasoning	3
PHL 350	Health Care Ethics	3
	Theology (any class)	6
	MTH 242	0

Major Program Courses

Item #	Title	Credits
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 460	Gross Anatomy	5
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
COM 306	Intercultural Communication	3
KES 350	Exercise Physiology	3
KES 353	Structural Kinesiology	3
MDI 120	Medical Interpreting II: Reproductive and Respiratory Systems	3
MTH 242	Statistics	3
PSY 101	General Psychology	3

Electives (in addition to courses required for specific tracks listed below):

Recommend a mix of BIO, COM, HSV, KES, PSY, and SOC courses, or courses related to the declared minor. Could also complete a Capstone Project (BIO 475 or HUM 495).

Pre-OTD/Pre-DPT Track

Choose either the Pre-OTD OR the Pre-DPT track

Pre-OTD Track

Item #	Title	Credits
	COM/SOC 310 or COM 330	3
	Research Methods	3
PSY 220	Lifespan Development	3
PSY 350	Cultural Psychology	3
PSY 410	Abnormal Psychology	3
OTH 101	Introduction to Occupational Therapy	3
SOC 335	Race and Ethnic Relations	3
SPE 101	Introduction to Special Education	3

Pre-DPT Track

Item #	Title	Credits
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
KES 400	Exercise Testing & Prescription	3
MTH 115	College Trigonometry	3
PHY 202	College Physics I	3
PHY 203	Physics Laboratory I	1
PHY 202R	College Physics Recitation	1
PHY 204	College Physics II	3
PHY 205	Physics Laboratory II	1
	Total Credits	120

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, B.A.

Degree Type
Bachelor of Arts

General Education

Level 1

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level 2

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
	ART History	3
	ART History	3
ART 211	Color and Design	3
ART 213	Basic Drawing	3
ART 215	Beginning Painting	3
ART 217	Ceramics	3
ART 223	Printmaking	3
ART 227	Sculpture	3
ART 233	Introduction to Photography	3
ART 495	Senior Thesis	3
ART 397	Art Internship	3
	ART elective	3

Minor

Item #	Title	Credits
	Minor or Supporting Field	18

Electives

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.

	Total Credits	120

Art Minor

Degree Type
Minor

Minor Courses

18 credits of art courses including one art history course and ART 211, 213, and 215.

Item #	Title	Credits
	ART History	3
ART 211	Color and Design	3
ART 213	Basic Drawing	3
ART 215	Beginning Painting	3
	Total Credits	18

Gallery Management Minor

Degree Type
Minor

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.

Minor Requirements

Item #	Title	Credits
BUS 101	Introduction to Business	3
BIS 230	Principles of Electronic Commerce	3
BUS 328	Management & Leadership	3
BUS 334	Principles of Marketing	3
	Gallery Studies	4
BUS 497	Internship II	2
	Total Credits	18

Biology

The student who majors in biology will be prepared to seek employment in medical or industrial research laboratories, research institutes, hospital laboratories, quality control organizations, environmental organizations, or various federal agencies. She will also be prepared to make application to graduate school, medical, dental, or other professional schools and with appropriate education courses, the student may teach science courses in secondary schools.

Students admitted to the university who meet the following prerequisites should be able to complete a biology degree in 4 years through consultation with an advisor:

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

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

A student will not be permitted to progress in the program without departmental approval if they have not maintained at least a grade of C- in all major or supporting field courses. Students majoring in Biology are limited to two attempts in any Biology course.

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, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning	0

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science	0
	Math	0
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 250	Zoology	3
BIO 251	Zoology Laboratory	1
BIO 266	Botany	3
BIO 267	Botany Laboratory	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
BIO 475	Capstone Thesis	3
	BIO 192 or BIO 392	1

Major Electives

Choose from:

Item #	Title	Credits
BIO 225	Personal Nutrition	3
BIO 255	Ecology	3
BIO 265	Forensic Science	4
BIO 268	Environmental Biology	3
BIO 269	Environmental Biology Laboratory	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 340	Biochemistry	4
BIO 341	Biochemistry Laboratory	1
BIO 345	Field Biology	4
BIO 366	Pathophysiology	3
BIO 390	Molecular Biology	3
BIO 391	Molecular Biology Lab	1
BIO 460	Gross Anatomy	5
BIO 464	Immunology/Hematology	3
BIO 465	Advanced Forensic Science	4
CHM 220	Analytical Chemistry	4
CHM 221	Analytical Chemistry Laboratory	1

Supporting Field

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
	PHY 202 or PHY 212	3-4
PHY 203	Physics Laboratory I	1
	PHY 204 or PHY 214	3-4
PHY 205	Physics Laboratory II	1
MTH 114	College Algebra	3
MTH 115	College Trigonometry	3
	MTH 242 or higher - Statistics	3

Electives

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.

	Total Credits	120

Human Biology or PrePAS or BIOOTD, B.S.

Degree Type
Bachelor of Science

General Education

Level 1

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above)	3

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science	0
MTH 115	College Trigonometry	3
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	PHL 350 OR Philosophy elective	3
	General Education Elective	3

Major Program Courses

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
BIO 340	Biochemistry	4
BIO 341	Biochemistry Laboratory	1
MTH 242	Statistics	3
BIO 192	Scientific Methods	1
BIO 392	Scientific Literacy	1
BIO 475	Capstone Thesis	3
	Any 300 or 400 level BIO courses	4

Supporting Field

(Chemistry recitations recommend)

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
PHY 202	College Physics I	3
PHY 203	Physics Laboratory I	1
PHY 204	College Physics II	3
PHY 205	Physics Laboratory II	1
MTH 114	College Algebra	3
MTH 115	College Trigonometry	3
PSY 101	General Psychology	3
PSY 220	Lifespan Development	3
PSY 410	Abnormal Psychology	3

Electives

- **Pre-Medical School students should include Calculus I and II.**
- **Those interested in General Biology should include Zoology and Botany (both with lab).**
- 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.

	Total Credits	120

Biology Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 250	Zoology	3
BIO 251	Zoology Laboratory	1
BIO 266	Botany	3
BIO 267	Botany Laboratory	1
	Biology Electives	8
	Total Credits	20

Forensic Science Minor

Degree Type
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.

Item #	Title	Credits
	CHM 100 or CHM 110	4
BIO 265	Forensic Science	4
BIO 465	Advanced Forensic Science	4
	BIO 120 or BIO 200 or BIO 310	3
	3 hours of elective from the following courses	3
	Total Credits	18

Human Biology Minor

Degree Type
Minor

Item #	Title	Credits
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
	4 Credits of BIO 390/391 or BIO 420 or BIO 491	4
	Total Credits	22

Business

The Business program at College of Saint Mary blends a classic curriculum with innovative courses and experiences. The Business degree provides a foundation of liberal arts and traditional business subjects, but also offers instruction in newer topics such as analytics and leadership.

Business students choose an Area of Emphasis, which includes two courses in a field that interests them; options include marketing, human resources, business analytics, or creating your own emphasis.

Students also complete one semester-long job shadow and two internships, and they create a plan for a real business in the capstone course.

The Business program was developed with feedback from the region's top employers. Graduates are prepared to enter the business world and/or continue their education in a graduate program. They develop critical thinking, research, and strategic communication skills, and they analyze complex business scenarios.

An Associate of Science degree in Business is also offered. This option is designed for those students who want a short-term program, enabling them to enter business management positions, to advance in their current career path, or to provide a seamless transition into the Bachelor of Science in Business.

Non-business students may pursue a minor in Business, which, by providing knowledge of the business aspect of their profession, complements any other major.

Business, A.S.

Degree Type
Associate of Science

This option is designed for those students who want a short-term program, enabling them to enter business management positions, to advance in their current career path, or to provide a seamless transition into the Bachelor of Science in Business.

General Education

Level I

Item #	Title	Credits
ENG 101	Composition	3
	FYS First Year Seminar	1
COM 212	Communication for Professionals	3

Level II

Item #	Title	Credits
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
PHL 200	Moral Reasoning	3
PSY 101	General Psychology	3
	Global & Cultural Diversity	3
	Theology (3 credits)	3
	Choice (Chosen from any Gen Ed course and languages)	3

Major Program Courses

Item #	Title	Credits
BUS 101	Introduction to Business	3
BUS 321	Financial Management	3
BUS 328	Management & Leadership	3
LAW 310	Advanced Business Law	3
BUS 334	Principles of Marketing	3

Supporting Courses

Item #	Title	Credits
ACC 161	Principles of Accounting I	3
ACC 162	Principles of Accounting II	3
BUS 317	Business Analytics	3
BIS 230	Principles of Electronic Commerce	3
ECO 131	Macroeconomics	3
ECO 132	Microeconomics	3
	MTH 109, MTH 112, or MTH 114	3

Electives

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.

	Total Credits	64

Business, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (BUS 410)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
MTH 242	Statistics	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
PHL 335	Business Ethics	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
LAW 310	Advanced Business Law	3
BUS 317	Business Analytics	3
BUS 321	Financial Management	3
BUS 325	Organizational Behavior	3
BUS 327	Human Resources Management	3
BUS 328	Management & Leadership	3
BUS 329	Business Communication	3
BUS 334	Principles of Marketing	3
BUS 230	Principles of Electronic Commerce	3
BUS 397	Partnership Internship	2
BUS 410	International Business	3
BUS 454	Operations Management	3
BUS 493	Career Exploration (Job Shadowing)	1
BUS 496	Business Policies Seminar	4
BUS 497	Internship II	2

Areas of Emphasis

Choose one emphasis:

Item #	Title	Credits
	Marketing	6
	Human Resources	6
	Business Analytics	6
	Create Your Own Emphasis	6

Supporting Courses

Item #	Title	Credits
BUS 101	Introduction to Business	3
	MTH 109, MTH 112, or MTH 114	3
ECO 131	Macroeconomics	3
ECO 132	Microeconomics	3
ACC 161	Principles of Accounting I	3
ACC 162	Principles of Accounting II	3
BIS 220	Advanced Business Applications	3
BIS 221	Fundamentals of Information Systems	3

Electives

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.

	Total Credits	120

Business Minor

Degree Type
Minor

NOTE: Business majors may not apply more than nine (9) hours of a combination of independent study, directed readings or internship credits toward degree completion.

Item #	Title	Credits
BUS 101	Introduction to Business	3
BUS 328	Management & Leadership	3
BUS 334	Principles of Marketing	3
	9 credits hours from Business courses	9
	Total Credits	18

Interdisciplinary Leadership Minor

Degree Type
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.

9 credits of Principles and Skills

Item #	Title	Credits
	Leadership Principles (3-6 credits)	3-6
	Leadership Skills (3-6 credits)	3-6

9 credits of Liberal Arts and Discipline Specific

Item #	Title	Credits
	Liberal Arts (3-9 credit hours)	3-9

Discipline Specific Leadership (0-6 credit hours)*

- If no discipline specific courses are available, then all can be liberal arts

Item #	Title	Credits
	Discipline Specific Leadership	0-6
	Total Credits	12-24

Business, Marketing, and Information Technology (BMITSE) Teacher Certification

Degree Type
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.

	Total Credits	133

Business Information Systems

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.

Business Information Systems, Certificate

Degree Type
Certificate

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.

Certificate Requirements

Item #	Title	Credits
	BIS 101 or BIS 220	3
BIS 221	Fundamentals of Information Systems	3
BIS 140	Programming Concepts	3
	BIS 143 or BIS 211	3
BIS 230	Principles of Electronic Commerce	3
BIS 330	Project Management	3
BIS 331	Database Systems	3
BIS 350	Hardware and Software Architecture	3
BIS 360	Computer Networks	3
BIS 365	Information Systems Security	3
	Total Credits	30

Business Information Systems Minor

Degree Type
Minor

The BIS minor is appropriate with other programs, such as education, mathematics, paralegal studies, art, business analytics and strategic communication, and business leadership.

Minor Requirements

Item #	Title	Credits
BIS 101	Introduction to Computers	3
BIS 140	Programming Concepts	3
BIS 230	Principles of Electronic Commerce	3
BIS 331	Database Systems	3
BIS 350	Hardware and Software Architecture	3
BIS 360	Computer Networks	3
BIS 365	Information Systems Security	3
	Total Credits	21

Chemistry

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 admitted to the university who meet the following prerequisites will be directly admitted as a chemistry major:

- Completion of at least one year of high school chemistry and at least two years of college preparatory mathematics with grades of C (2.0) or better.
- Exemption or successful completion of both the mathematics (testing into minimum of MTH 112) and English (testing into minimum of ENG 099) competency examinations.
- Two of the three following criteria must be met:
  - High school GPA of at least B (3.0).
  - ACT composite of 22 or SAT of 1110.
  - High school rank in the upper one-third of the graduating class.

Students not meeting these prerequisites may be accepted into the Associate of General Studies Program for their first academic year to take remedial chemistry and mathematics courses. Successful completion of these courses with grades of at least C (2.0) will allow the student to be admitted into the chemistry program. Those students enrolling with a strong background in science or mathematics may elect to take the CLEP test to eliminate first-year courses.

A student will not be permitted to progress in the program without chemistry departmental approval if they do not maintain at least a C average in all courses.

Graduation requirements for students majoring and minoring in chemistry include successful completion of all chemistry course work with a GPA of 2.0 or C or better in all chemistry courses.

Majors in chemistry will be required to successfully complete a senior research project. Course work taken in support of the major (minor or supporting field) must be passed with grades of C or better.

Chemistry, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science	0
	Math	0
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Elective 1-3

Major Program Courses

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 220	Analytical Chemistry	4
CHM 221	Analytical Chemistry Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
CHM 340	Biochemistry	4
CHM 341	Biochemistry Laboratory	1
CHM 361	Instrumental Analysis	3
CHM 362	Instrumental Analysis Lab	1
CHM 450	Physical Chemistry	4
CHM 451	Physical Chemistry Laboratory	1
CHM 473	Research in Chemistry	1-4
CHM 495	Chemistry Seminar	2

Supporting Courses

Item #	Title	Credits
MTH 201	Calculus I	4
MTH 202	Calculus II	4
	MTH 242 or MTH 312	3
	MTH/SCI 300 or 400 level	3
	PHY 202 or PHY 212	3-4
PHY 203	Physics Laboratory I	1
	PHY 204 or PHY 214	3-4
PHY 205	Physics Laboratory II	1

Minor

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

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.

	Total Credits	128

Chemistry Minor

Degree Type
Minor

Students completing a minor in chemistry are prepared to enter pharmacy, physicians' assistants, or cytotechnology schools, among others.

Minor Requirements

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
	8 hours of upper division CHM	8
	Total Credits	28

Environmental Sustainability Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
CHM 245	Earth Wisdom	3
CHM 430	Sustainability in Action	2-4
	12 credits of electives from this list:	12
	Total Credits	17-19

Communication

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 choosing a minor in communication.

Communication Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
	Any 18 credits of Communication classes	18
	Total Credits	18

Early Childhood Education

The program is based on the premise that early childhood education encompasses continuous education of young children from birth through age eight. The interdisciplinary approach for educating teachers of young children develops competencies in using community resources to coordinate the efforts of home, school and community in providing a comprehensive program. Firsthand experiences of students with young children, professional personnel and community resources personnel begin early in professional preparation and continue throughout the program.

Students may apply for an early childhood education major with a special education minor or may add an early childhood education minor to a major in elementary education.

Students who successfully meet state required competencies qualify for a Nebraska Teaching Certificate. Completion of the education program does not guarantee certification. Satisfactory continuous growth in knowledge, pedagogy, and professionalism as well as satisfactory performance during clinical practice is required in the recommendation for certification.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rule 20 or 24 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various sites are not uniform, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Students seeking an ECE major must select a minor in Special Education in order to apply for an Early Childhood Inclusive endorsement (Birth-3rd grade). Students seeking both ECE and Elementary Education endorsements should consult with the program director. Students completing an Early Childhood Education minor in addition to their Elementary Education major will be able to apply for a Supplemental Early Childhood Education endorsement (Prek- 3rd grade). Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, field experiences and certification requirements).

- Early Childhood Education supplemental can only be taken with an elementary endorsement as per Nebraska law.

Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Intensive reading and writing experiences are integrated into all Teacher Education courses.

Early Childhood Education, A.S.

Degree Type
Associate of Science

General Education

English must be taken in first 2 semesters and Communication must be take in first 3 semesters.

Item #	Title	Credits
ENG 101	Composition	3
	FYS First Year Seminar (any #)	1
	Communications	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
MTH 112	Intermediate Algebra	3
PHL 200	Moral Reasoning	3
PSY 101	General Psychology	3
	Theology (any class)	6
	Global & Cultural Diversity (EDU 375)	0
	Strongly recommended	

Major Program Courses

Item #	Title	Credits
ECE 231	Play, Creativity, and Artistic Development in Early Childhood Education	2
ECE 232	Language and Literacy Development in Early Childhood	2
ECE 233	Health, Safety, and Nutrition in Early Childhood Programs	2
ECE 234	Teaching Math/Science/Social Studies in Early Childhood Education	2
ECE 235	Observation and Assessment in ECE	2
ECE 236	Physical Development and Movement Education in Early Childhood	2
ECE 242	Administering Early Childhood Education Programs	3
ECE 334	Early Childhood Curriculum Development	3

Supporting Courses

Item #	Title	Credits
EDU 101	Introduction to Education	3
	PSY 200 or PSY 220	3
EDU 312	Educational Psychology and Measurement	3
EDU 342	Children'92s Literature	3
SPE 101	Introduction to Special Education	3
EDU 240	Guidance and Classroom Management	3

Electives

ECE 231, ECE 232, ECE 233, ECE 234, ECE 235, ECE 236, EDU 101, EDU 312, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

	Total Credits	70

Early Childhood Education with Special Education Minor, B.S.

Degree Type
Bachelor of Science

General Education

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 200 (See Major)	0

Early Childhood Education Major

Item #	Title	Credits
PSY 200	Child Psychology	3
ECE 231	Play, Creativity, and Artistic Development in Early Childhood Education	2
ECE 232	Language and Literacy Development in Early Childhood	2
ECE 233	Health, Safety, and Nutrition in Early Childhood Programs	2
ECE 234	Teaching Math/Science/Social Studies in Early Childhood Education	2
ECE 235	Observation and Assessment in ECE	2
ECE 236	Physical Development and Movement Education in Early Childhood	2
ECE 242	Administering Early Childhood Education Programs	3
ECE 334	Early Childhood Curriculum Development	3
ECE 342	Children'92s Literature	3
ECE 343	History, Trends and Issues in Early Childhood Education	3
	ECE 470	10
ECE 495	Clinical Practice Seminar	2
ECE 496	Research Seminar	3

Special Education Minor

Item #	Title	Credits
SPE 101	Introduction to Special Education	3
SPE 220	Learners with Mildly/Moderately Handicapping Conditions	3
SPE 221	Foundations in ECE Special Education	3
EDU 240	Guidance and Classroom Management	3
SPE 330	Inclusive Practices in Early Childhood Settings	3
SPE 372	Field Experiences in Early Childhood Inclusive Settings	3
SPE 430	Diagnosis and Evaluation of Literacy	3

Supporting Coursework

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
	MTH 112 or higher	3
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 350	Literacy Methods	4
EDU 375	Human Relations in a Multicultural Society	3

ECE 231, ECE 232, ECE 233, ECE 234, ECE 235, ECE 236, , ECE 470, SPE 101, SPE 221, SPE 330, SPE 372, SPE 430, EDU 101, EDU 312, EDU 350: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	126

Elementary Education Major/Early Childhood Education Minor, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 200	3

Elementary Education Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 342	Children'92s Literature	3
EDU 350	Literacy Methods	4
EDU 353	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 355	Teaching Mathematics: Elementary and Middle	3
EDU 372	Integrating Fine Arts Instruction Into the Classroom	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
SPE 430	Diagnosis and Evaluation of Literacy	3
EDU 470	Clinical Practice: Elementary	5-10
EDU 495	Clinical Practice Seminar	2
EDU 496	Research Seminar	3

Early Childhood Education Minor

Item #	Title	Credits
ECE 231	Play, Creativity, and Artistic Development in Early Childhood Education	2
ECE 232	Language and Literacy Development in Early Childhood	2
ECE 233	Health, Safety, and Nutrition in Early Childhood Programs	2
ECE 234	Teaching Math/Science/Social Studies in Early Childhood Education	2
ECE 235	Observation and Assessment in ECE	2
ECE 236	Physical Development and Movement Education in Early Childhood	2
ECE 242	Administering Early Childhood Education Programs	3
ECE 334	Early Childhood Curriculum Development	3
ECE 343	History, Trends and Issues in Early Childhood Education	3
ECE 470	Clinical Practice: Early Childhood Education	5

Supporting Courses

Item #	Title	Credits
MTH 112	Intermediate Algebra	3
SPE 101	Introduction to Special Education	3
SPE 360	Adapted Physical Education	3

EDU 101, EDU 312, EDU 350, EDU 353, EDU 355, PED 360, SPE 430, EDU 470 or EDU 471, ECE 231, ECE 232, ECE 233, ECE 234, ECE 235, ECE 236, ECE 470, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	129

Education

Teacher education programs educate prospective teachers through professional courses which emphasize the acquisition of knowledge, skills, competencies and professional dispositions. The experiences offered within the

educational program enhance and complement the knowledge and values encompassed in the liberal arts component offered at College of Saint Mary. The department provides for individual differences, interests and needs within specific curriculum experiences while providing a broad overall theoretical and philosophical background in education. Professional course work, labs, and field-based experiences (at least 100 hours) provide students with practical knowledge regarding learners, learning processes, and teaching competencies relevant to identified careers. All methods courses provide opportunities for students to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into all content and pedagogy. Intensive reading and writing experiences are integrated into all Teacher Education courses.

Teacher Education students select from:

1. Bachelor of Science with an elementary education major and an early childhood minor.
2. Bachelor of Science with early childhood education major and a special education minor.
3. Bachelor of Science with an elementary education major and a special education major.
4. Bachelor of Science with an elementary education major and an ESL minor.
5. Bachelor of Science with Reading and Writing minor
6. Bachelor of Science with an elementary education major and a minor in a subject area, for example, art, English, math, music, physical education, science, social studies, world language, or a related area, such as information technology or psychology.
7. Bachelor of Science/Arts with specialization in a field or subject area.

Students may seek certification in the following areas:

Early Childhood Inclusive Educ. (B-3)

Elementary Education (K-6)

Middle Grades Education (5-9)
Language Arts, Mathematics, Science, Social Studies

Secondary Education (7-12)

- Business, Marketing & Info. Tech. (6-12)
- Biology
- Chemistry
- English
- English Language Arts (6-12)
- Mathematics (6-12)
- Science
- Social Studies (6-12)
- Spanish World Language

Special Education (K-6) (7-12)

K-12 Endorsements

- Art (PK-12)
- Spanish World Language (K-12)
- Religious Education (K-12)

Supplemental Endorsements

- Early Childhood Education (PK-3)
- Reading and Writing (PK-6)
- Reading and Writing (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 year, students take the Core Academic Skills for Educators Test that is required for admission into the teacher education program. Core Academic Skills for Educators test scores, academic performance, evidence of professional dispositions for successful teaching, field experience evaluations, student interview, student website and command of oral and written language are factors considered in determining acceptance into the teacher education program. Students must provide evidence of academic competence and professional development by having attained a cumulative GPA of 2.65 in course work, providing an active digital portfolio of work that demonstrates professional and scholarly growth, 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 February 15 or September 15 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.

Application for formal admission must be submitted to the Teacher Education Committee by March 1 or February 15 or September 15 using the online application form provided by the committee (located on MyCSM, Communities, Undergraduate Teacher Education). This committee is composed of a student's education advisor, all members of the Teacher Education Department, and other faculty members. Evaluation procedures result in acceptance, provisional status, or no acceptance. Acceptance is granted to students who meet all of the requirements. Provisional status or non-acceptance is granted at the discretion of the committee based upon their judgment of the individual student's preparedness to enter the education program.

Field Experience

For all courses with a field experience requirement, an official background check must be secured. The background check must be completed the first term a student is enrolled in a course with a field experience requirement and is valid for five years. Students are encouraged to join the Student Education Association of Nebraska (SEAN). Costs for these two requirements amount to approximately $90 per year.

Clinical Practice (Student Teaching)

Applicants for certification with a **single endorsement complete a sixteen week clinical practice** in one setting. Those seeking **multiple endorsements complete a ten week clinical practice in each field** for which they are seeking certification. Clinical practice placements are planned in regard to students' specific needs and certification requirements. Placements are intended to enhance prospective teachers' exposure to various teaching styles, philosophies, and cultural settings. The online application for clinical practice must be submitted no later than September 15 or February 1 during the semester immediately preceding assignments.

Students applying for clinical practice are expected to show evidence of cumulative scholastic achievement (cumulative GPA of 2.75), appropriate methodological background, up-to date electronic portfolio, proficiency in spoken and written language, and a record of professional dispositions for successful teaching. An official background check must be completed within 30 days of beginning clinical practice. Transportation to clinical practice sites are the responsibility of the student. The Teacher Education Committee reviews applications for consideration of placement. The committee may accept, not accept or defer a candidate's application. Deferred candidates may appeal and request a hearing before the Teacher Education Committee.

Certification

Students who successfully meet state required competencies may qualify for a Nebraska Teaching Certificate. Continuous growth in knowledge, pedagogy and professionalism, as well as satisfactory performance during clinical practice, and completion of Praxis II for each content area as required by Nebraska Rule is in the recommendation for certification. Completion of the education program does not guarantee certification.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rules 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

In-Service Education

The education department recognizes its obligation to the community to provide leadership in the field of education and to act as an educational center for schools within the surrounding area. It recognizes the importance of requirements for certification and the multiplicity of changes in techniques, technology and needs of individual students and teachers. Therefore, some professional education courses are offered during summer sessions and in late afternoons or evenings.

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

The professional courses that are required include: EDU 101, 201, 312, 315, 342, 350, 353, 355, 372, 375, 427, 430, 470 or 471, 495, and 496. Supporting courses include PED 360 SPE 101 240, and 430.

Secondary Education and Middle School Major Sequences:
College of Saint Mary offers endorsement in these areas in secondary education:

Biology	English Language Arts (5-9, 6-12)	Social Studies (5-9, 6-12)
Business, Marketing, and Information Technology	Mathematics (5-9, 6-12)	Special Education
Chemistry	Science (5-9, 7-12)	Spanish World Language
	Reading and Writing 7-12	

During registration, students in secondary education are required to obtain advising for education courses in the education department.

The professional courses that are required include: EDU 101, 201, PSY 203, SPE 101, 240, EDU 312, 315, 351, 360, 375, 427, 471 and/or 472 and 495 and ENG 262.

PK-12 Endorsement

College of Saint Mary offers a PK-12 endorsement in Art.

K-12 Endorsements

College of Saint Mary offers K-12 endorsement in these areas: Religious Education or World Languages-Spanish

K-12 endorsements in art, religious education and world languages require methods and Clinical Practice in K-6 and 7-12.

Education Minor Sequences:

- Reading and Writing PK-6, 7-12
- English as a Second Language PK-12
- Special Education
- Early Childhood Education PK-3

Supplemental Endorsements

College of Saint Mary offers a supplemental PK-12 endorsement in English as a Second Language. College of Saint Mary offers supplemental K-12 endorsements in these areas: Reading and Writing and a supplemental Prek-3rd grade endorsement in Early Childhood Education* (see Early Childhood Education section for program requirements).
* Early Childhood Education can only be added by Nebraska law to elementary education.

Tremendous growth in numbers of immigrant children in the United States, particularly in Nebraska, has created a need for teachers trained to teach English as a Second Language (ESL). Undergraduate students at College of Saint Mary may earn a supplemental ESL endorsement with a 15-credit-hour program (ENG 320; EDU 415; EDU 425; COM 306; and EDU 473). When combined with EDU 375, teaching in a Multicultural Society, students achieve a minor in ESL.

Art and PK-12 Education, B.A.

Degree Type
Bachelor of Arts

General Education

Level 1

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts (in major)	0
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
ART 200	Introduction to Art	3
ART 202	Survey of Art History I	3
ART 204	Survey of Art History II	3
ART 208	Women in Art	3
ART 211	Color and Design	3
ART 213	Basic Drawing	3
ART 215	Beginning Painting	3
ART 217	Ceramics	3
ART 223	Printmaking	3
ART 227	Sculpture	3
ART 233	Introduction to Photography	3
ART 313	Advanced Drawing	3
ART 315	Advanced Painting	3
	ART Electives	9
ART 397	Art Internship	3
ART 495	Senior Thesis	3

Education Dual Major PK-12

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
	EDU 350 or EDU 351	3-4
EDU 360	Teaching Middle Secondary Students	3
EDU 372	Integrating Fine Arts Instruction Into the Classroom	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 470	Clinical Practice: Elementary	5-10
	EDU 471 or EDU 472	5
EDU 495	Clinical Practice Seminar	2
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 375, EDU 470 OR EDU 471, EDU 472, SPE 101: Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	140-141

English Language Arts Secondary Education, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	0
	FYS First Year Seminar	1
	Communications	0
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495) (See Major)	0
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
ENG 101	Composition	3
ENG 102	Advanced Composition	3
ENG 210	Creative Writing: Literary Non-Fiction I	3
ENG 212	Creative Writing: Fiction I	3
	ENG 343 or THR 360	3
ENG 362/462	Student Literary Magazine Editing	3
	ENG British Literature	3
	ENG American Literature	3
	ENG American Literature	3
	ENG World Literature	3
	ENG (choice)	6
COM 225	Advanced Public Speaking	3
	Choice (theatre, speech, literature or language)	6
ENG 495	Coordinating Seminar	3

Secondary Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 320	Linguistics for Teachers	3
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

ENG 262, EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	131

Language Arts - With Reading-Writing Subject Endorsement, B.A.

Degree Type
Bachelor of Arts

General Education

Item #	Title	Credits
	ENG 101 or ENG 102	0
	FYS First Year Seminar	1
	Communications	0
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
ENG 101	Composition	3
ENG 495	Coordinating Seminar	3
	ENG Linguistics	3
ENG 210	Creative Writing: Literary Non-Fiction I	3
ENG 212	Creative Writing: Fiction I	3
	ENG 343 or THR 360	3
ENG 362/462	Student Literary Magazine Editing	3

Literature

Item #	Title	Credits
	ENG British Literature	3
	ENG American Literature	3
	ENG American Literature	3
	ENG World Literature	3
EDU 262	Adolescent & Young Adult Literature	3
	ENG (choice)	9
COM 225	Advanced Public Speaking	3
	Choice (Writing course required)	3
	Choice (theatre, speech, literature or language)	5

Secondary Education Dual Major

Item #	Title	Credits
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
PSY 203	Adolescent Psychology	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
SPE 101	Introduction to Special Education	3
EDU 240	Guidance and Classroom Management	3

Reading & Writing Subject Endorsement

Required courses are below:

Item #	Title	Credits
SPE 430	Diagnosis and Evaluation of Literacy	3
EDU 490	Directed Readings: Reading and Writing	3

ENG 262, EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101, SPE 430, EDU 490: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	144

Middle School Language Arts Endorsement

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495) (See Major)	0
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 200	3

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 320	Linguistics for Teachers	3
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 471	Clinical Practice: Middle	5-10
EDU 495	Clinical Practice Seminar	2
EDU 496	Research Seminar	3
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3
SPE 430	Diagnosis and Evaluation of Literacy	3

Middle Level English Language Arts Minor

Item #	Title	Credits
	American Literature	3
ENG 356	True Life Stories: American Memoir	3
	World Literature	3
	British Literature	6
ENG 362/462	Student Literary Magazine Editing	3
ENG 102	Advanced Composition	3
	ENG 210 or ENG 212	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 471, ENG 262, SPE 101, SPE 430: Courses required field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122

Middle School Social Studies Endorsement, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

For History (any history course): See Supporting Social Science Courses

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class) (0)	0
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 353	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 471	Clinical Practice: Middle	5-10
EDU 495	Clinical Practice Seminar	2
EDU 496	Research Seminar	3
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

Supporting Social Science Courses

Item #	Title	Credits
HPS 131	History of the United States to 1865	3
HPS 132	History of the United States since 1865	3
HPS 375	Western Civilization to 1500	3
HPS 376	Western Civilization since 1500	3
HPS 110	American Government	3
	HPS 160 or HPS 260	3
	ECO 131 or ECO 132	3
SOC 101	Introduction to Sociology	3

EDU 101, EDU 312, EDU 351, EDU 353, EDU 360, EDU 471, ENG 262, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122

Social Studies Secondary Education, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class) (0)	0
	Social Science (PSY 101) (0)	0
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	SOC 101 (Gen Ed)	0

Major Program Courses

Item #	Title	Credits
HPS 110	American Government	3
HPS 131	History of the United States to 1865	3
HPS 132	History of the United States since 1865	3
HPS 160	World Geography	3
HPS 210	American Foreign Policy	3
HPS 260	Regional Geography	3
HPS 349	Holocaust in Literature and Film	3
HPS 375	Western Civilization to 1500	3
HPS 376	Western Civilization since 1500	3
HPS 251	US Women's History	3
HPS 265	US Immigration	3
	HPS/SOC/PSY/ECO/Anthropology	3
ECO 131	Macroeconomics	3
ECO 132	Microeconomics	3
PSY 101	General Psychology	3
PSY 203	Adolescent Psychology	3
PSY 312	Educational Psychology and Measurement	3
SOC 101	Introduction to Sociology	3
	SOC/Anthropology Elective	6

Secondary Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
	EDU 312 (See Major)	0
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
	PSY 203 (See Major)	0
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	134

Spanish K-12 Education, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
SPN 211	Intermediate Spanish I	3
SPN 212	Intermediate Spanish II	3
SPN 321	Spanish Conversation	3
SPN 421	Spanish Advanced Conversation	3
SPN 322	Spanish Grammar and Composition	3
SPN 333	Children and Youth Literature	3
SPN 495	Research Seminar in Spanish	3
SPN 499	Special Project in Spanish	3
	12 hours from the following	12

Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
	EDU 350 or EDU 351	3-4
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 495	Clinical Practice Seminar	2
EDU 470	Clinical Practice: Elementary	5-10
	EDU 471 or EDU 472	5
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 350 EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122-123

Spanish Secondary Education, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
SPN 211	Intermediate Spanish I	3
SPN 212	Intermediate Spanish II	3
SPN 321	Spanish Conversation	3
SPN 421	Spanish Advanced Conversation	3
SPN 322	Spanish Grammar and Composition	3
SPN 333	Children and Youth Literature	3
SPN 495	Research Seminar in Spanish	3
SPN 499	Special Project in Spanish	3
	12 hours from the following	12

Secondary Education Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience.
Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122

Theology K-12 Teaching Endorsement, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	0
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Required (15 credits)

Item #	Title	Credits
THL 201	Introduction to the Hebrew Scriptures	3
THL 202	Introduction to the New Testament	3
	Moral: THL 215, THL 320, THL 330, or THL 365	3
	Systematics: THL 103, THL 223, THL 227, THL 305, or THL 360	3
	Spirituality: THL 260, THL 310, or THL 354	3
THL 495	Theology Research Seminar	3

Theology Electives (21 credits)

Item #	Title	Credits
	THL	3
	THL	3
	THL	3
	THL	3
	THL	3
	THL	3

Education Dual Major K-12

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
	EDU 262 or 342	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
	EDU 350 or EDU 351	3-4
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 470	Clinical Practice: Elementary	5-10
	EDU 471 or EDU 472	5
EDU 495	Clinical Practice Seminar	2
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 350 or EDU 351, EDU 342 or ENG 262, EDU 360, EDU 470, EDU 472, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122-123

Biology Secondary Education, B.S.

Degree Type
Bachelor of Science

General Education

Level 1

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning for Biology Secondary Education	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science	0
MTH 115	College Trigonometry	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 250	Zoology	3
BIO 251	Zoology Laboratory	1
BIO 266	Botany	3
BIO 267	Botany Laboratory	1
BIO 268	Environmental Biology	3
BIO 269	Environmental Biology Laboratory	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
	Capstone Project	4
	BIO 473 or BIO 475 + BIO 192, BIO 392 or additional BIO 473 as needed	0

Supporting Natural Science Courses

Item #	Title	Credits
CHM 100	Fundamentals of Chemistry	3
CHM 100L	Fundamentals of Chemistry Lab	1
PHY 160	Physical Geology	4
PHY 100	Introduction to the Physical Sciences	3
PHY 101	Introduction to the Physical Sciences	1

Secondary Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.** Student may be required to complete prerequisite courses.

	Total Credits	121

Business, Marketing & Information Technology Secondary Education, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (ECO 131)	0
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
PSY 101	General Psychology	3

Major Program Courses

Item #	Title	Credits
BUS 101	Introduction to Business	3
LAW 310	Advanced Business Law	3
ECO 132	Microeconomics	3
ACC 161	Principles of Accounting I	3
BUS 423	Entrepreneurship	3
BUS 328	Management & Leadership	3
BUS 329	Business Communication	3
BUS 410	International Business	3
BUS 334	Principles of Marketing	3
BUS 335	Consumer Behavior	3
BUS 338	Public Relations	3
BIS 101	Introduction to Computers	3
BIS 220	Advanced Business Applications	3
BIS 221	Fundamentals of Information Systems	3
BIS 230	Principles of Electronic Commerce	3
EDU 360	Teaching Middle Secondary Students	3
	BSED 431 Coordinating Techniques	3

Secondary Education Dual Major

Item #	Title	Credits
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
PSY 203	Adolescent Psychology	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
SPE 101	Introduction to Special Education	3
EDU 240	Guidance and Classroom Management	3

EDU 360, EDU 101, EDU 312, EDU 351, EDU 472, SPE 101: Courses require field experience. Students completing this program must also complete an endorsement in Information Technology (See the Teacher Education Program Director for more information.)

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	133

Chemistry Secondary Education, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science	0
MTH 115	College Trigonometry	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 220	Analytical Chemistry	4
CHM 221	Analytical Chemistry Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
	CHM 473	3

Natural Science Supporting Field

Item #	Title	Credits
BIO 268	Environmental Biology	3
BIO 269	Environmental Biology Laboratory	1
	BIO/CHM 340	3
	BIO/CHM 341	1
	PHY 100/101 or PHY 160 or PHY 164	4

Secondary Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122

Elementary Education, B.S.

Degree Type
Bachelor of Science

General Education

Level 1

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 200 (See Major)	0

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
	PSY 200 or PSY 220	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 342	Children'92s Literature	3
EDU 350	Literacy Methods	4
EDU 353	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 355	Teaching Mathematics: Elementary and Middle	3
EDU 372	Integrating Fine Arts Instruction Into the Classroom	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
SPE 430	Diagnosis and Evaluation of Literacy	3
EDU 470	Clinical Practice: Elementary	5-10
EDU 471	Clinical Practice: Middle	5-10
EDU 495	Clinical Practice Seminar	2
EDU 496	Research Seminar	3

Supporting Courses

Item #	Title	Credits
	MTH 112 or higher	3
SPE 101	Introduction to Special Education	3
SPE 360	Adapted Physical Education	3

Minor or Supporting Field

EDU 101, EDU 312, EDU 353, EDU 355, PED 360, SPE 430, EDU 470, EDU 471, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	126

Elementary Education/Special Education, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 200 (See Major)	0

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
PSY 200	Child Psychology	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 342	Children'92s Literature	3
EDU 350	Literacy Methods	4
EDU 353	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 355	Teaching Mathematics: Elementary and Middle	3
EDU 372	Integrating Fine Arts Instruction Into the Classroom	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 470	Clinical Practice: Elementary	5-10

Special Education Major

Item #	Title	Credits
SPE 101	Introduction to Special Education	3
SPE 201	Adaptive Technology in the Classroom	3
SPE 220	Learners with Mildly/Moderately Handicapping Conditions	3
SPE 222	Assessment Techniques for Diverse Learners	3
EDU 240	Guidance and Classroom Management	3
SPE 331	Instructional Strategies: Inclusive Practices	3
SPE 333	Legal and Ethical Issues in Special Education	3
SPE 360	Adapted Physical Education	3
SPE 373	Critical Issues I in Special Education	3
SPE 430	Diagnosis and Evaluation of Literacy	3
	SPE 470 or SPE 472	5
SPE 495	Clinical Practice Seminar	2
SPE 496	Research Seminar	3

Supporting Course

Item #	Title	Credits
	MTH 112 or higher	3

EDU 101, EDU 312, EDU 342, EDU 350, EDU 353, EDU 355, EDU 470, SPE 101, SPE 331, PED 360, SPE 373, SPE 430, SPE 470, SPE 472: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	129

Math - Secondary Education, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
MTH 114	College Algebra	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
MTH 115	College Trigonometry	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

MTH 114 and MTH 115 required to start Math Program

Item #	Title	Credits
MTH 170	Discrete Mathematics	3
MTH 201	Calculus I	4
MTH 202	Calculus II	4
MTH 203	Calculus III	4
MTH 242	Statistics	3
MTH 266	College Geometry	3
MTH 342	Mathematical Statistics	3
MTH 350	Abstract Algebra	3
MTH 360	Linear Algebra	3
MTH 450	Differential Equations	3
MTH 495	Mathematics Seminar	1
BIS 143	Application Programming using C++	3
BIS 140	Programming Concepts	3

Secondary Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
SPE 101	Introduction to Special Education	3
PSY 203	Adolescent Psychology	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	126

Middle School Math Endorsement, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning	0

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science (see major)	0
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 355	Teaching Mathematics: Elementary and Middle	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 471	Clinical Practice: Middle	5-10
EDU 495	Clinical Practice Seminar	2
EDU 496	Research Seminar	3
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

Middle Level Math Minor

Item #	Title	Credits
MTH 114	College Algebra	3
MTH 115	College Trigonometry	3
MTH 170	Discrete Mathematics	3
MTH 201	Calculus I	4
MTH 202	Calculus II	4
MTH 242	Statistics	3
MTH 266	College Geometry	3
MTH 162	Mathematics for Teachers	3

EDU 101, EDU 312, EDU 351, EDU 355, EDU 360, EDU 471, ENG 262, SPE 101 : Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	121

Middle School Science Endorsement, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (Biology) must include Lab	0
MTH 115	College Trigonometry	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 353	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 471	Clinical Practice: Middle	5-10
EDU 495	Clinical Practice Seminar	2
EDU 496	Research Seminar	3
PSY 203	Adolescent Psychology	3
SPE 101	Introduction to Special Education	3

Middle Level Natural Science Supporting Field

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 192	Scientific Methods	1
BIO 250	Zoology	3
BIO 251	Zoology Laboratory	1
BIO 266	Botany	3
BIO 267	Botany Laboratory	1
BIO 268	Environmental Biology	3
BIO 269	Environmental Biology Laboratory	1
BIO 392	Scientific Literacy	1
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
PHY 100	Introduction to the Physical Sciences	3
PHY 101	Introduction to the Physical Sciences	1
PHY 160	Physical Geology	4

EDU 101, EDU 312, EDU 351, EDU 353, EDU 360, EDU 471, ENG 262, SPE 101: Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	127

Science Secondary Education Endorsement, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
MTH 114	College Algebra	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science	0
MTH 115	College Trigonometry	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Biology Field

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 250	Zoology	3
BIO 251	Zoology Laboratory	1
BIO 266	Botany	3
BIO 267	Botany Laboratory	1

Chemistry Field

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1

Physics Field

Item #	Title	Credits
PHY 202	College Physics I	3
PHY 203	Physics Laboratory I	1
PHY 204	College Physics II	3
PHY 205	Physics Laboratory II	1
	PHY 395 OR CHM 473 OR BIO 473 (2) with BIO 192 (1) and BIO 392 (1) OR BIO 475 (3) and BIO 192 (1) or BIO 392 (1)	4

Earth Science Field

Item #	Title	Credits
BIO 268	Environmental Biology	3
BIO 269	Environmental Biology Laboratory	1
PHY 160	Physical Geology	4
PHY 164	Introduction to Meteorology	4

Secondary Education Dual Major

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
PSY 203	Adolescent Psychology	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 472	Clinical Practice: Secondary	5-10
EDU 495	Clinical Practice Seminar	2
SPE 101	Introduction to Special Education	3

EDU 101, EDU 312, EDU 351, EDU 360, EDU 472, SPE 101: Courses require field experience. Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	133

Master of Arts In Teaching (MAT)

Degree Type
Masters

CSM Teacher Education Graduate Faculty are committed to a creative academic environment for scholarship, research, teaching and learning that promotes the mission of College of Saint Mary for all students. Teacher education programs educate prospective teachers through professional courses which emphasize the acquisition of knowledge, skills, competencies and professional dispositions. The experiences offered within the educational program enhance and complement the knowledge and values encompassed in the liberal arts component offered at College of Saint Mary. The department provides for individual differences, interests and needs within specific curriculum experiences while providing a broad overall theoretical and philosophical background in education. Professional course work, labs, and field-based experiences (at least 100 hours) provide students with practical knowledge regarding learners, learning processes, and teaching competencies relevant to identified careers. All methods courses provide opportunities for students to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into all content and pedagogy. Intensive reading and graduate-level writing experiences are integrated into all MAT courses.

Students with a bachelor's degree that want to pursue a career in education, can earn a Master's Degree that aligns with the requirements for NE teaching certification in the following grade levels and programs:

K-6 Elementary Education

K-6 Elementary Education + K-6 Special Education

5-9 Middle level or 7-12 Secondary in the following content areas:

- Art (PK-12)
- Biology (7-12)
- Business, Marketing, and Information Technology (6-12)
- Chemistry (7-12)
- English Language Arts (5-9, 7-12)
- Mathematics (5-9, 7-12)
- Social Science (5-9, 7-12)
- Science (5-9, 7-12)
- Spanish World Language (K-12, 7-12)

Field Experience

For all courses with a field experience requirement, an official background check must be secured. The background check must be completed the first term a student is enrolled in a course with a field experience requirement and is valid for fiveyears. Students are encouraged to join the Student Education Association of Nebraska (SEAN). Costs for these two requirements amount to approximately $90 per year.

Clinical Practice (Student Teaching)

Applicants for certification with a **single endorsement complete a sixteen-week clinical practice** in one setting. Those seeking **multiple endorsements complete a ten-week clinical practice in each field** for which they are seeking certification. Clinical practice placements are planned in regard to students' specific needs and certification requirements. Placements are intended to enhance prospective teachers' exposure to various teaching styles, philosophies, and cultural settings. The online application for clinical practice must be submitted no later than September 15 or February 1 during the semester immediately preceding assignments.

Students applying for clinical practice are expected to evidence cumulative scholastic achievement (cumulative GPA of 2.75), appropriate methodological background, up-to date electronic portfolio, proficiency in spoken and written language, and a record of professional dispositions for successful teaching. An official background check must be completed within 90 days of beginning clinical practice. Transportation to clinical practice sites are the responsibility of the student. The Teacher Education Committee reviews applications for consideration of placement. The committee may accept, not accept or defer a candidate's application. Deferred candidates may appeal and request a hearing before the Teacher Education Committee.

Certification

Students who successfully meet state required competencies may qualify for a Nebraska Teaching Certificate. Continuous growth in knowledge, pedagogy and professionalism, as well as satisfactory performance during clinical practice, and completion of Praxis II for each content area as required by Nebraska Rule is in the recommendation for certification. **Completion of the education program does not guarantee certification.**

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rules 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Master of Arts in Teaching Plans of Study

Major Program Core Courses

Item #	Title	Credits
EDU 501	Technology in the Classroom	3
EDU 512	Educational Psychology and Measurement	3
EDU 520	Lifespan Development	3
EDU 527	History, Philosophy and Trends in Education	3
EDU 662	Research Methods	3
SPE 501	Introduction to Special Education	3
SPE 540	Guidance and Classroom Management	3
EDU 575	Human Relations in a Multicultural Society	3
EDU 593	Introduction to the Teaching Profession	1
EDU 594	Transition to Practice	1

Middle/Secondary/PK-12

Courses that are required in addition to the core for the following content area endorsements:

- 6-12 Business Marketing Information Technology
- 7-12 Biology
- 7-12 Chemistry
- 7-12 Secondary English
- 5-9 or 7-12 English Language Arts
- 5-9 or 6-12 Mathematics
- 5-9 or 7-12 Science
- 5-9 or 7-12 Social Science
- PK-12 Art
- K-12 Religious Education

ENG 562: (Middle & English Language Arts Only)

Item #	Title	Credits
ENG 562	Literature for Young Adults	3
EDU 551	Reading in the Content Area	3
EDU 552	Writing in the Content Area	3
EDU 560	Teaching Middle & Secondary Students	3
EDU 571	Middle Level Clinical Practice	3
EDU 595	Clinical Practice Seminar	1-3
EDU 315	Assessment of Learners	2

7-12 Reading & Writing Supplemental Endorsement

Courses that are required in addition to the core + middle/secondary/PK-12 courses:

Item #	Title	Credits
EDU 551	Reading in the Content Area	3
EDU 552	Writing in the Content Area	3
EDU 562	Children's Literature	3
EDU 590	Directed Readings: Reading and Writing	3
EDU 520	Lifespan Development	3
SPE 530	Diagnosis and Remediation in Reading	3

7-12 Special Education

Courses that are required in addition to the core:

Item #	Title	Credits
SPE 520	Learners with Mild/Moderate Handicap Conditions	3
SPE 522	Assessment Techniques for Diverse Learners	3
SPE 533	Special Education Ethics and Law	3
SPE 573	Special Education Practicum: Critical issues in Special Education	3
SPE 531	Instruction Strategies: Inclusion Practicum	3
SPE 530	Diagnosis and Remediation in Reading	3
SPE 575	Critical Issues II in Secondary Alternative Programs	3
EDU 595	Clinical Practice Seminar	1-3
EDU 315	Assessment of Learners	2
SPE 572	Clinical Practice	3

Elementary Education K-6

Courses that are required in addition to the core:

Item #	Title	Credits
EDU 550	Teaching Reading & Language Arts	4
EDU 553	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 555	Teaching Mathematics: Elementary and Middle	3
PED 560	Adaptive Physical Education	3
EDU 576	Integrating Fine Arts Instruction into the Classroom	3
EDU 562	Children's Literature	3
SPE 530	Diagnosis and Remediation in Reading	3
EDU 595	Clinical Practice Seminar	1-3
EDU 315	Assessment of Learners	2
EDU 570	Elementary Clinical Practice	3

Elementary and Special Education K-6

Courses that are required in addition to the core:

Item #	Title	Credits
EDU 550	Teaching Reading & Language Arts	4
EDU 553	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 555	Teaching Mathematics: Elementary and Middle	3
EDU 562	Children's Literature	3
EDU 576	Integrating Fine Arts Instruction into the Classroom	3
EDU 560	Teaching Middle & Secondary Students	3
SPE 530	Diagnosis and Remediation in Reading	3
SPE 520	Learners with Mild/Moderate Handicap Conditions	3
SPE 522	Assessment Techniques for Diverse Learners	3
SPE 533	Special Education Ethics and Law	3
SPE 573	Special Education Practicum: Critical issues in Special Education	3
SPE 531	Instruction Strategies: Inclusion Practicum	3
	SPE 570 or SPE 571	3
	Total Credits	154-157

7-12 Reading and Writing Supplemental Endorsement

Degree Type

Supplemental Endorsement

- Must have or be capable of attaining Nebraska Teacher Certification

- Meets requirements of 92 NAC 24 (Title 92, Nebraska Administrative Code Rule 24)

Item #	Title	Credits
EDU 351	Literacy Methods for Secondary Schools	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 320	Linguistics for Teachers	3
SPE 430	Diagnosis and Evaluation of Literacy	3
EDU 490	Directed Readings: Reading and Writing	3
ENG 212	Creative Writing: Fiction I	3

Field Experience/Recommended Sequence

EDU 351 40 hrs. Fall – sophomore year
ENG 262 20 hrs. Fall – sophomore year
ENG 320 None Spring – sophomore year
SPE 430 32 hrs. Fall – after EDU 351
EDU 490 None Summer - online
ENG 212 None

EDU 351, ENG 262, ENG 320, SPE 430, EDU 490, ENG 212: **Course requires field experience.**

	Total Credits	18

PK-6 Reading and Writing Supplemental Endorsement

Degree Type
Supplemental Endorsement

- Must have or be capable of attaining Nebraska Teacher Certification in Early Childhood Inclusive or Elementary Education

- Meets requirements of 92 NAC 24 (Title 92, Nebraska Administrative Code Rule 24)

Item #	Title	Credits
EDU 342	Children'92s Literature	3
ECE 232	Language and Literacy Development in Early Childhood	2
ENG 212	Creative Writing: Fiction I	3
EDU 320	Linguistics for Teachers	3
EDU 350	Literacy Methods	4
EDU 490	Directed Readings: Reading and Writing	3
SPE 430	Diagnosis and Evaluation of Literacy	3

Field Experience/Recommended Sequence

EDU 342 20 hrs. Fall – sophomore year
ECE 232 10 hrs. Spring – sophmore or junior year
ENG 212 None
ENG 320 None Spring – sophomore year
EDU 350 40 hrs. Fall – junior year
EDU 490 None Summer - online
SPE 430 40 hrs. Spring – junior (prior to clinical)

EDU 342, ECE 232, EDU 350, SPE 430: **Course requires field experience.**

	Total Credits	21

Educational Leadership

Doctor of Education, ED.D.

Degree Type
Doctorate

The Ed.D. Program at the College of Saint Mary fosters academic excellence and leadership in a high quality educational environment. This degree will qualify a student to teach and lead in higher education, the health professions or in a business/corporation. Students can seek positions such as curriculum/program director, department chair, professional development director, or training/development in a business or corporate setting. The Ed.D. program emphasizes educational theories and concepts, leadership, research, and scholarly work to prepare leaders in their educational arena.

Program Description:

Curricular Overview of the Doctor of Education Program

Master's Degree

(36 hours maximum); eligibility for transfer of master's credits will be determined by the Program Director.

Cognates

(7 hours minimum)

Item #	Title	Credits
EDL 823	Leadership in Educational Organizations	3
EDL 879	Educational Leadership Practicum	3
EDL 824	Ethics in Educational Leadership	1

Research Tools

(16 hours)

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

Item #	Title	Credits
EDL 842	Advanced Statistics	3
EDL 866	Qualitative Research	3
EDL 864	Quantitative Research Methods	3
EDL 959	Research Proposal I: Generating a Research Proposal	3
EDL 969	Research Proposal II: Data Collection and Analysis	3

Major Study

(18 hours minimum)

Item #	Title	Credits
EDL 811	Doctoral Seminar I: Introduction to Doctoral Education	2
EDL 812	Doctoral Seminar II: Critical and Analytical Thinking Skills for Educational Leaders	1
EDL 813	Doctoral Seminar III: Pathway to Educational Leadership	1
EDL 845	Teaching and Learning Theories	2
EDL 821	Curriculum, Assessment, and Quality Improvement	3
EDL 855	Teaching and Learning Concepts	3
EDL 856	Adult Learning Theory	3
EDL 869	Dissertation Readings	4

Dissertation

(10 hours minimum)

Item #	Title	Credits
	Dissertation (10 hours minimum)	10

Graduation Requirements

A minimum of 87 credits is needed to complete the degree.
Comprehensive Examination- When the coursework has been substantially finished and before the research proposal classes, a comprehensive evaluation must be passed. The Doctoral Committee will supervise this requirement.

Dissertation - The dissertation is a major research project under the direction of a committee of graduate faculty. The expectation for a dissertation is to further develop an interest derived from the cognates or major studies. Students will be expected to defend the dissertation orally.

3-Year Online Program

Session I: First Eight Weeks of semester Break (1 Week)
Session II: Second Eight Weeks of semester

Fall I **4 Credits**	**Spring I** **7 Credits**	**Summer I** **7 Credits**
Session I: EDL 811 Doctoral Seminar I (2) EDL 845 Teaching and Learning Theories (2)	**Session I:** EDL 812 Doctoral Seminar II (1) EDL 856 Adult Learning Theories (3)	EDL 824 Ethics in Educational Leadership (1) EDL 864 Quantitative Research (3) EDL 837 Technology Leadership (3) OR EDL 855 Teaching and Learning Concepts (3)
Session II: EDL 821 Curriculum, Assessment, and Quality Improvement (3)	**Session II:** EDL 866 Qualitative Research (3)	
Fall II: **7 Credits**	**Spring II** **6 Credits**	**Summer II** **4 Credits**
Session I: EDL 813 Doctoral Seminar III (1) EDL 842 Advanced Statistics (3)	**Session I:** EDL 879 Educational Leadership Practicum (3)	EDL 959 Research Proposal I: Generating a Research Proposal (4)
Session II: EDL 823 Leadership in Educational Organizations (3)	**Session I and Session II:** EDL 869 Dissertation Readings (3) ***Comprehensive Examination***	
Fall III **3 Credits**	**Spring III** **5 Credits**	**Summer III** **5 Credits**
EDL 969 Research Proposal II: Data Gathering/Analysis (3) ***Research Proposal Approval and IRB Approval***	EDL 999 Dissertation (5)	EDL 999 Dissertation (5) ***Dissertation Submitted Oral Defense***

All courses are 3 credit hours unless indicated.
All courses are 8 weeks except for EDL 824, EDL 869, EDL 959, and EDL 999.
EDL 999 – Students will require a total of 10 credits to graduate.

5-Year Online Program

Session I: First Eight Weeks of semester Break (1 Week)
Session II: Second Eight Weeks of semester

Fall I
4 Credits
Session I:

EDL 811 Doctoral Seminar I (2)
EDL 845 Teaching and Learning Theories (2)

Fall II
3 Credits
Session II:
EDL 821 Curriculum, Assessment, and Quality Improvement (3)

Fall III
4 Credits
Session I:
EDL 813 Doctoral Seminar III (1)

Session II:
EDL 823 Leadership in Educational Organizations (3)

Fall IV
4 Credits

Session I:
EDL 842 Advanced Statistics (3)

Fall V
3 Credits
Session I and Session II:
EDL 969 Research Proposal II: Data Gathering/ Analysis (3)

Research Proposal Approval and IRB Approval

Spring I
4 Credits
Session I:

EDL 812 Doctoral Seminar II (1)
EDL 856 Adult Learning Theories (3)

Spring II
3 Credits

Session II:
EDL 866 Qualitative Research (3)

Spring III
3 Credits

Session I:

EDL 879 Educational Leadership Practicum (3)

Spring IV
3 Credits
Session I and Session II:
EDL 869 Dissertation Readings (3)

Comprehensive Examination

Spring V
5 Credits

EDL 999 Dissertation (5)

Summer I
3 Credits

EDL 837 Technology Leadership (3)
OR
EDL 855 Teaching and Learning Concepts (3)

Summer II
3 Credits

EDL 864 Quantitative Research (3)

Summer III
1 Credit

EDL 824 Ethics in Educational Leadership (1)

Summer IV
4 Credit

EDL 959 Research Proposal I: Generating a Research Proposal (4)

Summer V
5 Credits

EDL 999 Dissertation (5)

Dissertation Submitted Oral Defense

All courses are 3 credit hours unless indicated.
All courses are 8 weeks except for EDL 824, EDL 869 and EDL 999.
EDL 999 – Students will require a total of 10 credits to graduate.

Total Credits	87

English

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 **two areas of concentration:**

- Writing and Literature: a traditional English major, preparation for graduate or professional 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 - Writing and English Literature, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	0

Item #	Title	Credits
	ENG 101	0
	ENG 210 or ENG 212	3
ENG 362/462	Student Literary Magazine Editing	3
	ENG British Literature	3
	ENG American Literature	3
	ENG American Literature	3
	ENG World Literature	3
	ENG Electives	12
ENG 495	Coordinating Seminar	3

Minor or Supporting Field

Choice of minor or supporting field.

Electives

Elective credit or second major.

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.

	Total Credits	123

Creative Writing Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
ENG 210	Creative Writing: Literary Non-Fiction I	3
ENG 310	Creative Writing: Literary Non-Fiction II	3
ENG 212	Creative Writing: Fiction I	3
ENG 312	Creative Writing: Fiction II	3
ENG 362/462	Student Literary Magazine Editing	3
	3 credits of elective	3
	Total Credits	18

English Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
	18 hours of English electives	18
	Total Credits	18

Fine Arts

Fine Arts Minor

Degree Type
Minor

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.*

Minor Requirements

Item #	Title	Credits
ART 200	Introduction to Art	3
MUS 206	Music of Western Civilization	3
THR 101	The Art of the Theatre	3
	Choice of 9 hours of any other art, music or theatre courses	9
	Total Credits	18

General Studies

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.

General Studies, A.A.

Degree Type
Associate of Arts

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).

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Required Electives

17 hours from following:

Item #	Title	Credits
ACC 161	Principles of Accounting I	3
ACC 162	Principles of Accounting II	3
BIO 100	Survey Biology	3
BUS 101	Introduction to Business	3
BUS 328	Management & Leadership	3
CHM 100	Fundamentals of Chemistry	3
CHM 100L	Fundamentals of Chemistry Lab	1
	BIS 140 or BIS 143	3-6
EDU 101	Introduction to Education	3
LAW 101	Introduction to Paralegal Studies	3
LAW 110	The Legal Environment	3
MTH 114	College Algebra	3
MTH 115	College Trigonometry	3
PSY 200	Child Psychology	3
PSY 203	Adolescent Psychology	3
PSY 235	Social Psychology	3
SOC 231	Social Problems	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.

	Total Credits	64

Bachelor of General Studies

Degree Type
Bachelor of General Studies

Students may choose a 24 credit hour Area of Focus in a specific program. Up to six hours of this area can be obtained by portfolio. At least 12 hours must be taken at College of Saint Mary. Hours included in the associate's degree or 64-semester hour requirement cannot be applied to the Area of Focus. If an Area of Focus is selected, the seminar course offered in the focus area may be substituted for the BGS seminar requirement. Only the following programs are appropriate for fulfilling the Area of Focus component.

Art: One Art History (3 hours), ART 211, 213, 215, plus 12 additional hours selected from among the following ART courses: 217, 223, 225, 227, 250, and 233.
History: Any 24 hours of HPS are acceptable; however, the following courses are recommended: HPS 110, 131, 132, 251, 349, 375, 376.
Music: Choose 24 hours from the following: MUS 118, 119, 204, 206, 208, 346, 347, 348, six credits in applied music, six credits in chorus.
Philosophy: PHL 105, 200, 206, 320, 310, plus six additional hours of Philosophy.
Communication: Any 24 credit hours in COM courses.
Business: Any 24 credit hours in BUS courses.
English: English Minor plus six additional credit hours in ENG courses.
Social Sciences: Choose 24 hours from the following: SOC 101, 231, 242, PSY 101, 220; ECO 131; HPS 132, 160.

General Education

Item #	Title	Credits
ENG 101	Composition	3
	COM 101 or COM 212	3
	English (any except for ENG 495)	3
	Fine Arts	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	Theology (any class)	6
	Global & Cultural Diversity	3
HUM 495	Coordinating Seminar	3

Major Program Courses

Item #	Title	Credits
	Component I	64
	Component II	16

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.

	Total Credits	120

Bachelor of General Studies for Pre-PAS Status

Degree Type
Bachelor of General Studies

General Education

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above)	3

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (BIO 110/111)	4
MTH 242	Statistics	3
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	PHL 350 or Transfer	3

Component I/Pre-PAS Science Requirements

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
	General Cellular Biology/General Cellular Biology Lab (General Education)	0
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
BIO 340	Biochemistry	4
BIO 341	Biochemistry Laboratory	1
BIO 366	Pathophysiology	3

Component II (other courses)

Item #	Title	Credits
PSY 220	Lifespan Development	3
PSY 410	Abnormal Psychology	3
HUM 495	Coordinating Seminar	3
	Other courses or minor	21

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.

	Total Credits	120

History and Political Science

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

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
	18 hours of HPS courses	18
	Total Credits	18

Humanities

Students wishing to major in the general area of humanities may receive a bachelor's degree in this area. The Bachelor of Arts in Humanities includes an interdisciplinary major and minor and supporting courses that cover seven academic areas in the humanities. These are Communication (COM); English (ENG); History and Political Science (HPS); Philosophy (PHL); Theology (THL); Visual Art (ART); and Performing Art (MUS and THR). Also required is an interdisciplinary project designed to integrate knowledge and insights from two or more humanities areas (HUM 495).

A graduate in humanities can bring to a variety of professions a broad background in the liberal arts; an awareness of a person as an intellectual, emotional, physical, ethical, and aesthetic whole; and an understanding of, and sensitivity to, the human condition. These are qualities essential in interpersonal relationships in all professions.

Humanities, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Courses

Arts, Music, English, History, Theology, Philosophy, Communications

Item #	Title	Credits
	1st Emphasis MAJOR (choose 1 of above)	15
	1st Emphasis MAJOR (choose 1 of above)	15
	2nd Emphasis MINOR (choose 1 of above)	9
	2nd Emphasis MINOR (choose 1 of above)	9

Supporting Courses

Item #	Title	Credits
	Choose 1 course in each remaining area	9
HUM 495	Coordinating Seminar	3

Electives

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.

	Total Credits	120

Humanities Minor

Degree Type
Minor

Minor Requirements

See Bachelor of Arts in Humanities

Item #	Title	Credits
	18 hours with 9 from each of two additional humanities disciplines	18
	Total Credits	18

Kinesiology & Exercise Science

Kinesiology and exercise science is the study of human movement through an analysis of body mechanics. Coursework includes topics such as anatomy, biomechanics, exercise physiology, fitness for population groups, and issues in rehabilitation.

Kinesiology & Exercise Science (KESOTD), B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning	0

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science	0
	Math	0
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
PSY 220	Lifespan Development	3

Major Program Courses

Item #	Title	Credits
KES 143	Health & Wellness for Women	3
KES 200	Foundations of Kinesiology	2
KES 260	Prevention & Care of Athletic Injuries	3
KES 350	Exercise Physiology	3
KES 353	Structural Kinesiology	3
KES 400	Exercise Testing & Prescription	3
KES 401	Research Methods	3
KES 450	Theories of Strength & Conditioning	3
KES 454	Biomechanics	3
KES 490	Senior Seminar	3
KES 492	Advanced Sport Nutrition	3
KES 495	Special Project/Senior Research	3
KES 498	Internship	3-6

Supporting Courses

Item #	Title	Credits
BIO 200	Anatomy and Physiology I	3
BIO 201	Anatomy and Physiology I Lab	1
BIO 202	Anatomy and Physiology II	3
BIO 203	Anatomy and Physiology II Lab	1
CHM 100	Fundamentals of Chemistry	3
CHM 100L	Fundamentals of Chemistry Lab	1
MTH 112	Intermediate Algebra	3
MTH 242	Statistics	3
PSY 410	Abnormal Psychology	3
MDI 130	Medical Terminology	3

Minor

Electives

Elective credit or second major or minor.

***Transfer students may substitute general chemistry and lab for the CHM 100/CHM 100L requirement.**

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.

	Total Credits	120

Kinesiology & Exercise Science, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning	0

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science	0
	Math	0
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
KES 143	Health & Wellness for Women	3
KES 200	Foundations of Kinesiology	2
KES 260	Prevention & Care of Athletic Injuries	3
KES 350	Exercise Physiology	3
KES 353	Structural Kinesiology	3
KES 400	Exercise Testing & Prescription	3
KES 401	Research Methods	3
KES 450	Theories of Strength & Conditioning	3
KES 454	Biomechanics	3
KES 490	Senior Seminar	3
KES 492	Advanced Sport Nutrition	3
KES 495	Special Project/Senior Research	3
KES 498	Internship	3-6

Supporting Courses

Item #	Title	Credits
BIO 200	Anatomy and Physiology I	3
BIO 201	Anatomy and Physiology I Lab	1
BIO 202	Anatomy and Physiology II	3
BIO 203	Anatomy and Physiology II Lab	1
CHM 100	Fundamentals of Chemistry	3
CHM 100L	Fundamentals of Chemistry Lab	1
MTH 112	Intermediate Algebra	3
MTH 242	Statistics	3

Minor

Electives

***Transfer students may substitute general chemistry and lab for the CHM 100/CHM 100L requirement.**

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.

	Total Credits	120

Master of Science in Kinesiology & Exercise Science (MKES)

Degree Type
Masters

The Master of Science in Kinesiology & Exercise Science is committed to be a leader in preparing students to critically analyze issues and problems related to exercise science, strength and conditioning and physical education. In addition, we ensure that our students are proficient in the outcome areas of practical and theoretical competence, communication, personal and professional decision making, ethical and legal practices, professional development, and self-enhancement.

The MS degree in Kinesiology & Exercise Science offers two types of concentrations:
• Research based thesis
• Graduate level internship

Program Requirements:

• 30 credit hours (non-thesis) or 30-33 credit hours (thesis)
• Required Courses for all MS students include KES 501,KES 590, KES 600, KES 622, KES 650, KES 652, and KES 654.

1. Thesis Option:

Master's candidate in this track must complete a scholarly thesis. The project is overseen by a Thesis Advisor and Committee. Thesis students can take up to six credit hours of thesis.

2. Project/Internship Option:

Master's candidate in this track must complete 30 credit hours of KES related coursework along with the required core courses listed under the Program Requirements.

Kinesiology & Exercise Science (Non-Thesis)

Total Number of Hours Required for Degree: 30

Course ID	Course Title	Credit Hours	Fall	Spring	Summer
KES 501	Graduate Research Methods	3	X		
KES 600	Exercise Testing & Prescription	3		X	
KES 650	Theories of Strength & Conditioning	3	X		
KES 590	Seminar	3		X	
KES 622	Sport Nutrition	3			X
KES 654	Adv. Biomechanics	3		X	
KES 652	Motor Behavior	3		X	
KES 798	Service Project	3		X	X
KES 797	Graduate Internship	3	X	X	X
KES	Free Elective	3	X	X	X

Kinesiology & Exercise Science (Thesis)

Total Number of Hours Required for Degree: 30-33

Course ID	Course Title	Credit Hours	Fall	Spring	Summer
KES 501	Graduate Research Methods	3	X		
KES 650	Theories of Strength & Conditioning	3	X		
KES 600	Exercise Testing & Prescription	3	X		
KES 650	Theories of Strength & Conditioning	3	X		
KES 590	Seminar	3	X		
KES 652	Motor Behavior	3		X	
KES 622	Sport Nutrition	3			X
KES 595	Practicum	3	X	X	X
KES 798	Service Project	3		X	X
KES 799	Thesis	3-6	X	X	X

Major Program Courses

Item #	Title	Credits
KES 501	Research Methods	3
KES 590	Seminar	3
KES 600	Exercise Testing and Prescription	3
KES 622	Sport Nutrition	3
KES 650	Theories of Strength & Conditioning	3
KES 652	Motor Behavior	3
KES 654	Advanced Biomechanics	3
KES 798	Professional Service Project	3
KES 797	Graduate Internship	3
KES 798	Professional Service Project	3
KES 799	Thesis	3-6
	Total Credits	30-33

Legal Studies

The goals of the Legal Studies program are:

- Paralegal majors will demonstrate an understanding of the substantive and procedural areas of law.
- Paralegal majors will demonstrate an understanding of the paralegal profession and its ethical dimensions.
- Paralegal majors will demonstrate effective legal research and writing skills.
- Paralegal majors will become proficient in the use of technology used in the legal workplace.
- The CSM Paralegal Program will be recognized as a center of excellence for paralegal education.

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. 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 paralegal generally works as part of a legal team in a law office, in government, or in a corporate, nonprofit 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. Paralegals may not provide legal services directly to the public, except as permitted by 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 number of law school transfer credits accepted for the 3+3 program will be evaluated based on the first-year curriculum of the particular school. The University only accepts transfer credits in law courses from American Bar Association approved schools.

CLEP and challenge examinations will not be given for paralegal courses.

College of Saint Mary offers three ABA approved degree program options as routes to a career in the paralegal field: a Bachelor's degree, an Associate's degree, and a Post-Baccalaureate Certificate for individuals who hold a Bachelor's degree in another field and want to earn a Certificate in Paralegal Studies.

Legal 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. At least 9 credits of legal specialty courses required for the major or Certificate must be completed via synchronous instruction.

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.

College of Saint Mary also offers qualified students the opportunity to participate in an ABA approved 3+3 degree program option which enables them to earn both a Bachelor and Juris Doctor degree in six years instead of the typical seven years. Students who wish to participate in this program and apply for early admission to law school must inform the Program Director no later than the end of their first semester at College of Saint Mary. Transfer students are eligible to apply for the 3+3 program if they have completed no more than 12 credits prior to enrolling at College of Saint Mary.

Students who wish to apply for early admission to law school (after completion of their junior year) must take the Law School Admission Test (LSAT) and meet the admission qualifications of the law school they want to attend. The College of Saint Mary has an agreement with Creighton University School of Law for early admission of CSM Legal Studies majors.

Early admission options are also available at other ABA approved law schools. Contact the Program Director for more information.

Paralegal Studies, A.A.

Degree Type
Associate of Arts

Level I

Item #	Title	Credits
ENG 101	Composition	3
	FYS First Year Seminar (any #)	1
COM 101	Oral Communication Skills	3

Level II

Item #	Title	Credits
	PHL 105	0
PHL 200	Moral Reasoning	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Global & Cultural Diversity	3
	Theology (3 credits)	3
SOC 101	Introduction to Sociology	3

Major Program Courses

Item #	Title	Credits
LAW 101	Introduction to Paralegal Studies	3
LAW 110	The Legal Environment	3
LAW 200	Legal Research and Writing I	3
LAW 210	Legal Research and Writing II	3
LAW 220	Law Office Administration and Technology	3
LAW 230	Litigation I	3
LAW 231	Litigation II	3
	Any 1 of the following	3
	Any 2 of the following	2

Supporting Courses

Item #	Title	Credits
ACC 161	Principles of Accounting I	3
COM 210	Interpersonal Communication	3
HSV 231	Interviewing Skills	3
BIS 220	Advanced Business Applications	3
PHL 105	Principles of Reasoning	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.

	Total Credits	64

Paralegal Studies, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	PHL 105	0

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
PSY 235	Social Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any course)	0
SOC 101	Introduction to Sociology	3

Major Program Courses

LAW 470: May be substituted for LAW 490.

Item #	Title	Credits
LAW 101	Introduction to Paralegal Studies	3
LAW 110	The Legal Environment	3
LAW 200	Legal Research and Writing I	3
LAW 210	Legal Research and Writing II	3
LAW 220	Law Office Administration and Technology	3
LAW 230	Litigation I	3
LAW 231	Litigation II	3
LAW 300	Torts	3
LAW 310	Advanced Business Law	3
LAW 320	Estates, Trusts, Tax Law, Probates	3
LAW 330	Real Estate Law	3
LAW 340	Contracts	3
LAW 350	Family Law	3
LAW 490	Coordinating Seminar	3
	Law Elective (Optional)	
LAW 470	Paralegal Internship	3
	Any 2 of the following	2

Supporting Courses

Item #	Title	Credits
ACC 161	Principles of Accounting I	3
BIS 220	Advanced Business Applications	3
COM 210	Interpersonal Communication	3
HSV 231	Interviewing Skills	3
PHL 105	Principles of Reasoning	3
PHL 335	Business Ethics	3

Minor

Choose any minor or supporting field in catalog.

Electives

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.

	Total Credits	128

Paralegal Studies, B.A. (3+3 Program)

Degree Type
Bachelor of Arts

Bachelor of Arts degree is conferred following the completion of first year of Law School.

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	PHL 105	0

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
PSY 235	Social Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any course)	0
SOC 101	Introduction to Sociology	3

Major Program Courses

Item #	Title	Credits
LAW 101	Introduction to Paralegal Studies	3
LAW 110	The Legal Environment	3
LAW 200	Legal Research and Writing I	3
LAW 210	Legal Research and Writing II	3
LAW 220	Law Office Administration and Technology	3
LAW 230	Litigation I	3
LAW 231	Litigation II	3
LAW 300	Torts	3
LAW 310	Advanced Business Law	3
LAW 320	Estates, Trusts, Tax Law, Probates	3
LAW 330	Real Estate Law	3
LAW 340	Contracts	3
LAW 350	Family Law	3

Supporting Courses

Item #	Title	Credits
ACC 161	Principles of Accounting I	3
COM 210	Interpersonal Communication	3
PHL 105	Principles of Reasoning	3

Electives

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.

Law School Courses

	Total Credits	128

Paralegal Studies Post Baccalaureate Certificate

Degree Type
Post Baccalaureate Certificate

(Must hold a bachelor degree in another field)

College of Saint Mary's Paralegal Studies Program offers a Certificate for students who already hold a Bachelor's degree in another field. The Program Director is an attorney and all law classes are taught by attorneys.

Core Curriculum Supporting Courses

Any one of the following:

Item #	Title	Credits
BIS 220	Advanced Business Applications	3
HSV 231	Interviewing Skills	3
ACC 161	Principles of Accounting I	3

Major Program Courses

Item #	Title	Credits
LAW 101	Introduction to Paralegal Studies	3
LAW 200	Legal Research and Writing I	3
LAW 210	Legal Research and Writing II	3
LAW 220	Law Office Administration and Technology	3
LAW 230	Litigation I	3
LAW 231	Litigation II	3
LAW 300	Torts	3
	Any 1 of the following	3
	Any 2 of the following	2

A person pursuing a Certificate in Paralegal Studies who already holds a Bachelor Degree, 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.

	Total Credits	29

Mathematics

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.

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.

Math, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	0
	Quantitative Reasoning	0

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math	0
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
MTH 170	Discrete Mathematics	3
MTH 201	Calculus I	4
MTH 202	Calculus II	4
MTH 203	Calculus III	4
MTH 242	Statistics	3
MTH 266	College Geometry	3
MTH 342	Mathematical Statistics	3
MTH 350	Abstract Algebra	3
MTH 360	Linear Algebra	3
MTH 450	Differential Equations	3
MTH 495	Mathematics Seminar	1
BIS 143	Application Programming using C++	3

Supporting Courses

Item #	Title	Credits
COM 212	Communication for Professionals	3
BIS 140	Programming Concepts	3

Electives

Minor

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.

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.

	Total Credits	120

Math Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
MTH 201	Calculus I	4
MTH 202	Calculus II	4
	12 additional credit hours in MTH	12
	Total Credits	20

Medical Interpreting

The Department of World Languages grants credits to students who complete the required courses for a Certificate in Interpretation. This program provides professional training to bilingual speakers (Spanish or any other language) who seek instruction in interpretation techniques, situation specific terminology, and ethics of the industry.

Medical Interpreting Certificate

Degree Type
Certificate

Medical Interpreting: This certificate program is designed as a series of interconnected modules that teach bilingual speakers (Spanish or any other language) different aspects of the Medical Interpreting profession. All courses are taught in English and are non-language specific. Students who complete the program will be either prepared to take the certification exam of the National Board of Certification for Medical Interpreters or at least have taken the minimum of 40 contact hours of training included among the requisites for taking that exam of certification.

Certificate Courses

Item #	Title	Credits
MDI 100	Foundations of Interpreting	3
MDI 110	Medical Interpreting I: Musculoskeletal, Cardio, and Digest. Sys.	3
MDI 120	Medical Interpreting II: Reproductive and Respiratory Systems	3
MDI 130	Medical Terminology	3
	Total Credits	12

Medical Laboratory Science

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.

Medical Laboratory Science, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning	0

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science	0
	Math	0
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Item #	Title	Credits
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
	BIO 340/341 (optional)	0
BIO 390	Molecular Biology	3
BIO 391	Molecular Biology Lab	1
BIO 192	Scientific Methods	1
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1

Supporting Courses

Item #	Title	Credits
BIO 464	Immunology/Hematology	3
MTH 114	College Algebra	3
MTH 115	College Trigonometry	3
MTH 242	Statistics	3

Professional Year of Study

A biology degree can be granted by taking the following courses if the student decides to not pursue the professional year to complete the MLS: BIO 250/BIO 251, BIO 266/BIO 267, BIO 475, BIO 392, PHY 202/PHY 203, PHY 204/PHY 205, 6-9 credits of BIO electives.

Admission requirements: To begin the Medical Laboratory Science program students must meet the prerequisites for MTH 114, ENG 101, BIO 110, and CHM 110 by placement or past coursework.

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.

	Total Credits	132

Music

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 COURSES TAKEN FOR NON-CREDIT

Select music courses, to be determined by Fine Arts Director, may be taken as non-credit, instead of as a graded course. The following process should be followed: Contact the Fine Arts Director for permission, who will then notify the Registrar's Office to register the student for non-credit. The Registrar Office enters the course on the student's schedule with zero credits and a grade of NC. A course may be changed to no credit any time during the semester by a written request to the Registrar's Office. 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.

Music Minor

Degree Type
Minor

Minor Requirements

A minimum of 18 hours.

Item #	Title	Credits
	MUS 118, MUS 348 or MUS 347	3
	3 semesters of MUS 247	3
	3 semesters of applied music study	9
	3 credits of music or fine arts elective	3
	Total Credits	18

Nursing

Nursing education at College of Saint Mary began in 1969 and has had various degree types. The Practical Nursing certificate program (PNC) began in 2004. The PNC program is approved by the Nebraska Board of Nursing. In 2014, the traditional/pre-licensure Bachelor of Science (BSN) program began and in 2023 the LPN-to-BSN program option was added. The BSN program is approved by the Nebraska Board of Nursing. The BSN program at College of Saint Mary located in Omaha, NE is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the BSN program is continued accreditation. View the public information disclosed by the ACEN regarding this program at: http://www.acenursing.com/accreditedprograms/programsearch.htm.

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.

Bachelor of Science in Nursing

Degree Type
Bachelor of Science in Nursing

Students complete a curriculum that includes a combination of nursing, general education, and supporting courses. Laboratory and clinical practice, which is a part of the curriculum, begins in the first semester and extends throughout the program. A variety of health care agencies in the community are used for clinical experience. Clinical practice courses require a 3:1 ratio of contact hours per credit hour earned. Transportation to the clinical facilities is the responsibility of the student.

The BSN program is designed as a day program and is to be completed through full-time study over 3 years.

All BSN graduates are required to complete a minimum of 128 hours, at least 36 of which must be completed at College of Saint Mary. Graduates of the BSN program are eligible to take the National Council of State Board of Nursing (NCLEX-RN) examination for registered nurses.

BSN Program Outcomes

Upon completion of the BSN program, the student will:

1. Demonstrate critical thinking and clinical judgment while delivering culturally congruent, client-centered care.
2. Utilize evidence-based practices to ensure safety when working with clients across diverse healthcare and community-based settings.
3. Demonstrate effective communication and collaboration across diverse healthcare systems, promoting a culture of open dialogue, shared decision-making, and collaborative problem-solving.
4. Incorporate evidence-based practices (EBP) in the delivery of healthcare across the lifespan.
5. Understand the fundamental elements of the quality improvement process and its role in achieving positive healthcare outcomes.
6. Utilize information and technology to support informed decision-making in an ever-changing healthcare arena.
7. Exhibit leadership and professional behaviors by upholding the ANA Nursing Code of Ethics and fostering a culture of accountability, respect, integrity, and continuous professional development.

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

Requirements for Laboratory/Clinical/Preceptorship Courses

To participate in laboratory/clinical courses, the student must have the following on file:

- the American Heart Association (AHA) Basic Life Support (BLS) CPR certificate,
- Clinical Agency Requirements and Health Clearance Items including background checks, drug screen, fit-for-work physical, and immunization records, and
- be able to meet Core Performance Standards (See Policy 1.2: Core Performance Standards; and Policy 1.3: Nursing Program Requirements).

Any expense incurred in connection with these requirements is the responsibility of the student.

The nursing program reserves the right of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Progression in the Program

In order to progress from one semester to the next, the student must complete the program of study in the prescribed sequence. A student who fails a nursing course will be required to repeat that course before progression to the next level of the nursing curriculum. This may delay the anticipated graduation date. The student must maintain an overall cumulative grade point average of 2.0, earn a minimum grade of C in all natural and biological science courses, math, general psychology, moral reasoning, English, and earn a C or better in each nursing course. A grade below C or an unsatisfactory (UN) in a nursing course is considered failing. When a student is not

successful in one component of the nursing course, both components are repeated. Any student who unsuccessfully completes (withdraws and/or earns less than a 'C') the same or any combination of two (2) math, program-required science, and/or nursing courses will be reviewed by the Nursing Student Committee and may be dismissed from the program. The student must comply with the nursing program policies and the ethical standards of the nursing profession.

The nursing program reserves the right of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Graduation

The Bachelor of Science in Nursing degree is granted by College of Saint Mary to those candidates who have been recommended by the faculty of the nursing program and have completed the following requirements:

1. A minimum of 128 hours as prescribed in the curriculum.
2. A minimum of 36 of the last 45 hours at College of Saint Mary.

The nursing program reserves the right to change the curriculum as deemed necessary for the continuation of high quality education.

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
MTH 242	Statistics	3

Level II

MTH 112 is prerequisite/ concurrent for CHM 100 & MTH 242

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (see major)	0
	Fine Arts	3
	CHM 100, 100L and (101)	4
	Natural Science/Math	0
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
SOC 101	Introduction to Sociology	3
MTH 112	Intermediate Algebra	3

Major Program Courses

Item #	Title	Credits
NUR 100	Introduction to Nursing - Theory	2
NUR 101	Fundamentals of Nursing — Theory/Clinical	9
NUR 102	Pharmacology — Fundamentals of Nursing	1
NUR 103	Health Assessment	3
NUR 200	Psychiatric-Mental Health Nursing	4
NUR 201	Population-Based Community Health Nursing	4
NUR 202	Psych/Public Health Pharmacology	1
NUR 203	Maternal Newborn Nursing	4
NUR 204	Pediatric Nursing	4
NUR 205	Maternal/Pediatric Pharmacology	1
NUR 206	Cultural & Spiritual Care Nursing	3
NUR 207	Introduction to Nursing Research/EBP	3
NUR 300	Acute Medical/Surgical Nursing	8
NUR 301	Acute Medical/Surgical Pharmacology	2
NUR 303	Multisystem Medical/Surgical Nursing	8
NUR 304	Multisystem Medical/Surgical Pharmacology	2
NUR 305	Transition to Professional Nursing Practice	2
NUR 306	Nursing Leadership and Management	2
NUR 307	Professional Nursing Preceptorship	6

Supporting Courses

Item #	Title	Credits
BIO 200	Anatomy and Physiology I	3
BIO 201	Anatomy and Physiology I Lab	1
BIO 202	Anatomy and Physiology II	3
BIO 203	Anatomy and Physiology II Lab	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 366	Pathophysiology	3

Elective

Supporting Field/Minor

Natural Sciences met with supporting courses and Chemistry

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.

	Total Credits	128

Bachelor of Science in Nursing (LPN-to-BSN)

Degree Type

Bachelor of Science in Nursing

Students complete a curriculum that includes a combination of nursing, general education, and supporting courses. Laboratory and clinical practice, which is a part of the curriculum, begins in the first semester and extends throughout the program. A variety of health care agencies in the community are used for clinical experience. Clinical practice courses require a 3:1 ratio of contact hours per credit hour earned. Transportation to the clinical facilities is the responsibility of the student.

The LPN-to-BSN program is designed as a day program and is to be completed through full-time study over 2 years.

All BSN graduates are required to complete a minimum of 128 hours, at least 36 of which must be completed at College of Saint Mary. Graduates of the BSN program are eligible to take the National Council of State Board of Nursing (NCLEX-RN) examination for registered nurses.

LPN-to-BSN Program Outcomes

The LPN-to-BSN Program Option shares the same Core Performance Standards, BLS/CPR Certification, Health Clearance Requirements, Background and Abuse/Neglect Screen Investigations, Progression policies, and Graduation Requirements as the Traditional BSN Program.

The nursing program reserves the right to change the curriculum as deemed necessary for the continuation of high quality education.

General Education

MTH 112 is prerequisite/concurrent for CHM 100 and MTH 242 (for BSN curriculum).

Item #	Title	Credits
	CHM 100, 100L and (101)	4
ENG 101	Composition	3
MTH 112	Intermediate Algebra	3
MTH 242	Statistics	3
	COM 101 or COM 212	3
	English (any except for ENG 495)	3
	Fine Arts	3
	History (any history class)	3
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
PSY 101	General Psychology	3
SOC 101	Introduction to Sociology	3
	Theology (any class)	6

Major Program Courses

LPN-to-BSN students will receive a validation credit of 14 semester credit hours following successful completion of NUR 188 and an LPN active, unencumbered license. These credits will be in lieu of NUR 100/101/102/103.

Item #	Title	Credits
NUR 200	Psychiatric-Mental Health Nursing	4
NUR 201	Population-Based Community Health Nursing	4
NUR 202	Psych/Public Health Pharmacology	1
NUR 203	Maternal Newborn Nursing	4
NUR 204	Pediatric Nursing	4
NUR 205	Maternal/Pediatric Pharmacology	1
NUR 206	Cultural & Spiritual Care Nursing	3
NUR 207	Introduction to Nursing Research/EBP	3
NUR 300	Acute Medical/Surgical Nursing	8
NUR 301	Acute Medical/Surgical Pharmacology	2
NUR 303	Multisystem Medical/Surgical Nursing	8
NUR 304	Multisystem Medical/Surgical Pharmacology	2
NUR 305	Transition to Professional Nursing Practice	2
NUR 306	Nursing Leadership and Management	2
NUR 307	Professional Nursing Preceptorship	6

Supporting Courses

Item #	Title	Credits
BIO 200	Anatomy and Physiology I	3
BIO 201	Anatomy and Physiology I Lab	1
BIO 202	Anatomy and Physiology II	3
BIO 203	Anatomy and Physiology II Lab	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 366	Pathophysiology	3

Supporting Field/Minor

Natural Sciences met with supporting courses.

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.

	Total Credits	128

Bachelor of Science in Nursing - Second Degree Student (Holds Bachelor Degree)

Degree Type
Bachelor of Science in Nursing

Students complete a curriculum that includes a combination of nursing, general education, and supporting courses. Laboratory and clinical practice, which is a part of the curriculum, begins in the first semester and extends throughout the program. A variety of health care agencies in the community are used for clinical experience. Clinical practice courses require a 3:1 ratio of contact hours per credit hour earned. Transportation to the clinical facilities is the responsibility of the student.

The BSN program is designed as a day program and is to be completed through full-time study over 3 years.

All BSN graduates are required to complete a minimum of 128 hours, at least 36 of which must be completed at College of Saint Mary. Graduates of the BSN program are eligible to take the National Council of State Board of Nursing (NCLEX-RN) examination for registered nurses.

BSN Program Outcomes

The Second Degree BSN Program Option for students who have previously earned a bachelor's degree shares the same Core Performance Standards, BLS/CPR Certification, Health Clearance Requirements, Background and Abuse/Neglect Screen Investigations, Progression policies, and Graduation Requirements as the Traditional BSN Program.

The nursing program reserves the right to change the curriculum as deemed necessary for the continuation of high quality education.

General Education

MTH 112 is prerequisite/concurrent for CHM 100 and MTH 242 (for BSN curriculum).

Item #	Title	Credits
MTH 242	Statistics	3
	CHM 100, 100L and (101)	4
	Theology (any class)	6
PHL 200	Moral Reasoning	3
MTH 112	Intermediate Algebra	3

Major Program Courses

Item #	Title	Credits
NUR 100	Introduction to Nursing - Theory	2
NUR 101	Fundamentals of Nursing — Theory/Clinical	9
NUR 102	Pharmacology — Fundamentals of Nursing	1
NUR 103	Health Assessment	3
NUR 200	Psychiatric-Mental Health Nursing	4
NUR 201	Population-Based Community Health Nursing	4
NUR 202	Psych/Public Health Pharmacology	1
NUR 203	Maternal Newborn Nursing	4
NUR 204	Pediatric Nursing	4
NUR 205	Maternal/Pediatric Pharmacology	1
NUR 206	Cultural & Spiritual Care Nursing	3
NUR 207	Introduction to Nursing Research/EBP	3
NUR 300	Acute Medical/Surgical Nursing	8
NUR 301	Acute Medical/Surgical Pharmacology	2
NUR 303	Multisystem Medical/Surgical Nursing	8
NUR 304	Multisystem Medical/Surgical Pharmacology	2
NUR 305	Transition to Professional Nursing Practice	2
NUR 306	Nursing Leadership and Management	2
NUR 307	Professional Nursing Preceptorship	6

Supporting Courses

Item #	Title	Credits
BIO 200	Anatomy and Physiology I	3
BIO 201	Anatomy and Physiology I Lab	1
BIO 202	Anatomy and Physiology II	3
BIO 203	Anatomy and Physiology II Lab	1
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 366	Pathophysiology	3

Supporting Field/Minor

Natural Sciences met with supporting courses.

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.

	Total Credits	103

Practical Nursing Certificate

Degree Type

Certificate

Practical Nurse Program (PNC)

College of Saint Mary has a program for the preparation of practical nurses. The practical nurse program is a full-time, 12-month, calendar year program leading to a certificate. Students will take general education support courses that will enhance the understanding of the practical nursing courses in the classroom and the clinical setting. Graduates of the practical nurse program will be able to provide direct nursing care to individuals with common health needs within a structured health care setting under the direction and supervision of a registered nurse or physician. Upon completion of the program, graduates are qualified to take the National Council of State Board of Nursing (NCLEX-PN) examination for practical nursing.

Practical Nurse Program Outcomes

Upon completion of the PN Program, the student will:

1. Apply clinical judgment to provide evidence-based, safe, holistic, and culturally congruent client-centered care across the lifespan.
2. Demonstrate effective communication and collaboration, mutual respect, and shared decision-making when interacting across the healthcare team
3. Ensure safety by utilizing appropriate standardized practices in various healthcare settings.
4. Information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
5. Incorporate leadership, legal standards, and ethical principles within the scope of the licensed practical nurse.

Criteria for Admission

PNC application reviews are done on a rolling basis, beginning June 1 for a May start date annually. To be accepted into the PNC program, all applicants must:

- High School graduate or GED with appropriate signatures.
- Official transcripts from all colleges attended.
- Cumulative college GPA of 2.5 or higher
- Completion of ENG 101 with a final grade of C or higher.
- Completion of BIO 120/121 or BIO 200/201 with a final grade of C or higher. If transferring in A&P courses, they must have been successfully completed within the last 5 years.
- Demonstration of English Language Proficiency through one of these options:
    1. Graduate from an English-based high school
    2. Associate's (or higher) degree from an accredited, English-based, college or university
    3. Complete an English Placement Test through CSM, placing into ENG 101 or higher
    4. English Language Proficiency testing
        - Test of English as a Foreign Language (TOEFL) paper version minimum score of 560
        - Test of English as a Foreign Language (TOEFL) computer version minimum score of 220
        - Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) minim score of 84 and a minimum speaking score of 26
        - International English Language Testing System (IELTS) academic version with overall score of 6.5 and minimum score of 6.0 on all modules
        - Test of English for International Communication (TOEIC) with a minimum score of 780
        - Michigan English Language Assessment Battery (MELAB) with a passing standard of 81 and speaking section score of 3
        - Michigan English Test (MET) with a minimum overall score of 55 and a minimum speaking score of 55
        - Pearson Test of English Academic (PTE Academic) 55 overall with no sub scores lower than 50 in each scored part
        - Duolingo English Test Score minimum score of 105
- An active and unencumbered CNA license.
- A letter of recommendation may be requested by the Program Director.
- Prior to program start:
    - Meet Core Performance Standards (Policy 1.2) and Nursing Program Requirements (Policy 1.3)
    - Completed health record, including BLS documentation, immunizations and laboratory results, background check and drug screen.
- The nursing program reserves the right to admit only those students who, in the judgment of the program, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Supporting Courses

Item #	Title	Credits
	BIO 120/121 or BIO 202/203	4

Prerequisite Course(s) to be taken before starting PN program:

ENG 099: (if needed by placement test)

Item #	Title	Credits
ENG 101	Composition	3
ENG 099	Developmental English	3

Major Program Courses

Item #	Title	Credits
PNC 101	Introduction to Practical Nursing I	3
PNC 102	Medical-Surgical Practical Nursing I	3
PNC 103	Medical-Surgical Practical Nursing II	3
PNC 104	Maternal-Child Practical Nursing	2
PNC 105	Transition to Practical Nursing Practice	2
PNC 124	Introduction to Pharmacology	3
PNC 131	Psychosocial Concepts in Practical Nursing	3
PNC 142	Nutrition	2
PNC 143	Integrating Practical Nursing Concepts	3
PNC 171	Practical Nursing Clinical I	3
PNC 172	Medical-Surgical Practical Nursing I	3
PNC 173	Medical-Surgical Practical Nursing II	3
PNC 174	Maternal-Child Practical Nursing Clinical	1
PNC 175	Transition to Practical Nursing Practical 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.

	Total Credits	42

Occupational Therapy

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.

Doctor of Occupational Therapy (OTD)

Degree Type
Doctorate

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

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

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

Graduate Admissions Pathway

A GAP applicant will have a baccalaureate degree or be close to completion of that degree and will meet the entry requirements outlined in the Admissions section of this document. The GAP utilizes the OTCAS system for admissions. While CSM is a women's college at the undergraduate level, men are welcome to apply for the GAP.

Accelerated Entry Pathway

The OT-AEP is available for an academically qualified candidate to complete her undergraduate studies at CSM while having a distinctive link to the OTD program. The AEP will challenge the qualified student to meet progression benchmarks after each year to prepare for the OTD program while working toward any baccalaureate degree at CSM. CSM will provide an OT faculty academic advisor to guide each student to meet progression benchmarks in addition to the student's academic advisor from their chosen field of study. OT-AEP students could be qualified to join the OTD after successful completion of at least 72 collegiate credit hours but can choose to finish their baccalaureate degree prior to starting the OTD program. While the OT-AEP guarantees neither entrance nor completion of the OTD, students who utilize this pathway will find the mentoring and advising beneficial in preparing for the graduate-level OTD program.

Year 1 - Fall Semester

Item #	Title	Credits
OTD 600	Introduction to Professional Identity	2
OTD 700	Fundamentals of Theory	2
OTD 702	Fundamentals of Evaluation	2
OTD 704	Principles of Education and Communication	3
OTD 706	Conditions and Environments Impacting Occupation	3
OTD 708	Human Movement and the Evaluation of the Body	4
OTD 710	Clinical Neuroscience and the Evaluation of the Brain	4

Year 1 - Spring Semester

Item #	Title	Credits
OTD 712	Scholarship and Research I: Evidence Based Concepts	1
OTD 720	The Occupational Therapy Process with Adults with Physical Challenges	3
OTD 722	The Occupational Therapy Process with Children I	3
OTD 732	Clinical Reasoning I	2
OTD 770	Level IA Fieldwork	1
OTD 800	The Occupational Therapy Process with Adults with Neurological Challenges I	3
OTD 802	The Occupational Therapy Process with Older Adults	3

Year 1 - Summer Semester

Item #	Title	Credits
OTD 726	The Occupational Therapy Process with Children II	3
OTD 728	Scholarship and Research II: Research Methods	3
OTD 744	Healthcare Ethics and Occupational Justice	2
OTD 775	Level IB Fieldwork	1
OTD 824	Occupational Therapy Process with Upper Extremity Conditions	3

Year 2 - Fall Semester

Item #	Title	Credits
OTD 724	The Occupational Therapy Process with Psychosocial Challenges	3
OTD 740	Specialized Interventions	3
OTD 741	Doctoral Capstone Project Development I	3
OTD 746	Scholarship and Research III: Application	2
OTD 808	Clinical Reasoning II	2
OTD 842	The Occupational Therapy Process with Groups, Populations and Communities	3
OTD 846	The Occupational Therapy Process with Adults with Neurological Challenges II	3
OTD 870	Level IC Fieldwork	1

Year 2 - Spring Semester

Item #	Title	Credits
OTD 742	Doctoral Capstone Project Development II	3
OTD 810	Scholarship and Research IV: Systematic Review I	1
OTD 820	Professional Identity: Health Policy and Advocacy	2
OTD 821	Physical Agent Modalities for Occupational Therapy Practitioners	3
OTD 826	Clinical Reasoning: Outcomes	2
OTD 840	Professional Identity: Administration and Leadership	3
OTD 848	OT Process with Complex Cases	3
OTD 872	Level II Fieldwork Preparation Seminar	1

Year 2 - Summer Semester

Item #	Title	Credits
OTD 812	Scholarship and Research V: Systematic Review II	1
OTD 843	Doctoral Capstone Project Development III	1
OTD 875	Level IIA Fieldwork	6

Year 3 - Fall Semester

Item #	Title	Credits
OTD 822	Research and Scholarship VI: Outcomes and Dissemination	1
OTD 844	Doctoral Capstone Project Development IV	1
OTD 970	Level IIB Fieldwork	6

Year 3 - Spring Semester

Item #	Title	Credits
OTD 995	Doctoral Capstone Rotation & Dissemination	8
	Total Credits	110

Organizational Leadership

Master of Science in Organizational Leadership (MSOL)

Degree Type
Masters

The Master of Science in Organizational Leadership program at the College of Saint Mary is designed to prepare graduates for the practices of influencing and leading people and organizations in today's rapidly changing and complex world. Graduates will be able to contribute as leaders and managers in both the non-profit and for-profit sectors. The program experience fosters the development of a broad array of leadership perspectives, knowledge and abilities essential to bring positive business outcomes to teams, divisions and organizations. With a foundation of academic excellence, the program emphasizes the critical and strategic thinking, and the relational and organizational concepts and practices graduates will use in developing their employees, advancing their companies and leading change in our evolving society.

Graduates of the Master of Science in Organizational Leadership on line program will:

- Solidify a foundation for leadership practice by knowing and developing self as a person of influence
- Develop competence in multiple methods and purposes of communication Utilize cognitive skills necessary for effective leadership practice
- Develop and sustain leadership, management and peer relationships in multiple complex and challenging contexts
- Identify and leverage individual differences for team and organizational success
- Utilize critical thinking and systemic perspectives to create sustainable organizational change and growth
- Manage self and complex organizational agendas with a sound ethical foundation Demonstrate financial decision-making capability

Master of Science in Organizational Leadership Plan of Study

Major Program Courses

Item #	Title	Credits
MOL 601	Leadership and You	3
MOL 611	Boundary Spanning Team Leadership	3
MOL 621	Theory and Practice: Influence and Outcomes	3
MOL 631	Negotiation and Conflict Management	3
MOL 641	Building Human Capacity	3
MOL 651	Research and Statistics for Decision Makers	3
MOL 661	Leveraging Organizational Behavior	3
MOL 665	Strategy, Planning and Innovation	3
MOL 667	Financial Decision Making	3
MOL 669	Culture and Organizational Change	3
	Total Credits	30

Philosophy

The philosophy program, inspired by Socrates and guided by the mission of College of Saint Mary, seeks to encourage students to grow in their ability to wonder, contemplate, understand and reflect on their most basic beliefs and assumptions. An emphasis is placed on the importance of seeking the truth rather than accepting the status quo. Philosophy challenges students to see things from unfamiliar perspectives and thus opens their minds to new ways of understanding the world and themselves.

As a result of taking philosophy courses, students will grow in their ability to:

1. Think critically about important issues and express such thoughts clearly and in writing
2. Embrace intellectual struggle in the examination of complex issues and texts
3. Contribute to civil discourse in a pluralistic world
4. Engage in reflective moral discourse and recognize the ethical dimensions in all aspects of life
5. Embrace the examined life

The General Education requirement is met by taking PHL 200 and any other approved philosophy course. PHL 105 can be used to meet either the General Education quantitative reasoning requirement or the General Education philosophy requirement, but not both.

Philosophy Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
	18 hours to be approved by the philosophy program director	18
	Total Credits	18

Physical Therapy

Doctor of Physical Therapy (DPT)

Degree Type
Doctorate

Description of the Profession of Physical Therapy

Physical therapy is a growing profession that promotes optimal movement and physical health for people of all ages. A doctor of physical therapy (DPT) is trained in skills to thoroughly examine and evaluate the human movement system. Based on exam findings, the practitioner then determines a human movement system diagnosis and prognosis through developed clinical reasoning skills, and establishes an evidence-based treatment plan to optimize movement, reduce pain, restore function, and prevent disability. A DPT is an integral member of a healthcare team working in various settings, including acute care, sub-acute rehabilitation, skilled nursing facilities, outpatient clinics, schools, home health, wellness/sports, occupational environments, and research centers. A DPT treats a variety of conditions that impact human movement involving the cardiopulmonary, integumentary, musculoskeletal, and neurological systems.

Description of DPT Program

The Doctor of Physical Therapy Program at College of Saint Mary prepares future physical therapists to be competent clinicians in evaluating and treating patients/clients across the lifespan and conditions effecting all body systems. Using a blended-learning model of instruction that includes online learning and multiple on-site hands-on intensive laboratory sessions throughout each semester, the 31-month program develops students to be competent clinicians and servant leaders. The first 23 months of the program include didactic preparation in evidence-based physical therapy skills in evaluation, clinical reasoning and treatment for all body systems across the life span; research practice; professional development; and service-learning experiences. The clinical education program includes integrated clinical experiences that occur throughout the coursework and two full-time clinical internships that are each 16-weeks long.

College of Saint Mary Doctor of Physical Therapy Program Mission Statement

The mission of College of Saint Mary's Doctor of Physical Therapy Program is congruent with the mission of the college, to guide the strategic plans and goals. The Doctor of Physical Therapy program’s mission is to offer a blended curriculum to prepare competent, compassionate, and professional physical therapists who demonstrate excellence in the physical therapy practice to diverse and medically underserved communities. The program prepares graduates to be lifelong learners and health care leaders in accordance with the values of CSM as inspired by the Sisters of Mercy: excellence, service, dignity, compassion, inclusivity, and integrity.

CSM DPT Program Goals

1. The DPT Program will support the delivery of quality physical therapy services to medically underserved and/or culturally diverse communities to increase health equity and access.
2. The DPT Program will provide a contemporary, blended, evidence-based DPT education.
3. The DPT Program will support the advancement of knowledge in physical therapy, teaching and learning, and health sciences and will support the achievement of University expectations for the scholarly role of faculty.

Accreditation

The Doctor of Physical Therapy at College of Saint Mary is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email; accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 402-399-2640.

Advanced Placement and Transfer Credit

All courses required for the Doctor of Physical Therapy (DPT) degree program must be completed at College of Saint Mary (CSM). The CSM DPT Program does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution. Advanced placement credits will not be accepted for prerequisite courses.

Professional Licensure

As the Doctor of Physical Therapy (DPT) Program is an academic program that leads to a professional license required in many states, it is highly recommended that applicants first seek guidance from the appropriate licensing agency in their home state before beginning the academic program located outside of the state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether College of Saint Mary DPT Program will meet the requirements for licensure in that state. The following link provides contact information for state licensing authorities: https://www.fsbpt.org/Free-Resources/Licensing-Authorities-Contact-Information

State Authorization

College of Saint Mary (CSM) seeks to make available all online programs/courses to residents of Nebraska and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Nebraska is a member of SARA and CSM is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members (i.e. California). While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

Clinical Experience Requirements

Requirements for clinical experiences are the responsibility of the student and at their expense. Requirements include:

- CPR Certification through American Heart Association
- Background Check
- Health Requirements: All students must have proof of immunizations, physical examination, and TB testing. The Doctor of Physical Therapy (DPT) Program requires additional immunizations, drug, and/or health screenings as needed to meet clinical partners' requirements. In addition, the student must show proof of personal medical insurance prior to clinical assignment. Non-compliance with health record requirements will affect the student's ability to complete the clinical education requirements, and therefore, inability to graduate from the DPT program.

Summer — Year 1

Item #	Title	Credits
DPT 700	PT Professional Issues: Introduction to PT Profession	3
DPT 702	PT Professional Issues: Language of Practice	1
DPT 704	Human Anatomy Lecture and Lab	6
DPT 706	Pathophysiology I	3
DPT 708	PT Practice Issues: Health Promotion and Wellbeing	2

Fall — Year 1

Item #	Title	Credits
DPT 710	Neuroscience- (Neuroanatomy and Neurophysiology)	3
DPT 712	Movement Science: Human Movement and the Movement Systems	3
DPT 714	Evidence Based Practice I	2
DPT 716	Clinical Biomechanics and Kinesiology	3
DPT 718	Pathophysiology II	3
DPT 720	Introduction to Physical Therapy Examination	4
DPT 722	Clinical Decision Making–Patient Management	1

Spring — Year 1

Item #	Title	Credits
DPT 730	Biophysical Agents/Therapeutic Interventions	4
DPT 732	Evidence Based Practice II	2
DPT 770	Integrated Clinical Experience I (ICE I)	1
DPT 734	Clinical Pharmacology	3
DPT 736	Musculoskeletal Physical Therapy I	4
DPT 738	Neuromuscular Physical Therapy I	4

Summer — Year 2

Item #	Title	Credits
DPT 800	Cardiovascular and Pulmonary Physical Therapy I	4
DPT 802	Physical Therapy for the Integumentary	3
DPT 804	Musculoskeletal Physical Therapy II	4
DPT 806	Neuromuscular Physical Therapy II	4
DPT 808	Principles of Education and Communication: PTs as Teachers and Learners	2
DPT 870	Integrated Clinical Experience II (ICE II)	1

Fall— Year 2

Item #	Title	Credits
DPT 810	Geriatric Physical Therapy	3
DPT 812	Pediatric Physical Therapy	3
DPT 814	Prosthetics and Orthotics	3
DPT 818	Integrative Pain Science	2
DPT 816	Differential Diagnosis/Diagnostic Imaging	3
DPT 820	Acute Care/Primary Care	2

Spring — Year 3

Item #	Title	Credits
DPT 830	Healthcare Delivery System	3
DPT 832	Business and Leadership in PT	3
DPT 834	Comprehensive Case Analysis of Complex Patients	3
DPT 836	Test Prep for NPTE and PEAT	1
DPT 838	Health Informatics (EMR and Telehealth)	2

Summer — Year 3

Item #	Title	Credits
DPT 970	Full-time Clinical	8
DPT 900	Comprehensive Case Analysis of Complex Patients- Capstone Project	3

Fall — Year 3

Item #	Title	Credits
DPT 975	Full-time Clinical	8
	Total Credits	117

Physician Assistant Studies

Master of Science in Physician Assistant Studies (MSPAS)

Degree Type
Masters

Profession Overview

A Physician Assistant (PA) is a nationally certified medical provider who is licensed to diagnose and treat illness and disease and prescribe medication for patients. PAs work in physician offices, hospitals, and clinics in collaboration with a licensed physician. The physician-PA relationship is fundamental to the profession and enhances the delivery of health care.

Program Description

The Master of Science in Physician Assistant Studies (MSPAS) Program is 24 months in length consisting of a 12-month didactic component followed by a 12-month supervised clinical practice experience (SCPEs). The didactic phase is comprised of classroom instruction in advanced basic sciences, clinical skills, clinical medicine, pharmacology, behavioral medicine, ethics, and research.

Advanced Standing Policy

No advanced standing is allowed in the program, regardless of previous graduate work or experience in healthcare. All incoming students must complete the entire PA curriculum.

Mission

The mission of the College of Saint Mary PA Program is to foster excellence, leadership, compassion, and inclusivity to prepare skilled, ethical, and service-driven clinicians, consistent with our core values.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **College of St. Mary - NE Physician Assistant Program** sponsored by **College of St. Mary - NE**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2031**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-college-of-st-mary/.

Major Program Courses

Item #	Title	Credits
PAS 500	Clinical Anatomy	5
PAS 501	Clinical Anatomy Lab	1
PAS 502	Physiology	5
PAS 504	Clinical Medicine I	4
PAS 507	Clinical Communication and Reasoning Skills (CCRS)	3
PAS 508	Professional Practice	1
PAS 513	Clinical Medicine I	8
PAS 517	Pharmacotherapy I	3
PAS 519	Communication in Medicine I	2
PAS 521	Neuroanatomy	2
PAS 527	Clinical Lab Science	2
PAS 528	Healthcare Systems	1
PAS 529	Clinical Skills I	2
PAS 533	Clinical Medicine II	8
PAS 537	Pharmacotherapy II	3
PAS 539	Communication in Medicine II	1
PAS 540	Behavioral Medicine	4
PAS 549	Clinical Skills II	1
PAS 550	Medical Ethics	1
PAS 552	Research	1
PAS 660	Family Practice Rotation 1	4
PAS 670	Family Practice Rotation 2	4
PAS 671	Internal Medicine Rotation	4
PAS 672	Pediatric Rotation	4
PAS 673	Women's Health Rotation	4
PAS 674	Emergency Medicine Rotation	4
PAS 675	Behavioral Health Rotation	4
PAS 676	General Surgery Rotation	4
PAS 677	Elective Rotation 1	4
PAS 678	Elective Rotation 2	4
PAS 679	Elective Rotation 3	4
PAS 691	Elective Rotation 4	4
	Total Credits	106

Physician Assistant Studies Accelerated Entry Pathway (PAS-AEP)

Degree Type

PASAEP

The Physician Assistant (PA) Profession:

A Physician Assistant (PA) is a nationally certified medical provider who is licensed to diagnose and treat illness and disease, and prescribe medication for patients. PAs work in physician offices, hospitals, and clinics in collaboration with a licensed physician. The physician-PA relationship is fundamental to the profession and enhances the delivery of health care.

At College of Saint Mary, the CSM Physician Assistant Studies prepares students to become licensed Physician Assistants. The PAS-AEP is a competitive program that prepares students for the physician assistant profession in just 5 years.

PAS-AEP Program Details:

The PAS Accelerated Entry Pathway is for students at College of Saint Mary who have been accepted for admission to the college AND who have completed the process to receive pre- PAS status. Both external applicants and current CSM students may apply for the PAS-AEP. Once application materials are received, they will be reviewed by the PAS Admissions Committee comprised of the Physician Assistant Studies program faculty and the program

coordinator. Qualified applicants will be considered for an interview and possible acceptance into the PAS-AEP. The application process is a competitive process, and due to the limited number of available seats (30) in each PAS-AEP Cohort, not all applicants meeting the minimum admission criteria will be offered acceptance into the pathway.

Length of Program

Students accepted into the PAS-AEP are assigned a level (1–3) according to the extent to which they have completed prerequisite courses necessary to prepare for the graduate Physician Assistant Studies program. Levels 4 and 5 are designated as the Master of Science in Physician Assistant Studies program. Levels 1-3 are for students accepted into the PAS- AEP and have a pre-PAS status. Qualified applicants' transcripts will be reviewed and recommended for acceptance at the appropriate level by the Admissions Committee. Students are accepted into Levels 1, 2 or 3 only for PAS Accelerated Entry Program. Once assigned an appropriate level (1-3), PAS-AEP students may not change levels without permission from the PAS Program.

Program of Study

The majority of students in the pathway are pursuing a Bachelor of Science in Human Biology because the prerequisite courses for the Master of Science in Physician Assistant Studies program align with the Human Biology curriculum. However, additional programs and majors at College of Saint Mary are available depending on the student's past academic experience. The PAS program coordinator along with the CSM faculty advisor will work with the student to determine what program of study is most beneficial to her and her future career goals. Students in the PAS-AEP must complete all of the courses required for their undergraduate degree and the prerequisite course work with minimum acceptable grades required for the Master of Science in the Physician Assistant Studies Program regardless of the program of study they choose.

Summer coursework is typically required for students to complete levels 1-3 on schedule.

Progression Requirements and Evaluation

To progress from one Level of the PAS-AEP to the next Level, students must successfully meet the following criteria. Some criteria will be evaluated after each semester and some criteria will be evaluated after the academic year of each Level. The academic year will be defined as August 1st to July 31st.

Level 1 to Level 2

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale each semester
- B or higher in all PAS-AEP prerequisite coursework each semester
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework) each semester
- Maintain full-time status (12 credits) in fall and spring semesters
- Complete 50 total hours of clinical experience by July 31st
    - Must submit Medical/Clinical Experience Hours Tracking Form
- Meet PAS-AEP Professionalism and Personal Behavior Progression

Level 2 to Level 3

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale each semester
- B or higher in all PAS-AEP prerequisite coursework each semester
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework) each semester
- Maintain full-time status (12 credits) in fall and spring semester
- Complete 100 total hours of clinical experience by July 31st
    - Must submit Medical/Clinical Experience Hours Tracking Form
- Meet PAS-AEP Professionalism and Personal Behavior Progression

Level 3 to Level 4 PAS first year status

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale each semester
- B or higher in all PAS-AEP prerequisite coursework each semester
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework) each semester
- Maintain full-time status (12 credits) in fall and spring semester
- Complete 150 total hours of clinical experience by July 31st
    - Must complete Medical/Clinical Experience Hours Tracking Form
    - Must have 300 total hours of clinical experience overall to progress to Level 4

- Meet PAS-AEP Professionalism and Personal Behavior Progression
- Possess or have the capability to earn a Bachelor's degree by the start of the second semester of Level 4 of the MSPAS program
- Complete all MSPAS matriculation requirements within 6 months of entry into Level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Meet the minimum technical standards for the MSPAS program
- Present Portfolio and meet with the PAS Admissions Committee for final progression evaluation from Level 3 to Level 4
    - Must complete Essay by March 1st
    - Must submit Three Professional Recommendation Rubrics via dynamic forms by March 1st
    - Must submit Resume or CV by March 1st
    - Must dress professionally during scheduled Pre-PAS Level 3 visits (March-April)

Evaluation of Progression
The PAS program coordinator will request a list of early alerts (if any exist) on the PAS-AEP students for review from the Registrar's Office and advisors each semester.

Student files will be reviewed after **each semester** to determine if the student has met the following requirements:

- Minimum cumulative PAS-AEP prerequisite GPA* of 3.0 on a 4.0 scale
- B or higher in each PAS-AEP prerequisite course
- Overall GPA of 3.0 on a 4.0 scale (includes all college credit coursework)
- Full-time status (12 credits) in fall and spring semesters

Student files will be reviewed at the end of each **academic year** to determine if the student has met the following:

- Completion of required clinical experience for that level

Any student not meeting the posted requirements at any time during the evaluation will not be allowed to continue in the PAS-AEP. The student's advisor will then meet with the student to determine the best plan of study to complete a bachelor's degree. The student may apply to the PAS Program through CASPA (Central Application Service for Physician Assistants) once admission requirements are completed or planned.

*PAS-AEP Prerequisite GPA - Cumulative GPA of all PAS-AEP prerequisite courses including transfer credit.

PAS-AEP Professionalism and Personal Behavior Progression Evaluation:
Continued demonstration of professionalism and positive personal behaviors are a PAS-AEP progression requirement, PAS admission decision criteria, and is important to be successful in the PAS program. During the PAS-AEP evaluation for progression, all documented unprofessional behavior or violations of the CSM Code of Conduct as a pre-PAS student, both on and off campus, will be considered and included in the process. Unprofessional behavior may result in a student not meeting the requirements to continue to Level 4. Any student not meeting professional progression requirements may apply to the PAS Program through CASPA once admission requirement are completed or planned. All students are reminded that drug and alcohol offenses, felony convictions, and other similar violations of the law will result in absolute denial of admission to Level 4.

Students must display a professional attitude and positive personal behavior for progression.

Final progression evaluation (Level 3 to 4)
Students will be asked to present their PAS-AEP Portfolio in the spring semester of Level 3. Student files will be reviewed after the spring semester for satisfactory presentation of their portfolio, clinical experience requirements, and academic requirements. Any student who does not meet these standards will not progress to Level 4.

If a student does not meet the final progression requirements to Level 4, the student may apply through the direct path to the PAS program through CASPA, once admission requirements are completed or planned. Applying through CASPA is a competitive process and does not guarantee admission.

PAS-AEP Prerequisite Course Requirements

A grade of B or higher must be received in each of the following requirements for all students in the PAS-AEP. No CLEP, pass/no pass, or advanced placement credit will be accepted.

- General Chemistry with lab (minimum 8 semester credits)
  - Two semesters in a sequenced course
- Organic Chemistry with lab
  - Two semesters in a sequenced course (required for Biochemistry)
- Biochemistry with Lab
- Advanced Human Anatomy and Physiology I and II with labs
- Microbiology with lab
- Genetics with lab
- Pathophysiology
- Abnormal Psychology (minimum 3 semester credits)
- Developmental/ Lifespan Psychology (minimum 3 semester credits)
- Statistics
- Medical Terminology (Either a college/university course or certified program will be acceptable.

Prerequisite coursework considered as transfer credit will be evaluated on an individual basis.

Student Deferral Policy

Student athletes in good standing who wish to compete in sports for four years, can receive an automatic deferral to the next cohort and start the MSPAS program one year later (4+2 years). Students cannot participate in athletics while enrolled in the graduate level MSPAS program. Students in good standing who wish to extend their college education for personal reasons or other student activities can submit a request for a deferral to be considered.

****THE REQUIREMENTS FOR THE PHYSICIAN ASSISTANT STUDIES ACCELERATED ENTRY PATHWAY ARE SUBJECT TO CHANGE IN ORDER TO MEET THE ACCREDITATION STANDARDS.**

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **College of St. Mary - NE Physician Assistant Program** sponsored by **College of St. Mary - NE**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2031**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-college-of-st-mary/.

Total Credits	234

Psychology

Psychology is the scientific study of human mental processes and behavior. Psychology professionals often are dedicated to helping people with psychological or social problems. These professionals spend the majority of their time interacting with clients, and work mainly in human service organizations, schools, health care settings, and clinics. Psychology professionals also 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, a Bachelor of Arts degree in Psychology, a Bachelor of Arts degree in Psychology for students with pre-Doctorate of Occupational Therapy status, or a Bachelor of Science degree in Psychology for students with pre-Physician Assistant Studies

status. All of the Bachelor's degrees prepare the student well for graduate school or employment in a variety of fields, and the Applied Psychology and Human Services degree is specifically designed for the student interested in starting her career in the helping professions immediately upon graduation.

Program Requirements

The student must maintain good academic standing, which means that the student must maintain a cumulative GPA of 2.0 or better. In addition, Psychology majors must receive a grade of "C" or better (with a limit of one "C-") in all major courses, including both Psychology and Human Services major courses. Should a student attain a grade below the allowed grade in any major course, the student will have one opportunity to repeat the course at College of Saint Mary in order to raise her grade.

Applied Psychology and Human Services, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (PSY 350, SOC 335 or transfer)	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
MTH 242	Statistics	3
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
SOC 101	Introduction to Sociology	3

Major Program Courses

Psychology Courses

Item #	Title	Credits
	PSY 101 (General Education)	0
	PSY 200 or PSY 220	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
PSY 240	Research Methods I	3
PSY 241	Research Methods II	3
PSY 332	Counseling Theory and Practice	3
PSY 410	Abnormal Psychology	3
PSY 492	Psychology Capstone	3

Human Services Courses

Item #	Title	Credits
HSV 101	Survey of Human Services	3
HSV 230	Attitudes and Values	3
HSV 231	Interviewing Skills	3
HSV 377	Fieldwork Experience I	3
HSV 378	Fieldwork Seminar I	2
HSV 477	Fieldwork Experience II	3
HSV 478	Fieldwork Seminar II	1

Supporting Courses

Item #	Title	Credits
BUS 328	Management & Leadership	3
	SOC or PSY or HSV elective	3
COM 210	Interpersonal Communication	3

Electives

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.

	Total Credits	120

Psychology (PSYOTD), B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (PSY 350, SOC 335 or transfer)	3
	Fine Arts	3
	Science	0
	MTH 242	0
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
SOC 101	Introduction to Sociology	3

Major Program Courses

Item #	Title	Credits
	PSY 101 (General Education)	0
PSY 220	Lifespan Development	3
PSY 240	Research Methods I	3
PSY 241	Research Methods II	3
PSY 235	Social Psychology	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
PSY 410	Abnormal Psychology	3
PSY 492	Psychology Capstone	3

Supporting Courses

Item #	Title	Credits
	SOC or PSY or HSV elective	3
	SOC or PSY or HSV elective	3
	SOC 101 (Gen Ed)	0
	SOC (any # except for 101)	3

Supporting Field/Pre-OTD Science Requirements

Item #	Title	Credits
	BIO 200/201	4
	BIO 202/203	4
CHM 100	Fundamentals of Chemistry	3
CHM 100L	Fundamentals of Chemistry Lab	1
CHM 101	Fundamentals of Chemistry Recitation	1
MDI 130	Medical Terminology	3
MTH 242	Statistics	3

Minor

Electives

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.

	Total Credits	120

Psychology, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (PSY 350, SOC 335 or transfer)	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
MTH 242	Statistics	3
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
SOC 101	Introduction to Sociology	3

Major Program Courses

Item #	Title	Credits
	PSY 101 (General Education)	0
	PSY 200 or PSY 220	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
PSY 240	Research Methods I	3
PSY 241	Research Methods II	3
PSY 235	Social Psychology	3
PSY 410	Abnormal Psychology	3
PSY 492	Psychology Capstone	3

Minor

Choose any minor in catalog

Supporting Courses

Item #	Title	Credits
	SOC or PSY or HSV elective	3
	SOC or PSY or HSV elective	3
	SOC 101 (Gen Ed)	0
	SOC (any # except for 101)	3

Electives

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.

	Total Credits	120

Psychology for Pre-PAS Status, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above)	3

Level II

Item #	Title	Credits
ENG 102	Advanced Composition	3
	Global & Cultural Diversity (PSY 350, SOC 335, or SOC 310)	3
	Fine Arts	3
BIO 110	General Cellular Biology	3
BIO 111	General Cellular Biology Laboratory	1
MTH 242	Statistics	3
	History (any history class)	3
PSY 101	General Psychology	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	PHL 350 or Transfer	3

Major Program Courses

Item #	Title	Credits
	PSY 101 (General Education)	0
PSY 220	Lifespan Development	3
PSY 235	Social Psychology	3
PSY 240	Research Methods I	3
PSY 241	Research Methods II	3
	PSY elective	3
	PSY elective	3
	PSY elective	3
	PSY elective (GCD)	0
PSY 410	Abnormal Psychology	3
PSY 492	Psychology Capstone	3

Supporting Field/Pre-Pas Science Requirements

Item #	Title	Credits
CHM 110	General Chemistry	4
CHM 111	General Chemistry I Laboratory	1
CHM 112	General Chemistry II	4
CHM 113	General Chemistry II Laboratory	1
CHM 230	Organic Chemistry I	4
CHM 231	Organic Chemistry Laboratory I	1
CHM 232	Organic Chemistry II	4
CHM 233	Organic Chemistry Laboratory II	1
	General Cellular Biology/General Cellular Biology Lab (General Education)	0
BIO 300	General Microbiology	3
BIO 301	General Microbiology Lab	1
BIO 310	Advanced Anatomy and Physiology I	4
BIO 311	Advanced Anatomy and Physiology I Lab	1
BIO 312	Advanced Anatomy and Physiology II	4
BIO 313	Advanced Anatomy and Physiology II Lab	1
BIO 330	Genetics	3
BIO 331	Genetics Laboratory	1
BIO 340	Biochemistry	4
BIO 341	Biochemistry Laboratory	1
BIO 366	Pathophysiology	3
MDI 130	Medical Terminology	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.

	Total Credits	120

Psychology Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
PSY 101	General Psychology	3
	15 semester hours of additional psychology courses	15

Total Credits	18

Spanish

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. Students entering CSM and wishing to enroll in Spanish courses should register according to their previous experience with the language.

Courses

A minimum grade of C- is required for every course that is a prerequisite for another course.

The following are the placement guidelines in the Department of World Languages:

- *No prior knowledge of Spanish to two years in high school: the student should follow Track #1, in that sequence.
- *More than two years, but less than four years in high school: the student should follow Track #2, in that sequence (unless permission granted by the Program Director).
- *Four years in high school or beyond: the student should follow Track #3, in that sequence (unless permission granted by the Program Director).
- Note: Heritage speakers (individuals who grew up speaking Spanish at home) will be placed in the appropriate track according with their strengths in the language.

- **Track #1** Spanish Language: Beginner level students, must take the following courses:
  - SPN 111 - Beginning Spanish I (3 credits).
  - SPN 112 - Beginning Spanish II (3 credits).
  - SPN 211 - Intermediate Spanish I (3 credits).
  - SPN 212 - Intermediate Spanish II (3 credits).
  - SPN 321 - Spanish Conversation (3 credits).
  - SPN 322 – Spanish Grammar & Composition (3 credits).

- **Track #2 Spanish Language & Hispanic Culture:** Intermediate level students must take the following courses:
  - SPN 321 - Spanish Conversation (3 credits).
  - SPN 322 - Spanish Grammar & Composition (3 credits).
  - SPN 351 - Culture & Civilization of Latin America (3 credits).
  - SPN 352 - Culture & Civilization of Spain (3 credits).
  - SPN *** - 300 or 400 level course (3 credits).
  - SPN *** - 300 or 400 level course (3 credits).

- **Track #3 Spanish Language & Hispanic Literature:** Advanced level students must take the following courses:
  - SPN 322 - Spanish Grammar & Composition (3 credits).
  - SPN 421 - Advanced Spanish Conversation (3 credits).
  - SPN 411 - Survey Literature of Spain (3 credits).
  - SPN 412 - Survey Literature of Latin America (3 credits).
  - SPN *** - 300 or 400 level course, except SPN 321 (3 credits).
  - SPN *** - 300 or 400 level course, except SPN 321 (3 credits).

Spanish Minor

Degree Type
Minor

Minor Requirements

Students who wish to earn a minor must complete 18 credit hours (at least 9 credits must be earned at CSM) in one of the following Spanish Minor Tracks: ***Spanish Language, Spanish Language and Hispanic Culture, or Spanish Language and Hispanic Literature.*** Prior to declaring a Spanish minor the student must meet with the Program Director to determine their appropriate placement level (beginner, intermediate, or advanced).

Total Credits	18

Special Education

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, SPE 201/510, SPE 220/520, SPE 222/522, SPE 240/540, SPE 331/531, SPE 333/533, SPE 373/573 SPE 430/530, SPE 470, PED 360/560, EDU 470, SPE 495/595, and SPE 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, SPE 201/510, SPE 220/520, SPE 222/522, SPE 240/540, SPE 331/531, SPE 333/533, SPE 373/573, SPE 360/560, SPE 375/575, SPE 430/530, PED 360/560, SPE 375/575, EDU 472/572, SPE 495/595.

Students who successfully meet state required competencies qualify for a Nebraska Teaching Certificate. Completion of the Special Education program does not guarantee certification. Continuous growth in knowledge, pedagogy and professionalism as well as satisfactory performance during clinical practice is required in the recommendation for certification. Transportation during clinical practice is the responsibility of the student.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rule 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states are not uniform, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, field experience, clinical practice and certification requirements).

Intensive reading and writing experiences are integrated into all Teacher Education courses. Appropriate use of instructional technology is modeled and integrated into content and pedagogy of all education courses.

7-12 Special Education Secondary Education, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 203 (See Major)	0

Major Program Courses

Item #	Title	Credits
SPE 101	Introduction to Special Education	3
SPE 201	Adaptive Technology in the Classroom	3
SPE 220	Learners with Mildly/Moderately Handicapping Conditions	3
SPE 222	Assessment Techniques for Diverse Learners	3
SPE 331	Instructional Strategies: Inclusive Practices	3
SPE 333	Legal and Ethical Issues in Special Education	3
SPE 373	Critical Issues I in Special Education	3
SPE 360	Adapted Physical Education	3
SPE 375	Critical Issues II in Secondary Alternative Programs	3
SPE 430	Diagnosis and Evaluation of Literacy	3
SPE 472	Clinical Practice: Secondary	10
SPE 495	Clinical Practice Seminar	2

Secondary Education Minor

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 262	Adolescent & Young Adult Literature	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 351	Literacy Methods for Secondary Schools	3
EDU 360	Teaching Middle Secondary Students	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 496	Research Seminar	3
PSY 203	Adolescent Psychology	3
PSY 410	Abnormal Psychology	3

SPE 101, SPE 331, SPE 373, SPE 375, SPE 430, SPE 472, EDU 101, EDU 312, EDU 351, EDU 360: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	122

Elementary Education/Special Education, B.S.

Degree Type
Bachelor of Science

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or MTH 162)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity (EDU 375)	0
	Fine Arts	3
	Life Science (any Biology with a lab)	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (PSY 101)	3
	Theology (any class)	6
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective - PSY 200 (See Major)	0

Major Program Courses

Item #	Title	Credits
IDS 130	Strategies to Achieve Results in Education	1
EDU 101	Introduction to Education	3
PSY 200	Child Psychology	3
EDU 201	Technology in the Classroom	3
EDU 240	Guidance and Classroom Management	3
EDU 312	Educational Psychology and Measurement	3
EDU 315	Assessment of Learners	2
EDU 342	Children'92s Literature	3
EDU 350	Literacy Methods	4
EDU 353	Teaching Natural and Social Sciences: Elementary and Middle	3
EDU 355	Teaching Mathematics: Elementary and Middle	3
EDU 372	Integrating Fine Arts Instruction Into the Classroom	3
EDU 375	Human Relations in a Multicultural Society	3
EDU 427	History, Trends and Issues in Education	3
EDU 470	Clinical Practice: Elementary	5-10

Special Education Major

Item #	Title	Credits
SPE 101	Introduction to Special Education	3
SPE 201	Adaptive Technology in the Classroom	3
SPE 220	Learners with Mildly/Moderately Handicapping Conditions	3
SPE 222	Assessment Techniques for Diverse Learners	3
SPE 331	Instructional Strategies: Inclusive Practices	3
SPE 333	Legal and Ethical Issues in Special Education	3
SPE 360	Adapted Physical Education	3
SPE 373	Critical Issues I in Special Education	3
SPE 430	Diagnosis and Evaluation of Literacy	3
SPE 470	Clinical Practice — Elementary	5
SPE 495	Clinical Practice Seminar	2
SPE 496	Research Seminar	3

Supporting Course

Item #	Title	Credits
	MTH 112 or higher	3

EDU 101, EDU 312, EDU 342, EDU 350, EDU 353, EDU 355, EDU 470, SPE 101, SPE 331, PED 360, SPE 373, SPE 430, SPE 470: Courses require field experience.

Some courses may be counted in more than one category. Courses cannot be cross counted within general education. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements. Student may be required to complete prerequisite courses.

	Total Credits	126

Special Education Minor

Degree Type
Minor

Minor Requirements

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).

	Total Credits	18

Theology

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. Students should verify that a particular course fulfills the General Education requirement and that they have taken any required prerequisites. Theology credits must be taken at CSM or transfer of credits is allowed if credits were taken at another Catholic institution. CSM will accept up to 3 credits in Theology earned through Dual Credit from a Catholic high school.

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 four areas of theology: Scripture, Systematics, Spirituality, and Moral
- The senior theology research project completed under the supervision of an assigned member of the Theology Program*
- A minor of one's choice (or a double major)

Theology Minor Requirements

In order to graduate with theology as a minor, students must successfully complete 18 credit hours. Students are encouraged to consult with a member of the Theology Program in order to most effectively choose courses that pertain to their interests and purposes. Requirements:

- 18 credit hours of theology courses with a minimum of C- in each course
- including a minimum of one course in three of the four areas of theology: Scripture, Systematics, Spirituality, and Moral

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 four areas of theology: Scripture, Systematics, Spirituality, and Moral
- 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, B.A.

Degree Type
Bachelor of Arts

General Education

Level I

Item #	Title	Credits
	ENG 101 or ENG 102	3
	FYS First Year Seminar	1
	Communications	3
	Quantitative Reasoning (MTH 114 or above, PHL 105, BIS 140)	3

Level II

Item #	Title	Credits
	English (any except for ENG 495)	3
	Global & Cultural Diversity	3
	Fine Arts	3
	Science (any Biology, Chemistry or Phy Sci) must include Lab	4
	Math (MTH 242 or 162, or above MTH 114) or Natural Science	3
	History (any history class)	3
	Social Science (ECO 150 or any Sociology or Psychology)	3
	Theology (any class)	0
PHL 200	Moral Reasoning	3
	Philosophy (any Philosophy course)	3
	General Education Elective (any Liberal Arts Course)	3

Major Program Courses

Required (15 credits)

Item #	Title	Credits
	Scripture: THL 201, 202, or 327	3
	Moral: THL 215, THL 320, THL 330, or THL 365	3
	Systematics: THL 103, THL 223, THL 227, THL 305, or THL 360	3
	Spirituality: THL 260, THL 310, or THL 354	3
THL 495	Theology Research Seminar	3

Theology Electives (21 credits)

Item #	Title	Credits
	THL	3
	THL	3
	THL	3
	THL	3
	THL	3
	THL	3
	THL	3

Minor

General Electives

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.

	Total Credits	120

Theology Minor

Degree Type
Minor

Minor Requirements

Item #	Title	Credits
	18 credit hours in at least 3 of the 4 disciplinary fields of theology	18
	Total Credits	18

Women's Studies

Women’s Studies is an interdisciplinary program that provides opportunities to examine the experiences and movements of women’s lives. Students will study feminist methodology and theory and learn how to apply these to past and present situations. Students may choose from a variety of courses that focus on women’s contributions in the arts and literature, women’s history, and women’s philosophy and spirituality. Other courses study women in the professions and their position in current culture. Some courses incorporate a service-learning project at one of the many women’s centers or services in the Omaha area.

A minor in Women’s Studies complements any major chosen by the student and provides an interesting and often neglected perspective in education. A student choosing to minor in Women’s Studies will have the opportunity to explore past and current trends that affect the lives of women in their careers and in their personal lives. This minor is excellent preparation for future experiences in the work force and in graduate school.

Women's Studies Minor

Degree Type
Minor

Minor Requirements

Eighteen credit hours of courses selected from the following with the permission of the program director:

Of these 18 credit hours, at least 12 must be beyond General Education requirements.

Item #	Title	Credits
ART 208	Women in Art	3
COM 330	Gender and Communication	3
ENG 257	Women and Film	3
ENG 266	Images of Women in Literature	3
ENG 355	Women/Literature/Film	3
ENG 368	Women Writers	3
HPS 240	History of Women in Europe	3
HPS 251	US Women's History	3
MUS 205	Women in Music	3
PHL 310	Philosophy of Women	3
PSY 360	Psychology and Women	3
THL 327	Women in the Bible	3
THL 360	Women in the Christian Tradition	3
	Total Credits	18

Introduction

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

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

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*Denotes College of Saint Mary alumni

Information Sources

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

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

The catalog is compiled and published by the Office of the Vice President for Academic & Student 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.

Mission

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

Excellence - Service - Dignity - Compassion - Inclusivity - Integrity

University

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

College of Saint Mary has made modifications to its buildings and grounds in order to provide all of its students, faculty, staff, and visitors with equal access to its programs, events and facilities. In compliance with Section 504 of

the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the University has taken measures to assure that students with disabilities have access to its academic programs and to provide them with the auxiliary aids necessary to help them reach their degree objectives.

For additional information, assistance in accommodating individual needs, or for the lodging of any complaints or grievances concerning these Federal regulations, contact the ADA Coordinator, 402-399-2446, ADA@csm.edu.

History

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

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

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

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

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

Catherine McAuley, the foundress of the Sisters of Mercy and an early 19th century Irishwoman, had a bold vision. She believed that "nothing was more productive of good to society than the careful education of women...since their example and advice will always possess influence." Omaha's College of Saint Mary is one of those schools.

Mother Mary Leo Gallagher, another Sister of Mercy, carried on the tradition and opened the doors of College of Saint Mary in 1923. In Omaha's old Continental Hotel at 15th and Castelar Streets, the work began. The church schools needed teachers. To be effective in these positions, Mother Gallagher believed women needed a strong liberal arts education. Mother Gallagher accomplished this feat when women had won the right to vote just three years prior. Many at the time viewed educating women as a frivolous gesture, but a woman with a vision will not be deterred.

The dynamic leadership of women such as Mother Gallagher, the first president of the College, and Sister Mary Constance Walsh, the first academic dean, brought high standards to the fledgling two-year teacher's college and led to its growth. Their dedication served as an example for those who followed.

In November 1950, the Sisters purchased 80 acres of land for $150,000 next to a dirt road named 72nd Street and what would then become Mercy Road. The land was split evenly between College of Saint Mary (40 acres) and the Sisters of Mercy (40 acres). A $3 million construction project began in March 1953 and by May 1955, College of Saint Mary was a reality. That year, 255 students enrolled and by 1958 College of Saint Mary had become a four-year fully accredited college.

Today, CSM is proud to continue its tradition of educating female leaders formed in the values of service and compassion according to the Sisters of Mercy. CSM today enrolls over 700 students and hosts both graduate and undergraduate programs.

Campus

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

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

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

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

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

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

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

Declaration of Open Discourse

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

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

Accreditation and Memberships

	Accrediting Agency	**Contact Information**
College of Saint Mary	Higher Learning Commission	230 North LaSalle Street, Suite 7-500 Chicago, IL 60604-1413 800-621-7440
Education Program	Nebraska Department of Education (NDE)	301 Centennial Mall South Lincoln, NE 68509 402-471-2295
Occupational Therapy Program	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA),	7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814 800-729-2682
Nursing Programs (BSN)	Accreditation Commission for Education in Nursing (ACEN)* Nebraska Board of Nursing	3390 Peachtree Road NE Suite 1400

	Accrediting Agency	Contact Information
		Atlanta, GA 30326 404-975-5000 www.acenursing.org 301 Centennial Mall South Lincoln, NE 68509 402-471-3121
Nursing Program (PN)	Nebraska Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-3121
Legal Studies Program	American Bar Association	Standing Committee on Paralegals 321 N. Clark Street, 19th Floor Chicago, IL 60654-7598 312-988-5618
Physician Assistant Studies Program	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	12000 Findley Road, Suite 275 Johns Creek, GA 30097 770-476-1224
Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	3030 Potomac Ave., Suite 100 Alexandria, Virginia, 22305-3085 703-706-3245 email: accreditation@apta.org.
On-line Courses Out-of-state clinical placements	National Council for State Authorization Reciprocity Agreements (NC-SARA)	3005 Center Green Dr, Suite 130 Boulder, CO 80301 303.848.3275 info@nc-sara.org

* The Bachelor of Science in Nursing program at College of Saint Mary located in Omaha, NE is accredited by the Accreditation Commission for education in Nursing (ACEN). The most recent accreditation decision made by the ACEN Board of Commissioners for the BSN program is Continuing Accreditation.

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

Academic Calendar

Undergraduate Students - Academic Calendar 2024-25

Fall 2024

Wednesday	August 21	Undergraduate Classes Begin
Wednesday	August 28	Last Day to Drop/Add for Undergraduates
Monday	September 2	Labor Day Holiday - College Closed
Wednesday	September 18	Early Alerts Deadline
Mon - Fri	October 7-11	Midterm Week
Mon - Fri	October 14-18	Fall Break - No Classes for Undergraduate Students
Friday	October 25	Undergraduate Midterm Grades Due, 5:00 p.m.
Mon - Thurs	October 28-31	Registration Opens for Spring and Summer 2025
Friday	November 8	Last Day to Withdraw from Undergraduate classes, 5:00 p.m.
Wed - Sun	Nov 27 - Dec 1	Thanksgiving Vacation - No Classes
Thurs - Fri	November 28-29	Thanksgiving Holiday - College Closed
Mon-Thurs	December 9-12	Finals Week
Thursday	December 12	End of Fall Semester
Wednesday	December 18	Undergraduate Grades Due, 5:00 p.m.

Spring 2025

Tuesday	January 21	Undergraduate Classes Begin
Tuesday	January 28	Last Day to Drop/Add for Undergraduates
Tuesday	February 18	Early Alerts Deadline
Mon - Fri	March 10-14	Midterm Week
Mon - Fri	March 17-21	Spring Break for Undergraduate Students
Friday	March 28	Undergraduate Midterm Grades Due, 5:00 p.m.
Mon - Thurs	Mar 31 - Apr 3	Registration Opens for Fall 2025
Friday	April 11	Last Day to Withdraw from Undergraduate Classes, 5:00 p.m.
Friday	April 18	Good Friday Holiday - College Closed
Fri-Mon	April 18-21	Easter Break - No Classes
Mon - Thurs	May 12-15	Final Exam Week
Thursday	May 15	End of Spring Semester
Saturday	May 17	Commencement
Thursday	May 22	Undergraduate Grades Due, 5:00 p.m.

Summer 2025

Friday	May 23	Last Day to Register for Summer Main Session
Monday	May 26	Memorial Day Holiday - College Closed
Tuesday	May 27	Summer Main Session Begins (9 weeks: May 27 - July 25)
Thursday	May 29	Last Day to Drop Summer Main Session Course
Friday	June 13	Last Day to Register for Session 2
Monday	June 16	Session 2 Begins (6 weeks: June 16 to July 25)
Tuesday	June 17	Last day to Drop Summer Session 2 Course
Friday	July 4	Independence Day Holiday - College Closed
Friday	July 4	Last Day to Withdraw from Main Session and Session 2
Friday	July 11	BS in Nursing Student Grades Due, 12:00 p.m.
Friday	July 25	Undergraduate Main Session and Session 2 End
Friday	August 1	Undergraduate Main Session and Session 2 Grades Due, 5:00 p.m.

Graduate Students - Academic Calendar 2024-25

Fall 2024

Sunday	August 11	Doctor of Education Classes Begin
Monday	August 12	Occupational Therapy Doctorate Classes Begin (2026 and 2027 Cohorts)
Monday	August 12	MS in Organizational Leadership Classes Begin
Saturday	August 15	MA in Teaching Classes Begin
Monday	August 19	MS in Physician Assistant Studies Didactic Classes Begin
Monday	August 19	Occupational Therapy Doctorate Fieldwork Rotations Begin (2025 Cohort)
Saturday	August 24	Post-Baccalaureate Paralegal Certificate Classes Begin
Monday	August 26	MS in Physician Assistant Studies Clinical Classes Begin
Monday	August 26	Doctor of Physical Therapy Classes Begin
Sunday	October 13	Doctor of Education Classes Begin
Monday	October 14	MS in Organizational Leadership Classes Begin
Monday	October 28	Registration Opens for Spring and Summer 2025
Sunday	December 8	Post-Baccalaureate Paralegal Certificate Classes End
Friday	December 13	End of Fall Semester
Wednesday	December 18	Graduate Student Grades Due, 5:00 p.m.

Spring 2025

Thursday	January 2	Doctor of Physical Therapy Classes Begin
Thursday	January 2	MS in Physician Assistant Studies Didactic and Clinical Classes Begin
Monday	January 6	MS in Organizational Leadership Classes Begin
Monday	January 6	Occupational Therapy Doctorate Capstone Rotations Begin (2025 Cohort)
Sunday	January 12	Doctor of Education Classes Begin
Tuesday	January 13	Occupational Therapy Doctorate Classes Begin (2026 and 2027 Cohorts)
Monday	January 20	Martin Luther King Jr. Day Holiday - College Closed
Thursday	January 23	MA in Teaching Classes Begin
Saturday	January 25	Post-Baccalaureate Paralegal Certificate Classes Begin
Monday	March 10	MS in Organizational Leadership Classes Begin
Sunday	March 16	Doctor of Education Classes Begin
Monday	March 31	Registration Opens for Fall 2025
Monday	April 27	Post-Baccalaureate Paralegal Certificate Classes End
Saturday	May 10	MA in Teaching Classes End
Friday	May 16	End of Spring Semester
Saturday	May 17	Commencement
Thursday	May 22	Graduate Student Grades Due, 5:00 p.m.

Summer 2025

Monday	April 28	Doctor of Physical Therapy Classes Begin
Monday	May 12	MS in Physician Assistant Studies Didactic Classes Begin
Saturday	May 17	MA in Teaching Classes Begin
Saturday	May 17	Post-Baccalaureate Paralegal Certificate Classes Begin
Sunday	May 25	Doctor of Education Classes Begin
Monday	May 26	Memorial Day Holiday - College Closed
Tuesday	May 27	Occupational Therapy Doctorate Classes Begin
Tuesday	May 27	Doctor of Physical Therapy Classes Begin (2027 Cohort)
Monday	June 2	MS in Organizational Leadership Classes Begin
Monday	June 9	Occupational Therapy Doctorate Fieldwork Rotations Begin (2026 Cohort)
Friday	July 4	Independence Day Holiday - College Closed
Thursday	July 31	MA in Teaching Classes End
Sunday	August 3	Post-Baccalaureate Paralegal Certificate Classes End
Friday	August 15	MS Physician Assistant Studies Student Grades Due, 12:00 p.m.
Saturday	August 16	MS Physician Assistant Studies Completion Ceremony

Academic Regulations and Information

The Vice President for Academic & Student 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 & Student 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 & Student Affairs will prevail.

Academic Actions and Appeals for Probation and Dismissal for Undergraduate Programs

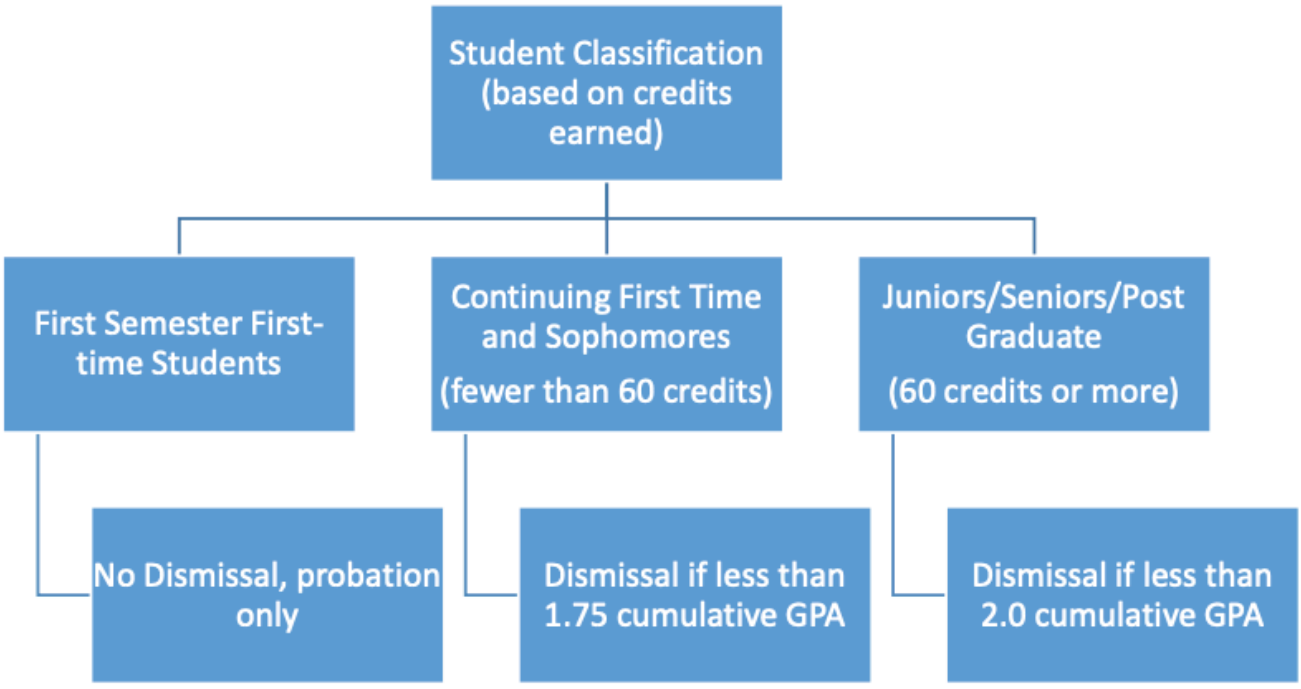
Probation

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

Dismissal

Student Classification – Cumulative GPA

First-semester freshman students – no dismissal, probation only
Continuing freshman students and sophomores (with fewer than 60 total credits) – dismissal if less than 1.75 cumulative GPA
Juniors/Seniors/Post Graduate (with 60 or more total credits) – dismissal if less than 2.00 cumulative GPA



Academic dismissals for undergraduate students are determined after spring semester of each academic year. However, any student with a GPA below 1.0 for any semester in which credits were attempted and completed will be dismissed from the university. A student who is subject to academic dismissal may appeal the dismissal by following the process outlined below. Any student who is academically dismissed from the university may apply for readmission to the university after one term (not including summer school). The College Admissions Committee will consider the request for readmission. Upon readmission to the university, a student may resume study and apply for

financial aid. Readmission is not a guarantee of financial aid, so students returning to the institution should verify that they are eligible to receive financial aid. If a student is academically dismissed more than once, the student will no longer be eligible for readmission.

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

Academic Appeals Process for Undergraduate Programs

The Academic Integrity and Appeals Committee exists to provide the student with a means to appeal a specific academic decision that the student considers unwarranted, unjust or capricious.

Appeal of a final course grade, program dismissal, or other course/program decision:

- File a petition no later than ten business days after the end of the course or date in which the decision was made.
    - To prevent a delay in progression, students in the Nursing Programs (PNC, BSN) completing a course and progressing into a course with a clinical component mid-semester, must file a petition for appeal within 2 business days after the date in which the decision notification was made. When courses conclude at end of the semester, nursing students will have 10 business days after the end of the course or date in which the decision was made to file a petition for appeal.

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

The process for an Academic Appeal for a course grade, program dismissal, or other course/program decision 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.
3. Discuss the matter of appeal with the course Assistant Dean.
4. If the appeal is then not resolved, submit a “Student Academic Appeal Form”
   (forms are available on MyCSM > Forms > Student Forms > Student Academic Appeal Application). The Committee Chair will convene the Undergraduate Academic Appeals Committee.

The process for an Academic Appeal for dismissal from the university is as follows:

- Submit a “Student Academic Appeal Form”
  (forms are available on MyCSM > Forms > Student Forms > Student Academic Appeal Application). The Committee Chair will convene the Academic Integrity and Appeals Committee. The form must be submitted within 30 days of the date of the dismissal notice.

- It is the responsibility of the Academic Integrity and Appeals Committee to evaluate each case confidentially and fairly and to develop a course of action that will resolve the matter. The Academic Integrity and Appeals Committee will notify the parties involved in the appeal and schedule a hearing in which both parties are present to state their side of the case. The committee will make a decision within 5 days following the hearing.

Membership in the Academic Integrity and Appeals Committee consists of the four academic assistant deans and the academic integrity coordinator, and is chaired by the Dean of Student Affairs. The student may have a navigator who will help her through the appeal process. The chair of the appeals hearing will notify the student of the outcome of the hearing.

Academic Actions and Appeals for Dismissal for Graduate Programs

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

- For students in the Ed.D,: Failure to earn a B or better in any course will result in dismissal from the program and the College of Saint Mary.
- The Physical Therapy Program (DPT) requires students maintain a 3.0 GPA and can earn no more than two course grades of a “C” to maintain progression in the CSM DPT program. In the DPT program, a one semester period of academic probation may be granted by the DPT Program’s Academic Review Committee.
- The Occupational Therapy Program requires students maintain a 3.0 GPA. A grade below “C”, Fail, or Unsatisfactory in OTD prefix courses is considered failing. Students who fail a course will not be able to progress to the next semester of OTD coursework until a passing grade is earned. More than one failure is grounds for dismissal from the OT program.
- The Physician Assistant Studies Program requires a cumulative grade point average of 2.5, a minimum grade of “C” in all courses and clinical rotations, a “Satisfactory” rating in all categories of the Professional Evaluation, and a “Pass” or “Satisfactory” rating on all non-letter grades assignments or projects to progress in the program Unsatisfactory Academic Progress can lead to dismissal. For specific information on the Standards of Academic Progress, please refer to the PAS Student Handbook.
- For students in the MKES program: Failure to earn a B or better in any course will result in dismissal from the program and the College of Saint Mary.
- For students in the MAT program:
  1. Earning a C or lower in any graduate course will result in being placed on probation in the program.
  2. Earning a C grade in more than one graduate course will result in dismissal from the program and the College of Saint Mary.

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

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

Please note: Students in the MSPAS program will follow the policies and procedures as outlined in the PAS Student Handbook.

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

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

1. The faculty of the EDD program prepares the exam with input from the committee chair. The examination will take place virtually.
2. The exam will assess the extent to which the student meets the core competencies of the program of study.
3. The exam is not limited to the content of a single course but rather covers the entire program of study and integrates concepts from a variety of topics.
4. Failure to pass the comprehensive examination will result in dismissal from the program.

Academic Appeals Process for Graduate Programs

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

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

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

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

Pre-Appeals and Appeals Processes for a Student Academic Appeal

Pre-appeal process for an Academic Appeal:

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

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

Formal Appeal Process for an Academic Appeal

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

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

Graduate Policies and Appeals Committee action

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

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

Academic Advising

Every degree-seeking student at College of Saint Mary is assigned an academic advisor who assists in academic matters and helps in planning a cohesive program to achieve the goals set by the student. Any major decisions

regarding the academic program should be handled through the academic advisor. **Final responsibility for meeting degree requirements rests with the student.** A student may request a change of advisor through the Registrar's Office.

Academic Integrity Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

Level 2: Intentional misconduct, and/or accidental misconduct in which the student should have known* that the conduct was wrong, and/or second offense level 1 infractions.
*the should have known standard is based on information the student explicitly had access to. For example, the conduct was discussed by the instructor in class or was explicitly forbidden in the assignment; or the conduct was covered in the student training module and the student has presented proof of successfully completing this module.

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

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

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

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

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

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

Academic Load

Definitions:

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

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

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

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

Requests for overloads of more than 21 credit hours require the approval of the Assistant Dean of the student's major. In order to be eligible for an overload, a student must meet all of the following requirements.

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

No overload request beyond 24 credits hours will be approved.

Academic Year and Semester Hours Policy

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

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

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

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

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

Credit hour is synonymous with semester unit or unit.

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

The following minimum guidelines shall be followed.

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

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

Independent study courses - Faculty are to ensure that the quantity of student learning required per credit is the equivalent to that needed to attain the learning outcomes that would result from approximately 45 hours of individual work which may include direct instruction or student study during the instructional period.

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

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

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

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

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

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

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

Advanced Placement

College of Saint Mary accepts AP – Advanced Placement Test Scores. College of Saint Mary's College Board Code is 6106. More information can be found at College Board.

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

AP Exam	Required Test Score	Course Awarded	Credit Earned
Art – Drawing	3, 4, 5	ART 213	3
Art History	3, 4, 5	ART 202	3
Biology	3, 4, 5	BIO 100	3
Calculus AB	4, 5	MTH 201	4
Calculus BC	4, 5	MTH 202	8
Chemistry	4, 5	CHM 110	3-4, 6-8

AP Exam	Required Test Score	Course Awarded	Credit Earned
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	ENGL 101	3
Eng Literature/Comp	3, 4, 5	ENG Literature elective	6
Environmental Science	3, 4, 5	ELECTIVE CREDIT	
European History	3, 4, 5	ELECTIVE CREDIT	3, 6
French Language	3, 4, 5	GCD Credit	3, 6
French Literature	3, 4, 5	ELECTIVE CREDIT	3
German Language	3, 4, 5	GCD Credit	3, 6
Govt&Politics: Compare	3, 4, 5	HPS Elective	3
Govt&Politics: US	3, 4, 5	HPS Elective	3
Human Geography	3, 4, 5	ELECTIVE CREDIT	3
Classic Languages	3, 4, 5	ELECTIVE CREDIT	3, 6
Music Theory	3, 4, 5	ELECTIVE CREDIT	3
Physics B	4, 5	PHY 202, 203, 204, 205	8
Psychology	3, 4, 5	PSY 101	3
Spanish Language	3, 4, 5	SPN 111	3, 6
Spanish Literature	3, 4, 5	SPN 411 OR SPN 412	3
Statistics	4, 5	MTH 242	3
Studio Art (2D,3D,Drawing)	3, 4, 5	ART ELECTIVE	3
US History	3, 4, 5	HPS 131, HPS 132	3, 6
World History	3, 4, 5	HPS 375	3

Americans with Disabilities Act (ADA)

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

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

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

Attendance

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

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

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

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

Absence (University-Authorized) for University-Sponsored Activities

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

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

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

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

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

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

Audits

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

Authorship Guidelines for Undergraduate Programs

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

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

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

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

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

Authorship Guidelines for Graduate Programs

Authorship guidelines pertain to research projects on which faculty, or faculty and students may collaborate. This research is outside of required coursework and is intended to be published or disseminated in some way. Individuals who make a contribution through such activities as editing, proofreading, writing assistance, or supervision can be acknowledged, but not included as authors. Students are sole authors for student projects, dissertations, theses, or other coursework.

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

Substantial contributions to the conception, planning, or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
Drafting the work or revising it critically for important intellectual content; AND
Final approval of the version to be published; AND
Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

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

Cancelled Classes

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

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

Candidates for Degrees

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

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

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

Change of Catalog

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

Change of Advisor or Major

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

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

Classification of Students

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

Commencement and Graduation Guidelines

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

May Commencement Ceremony:

- **Student must be an anticipated May, summer graduate, or a previous December graduate.**
  - No more than 9 hours of credits remaining in the summer term. Programs in which more than 9 hours of credit are planned to be completed in the summer will be handled on an exception basis.
  - All remaining credits must be completed by September 1.

December Commencement Ceremony:

- **Student must be an anticipated December graduate or a previous summer graduate who was unable to participate in May commencement.**

Graduation Guidelines

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

Students who do not meet degree requirements must re-apply for the next available graduation date by completing another Application for Degree. Students who have delayed graduations will be graduated at the end of the month in which they complete their requirements.

Competencies

All degree-seeking students at College of Saint Mary must demonstrate basic competencies in English and mathematics. Students are placed in the appropriate English and/or math course based upon their ACT/SAT scores or their transfer credits. In the absence of these scores or appropriate transfer credits, a placement exam will determine the appropriate level of course as required by their academic program. A student may request to take the placement exam in lieu of using the ACT/SAT scores for placement. In the absence of ACT/SAT scores or placement exams, a student will be placed in the developmental course for math and/or English.

Conditional Admission/Strategies for Success Course

All conditionally admitted students are required to complete an academic success strategies course during their first semester at CSM. All students who are conditionally admitted are required to take IDS 121 (Strategies for Success). Students in the BSN Pathway who were conditionally admitted are required to take IDS 140. IDS 121 is repeatable.

Copyright Laws

Section 107 of the FEDERAL COPYRIGHT LAW REVISION states:

Limitations on exclusive rights: Fair use

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

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

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

Course Prerequisites

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

Courses at Other Institutions

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

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

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

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

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

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

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

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

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

Credit for Prior Learning

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

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

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

Credit by Challenge Examination

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

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

Procedure: To apply for credit by examination for a course, a student registered at College of Saint Mary must submit an Alternatives for College Credit Form, obtain approval from her academic advisor and the Program Director of the program offering the course, pay the required charge, and obtain the approval of the Vice President for Academic & Student Affairs. Upon receipt of an approved request, the director of the program 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.
3. Notifying the Registrar of the appropriate grade when a student has earned course credit by examination (Alternatives for College Credit Form to be used).

A student may not receive credit by examination for a course that is a prerequisite for a course already taken or for an equivalent college course already taken. Students should plan to take credit by examination early in their college careers, preferably during the first year of matriculation at the University.

Credit by College-Level Examination Program (CLEP)

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

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

Credit through Portfolio Development and Assessment

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

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

1. The student meets with the advisor and the instructor to review the course.
2. If the advisor and/or instructor believes the experiences appear to have involved college learning, the advisor completes a Request for Portfolio Credit form including whether the student will get a letter grade or prefers the Pass/Fail option (only used for elective credit), obtains required signatures, and forwards it to the Portfolio Program Coordinator.
   The Request for Portfolio Credit form is available on MyCSM.
3. All portfolios will be presented in a manner consistent with the academic discipline for which the portfolio is prepared.
   The portfolio may be a written paper or other substantive project or product that demonstrates college-level learning as assessed by a faculty review and consistent with the rigor appropriate to that discipline. Any form of portfolio should demonstrate academic excellence with respect to its development, presentation, and delivery.
   A portfolio will generally consist of the following minimum requirements:
   --A title page which shall list the course(s) being petitioned together with student contact information including name, address, and telephone numbers (work and home);
   --A Table of contents;
   --Resume;
   --Statement of learning goals;
   --Supporting documentation (In the event of projects or products that cannot be reduced to writing, photographs, drawings, source codes, or other evidence may be submitted at the discretion and direction of the faculty reviewer to fulfill this requirement.)
4. The final grade will be entered by the faculty reviewer assigned to the portfolio during final grade entry for the semester in which the portfolio is completed.

5. The portfolio will be kept on file with the documentation for 30 days after the grade has been posted. When credit is accepted, a letter or pass/fail grade will be given as stipulated in the course petition.

6. Restrictions:
   Students may not receive credit through Portfolio Development and Assessment for:
   --a course that is a prerequisite for a course already taken
   --an equivalent college course already taken
   --certain restricted courses (please see the program coordinator for restricted courses)
   Students must be degree seeking or seeking certification or recertification and be currently enrolled at College of Saint Mary to seek portfolio credit. A time limit of one traditional semester for completion is allowed. The university policy for incomplete grades may be applied if requested. Students have the opportunity to develop portfolios throughout their academic careers at College of Saint Mary, but may not exceed 10% of the total credit hours required for their degree. Note: Credits obtained by these alternative methods, excluding some DSST examinations, are accepted at College of Saint Mary. Official documentation must be provided in order to obtain these credits. Policies at other educational institutions may vary. However, the maximum number of portfolio credits for the Ed.D. program is 6, with approval from the Program Director and Vice President for Academic & Student Affairs or designee.

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

Developmental Courses (Courses numbered below 100 level)

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

Examinations

Undergraduate course examinations are given at the close of each semester. An equivalent evaluative instrument may be used in place of a written examination. A final examination or equivalent instrument is required. Students must be at the scheduled final examination unless excused by the instructor of record. The final examination schedule is located on the Registrar's myCSM page.

Family Educational Rights and Privacy Act (FERPA)

CSM complies with the Family Education Rights and Privacy Act (FERPA). In compliance with FERPA, any student may personally inspect and review their educational records regarding their college career at CSM. Schools are not required by Federal law to provide copies of information, unless providing a copy is the only way of allowing access for review. Where information regarding a student is commingled with that relating to other students, the student may receive an oral report of their own information only.

Listed below are all of the records presently kept by the University. A student wishing to examine any record should make a request from the appropriate administrator. Requests must be in writing; the record will be made available within 10 days.

Student Record	Administrator
Academic Record	Registrar
Department Record	Advisor or Program Director*
Discipline Record	Assistant Dean of Student Life
Student Statement	Financial Services
Financial Aid Record	Financial Aid**
Graduation Requirements Checklist	Academic Advisor

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

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

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

Directory information is information not generally considered harmful or an invasion of privacy if disclosed. This information includes, but it is not limited to: name, address, telephone listing, field of study, weight & height of athletes, most recent previous school attended, date and place of birth, participation in officially recognized activities and sports, and dates of attendance, degrees, academic awards and honors. Directory information may be disclosed without prior written consent unless the student has notified the University not to release this information. Written notice must be made to the Registrar's Office within 10 days following the beginning of each semester. Any student choosing to have this information withheld should note that her name will not be released for President's Honor Roll or 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 & Student Affairs a written request for a hearing before the Academic Appeals Board of the University. Any member of the board having a direct interest in the case may not participate. The board's decision will be rendered in writing within a reasonable period of time and is final.

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

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

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

Forms

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

Grade Point Average

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

Grade Reports

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

Grading System

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

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

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

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

**Not included in calculating GPA.

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

Honors and Awards

Dean's List: Eligibility for Dean's List includes 1) successfully completes at least 12 semester hours; 2) earns a grade point average of 3.5 to 3.89, and 3) has no grade of Incomplete.

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

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

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

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

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

Outstanding Junior Award: The Saint Catherine Medal is given by Kappa Gamma Pi to a full time student, who in her third year of college, has maintained an outstanding record of academic achievement and has also exemplified high standards of character and leadership. Nominations are presented to the Student Awards Committee for final selection.

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

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

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

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

Walk Tall Honors Program

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

Student Eligibility Criteria:

- Current CSM undergraduate students and transfer undergraduate students new to CSM with cumulative GPA of 3.75 or higher. New applicants to the Walk Tall Honors Program must have at least 4 semesters left before they receive their undergraduate degree at CSM in order to earn the designation of a Walk Tall Honors Program Graduate.
- Entering First Year students with a minimum cumulative high school GPA greater than 3.75, SAT score greater than 1180, ACT score greater than 24, or graduation in the top 10% of their high school class. Students must have at least 4 semesters before they receive their undergraduate degree at CSM, so that they have an opportunity to graduate as a Walk Tall Honors Program graduate.

Applications:

- for current CSM students: https://my.csm.edu/communities/honors/Pages/default.aspx

- for new CSM students: http://www.csm.edu/academics/walk-tall-honors-program

  The application process includes writing an essay. See the application for information on completing the essay. Accepted students enroll in Honors 101 (HNR 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 successfully complete the Walk Tall Honors Program, students must complete 4 semesters of HNR 101 with passing grades, as an undergraduate, and maintain a cumulative GPA of 3.75 or higher until graduation. If a student's cumulative GPA falls below 3.75, she may remain in the Program for one semester. If she does not raise her cumulative GPA to 3.75 or higher in the probationary semester, she will be dismissed from the Program. If a student receives a grade of NP in HNR 101, she will be dismissed from the program.

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

Incompletes

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

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

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

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

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

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

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

Incomplete Addendum for Graduate Programs

If a student receives an incomplete grade in a course where theory and practicum/internship/preceptorship components must be taken concurrently, both grades will be recorded as incomplete until successful completion of the requirements. For some programs that have a cohort model, incomplete grades are not allowed.

The final course grade for all courses shall consist of a letter grade, except for EDL 999, Dissertation, which will receive a P/NP grade. The course objectives derived from the program outcomes of the curriculum for the program are the criteria for evaluating student achievement in both the theory and practicum/internship/preceptorship courses.

International Baccalaureate (IB)

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

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

IB Subject Exam	Required Test Score	Course Awarded	Credit Earned	Notes
Biology	HL 5, 6 or 7	BIO Elective	3	General Education Science – no credit for Biology majors
Chemistry	HL 4, 5, 6 or 7	CHM 100/101	4	General Education Science or Math – no credit for Chemistry majors
English	HL 5, 6 or 7	ENG 101	3	General Education English
English	HL 5, 6 or 7	ENG Elective	3	General Education English
Foreign Language	HL 5, 6 or 7	Elective Credit	3	Elective
History	HL 5, 6 or 7	HPS 110	3	General Education History
Math	SL 5, 6 or 7	MTH Elective	3	General Education Science or Math, or Elective
Philosophy	HL 5, 6 or 7	PHL 206	3	General Education Philosophy
Sociology	HL 5, 6 or 7	SOC 101	3	General Education Social Science

Leave of Absence (LOA)

This program is a planned interruption in a student's formal educational program. It is designed for full-time or part-time students in good academic standing. Students are not required to register or maintain active status while on a leave of absence. The leave does not apply toward degree time limits. If approved, a student may go on leave for a minimum of one complete semester, and no more than two semesters during her undergraduate enrollment. A leave of absence in the Master of Arts in Teaching (MAT) program is limited to one semester. Any exception would be approved by the MAT program director. Leaves will not be granted retroactively. Permission for a leave of absence requires the approval of the advisor and the Program Director for the student's major program. The final decision for approving a LOA lies with the major or program in which the student is enrolled at the time of the application. Students should check with their major advisor or the Program Director BEFORE applying for the LOA to ascertain if their program allows students to apply for a LOA.

If courses are to be taken at another institution during the leave of absence, the student must consult the Vice President for Academic & Student Affairs to secure permission for transient study, and provide the Registrar's office with transcripts upon her return. Students who take a leave of absence will be subject to the guidelines and requirements of the academic catalog under the year in which they were first admitted to the university. Physician Assistant Studies (PAS) students who take a leave of absence must follow the policies and procedures for deceleration related to the leave of absence defined in the PA program handbook.

To qualify, a student must satisfy the following criteria:

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

The Leave of Absence Application is available under Forms on myCSM.

Mid-Semester Evaluations for Undergraduate Students

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

Pass-Fail Courses

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

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

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

Policy for Repeating Courses for Undergraduate Programs

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

Policy for Failing/Repeating Courses for Graduate Programs

The academic expectation is that all graduate students will earn superior grades. A student is required to achieve a minimum grade point average of "B" (GPA 3.0) in all graduate courses to be allowed to progress to the next semester of coursework. Students in the Master of Science in Organizational Leadership and Master of Arts in Teaching programs may earn only one "C" during the program of study. The Physician Assistant program will follow the academic standards, remediation, and deceleration policies defined in the PAS Student Handbook.

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

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

Professional Conduct

Inherent in the professions are values demonstrated through professional conduct. Examples of professional values include demonstrating a commitment to one's profession, demonstrating cooperation and collaboration, exhibiting

intellectual and personal integrity and adhering to graduate program and practicum/internship/preceptorship agency policies. These categories serve as examples by which the student may be evaluated in the area of professional conduct.

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

1. Professional Conduct
    1. Commitment to the Profession:
        1. When in any community agency experience, the student should be identified as a College of Saint Mary student by official identification. The student is expected to exhibit a professional manner which includes, but is not limited to, having a neat, clean appearance and utilizing appropriate language and behavior.
        2. The student notifies the faculty appropriately when she/he is unable to complete expected course-related responsibilities, will be absent from the experience, or must leave the area prior to the end of the scheduled experience.
2. In practicum/internship/preceptorship settings, graduate students are required to be well groomed and dressed to reflect a professional image. Students will abide by host agency policies for dress code. Students will be asked to leave the practicum/internship/preceptorship experience if their appearance does not meet the guidelines for professional image and personal appearance or the agency policy on dress code.
    1. A graduate student being asked to leave a host agency for any reason is grounds for dismissal from the program. Examples include but are not limited to the following:
        1. Others’ welfare:
            1. The student is expected to conduct him/herself in a nondiscriminatory and nonjudgmental manner that is sensitive to diversity.
            2. When in the community in either an internship or practicum/ internship/preceptorship, the student places the welfare of others first by: being accessible and prompt in answering requests; establishing a priority of activities which reflects others’ needs; and being responsive and reliable when needs are identified. The student preserves and protects others’ autonomy, dignity and rights.
        2. Cooperation and collaboration:
            1. The student interacts professionally with faculty, staff, community members, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and authority for clarification. (Faculty> Program Director> Associate Dean> Vice President for Academic & Student Affairs.) The student’s written work is accurate, has a professional appearance, and is completed according to standards of the community agency and College of Saint Mary.
            2. The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive criticism.
            3. The program director reserves the right to adjust assignments as warranted by objectives, facility requests and faculty availability. Any changes which substantially affect a student’s schedule will be communicated to the student by the program director.
        3. Intellectual and personal integrity:
            1. The student exhibits intellectual and personal integrity by readily acknowledging mistakes and/ or oversights, and takes action to correct the situation. The student is honest and truthful when interacting with others and in completing written work. The student completes his/her own work, not representing anyone else’s work as being his/her own. The student identifies group collaboration on projects when appropriate. Refer to the Policy on Academic Honesty in the Graduate Program Catalog.
            2. The student is expected not to enter any learning environment if impaired by physical or mental illness, medication or substance abuse, or any other problem that could jeopardize her/him or others.
            3. Any student who is asked to vacate a facility by duly authorized personnel of the facility is subject to a recommendation of immediate dismissal from the University by the Graduate Admissions and Policies Committee. Decisions of dismissal may be appealed in accordance with Graduate Program Catalog policy.
        4. Consequences of Unprofessional Conduct
            1. Initial action

        1. If displaying unprofessional conduct, the student will be sent from the classroom, practicum/internship/preceptorship or laboratory setting by the instructor or designated authority. The instructor will then notify the Program Director. The Program Director will notify other university officials as deemed necessary. Appropriate documentation will be completed.
    2. Follow-Up
        1. The Program Director and any other University officials as deemed necessary will review any violation of the Code of Conduct. The student has the responsibility to follow appropriate communication channels within two weeks of documentation of the incident in an attempt to resolve the situation. The student will be notified if she/he may return to the classroom or practicum/internship/preceptorship setting. If warranted, the situation may be brought to the Graduate Admissions and Policies Committee for review. The student will be notified of the committee decision.
3. Consequences
    1. Practicum/internship/preceptorship time missed in the above situation will be considered as an unexcused absence and may result in the unsuccessful completion of the course. Unprofessional conduct may result in student dismissal from the graduate program.

Program Completion Time-Frame

Master's Programs

Completion of the program of study within five to six years is expected for the Master's degrees. Master degree students may not have more than six credits remaining to complete in the summer to participate in the May commencement and hooding ceremonies. All coursework must be completed before the next academic year begins.

The Master of Physician Assistant Studies program must be satisfied within five years from the date of matriculation.

Doctoral Programs

Doctor of Education (EDD)

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

Doctoral seeking students must successfully complete their oral defense to participate in commencement.

Doctor of Physical Therapy (DPT)

The maximum time-frame for completion of the Doctor of Physical Therapy (DPT) program is six years.

Registration

Currently enrolled students and new students register via on-line registration. The Registrar's Office registers student in cohort graduate programs. All degree-seeking students must meet with their advisors to discuss their registrations. The advisor then authorizes the student to register on-line. Students who have a second major, minor, or secondary education minor, should meet with that advisor first, have the advisor sign a Registration Authorization form, and

then take that form to their primary advisor for authorization. The student may register and make any changes to her registration via PowerCampus Self Service located in MyCSM (https://selfservice.csm.edu/Home.aspx). Students are solely responsible for any changes made in their schedule of classes without prior approval of their advisors. Registration for the fall semester takes place in early spring and, for the spring and summer semesters, in late fall. Registration for classes incurs a financial obligation and enrollment is finalized when the student makes semester financial arrangements for payment of tuition either online or in the Student Accounts office. Students are expected to complete registration prior to the first day of classes, as indicated by the directives from the Registrar's office.

Senior Capstone

Each baccalaureate degree program requires of its majors to demonstrate proficiency in the content of her major. This may take the form of a written or oral comprehensive examination, research project, recital, exhibit or other approved project.

Student Directory

The University will make available an online Student Directory in MyCSM listing each student's name, home address, home telephone number, local address, local telephone number, and a CSM E-mail address. Any student who does not wish to have information published about them should fill out a Release of Information form under Forms on myCSM. This information is for College of Saint Mary community use only, not to be released to another person or organization.

Testing Policy

Student Support Services (SSS) offers **LIMITED** administration of makeup exams for ADJUNCT faculty only. Part-time and full-time faculty members are expected to administer all makeup exams to their students. An **adjunct** faculty member *may* utilize SSS to administer a make-up exam only in *emergency or extenuating* circumstances such as when a student experiences a death in the family, car accident, severe illness, or a medical emergency. Extenuating circumstances do not include tardiness, forgetfulness, tiredness, independent study or vacation plan conflicts.

The faculty member may hand deliver the exam to Mary Schlueter's office (Hixson-Lied Commons- Rm 124) or email it to mschlueter@csm.edu and testproctor@csm.edu. If the exam is online and password protected, please send the password to **BOTH** email addresses listed. Please include:

- Date the test must be completed by
- Student's name
- Time limit, if applicable
- If any aids (calculator, formula sheet, text, notes) may be used
- Instructions on how you wish the test to be returned to you (e.g., you will pick it up, Mary will scan and send it to your CSM account, fax it to the number you provide, or slide it under your office door).

Student Support Services will proctor *only one* makeup exam per course and the student must make the testing appointment at least 72 hours in advance. If the student misses her scheduled testing appointment, the non-completed exam will be held until the faculty member picks it up.

*Please note: No whole class exams will be given or proctored by SSS staff, nor will they proofread or score exams.

Testing Policy Addendum (Advance Notice)

All instructors who receive letters from the ADA Coordinator (Tina Tingwald) regarding student test accommodations and any adjunct faculty requesting limited makeup testing due to emergencies or extenuating circumstances are required to provide Testing Coordinator Mary Schlueter with the exam (if paper), online passcodes, and all additional test instructions or supplies **72 business hours in advance (excluding weekends)** for any student testing outside

the classroom and needing a SSS test proctor. *For example, if a test is scheduled Tuesday at 9am, Mary would need the test (and any accompanying materials, time limits, codes, etc.) by 9am the previous Friday.* Timely submission of exams is needed for effective communication with proctors and for test security. **If an instructor does not have the test and all information to Mary 72 business hours in advance, the instructor then has the responsibility to plan with the student and to proctor the test her/himself and provide all test accommodations as indicated in the letter of notification from the ADA Office.**

Testing Policy Addendum 2 (Students Requiring a Test Reader)

If an accommodation letter indicates that a student needs a test reader, the faculty member **must create a new quiz within Canvas (unless the student waives this),** even when choosing to give a paper exam. The exam can be copied and pasted into Canvas New Quizzes and the Director of Instructional Development, Mark White, can assist. Readspeaker, time extension, password protection, and other settings are automatically available within Canvas.

Transcripts

To obtain a transcript or have one sent directly to a third party, a student must submit a request to the Registrar's Office. Requests can be made through the National Student Clearinghouse. The University does not release copies of transcripts (high school or college) or other documents received from other institutions.

Undeclared Majors

Students who have not declared a major must declare a major no later than the end of their fourth semester at CSM. In order to declare a major, a student must meet the admission requirements of the major, meet with the Program director of the major, complete a change of Major 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

Withdrawal vs. Drop: A student has a specific period of time at the beginning of a class when they may drop the class. The class then disappears from their transcript. After the end of the "add/drop period", if the student does not want to complete the course, it is a withdrawal and the course stays on the transcript with a grade of W.

Students, with the approval of their advisors, may withdraw from a full-semester course with a grade of W up to the end of the 12th week of the semester. The deadline for withdrawing with a grade of W from a non-traditional or graduate course (not full semester course) is the point when 80% of the course is complete. See examples below:

Course Length	Drop Deadline	Withdrawal Deadline
15 weeks	End of 1st week of classes	End of 12th week
12 weeks	End of 1st week of classes	End of 10th week
10 weeks	Before the 1st class meeting of each course or within 48 hours after the end of the first class meeting (except for 1 day courses).	End of 8th week

Course Length	Drop Deadline	Withdrawal Deadline
8 weeks		End of 6th week
6 weeks		End of 5th week
4 weeks		End of 3rd week
3 weeks		End of 2nd week

The deadline for dropping a one-credit seminar is 5:00 p.m. the day before the course begins.

After the withdrawal date, a student can no longer withdraw from a class and will receive the grade earned. Students who withdraw from a course receive no credit hours and the hours attempted are not computed into the grade point average. Filing a course withdrawal form with the Registrar's Office completes the process. Forms are located on MyCSM, Forms. Failure to follow stipulated procedures may result in a failing grade. Students are strongly encouraged to consult with a financial aid counselor before withdrawing from a class since it may affect their financial aid.

Withdrawal from Academic Term/University

A student officially withdrawing from all classes during an academic term should fill out the "Withdrawal from Semester" electronic form located on MyCSM, Forms. It is recommended to contact the following offices:

1. Go to the Achievement Center to perform an exit interview.
2. Go to Financial Aid to discuss any repercussions with loans or other financial aid.
3. Go to Student Billing to discuss any financial repercussions.
4. Go to the residence hall (if applicable) to check out of residence hall.
5. Go to the Campus Information Center (return ID card).

The administrative offices listed above will contact the student if necessary before they sign the electronic form.

Refunds are determined by the date of the official withdrawal. A withdrawal is considered official when the written notice, after being signed by the designated personnel, is returned to the Registrar's Office

A student can be administratively withdrawn according to the following process. The administrative withdrawal grade of "AW" is used to withdraw a student from **one or more courses or all courses** when the student is unable to initiate the withdrawal herself due to extraordinary circumstances such as serious illness, accident, etc. This withdrawal could be done up until the last business day of the semester. An "AW" will not affect the GPA. Steps: 1) Faculty and/or administrative staff will gather the documentation to support the withdrawal. 2) They will give the documentation to the Registrar who will initiate the withdrawal form. 3) The Registrar will give the form and documentation to the VPAA who will authorize the withdrawal.

The administrative withdrawal grade of "FW" is used to withdraw a student who has **stopped attending one or more courses or all courses**. The student will be contacted to encourage her to initiate a withdrawal before this process is initiated. This grade can only be used up until the last day to withdraw. It will count as an F in the GPA calculation. Steps: 1) Faculty and/or administrative staff will gather documentation to support the withdrawal. 2) They will give the documentation to the Registrar who will initiate the withdrawal form. 3) The Registrar will give form and documentation to the VPAA who will authorize the withdrawal.

The Registrar's Office will notify Financial Aid, Student Billing, Residence Life, and the instructors of administrative withdrawals.

Withdrawal due to Major Medical Issues—Medical Hardship Policy

College of Saint Mary recognizes that major documented medical issues may make it necessary for a student to withdraw from one or more classes during a semester. If this situation occurs, the student should meet with the Director of Student Accounts to obtain information to develop a plan to manage the financial burden that may be incurred. If approved, this plan may allow her to re-take the same number of credits from which she withdrew with no additional tuition charge, provided these classes are taken during the same semester, within one year of withdrawal.

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

Academic Support Services

Computer Labs

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

Online Learning Management System

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

MyCSM Portal

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

VidGrid Lecture Capture System

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

Wireless

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

Technology Assistance

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

Library

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

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

The collection includes a variety of print and electronic resources: books, journals, and databases covering all subjects taught at CSM. Databases and electronic journals are accessible to members of the CSM community both on and off campus. The Library shares its online catalog with other colleges and universities in eastern Nebraska. CSM students and faculty may borrow materials from these libraries on presentation of a CSM ID card.

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

Admissions - Undergraduate Programs

Admissions Policy

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

Each applicant's record is considered in its entirety. Transcripts (unofficial or official) from high school, and transcripts (unofficial or official) from each college and university attended are required. The College of Saint Mary utilizes the National Student Clearinghouse to confirm and verify an applicant's educational record reported on the application. Official transcripts are required at matriculation.

Final selection of applicants to be admitted shall be made by the university, which reserves the right to deny admission to any applicant for any lawful reason. Qualified students are admitted in compliance with federal and state non-discrimination laws.

ACT or SAT scores will be utilized for placement purposes. Students who do not have ACT or SAT scores may take a placement exam. See Competencies policy.

University Admissions Criteria

Applicants for admission are evaluated based on the following criteria to gain full admission. Applicants who do not meet the following criteria and show potential for success may be reviewed for an alternate admissions pathway.

1. High school record of cumulative GPA of 3.0 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. College/university record of cumulative GPA of 2.5 on a 4.0 scale, if applicable.

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 will follow the Alternate Admissions Pathway.

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:
    1. High school GPA of at least B (3.0).
    2. ACT composite of 22 or SAT 1110.

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

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

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

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

Bachelor of Science in Nursing (BSNG) Admission Requirements

Please refer to the Bachelor of Science in Nursing Program Student Manual for additional information.

BSN 3-Year Program Option

Applicants will be reviewed for admission into the CSM BSN 3-year program once 24 program-required academic credits have been earned. Of these 24 credits, the following courses must be successfully (C or better) completed:

- 2 program-required science courses (CHM and/or BIO courses), and
- An Intermediate/College algebra course or Statistics (MTH 242), and
- An English Composition (ENG 101/ENG 102) course.

Once the prerequisites have been completed, admission requirements to the BSN program include:

- Cumulative GPA of 3.0 including all science and math credits transferred (as applicable).
- No more than one unsuccessful completion (C-, D, F, or withdrawal) of a program-required science and/or math course.
- Program-required science courses must have been completed within the 5 years prior to matriculation semester.

All high school applicants will be admitted into PreNursing, unless BSN program admission requirements are met through dual enrollment. Transfer applicants who do not meet admission standards will be admitted into PreNursing. Students may remain in the PreNursing pathway for one academic year. After one year, students must meet admission requirements to progress into the program or choose an alternate major.

Application materials for the nursing program are processed by Enrollment Services or Nursing CAS and then submitted to the nursing Program Director for review. Applications are reviewed by the nursing Program Director upon receipt of all of the following:

- application form
- official copy of high school transcript or GED with appropriate signatures
- official school transcripts from all colleges attended
- a personal interview may be requested by the Program Director.

If the applicant meets the criteria for nursing, she is notified of her acceptance in writing.

LPN-to-BSN Program Option

Applicants will be reviewed for admission into the LPN-to-BSN program once the prerequisite requirements have been completed. Prerequisite requirements include:

- 31 program-required credits which must include:
  - CHM 100/CHM 100L: Fundamentals of Chemistry with lab
  - BIO 200/BIO 201: A&P I with lab
  - BIO 202/BIO 203: A&P II with lab
  - BIO 230/BIO 231: Microbiology with lab
  - An English Composition course
  - Intermediate Algebra or Statistics
  - 9 additional program-required general education credits

Once the prerequisites have been completed, admission requirements to the LPN-to-BSN program option include:

- Cumulative GPA of 3.0 including all program-required science and math credits (including transfer credits if applicable).
- No more than one unsuccessful completion (C-, D, F, or withdrawal) of a program-required science or math course since the completion of the PN program.
- Program-required science courses must have been completed within the 5 years prior to matriculation semester.
- An active, unencumbered LPN/LVN license. Students may be accepted on a conditional status if the NCLEX-PN is scheduled and passed prior to BSN Level 2 courses starting.

LPN-to-BSN applicants who do not meet admission standards due to prerequisite requirements, will be admitted into PreNursing. Students may remain in the PreNursing pathway for one academic year. After one year, students must meet admission requirements to progress into the LPN-to-BSN program.

Application materials for the nursing program are processed by Enrollment Services or Nursing CAS and then submitted to the nursing Program Director for review. Applications are reviewed by the nursing Program Director upon receipt of all of the following:

- application form
- official copy of high school transcript or GED with appropriate signatures
- official school transcripts from all colleges attended
- demonstration of an active, unencumbered LPN license
- a personal interview may be requested by the Program Director.

If the applicant meets the criteria for nursing, she is notified of her acceptance in writing.

Occupational Therapy Accelerated Entry Admission Requirements

Occupational Therapy offers an entry pathway for candidates through an Accelerated Entry. A student may earn the occupational therapy doctorate only after a period of study such that the total time to degree—including both pre-professional and professional preparation at least the equivalent of six (6) full-time academic years.

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

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

Transfer Students:

- Cumulative GPA of 3.0 or above on 4.0 scale.
- Minimum prerequisite course GPA 3.0 or above on a 4.0 scale.

- A grade of C or better on all courses is required.
- Participation in high school extra- and co-curricular activities, service and volunteer hours, and/or clinical experiences.
- Ability to comply with Accelerated Pathway progression benchmarks.

Accelerated Pathway Admissions Decisions

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

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

Application Process

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

Application Deadline

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

Physician Assistant Studies Accelerated Entry Pathway (PAS-AEP)

Admission Requirements:

Admission to the PAS-AEP will occur on a semester basis. Complete applications for fall entry are due May 1st, and August 1st for spring entry. If minimum requirements are met, the PAS Admissions Committee will review the application and decide if an interview will be offered to the applicant. Due to the competitive nature of the MSPAS program, meeting minimum requirements does not ensure an invitation for an interview or acceptance as a PAS-AEP student. Following the interview, the PAS Admissions Committee will determine acceptance in the PAS-AEP. Applicants will be notified of the decision via letter. See the Physician Assistant Studies Accelerated Entry Pathway information in the Program of Study section for details on the pathway, including progression criteria for the Master of Science in Physician Assistant Studies program. College of Saint Mary does not offer advanced placement for the MSPAS program.

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

- ACT ≥ 24 or SAT ≥ 1180 combined
- High school cumulative GPA: 3.5 or above
- Ready to enter Math 114 (College Algebra) or higher
- Ready to begin General Chemistry (CHM 110)
- Personal statement essay discussing why you want to become a Physician Assistant
- Participation in high school extra- and co-curricular activities, medical experiences, and/or clinical experiences
- Names and contact information for three references (no family or friends)
- Current resume
- Ability to comply with the CSM PA Program Technical Standards.

Transfer or Current CSM Student Admission

- Minimum cumulative GPA of 3.25 (12 or more credits)
- Minimum cumulative PAS prerequisite GPA (cumulative GPA of all prerequisite courses) of 3.25 on a 4.0 scale
- B or higher in any PAS prerequisite coursework considered as transfer credit
- Ready to enter Math 114 (College Algebra) or higher;
- Ready to begin or have completed General Chemistry (CHM 110);
- Names and contact information for three references (no family or friends)
- Personal statement essay discussing why you want to become a Physician Assistant
- Participation in extra-and-co-curricular activities, medical experiences, and/or clinical experiences
- Current resume
- Ability to comply with the CSM PA Program Technical Standards.

Admission Process and Decisions

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

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

Application Process for High School Students and Transfers

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

Application Process for Current CSM Students

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

Alternate Admissions Pathway

Applicants who do not meet the criteria for the general admission process and show potential for success may be reviewed for alternate admissions pathway. A representative from the Admissions will contact the applicant for an interview and/or essay to learn more about their potential for success as well as a letter(s) for recommendation.

Students who are admitted via Alternate Admissions Pathway will be required to complete an academic success strategies course and register for a maximum of 14 credits during their first semester. Students will be required to take IDS 121 (Strategies for Success), except for BSN Pathway students who will be required to take IDS 140. First year students will be required to participate in the CSM Advantage program. Other requirements may be stated upon acceptance through the Alternate Admissions Pathway.

Application Materials

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

- Application for admission.
- High school transcript.
- College or university transcript for all attended, if applicable.
- ACT or SAT scores are not required for admission. However, ACT/SAT scores will be utilized for math/English course placement. NOTE: ACT and/or SAT scores should be sent directly from ACT or SAT. The College of Saint Mary's ACT code is 2440 and the SAT code is 6106.

Home School Candidates

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

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

Home school applicants are required to submit:

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

Transfer of Credits

Transfer credits are evaluated on the basis of the following:

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

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

Transfer students are required to take a minimum of 12 credit hours of their major courses at College of Saint Mary. Individual programs may require a higher number of College of Saint Mary credit hours in the major field. It is the

student's responsibility to contact the program director for specific program requirements. A maximum of the equivalent of 64 semester hours of transfer credit from accredited community colleges will be accepted toward the 128 hours required for a College of Saint Mary bachelor's degree. Specific program requirements may differ.

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

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

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

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

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

International Students

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

- International student application form.
- Non-refundable application charge.
- Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be translated into English by a recognized evaluation service. A general report is acceptable for proof of education equivalent to a U.S. high school diploma. Comprehensive course-by-course official evaluation of education records required for postsecondary courses.
- Certificate of Financial Responsibility (to be sent directly to the University from the applicant's bank). The I-134, Affidavit of Support must be submitted for visa applicants that have sponsorship. The Affidavit of Support is available at www.uscis.gov.
- Student must meet the following language requirements: a score of 80 on the TOEFL iBT (internet-based test) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- CSM English placement test or transfer of English Composition with a "C" or better.
- International students earning admission to CSM will receive from Enrollment Services Post-Admission Admission Steps. These include the following:
  - Complete the International Student Declaration of Finances.
  - Provide official bank documents and statements in U.S. dollars and in English.
  - Provide a copy of your passport.
  - Indicate if you plan to bring a spouse and/or other dependents.
  - The Registrar's Office may request further information to process Form I-20.
- Tuition and Costs: International students must demonstrate the financial resources necessary to support the balance of the annual expenses of full-time undergraduate tuition and room & board after subtracting the CSM institutional awards. The balance for each semester must be **paid in full prior to arriving to campus** for residential students or prior to the first day of classes for students outside of the housing requirement.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) charge (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for visa interview.
- Proof of health insurance in the United States, including Repatriation of remains coverage.
- Tuberculosis Test (TB test) upon arrival is required of students from locations with an increased incidence of TB that are identified by the ACHA. The list of countries can be found here. Any student with a positive TB test must undergo chest radiography and a medical exam, and follow treatment recommendations according to the results.
- Testing should be conducted in the United States, no sooner than 3-6 months prior to university entrance and should be completed by the beginning of first semester.

- Cost associated with the tests are student's responsibility.
- Students must provide accurate immunization records.

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

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

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

When to Apply — Rolling Admissions

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

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

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

Tuition Deposit Requirement

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

Tuition Deposit Refunds

Applicants who pay a tuition deposit may request a refund for the fall semester through June 1, for the spring semester through December 1, or for the summer semester through May 1. Students must submit a written refund request to the Admissions Office prior to the deadline. Student requests made after the deadline will not be considered.

Dual Credit and Early College Start Programs

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

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

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

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

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

Former Students

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

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

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

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

Readmission – Military Service

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

Matriculation Date

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

Rescind of Acceptance

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

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

Retention of Records

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

Admissions - Graduate Programs

Admissions Policy

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

Graduate Admissions Requirements

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

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

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

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

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

Non-Degree Seeking Students

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

1. Student will contact the Registrar's Office to register.
2. Student will complete an electronic information sheet/registration form with basic contact and demographic information and provide official transcripts to verify degree and prerequisite coursework.
3. Registrar's Office will contact program director for approval.

4. Registrar'sOffice will register student and mail grade report.
5. Student may request transcript via University process.

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

Doctor of Education (Ed.D.)

Minimum GPA of 3.0 in master's degree

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

Statement of Purpose

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

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

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

Occupational Therapy Doctorate (OTD)

CSM's OT Program is committed to recruiting, enrolling, and educating a diverse student body. This commitment is demonstrated through implementing best practices in holistic admissions processes. The OTD program's admission process complies with federal and state non-discrimination laws and is consistent with CSM's admission policy, as stated in the current Academic Catalog.

Admission Requirements

The OT Program partners with CSM's Enrollment Department to recruit and guide applicants. Applicants typically apply to the program through the Occupational Therapy Centralized Application System (OTCAS). Applications are initially reviewed for the following criteria:

1. A minimum 3.0 cumulative GPA (on 4.0 scale) is required.
    1. If the applicant graduated more than 5 years ago from college, the last 60 credit hours will determine the cumulative GPA.
2. A minimum pre-requisite course GPA of 3.0 (on 4.0 scale) is required.
3. A grade of C or better on all pre-requisite courses is required.
4. Pre-requisite course requirements (21-22 credits)*:
    1. Anatomy and Physiology I & II with labs – 8 credits
    2. Statistics – 3 credits
    3. Lifespan or Developmental Psychology– 3 credits
    4. Abnormal psychology – 3 credits
    5. Medical Terminology – 1 or 2 credits
    6. Research Methods – 3 credits
5. Completion of the following recommended coursework provides a competitive advantage to an application:
    1. Sociology/Anthropology
    2. Ethics
    3. Kinesiology
    4. Pathophysiology
    5. Public Speaking or Oral Communications
    6. Global or Cultural Diversity Course
    7. Pre-health professions course
6. Three (3) letters of recommendation are required.
    1. An application is more competitive if one letter is from an undergraduate professor and if one letter is from an occupational therapist.
    2. If an applicant is a CSM student or CSM graduate, only two (2) letters of recommendation are required.

7. Each applicant should submit a resume or curriculum vitae (CV) for consideration. Resumes or CVs should emphasize the applicant's extra-curricular activities, work and/or volunteer history, and leadership experiences.
    1. The resume or CV should document the number of service/volunteer hours accumulated within the previous five years.
        - Although no set number of service hours is required, upwards of 100 hours is recommended.
        - Applications are more competitive if the applicant documents service hours across the lifespan (infants, children, adults, and older adults).

**No more than nine (9) pre-requisite credit hours may remain at time of application. The applicant must complete all pre-requisite courses before the start of OTD classes. The applicant must have taken all pre-requisite courses within five (5) years prior to application.*

Upon verification of the above requirements in the OTCAS application, prospective students will be invited to complete the interview phase of the admissions process. This is completed online through the Kira Talent platform, where students will provide verbal or written responses to the program's interview questions. The OTD Admissions Committee will review and score the Kira Talent assessment utilizing standardized rubrics to determine the applicant's fit with the program.

Additional Program Requirements

1. Applicants should be prepared to meet the specific health-related requirements to attend fieldwork. The following must be completed before clinical education experiences:
    1. Health clearance
    2. 10-panel drug screen
    3. Proof of current American Heart Association Basic Life Support certification, which includes Adult, Child, Infant, and AED training
    4. Proof of current personal health insurance
    5. Proof of current recorded immunizations and/or titers, including but not limited to:
        1. Hepatitis B (3 shot series and/or positive titer)
        2. Tetanus/Diphtheria/Pertussis (Tdap) within the previous 10 years
        3. MMR (2 shot series and/or positive titer)
        4. Varicella (2 shot series and/or positive titer)
        5. Tuberculin Skin Test within one year (site dependent)
    6. Proof of current influenza and COVID-19 vaccinations
2. Applicants should also know that comprehensive background checks completed by a company approved by CSM will be required before clinical education rotations.
    1. A felony or severe crime conviction may affect a student's ability to attend some clinical education sites, qualify for the NBCOT certification examination, or attain state licensure.

Statement of Reasonable Accommodations for Admission

The College of Saint Mary has modified its buildings and grounds to provide all students, faculty, staff, and visitors with equal access to its programs, events, and facilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the University has taken measures to ensure that students with disabilities have access to its academic programs.

Completing occupational therapy coursework depends on thinking critically and using the occupational therapy process, including communication, motor, and interpersonal abilities. Becoming an occupational therapist requires completing an accredited professional education program involving both intellectual and physical skills and successfully passing the national board exam. Applicants with disabilities will be considered for admission based on their ability to meet the program's requirements with reasonable accommodations. Any candidate for admission should be able to perform independently, and reasonable accommodation does not mean that a student with a disability can be exempt from certain tasks inherent to the practice of occupational therapy. The OT Department will partner with the ADA Officer to determine reasonable accommodations. It should be noted that using a trained intermediary may not be acceptable, as someone else's observations may influence a student's judgment. Each applicant should review the CSM OTD Technical Standards for Students to determine their ability to complete the program successfully.

Transferring Credits or Work Experience

The College of Saint Mary OTD program will not accept work experience to meet the content requirements of the doctoral standards. It will also not accept transfer credits for coursework with the prefix OTD. All other policies

related to coursework before starting the OTD program, including standards for admission, advanced placement, transfer of credit, credit for experiential learning, and pre-requisite educational or work experience, will follow the CSM Academic Catalog policies.

The Pre-OT Accelerated Entry Pathway (AEP)

Accelerated Entry Pathway

The pre-OT AEP is a system that supports CSM undergraduate students in their preparation for entry into the OTD program. AEP students can select any undergraduate degree program offered at CSM and will meet with their OT Advisor each semester to ensure that all OTD pre-requisite courses and entrance criteria are being met. Students at any stage of their undergraduate education at CSM may apply to join the AEP, but it should be recognized that all prerequisites listed in Student Policy 1.1 must be met before the student can be considered ready for the OTD program.

AEP Criteria and Process:

There are two tracks to enter the AEP:

1. As a high school senior applying to CSM.
2. As a college freshman, sophomore, or junior - either already enrolled at CSM or transferring into CSM. (See Notes section if the applicant is a college senior.)

The requirements and application process for each track are outlined below.

High School Seniors applying to CSM:

1. ACT ≥ 23 and a math sub score ≥ 23 or SAT equivalent.
2. High school cumulative GPA: 3.0 or above on a 4.0 scale.
3. Resume demonstrating participation in high school extra- and co-curricular activities, service, work history, volunteer hours, and/or clinical experiences.
4. High school student application process:
    1. Follow CSM Undergraduate application process
    2. OT AEP Advisor will establish contact with the student and meet as needed, at least once per semester.

College Students (Transfer or Established CSM Students):

1. Collegiate cumulative GPA: 3.0 or above on a 4.0 scale.
2. Semester GPA: 3.0 or above on a 4.0 scale from the semester completed prior to application.
3. Resume demonstrating participation in collegiate extra-curricular activities, service, work history, volunteer hours, and/or clinical experiences.
4. College student application process:
    1. Once a student is fully enrolled at CSM, they complete the Internal Application for AEP OT dynamic form and attach their resume to this form.
    2. OT Admissions Committee reviews internal applications, transcripts, and resumes.
    3. If AEP requirements are met, the student will receive an official AEP acceptance letter from the OT Department.
    4. The OT AEP Faculty Advisor will meet with AEP students at least once per semester to guide them through the benchmarks for preparation for the OTD program. These benchmarks are:
        1. Maintain a minimum cumulative GPA of 3.0 during undergraduate coursework.
        2. Complete at least 72 credit hours of collegiate work. Completion of the Bachelor's degree is strongly recommended. Some undergraduate degrees at CSM can be completed in 3 years if students take summer courses.
        3. Successful completion of all prerequisite courses with a grade of “C” or higher:
            - Anatomy & Physiology I & II with labs (8 credits)
            - Statistics (3 credits)
            - Research Methods (3 credits)
            - Developmental Psychology (3 credits)

        - Abnormal Psychology (3 credits)
        - Medical Terminology (1-2 credits)
        - Introduction to Occupational Therapy or other similar pre-health professions course offered at CSM (3 credits)
    4. Complete 100 service hours
    5. [Recommended] Complete at least 8 hours of observations of OT practitioners in clinical settings.
5. Once the student has completed all benchmarks, the OT AEP Advisor will notify the OT Admissions Committee. In the spring before the intended start of the OTD program, the student will be invited to complete the Kira Talent assessment online so that she can experience a professional interview. The student must also provide two letters of recommendation from CSM faculty.
    1. Students must make progress on the provided benchmarks and expectations each semester to remain in the AEP program. Otherwise, preparation for the CSM OTD program may be delayed, or the student may be dismissed from the AEP program.
    2. While entry to the AEP cannot guarantee that the student will be accepted into the OTD program, completing all the AEP benchmarks makes acceptance very likely.
    3. Students will receive acceptance letters after the OT Admissions Committee reviews the letters of recommendation and Kira Talent assessment. The deposit fee for the OTD program is waived for CSM AEP students.

Additional notes about AEP:

- There is no additional fee to apply for the OTD AEP program.
- CSM Seniors who wish to apply to CSM's OTD program should be directed to the Graduate OTD Admissions Counselor. They will submit three letters of recommendation, a personal statement, a written essay (same prompts as in OTCAS), and a resume. Their transcript will be evaluated based on the entrance criteria for the Graduate OTD Pathway by the OT Admissions Committee. This process will negate the need to apply through OTCAS.

Doctor of Physical Therapy (DPT)

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

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

        **A combined two-course sequence in anatomy and physiology with lab (8 semester hours) will satisfy both (d) and (e) above.
    6. Psychology (general psychology, abnormal psychology, developmental psychology, psychology of disability, etc.) (3 semester hours),

7. English Composition or Writing (3 semester hours),
8. Statistics or Research Design (3 semester hours),

    * Graduate course equivalency will be evaluated on an individual basis.

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

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

Once a student is admitted to the DPT Program, she or he must complete the following requirements designated by the program prior to matriculation:

1. Comprehensive Criminal Background Check through a CSM-provided company
    1. A misdemeanor or felony conviction may:
        1. Affect a student's ability to complete clinical experiences at clinical sites based on their requirements.
        2. Affect a graduate's ability to sit for the National Physical Therapy Examination or attain state licensure.
2. Child Abuse Clearance
3. American Heart Association CPR Certification (including Adult, Child, Infant and AED training)
4. Proof of current health insurance
5. 2-step TB Test
6. Annual Physical Examination (completed by a physician, nurse practitioner or physician assistant)
7. Immunization Record for
    1. Measles, Mumps, & Rubella
    2. Varicella
    3. Hepatitis B

4. Tetanus-Diphtheria

Master of Arts in Teaching (MAT)

Bachelor's Degree with coursework in a teaching area for which CSM has a program. Completion of background check (http://www.onesourcebackground.com) prior to both field experiences (fieldwork and clinical).

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

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

Minimum GPA of 2.75

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

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

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

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

Master of Science in Kinesiology & Exercise Science

The KES program requirements for admission include the following:

•Official transcripts from each college or university attended previously are required. If you have received an undergraduate degree from CSM, you may submit unofficial transcripts.

•In addition, applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). The minimum score required is 500. No other English language proficiencies are allowed as a substitute.

•An undergraduate GPA of 2.75 or better, based on a 4.0 scale is required for full admission. A lower undergraduate GPA will require provisional status for the first 2 semesters while maintaining a GPA at or above 3.0.

Master of Science in Organizational Leadership (MSOL)

Admissions Requirement:

- A baccalaureate degree from an accredited institution.
- Cumulative GPA: 3.0 or higher on a 4.0 scale.
- To be successful in the program, students will benefit from having 3-years of leadership experience. We recognize leadership comes in many forms, including the workplace, community, student organizations, volunteering, families and seek to lift up leaders from all walks of life.

Master of Science in Physician Assistant Studies

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

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

Current College of Saint Mary PAS Accelerated Entry Pathway Students:

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

CASPA Admission Requirements

- A complete CASPA application submitted by October 1, 11:59 EST. https://caspa.liaisoncas.com/
- A baccalaureate degree from a United States regionally accredited college or university
    - A baccalaureate degree from outside the United States will be accepted if the student can document equivalency of a U.S. bachelor's degree through a foreign transcript evaluation service and completion of an additional 24 credit hours in biology or chemistry departments at a U.S. regionally accredited college or university prior to application. The World Education Services, Inc. is the preferred agency: https://www.wes.org/
- Minimum cumulative overall GPA of 3.0 on a 4.0 scale
- Minimum cumulative PAS prerequisite GPA (Cumulative GPA of all prerequisite courses below) of 3.0 on a 4.0 scale
- Minimum grade of "C" in all prerequisite courses
- 300 hours of healthcare clinical experience is required.
- Graduate Record Examination (GRE) General Test is required with scores at or above the 25th percentile on each of all three categories, verbal, quantitative, and analytical
    - May take the exam multiple times – highest scores used in each category
    - Send to Institution Code 4413 (CASPA applicants only)
- Three professional references (academic and supervisory individuals are preferred).
- CASPer, an admissions assessment of non-cognitive skills, is required. To complete CASPer, visit www.TakeAltus.com and register before November 1st. Cost is $52.
- Must meet the minimum Technical Standards for the PAS program
- Ability to complete all MSPAS matriculation requirements within 4-6 months of entry into program. This includes requirements for immunizations as suggested by the CDC, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Achieve all PAS program admission criteria and follow the PAS admissions process and decisions

Preferences

College of Saint Mary alumni, military, first generation, and fluency in a second language, and HRSA (Health Resources & Services Administration) Indicators will receive special consideration on the application evaluation.

Advanced Standing:

College of Saint Mary PAS program does not offer advanced placement for previous coursework or experience.

CASPA Admission Prerequisite Courses

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

Prerequisite courses must be completed with a “C” or higher grade. In progress or planned courses must be reflected on the CASPA application and must be successfully completed by July 1st of the year of entry. There is no minimum on the amount of in progress or planned courses.

Repeated Course Work

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

Test of English as a Foreign Language (TOEFL)

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

Paper-based TOEFL exam, minimum score of 600
Internet-based TOEFL exam, minimum score of 100, minimum of 20 in each sub test Internet-based IELTS exam, minimum of 7.5, minimum of 7.5 for each sub-test
Results should be sent directly from ETS to College of Saint Mary institutional code 6106.

****THE REQUIREMENTS FOR THE MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES ARE SUBJECT TO CHANGE TO MEET THE ACCREDITATION *STANDARD*S.**

MSPAS Technical Standards:

College of Saint Mary’s Physician Assistant Program is dedicated to the education of students who strive to become competent and caring providers of primary health care services under the supervision of a licensed physician. All students must meet the minimum technical standards necessary to achieve the knowledge, skills, and competencies

required of an entry- level physician assistant. The technical standards apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of "non-academic" essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional clinical practitioner. All candidates who are offered a seat in the program will be required to sign a statement attesting to their ability to meet these technical standards.

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

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

Observation:

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

Communication:

A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, speak intelligibly, hear sufficiently, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy. Students must have the ability to interact with patients, the health care team, and the general public in a manner which is professionally appropriate for the environment and situation. Students must be able to recognize environments in which professional behavior is expected and must be able to discriminate between professional environments with differing behavioral expectations (i.e. seeing a patient vs. assisting a preceptor in surgery).

Sensory and Motor Coordination and Function:

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

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

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

A student must be able to react and perform in a prompt manner when a timely response is required for both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength.

Intellectual, Conceptual, Integrative and Quantitative Abilities:

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

Behavioral and Social Attributes:

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

Eligibility to enter or continue in the PA program will be based on academic progress as well as physical and emotional capacities to perform the essential functions necessary to meet the requirements of the program's curriculum and become an effective practitioner.

All candidates who are offered a seat in the program will be required to sign a statement attesting to their ability to meet these technical standards.

PAS Admissions Process and Decisions:

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

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

CASPA Application Process

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

Once a student is admitted to the PAS Program, she/he must complete requirements designated by the program within 4-6 months of entry:

Criminal Background Check

Students are required to complete a background check prior to matriculating into the PAS program. Students are responsible for the associated costs. Additional background checks may be required during the PAS program depending on clinical site requirements. If criminal or illegal behaviors are discovered that were not previously disclosed, the student may be subject to dismissal from the program. If a student cannot complete clinical rotations due to negative items contained in the background check, the student will not be able to graduate from the program.

If a student with a misdemeanor or a felony is permitted to continue, this does not guarantee that the student will be eligible for licensure after graduation. The state licensing boards make independent decisions on eligibility requirements as stated in the law. Nor should the decision be construed as a guarantee the student will be allowed by NCCPA to take the PANCE exam. The NCCPA will make the determination with regard to the student's ability to sit for the national board exam.

It is the student's responsibility to inform the PA program director of any change to the background if information was added after the date of the initial background submission.

Immunization Requirements

Physician Assistants are at risk for exposure to and transmission of vaccine-preventable diseases due to their contact with patients or infective material from patients. The Center for Disease Control (CDC) strongly recommends that all health care workers (including students in medical disciplines) be vaccinated against (or have documented immunity to) COVID-19, hepatitis B, seasonal influenza, measles, mumps, rubella, pertussis, and varicella. Additionally, the CDC recommends that health care workers receive Tdap/Td, consider the meningococcal vaccine, and undergo annual tuberculosis screening. More information can be found on the CDC website (https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html#recs).

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

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

Hepatitis B

- Documented 2-dose or 3-dose series with dates and positive hepatitis B surface antibody (anti-HBs).
- If negative anti-HBs, the student must repeat the 2-dose or 3-dose series and get anti- HBs serologic tested 1–2 months after completion of the series.

Measles, Mumps, and Rubella

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

Varicella (Chickenpox)

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

Diphtheria/Tetanus/Pertussis

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

COVID-19 Vaccine

- Documented receipt of COVID-19 vaccine with date(s).

Meningococcal Vaccine

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

Seasonal influenza

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

Tuberculosis (TB) Screening

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

Drug and Alcohol Policy

All students must successfully pass a 10-panel urine drug screen on an annual basis through a clinic designated by the PA program. Additional drug testing may be required dependent upon individual clinical placement and 'for cause' testing during the 24-month course of study. Students are responsible for the associated costs.

There is a zero tolerance policy for drug or alcohol use anytime the student is actively engaged in activities related to didactic or clinical rotations while in the CSM PA program. A violation of the Drug and Alcohol Policy results in dismissal from the program.

Any student with a substance abuse problem who voluntarily reports the condition to the faculty, will be assisted in finding proper treatment in a confidential manner.

Health Insurance Requirements

Health insurance is mandatory for all students during the entire length of the program. If any changes to the student's health insurance coverage are made while enrolled in the PA Program, it is the student's responsibility to notify the program staff immediately. Students are responsible to find new coverage as soon as possible. Should a student lose coverage, participation in the program will be suspended until such time that insurance coverage is confirmed.

Expenses incurred by the student for any illness or injury (including those that may occur while on rotations) are the student's responsibility. CSM does not assume responsibility for healthcare related costs arising from the illness or injury of a student.

History and Physical Examination Requirements

Students must provide documentation of a physical exam within 6 months before matriculating into the program as defined below.

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

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

No PA faculty member, including the program director or medical director, are permitted to participate as healthcare providers for PA students. This includes giving medical advice, as well as physically providing healthcare unless there is an emergent situation. Program faculty are able to help refer students for healthcare, including mental healthcare, upon request.

Student Work and Participation Policy

The program strongly discourages any type of outside work during the first 12 months of study in the program. Students are prohibited from working during clinical rotations. Program responsibilities are not negotiable, and will not be altered due to student work obligations. The following apply to all students for the duration of the PA program:

- Students may not be hired as employees for any private or public practice, clinic, or other institution to perform any medical services during any time they are part of the Physician Assistant Program. College of Saint Mary holds no liability for services provided by the student in such capacity.
- Students may not be given any payments, stipends, or other remuneration for medical services performed as part of the physician assistant educational program.
- Students may not work or volunteer in any capacity that allows access to student files.
- Students may volunteer their medical services to charitable, humanitarian, or community service organizations only when such services are assigned or approved within the PA program. All volunteer requests must be cleared by the PA program director before the student can partake in the volunteer activity.
- Students may not substitute for regular clinical or administrative staff during the clinical phase.
- Students may not act as instructional faculty for any component of the PAS curriculum.

Students are not allowed to participate in CSM athletic teams or take additional courses outside of the PA curriculum while enrolled in the PA program unless approved by the PA program director.

Supervised Clinical Practice Experience (SCPE) Solicitation Policy

Currently enrolled, as well as prospective students, are not allowed to arrange their own clinical experiences nor solicit clinical sites or preceptors. Reasonable effort will be made to accommodate student preference requests, but in ALL cases, the final determination for rotation times, sites, and activities will be at the discretion of the Clinical Coordinator.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **College of St. Mary - NE Physician Assistant Program** sponsored by **College of St. Mary - NE**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2031**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-college-of-st-mary/.

International Students

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

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

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

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

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

Readmission

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

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

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

Second Master's Degree

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

Transfer Policies

Advanced standing may be granted to the student who qualifies for transfer from an accredited graduate program. The number of transferable credit hours is limited by the residency requirement. The residency requirement is that 2/3 of the master's degree or doctoral degree must be completed at CSM.

Exceptions:

- All of the credits for Master in Occupational Therapy must be completed at CSM.
- The Master of Science in Physician Assistant Studies does not allow advanced standing and all credit for the program must be completed at CSM.
- All of the credits for Doctor of Occupational Therapy must be completed at CSM.
- All of the Credits for the Doctor of Physical Therapy must be completed at CSM.

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

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

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

Credit allowance for graduate courses is considered on an individual basis. The program of study will be developed based on accepted transfer college credits. The following materials may be requested: course syllabi; results of standardized tests; University catalog; and a sample of previous course work. Credit for prior learning may be accepted but is subject to review for eligibility and is limited to 10% of the overall credit hours.

Transfer Procedure:

1. EnrollmentServicesshall:
    1. Secure application materials and submit them to the Program Director.

2. Send a letter to the applicant stating the admission decision after review by the Program Director.
3. Informtheapplicantofher/hisadvisor'snameandreferher/himtotheadvs or for registration.

2. The Program Director shall:

    1. Review applicant materials for: satisfactory completion of required courses; academic standing and GPA; course deficiencies, if any; course content and competencies; and letters of recommendation.

    2. Arrange for an interview with the applicant as deemed necessary.

    3. Make recommendations to the Graduate Admissions and Policies Committee regarding the applicant's eligibility should a prospective student not meet the minimum admissions criteria.

    4. Meet with the student to develop and discuss a preliminary plan of study. (A copy is given to the student and the original is placed in the student's folder.)

3. The Registrar shall finalize the transcript for transfer able credit of courses

4. The Associate Dean for the program shall approve doctoral plans of study.

Tuition Deposit Requirement

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

Tuition Deposit Refunds:

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

Rescind of Acceptance

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

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

Retention of Records

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

Code of Conduct

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

SECTION 1: CSM Student Conduct Philosophy

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

SECTION 2: Scope of the Code

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

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

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

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

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

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

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of self or other; and/or
- Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of College of Saint Mary.

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

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

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

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

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

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

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

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

The College reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed by the Assistant Dean of Student Life or the Director of Residence Life until a hearing can be held, typically within 10 working days. Within that time, the suspended student may request an immediate hearing in writing to the Assistant Dean of Student Life to show cause for why the interim suspension should be lifted. If an immediate hearing is held, this hearing will serve to determine whether the interim suspension is continued, but will not serve in place of the conduct hearing.

SECTION 4: Community Behavioral Standards

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

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

1. **Alcohol**: Use, possession, or distribution of alcoholic beverage or paraphernalia except as expressly permitted by law and the University's Alcohol Policy. http://www.csm.edu/student-life
2. **Drugs:** Use, possession, or distribution of illegal drugs and other controlled substances or drug paraphernalia except as expressly permitted by law and the University's Drug Policy. This policy includes the abuse, misuse, sale, or distribution of prescription or over-the-counter medications. http://www.csm.edu/student-life
3. **Tobacco:** Smoking or tobacco use within the bounds of the University campus.
4. **Violations of Law:** Violation of local, state, or federal laws, regardless of whether law enforcement intervened.
5. **Unauthorized Entry:** Unauthorized entry or use of University facilities, including trespassing, propping or unauthorized use of alarmed doors, or unauthorized possession or duplication of University keys, access cards, and codes.
6. **Damage and Destruction:** Intentional, reckless and/or unauthorized damage to or destruction of University property or the personal property of another.

7. **Weapons:** Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or dangerous objects such as, but not limited to, arrows, axes, machetes, nun chucks, throwing stars, or knives with a blade of longer than 4 inches, including the storage of any item that falls within the category of a weapon in a vehicle parked on University property.
8. **Violation of Residence Life Policies:** Violation of published Residence Life policies or rules, which are found in the Residence Life Handbook. http://www.csm.edu/student-life/campus-living/residence halls/lozier-tower

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

1. **Fire Safety:** Violation of local, state, federal or campus fire policies including, but not limited to:
    1. Intentionally or recklessly causing a fire which damages University or personal property or which causes injury;
    2. Failure to evacuate a University-controlled building during a fire alarm;
    3. Improper use of University fire safety equipment; or
    4. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.
2. **Health & Safety:** Creation of health and/or safety hazards (failing to maintain a healthy/safe residence hall room, dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.

3. **Animals:**Animals, with the exception of animals that provide assistance, and pets as outlined in the Residence Life Handbook, are not permitted within campus buildings except as permitted by law.

4. **Wheeled Devices:** Skateboards, roller blades, roller skates, bicycles, hover boards, and similar wheeled devices are not permitted inside University buildings, residence halls or on athletic fields. Additionally, wheeled devices may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities, and individuals may be liable for damage to University property caused by such activities.

5. **Disruptive Behaviors:** Behavior which cases substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on campus.

6. **Rioting:**Causing, inciting or participating in any disturbance that presents a clear and present danger to self or others, causes physical harm to others, or damage and/or destruction of property.

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

1. **Harm to Persons:** Intentionally or recklessly causing physical harm or endangering the health or safety of any person, including self.
2. **Threatening Behaviors:**
    1. **Threat:** Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
    2. **Intimidation:** Intimidation defined as implied threats or acts that cause a reasonable fear of harm in another.
3. **Bullying/Cyberbullying:** Repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally verbally, in writing, or via an online platform.

4. **Hazing:**Encompasses any action or activity which does not contribute to the positive development of a person, or which inflicts or intends to cause mental or bodily harm or anxieties, or which may demean, degrade, or disgrace any person.

5. **Intimate Partner/Relationship Violence:** Violence or abuse by a person who has been in romantic or an intimate relationship with another. Please see CSM's Sexual Misconduct, Harassment, Relationship Violence and Stalking Policy for definitions and procedures. http://www.csm.edu/student-life/student-support/title-ix

6. **Stalking:** Engaging in a course of conduct directed at a specific person(s) that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress. Please see CSM's Sexual Misconduct, Harassment, Relationship Violence and Stalking Policy for definitions and procedures. http://www.csm.edu/student-life/student-support/title-ix

7. **Sexual Misconduct:** Includes, but is not limited to, sexual harassment, sexual violence, and/or sexual exploitation Please see CSM's Sexual Misconduct, Harassment, Relationship Violence and Stalking Policy for definitions and procedures. http://www.csm.edu/student-life/student-support/title-ix

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

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

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

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

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

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

SECTION 5: Overview of the Student Conduct Process

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

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

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

- Residence Life Graduate Assistant
- Lozier Hall Director
- Director of Residence Life
- Assistant Dean of Student Life

Unless unusual circumstances are present, the Residence Life Graduate Assistant, Lozier Hall Director, and the Director of Residence Life will only hear cases involving residential students. Generally within 5 business days, a finding will be determined and that decision is final unless a student completes a successful formal appeal.

A student found responsible for a policy violation will be issued an educational sanction congruent with the individual student and his/her violations. More information about sanctions can be found in Section 6.

SECTION 6: Conduct Procedures

A. Role of Conduct Procedure Participants

The Assistant Dean of Student Life or their designee will be the convener of each action outlined in this section. For Residence Life policies, the Director of Residence Life or their designee will serve as the convener. Definitions of roles within this section include:

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

B. Group Violations

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

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

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

C. Good Samaritan Policy:

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

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

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

D. Notice of Alleged Violation

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

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

E. Formal Conduct Hearing

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

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

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

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

F. Alternative to Formal Hearing

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

G. Determination of Responsibility

Following the student conduct meeting, the hearing officer will take into consideration all information in the case including, but not limited to, students' previous conduct records, conversation and statements during hearings, written complaints, incident reports, witness statements, and other relevant information. No decisions regarding any of the responding students will be made until all parties conduct meetings have concluded. Within the conduct process, the university uses a preponderance of evidence model which means a determination is made based on a reasonable person's assessment of "*more likely than* not". After review of this information, the hearing officer will make a determination to:

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

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

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

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

H. Conduct Sanctions:

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

Educational Sanctions

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

Administrative Sanctions

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

9. No Contact Directive: Prohibits contact in any form or capacity (written, face-to-face, electronic, etc.) with a stated person or persons.
10. University Probation: The student is put on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed at the discretion of the Assistant Dean of Student Life.
11. Social Probation: The student is deemed “not in good standing” with the University for a specified period of time. Specific limitations or exceptions may be granted by the Vice President for Academic & Student Affairs or their designee. Terms of this sanction may include, but not be limited to:
    1. Ineligibility to hold any office in any student organization recognized by University or hold any elected or appointed leadership position at the University; or
    2. Ineligibility to represent the University to anyone outside the University community in any way including: participating in the student abroad program, attending conferences, or representing the University at an official function, event, or intercollegiate competition as a player, manager, or student coach, etc.
12. University Suspension: Separation from the University for a specified minimum period of time, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted at the time of suspension. If residential, the student is required to vacate the campus within 24 hours of notification of the sanction, though this deadline may be extended at the discretion of the Vice President for Academic & Student Affairs. During the suspension period, the student is banned from University property, functions, events, and activities without prior written approval from the Assistant Dean of Student Life.

13. University Expulsion: Permanent separation from the University. The student is banned from University property and the student’s presence at any University-sponsored activity or event is prohibited. This action may be enforced with a trespass action on necessary. This sanction will be noted as a Conduct Expulsion on the student’s official academic transcript.

Residency Sanctions

1. CSM Housing Reassignment: Reassignment to another CSM housing assignment. Residence Life personnel will decide on the reassignment details such as location, timeline for move, etc.
2. Residence Hall Probation: Official notice that, should further violations of Residence Life or University policies occur during a specified probationary period, the student may immediately be removed from CSM residence halls. Regular probationary meetings may be imposed at the discretion of the hearing officer.
3. Removal from CSM Residence Halls: Removal from CSM housing for a specified period of time after which the student is eligible to return. Conditions for re-admission to University housing may be specified. Under this sanction, a student is required to vacate University housing within 24 hours after notification of the action, though this deadline may be extended at the discretion of the Director of Residence Life. This sanction may be enforced with a trespass action is deemed necessary. Prior to reapplication for University housing, the student must gain permission from the Director of Residence Life or their designee. This sanction may include restrictions on visitation to specified buildings or all University housing during the suspension. A residential student may be removed from university housing for no less than the remainder of the semester or for an indefinite period of time. No refunded for semester room/board will be granted.
4. CSM Housing Expulsion: The student’s privilege to live in, or visit, any CSM Residence Life structure is revoked indefinitely. This sanction may be enforced with a trespass action if deemed necessary at the discretion of the Director of Residence Life.

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

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

I. Parental Notification

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

J. Notification of Outcomes

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

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

FERPA defines “crimes of violence” to include:

1. Aggravated Assault
2. Arson
3. Burglary
4. Manslaughter - Negligent
5. Murder/Non-Negligent Manslaughter
6. Motor Vehicle Theft
7. Robbery
8. Sex offense (Rape)
9. Sex Offense (Fondling)
10. Sex Offense (Incest)
11. Sex Offense (Statutory Rape)
12. Dating Violence
13. Domestic Violence
14. Stalking
15. Hate Crimes
16. Liquor Law Violations
17. Drug Law Violations
18. Illegal Weapons Possessions

K. Failure to Complete Conduct Sanctions

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

SECTION 7: Appeal Review Procedures

Any party may request an appeal of the decision of the hearing officer by filing a written request to the Assistant Dean of Student Life within 5 business days of when the notice of outcome was delivered, except in cases where the student chose not to participate in the initial hearing.

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

1. A procedural error occurred that significantly impacted the outcome of the hearing; or

2. To consider new evidence, that was unavailable during the original hearing, which could substantially impact the original decision or sanction. A summary of this new evidence and its potential impact must be included.

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

When new evidence is presented, the Assistant Dean of Student Life or his/her designee will determine if the matter should be returned to the original decision-maker for reconsideration or if it will be reviewed by the Appeal Committee.

- The Appeals Committee will be chaired by the Assistant Dean of Student Life or his/her designee and will consist of: the Assistant Dean of Student Services/Single Parent Success; the Assistant Dean of Success; and may also include an Academic Associate Dean.

For instances of appeals on procedural grounds, the Appeal Committee will make determinations in the case. The appeal officer may ask that the student schedule a meeting with him/her to discuss the appeal, or may determine that there is enough information to make a determination without an additional hearing. From the date of the submission of the appeal, the appeal officer usually responds to the appeal with either a final decision on the matter or a request to meet within ten business days.

The original finding and sanction(s) are presumed to have been decided reasonably and appropriately, thus the burden is on the appealing party to show clear error. The Assistant Dean of Student of Life or his/her designee will limit his/her review to the grounds presented. On reconsideration, the Appeal Committee may affirm or change the findings and/or sanctions of the original hearing. All decisions of the Appeal Committee are final. A student may not submit an appeal to the Appeal Committee's decision.

SECTION 8: Conduct Records

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

SECTION 9: Approval and Implementation

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

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

Complaint Processes

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

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

Informal Complaint Process

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

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

If a complaint is not resolved through this action, the individual should contact the supervisor, program director or Associate Dean. For some types of complaints, CSM has established complaint procedures. In those cases, the procedures found in those policies will be followed. University personnel will be able to help identify these types of complaints and direct the individual to the appropriate policies and procedures.

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

Formal Complaint Process

If an individual cannot find a resolution for the concern informally, a formal complaint can be submitted. The intention is to provide a procedure whereby complaints are processed promptly and resolved fairly. Individuals will submit a formal complaint using the Online Formal Complaint Form found here: https://www.csm.edu/complaint-processes. The complaint will be forwarded to key individuals who will address the concern and communicate with the individual who submitted the formal complaint.

Curricular Service-Learning

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

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

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

For more information about the Service-Learning Program, contact the Director of Service- Learning, Dr. Kristin Mattson at kmattson@csm.edu and see the website at https://www.csm.edu/student-life/get-involved/service-learning-service-opportunities.

Financial Aid

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

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

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

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

Types of Undergraduate Financial Assistance

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

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

The **Federal Pell Grant** is offered 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 offered 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 offered 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 offered 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 offered to students based on financial need and who are paying the regular full-time tuition package rate. Funds are limited.

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

- **Federal Direct Subsidized Loans** are offered 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 Nursing Loans are available to CSM nursing students. Loans are offered 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.

Nebraska Career Scholarship is offered to undergraduate students residing in Nebraska majoring in Nursing, Pre-OTD, or mathematics. Eligible students must enter CSM directly from high school or transfer to CSM after taking no more than a one semester break from enrollment at the previous postsecondary institution. Eligible students must also have evidence of composite ACT score of 18 or higher. Funding comes from the state of Nebraska in a limited amount, making a limited number of scholarships available. Further eligibility criteria depending on funding and eligible students is based on the student's financial need. Scholarship recipients must participate in a Nebraska-based internship, apprenticeship, clinical position, or employment in the field of study prior to their final term of the program of study to be eligible for the scholarship in their final term.

Types of Graduate Financial Assistance

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

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

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

Other types of Financial Assistance

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

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

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

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

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

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

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

Renewal of Aid

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

Satisfactory Academic Progress Requirements

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

Qualitative Standards

At the end of each SAP review period:

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

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

Pace Standards

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

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

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

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

Financial Aid Ineligibility

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

Financial Aid Appeals & Financial Aid Probation

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

Financial Aid Reinstatement

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

Mid-Year Grade Review

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

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

Disbursement of Aid

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

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

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

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

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

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

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

Student Appeals

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

Financial Aid Rights and Responsibilities

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

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

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

Responsibilities: Students have the responsibility to do the following:

1. Complete the FAFSA each year after October 1
2. Accept or Decline aid funds on NetPartner, the Financial Aid Portal
3. Provide correct information (misreporting on the FAFSA and the Direct Loan and PLUS Loan Master Promissory Notes is a violation of Federal law)
4. Read and understand all forms that are being signed
5. Keep copies of all the forms for their own records
6. Accept the responsibility for all agreements that are signed
7. Perform the work that is agreed upon when accepting a work-study position
8. Be aware of, and comply with, deadlines for application and reapplication for aid
9. Be aware of the federal Return of Title IV Funds policy
10. Be aware of Financial Aid Satisfactory Academic Progress requirements and maintain those requirements
11. New students must complete entrance counseling and a Federal Direct Loan Master Promissory Note (MPN) if accepting a Federal Direct Loan
12. Complete SFA (Semester Financial Arrangements) process online each semester
13. Must officially add/drop classes through Self-Service. After the add/drop period, students must complete a withdrawal form on myCSM.

College of Saint Mary Return of Title IV Funds

Students who receive Title IV financial aid (Federal Pell grant, Iraq/Afghanistan Service Grants, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, and/or William D. Ford Federal Direct Loans) are subject to federal refund calculations if the student completely withdraws from College of Saint Mary or ceases academic engagement for 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 academic engagement 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. For programs offered in modules, students

are exempt from the federal refund calculation if they ceased academic engagement because of one of the following: they completed all requirements for graduation; they successfully completed a module or combination of modules that include at least 49% of the number of countable days in the payment period; or they successfully completed coursework required for a half-time student. (Days between modules are not countable days.) CSM does not use an R2T4 Freeze Date.

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

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

1. Determine institutional charges (institutional charges include tuition; it includes room and board only if the student is living on campus).
2. Determine the amount of Title IV financial aid received and subject to return.
3. Calculate the percent of payment period completed by dividing the number of days attended by the total number of days in the payment period. For programs offered in modules, the total number of days in the payment period is the days in a module if the student attended the module or the student's coursework in that module was used to determine the amount of the student's eligibility for Title IV aid.
4. The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period (as determined in step three), you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of your payment period, you earn all the assistance that you were scheduled to receive for that period.
5. If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. This occurs in very rare cases. If your Post-withdrawal disbursement includes loan funds, you must give your permission before loan funds can be disbursed. Your Post-withdrawal disbursement of grant funds may automatically be used for tuition and room and board charges.
6. The *percent* of unearned Title IV aid is calculated by subtracting the percentage of earned Title IV aid (step four) from 100%. The *amount* of unearned Title IV aid is calculated by multiplying the amount of Title IV aid received and subject to return (step two) by the percentage of unearned Title IV aid. The amount of unearned Title IV aid must be returned.
7. If you receive excess Title IV aid that must be returned, CSM must return a portion of the excess equal to the lesser of either your institutional charges (step one) multiplied by the percentage of unearned Title IV aid (step six), or the entire amount of excess funds. Any refund amount is applied in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Direct PLUS Loan (Graduate Student), Direct PLUS Loan (Parent), Federal Pell Grant, Iraq-Afghanistan Service 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 Student Accounts.
9. If CSM is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Parent PLUS Loan) repay in accordance with the terms of the promissory note. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds. This occurs in very rare cases, most of the time, CSM is required to return the grant and/or loan funds (steps seven and eight).

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

Donor Scholarships for Undergraduate Students

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

Endowed Scholarships

Albertus Magnus Research Scholarship
Olive Arkoosh Endowed Scholarship
Baburek`37/Deeths`62 Endowed Scholarship
Coreen Barba`02 Memorial Scholarship
Jesse J. and Angela M. Bavaresco Memorial Scholarship
Carl and Peg Bendixen Endowed Scholarship
Edmund and Bernadette Bosin Memorial Scholarship
Mary Schwertley Brown/Sally Bisson Endowed Scholarship
Hortense P. Butt Memorial Scholarship
Callone `63/Flynn Endowed Scholarship
Meg & Ronald Cardella Scholarship
Elizabeth Carlin Schultz`52 Endowed Scholarship
Melanie, Joanne & Vaughn Carlson Endowed Scholarship
Mrs. Frank Cech Memorial Scholarship
Class of 1940 Scholarship
Class of 1962 Scholarship
Rose Anderson Clough`56 Memorial Scholarship
Patricia Colchin Lavey`52 Endowed Scholarship
Luke and Shirley Coniglio`60 Endowed Scholarship
Sr. Norita Cooney, RSM Memorial Scholarship
James M. Cox Foundation Scholarship
Dr. C. C. and Mabel L. Criss Memorial Foundation Scholarship
Mary Cronin`92 Memorial Scholarship
Colleen Dostal Stormberg Memorial Scholarship
Bernice M. Ebel Memorial Scholarship
Patricia Ann Eckardt Memorial Scholarship
Doris Jaax Engler`46 and Leonard P. Engler Endowed Scholarship
Harvey D. Ferer Memorial Scholarship
John J. Franey Memorial Scholarship
Paul and Rachel Gallagher Scholarship
Joan B. Halsted`79 Memorial Scholarship
William Randolph Hearst Foundation Scholarship
Sr. Mary Mechtilde Hill, R.S.M. Scholarship for Academic Excellence
Nancy Glatter Hittner ‘60 Memorial Scholarship
A.F. and Ruth Jacobson Memorial Scholarship
Beatrice Houston Jacques ‘42 Memorial Scholarship
Kathleen Turner Jeffries Memorial Scholarship
Leona M. Kernen Endowed Scholarship
Kersey-Geisler Endowed Scholarship
Peter Kiewit Foundation Scholarship
Blanche Laughlin ‘62 Memorial Scholarship
Joan Laughlin ‘62 Endowed Scholarship
Les and Phyllis Lawless Endowed Scholarship
Kenneth Lueder Memorial Scholarship
Sr. Mary Christelle Macaluso, R.S.M. ‘56 Memorial Scholarship
Maggio/Kanel Memorial Scholarship
Elizabeth A. Mannlein`50 Endowed Scholarship
Stephen T. McGill Memorial Scholarship
Rachel M. Micek Memorial Scholarship

Clara and Henry Miller Memorial Scholarship
Tim Moylan Memorial Scholarship
Joseph F. and Helen Clare Murphy Family Scholarship Fund
Kathy Meisner Nickel ‘02 Nursing Scholarship
Imelda Nolan Memorial Scholarship
Associate Professor Claire & Betty ‘84 Oswald Endowed Scholarship
Helen Russell Memorial Scholarship
Madelene McKenna Schaber Scholarship
Tom and Ann ‘84 Schlosser Endowed Art Scholarship
Harriett and John M. Shonsey Memorial Scholarship
Alberta Marie Sipes/Rita Sipes Pearsall ‘74 Endowed Scholarship
Sisters of Mercy McAuley Scholarship
Paul and Annette Smith Endowed Scholarship
Morton and Ella S. Steinhart Foundation Memorial Scholarship
Dr. Maryanne Stevens, R.S.M. Endowed Scholarship
Mary Lorraine Stevens Memorial Scholarship
Mary Ann ‘63 and Fred Strider Endowed Scholarship
Dr. Electra O’Rourke Strub ‘40 Memorial Scholarship
Union Pacific Foundation Scholarship
George and Susan Venteicher Scholarship
Vernon and Kathryn Von Seggern ‘33 Endowed Scholarship
Sr. Constance Walsh Memorial Scholarship
Claude Wynn Leadership Scholarship

Annual Scholarships

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

General Student Information

Campus Ministry/Faith Opportunities

Welcome to Campus Ministry! We invite and welcome students, faculty and staff of all faith traditions, beliefs, and cultures to participate in our many interfaith opportunities and experiences designed to encourage and explore the development of faith, spirituality and compassionate service to others. While rooted in our Catholic identity, Campus Ministry offers participation in non-denominational faith sharing groups, retreats, community service opportunities, resources, social justice programming, mission trips and opportunities to experience other faiths and cultures through education and presentations. We encourage and encompass mind, body and spirit. Students are encouraged to participate in DUO, (Do Unto Others), which is a student led organization through Campus Ministry that offers many opportunities for service, education and activities. We encourage you to take time to participate and experience any of the diverse opportunities offered through our office. We hope you will join us and become part of a rich culture of caring, sharing and service.

Children on Campus

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

Health Insurance Requirement

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

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

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

1. Providing the University a certificate of insurance coverage evidencing coverage for health care services rendered in the United States. Such certificate shall be a condition of admission to the University. The certificate must identify the duration of the insurance coverage (e.g. beginning and ending dates of coverage). If coverage expires while the student is attending the University, a new certificate of insurance must be provided in the same manner to the Student Development Office, or the student will not be allowed to register for classes in subsequent semesters.
2. Companies who provide this type of insurance include:
    1. International Student Insurance – www.internationalstudentinsurance.com or 877-758-4391
    2. GeoBlue–https://www.geobluestudents.com or800-257-4823
    3. ISO – www.isoa.org or 800-244-1180
    4. IMG– www.imglobal.com or866-263-0669

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

Identification Card

All students are encouraged to carry their CSM identification card at all times on campus. The card allows for access to campus activities, the Lied Fitness Center, library services, entrances into the buildings Hixson-Lied Commons and Walsh Hall after hours. Campus Safety and Security officers as well as other persons in authority may request to see ID cards if it is needed to verify student status. ID cards may be obtained at the Campus Information Center. If an ID card is lost, the student should first contact Student Accounts to pay the $5 replacement fee and bring the emailed receipt with them to the Campus Information Center.

Immunization Requirements

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

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

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

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

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

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

Religious or personal exemptions will not be accepted.

Tuberculosis (TB) Testing

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

Intercollegiate Athletics

College of Saint Mary Flames boasts a rich tradition of intercollegiate athletics as a member of the National Association of Intercollegiate Athletics (NAIA), currently sponsoring eleven athletic teams. CSM student-athletes compete in the Great Plains Athletic Conference (GPAC) in nine sports: Basketball, Competitive Dance, Cross Country, Golf, Soccer, Softball, Tennis, Track and Volleyball. The Swimming program competes in the Liberal Arts Championship, while also being a NAIA national championship qualifying program. The Bowling program is sanctioned through the United States Bowling Congress (USBC). The Flames Athletics program is supported by community partners, parents, friends and other local stakeholders. All current students may attend CSM home games free of charge with a valid student ID. CSM is a Five-Star Gold Status member institution for the NAIA Champions of Character program which is an educational outreach initiative emphasizing the core values of integrity, respect, responsibility, sportsmanship and servant leadership.

Lied Fitness Center

Due to construction during the 2020-21 year, the Lied Fitness Center may have differing hours, or areas that are off-limits at given times. Changes will be posted on the doors of the LFC.

The college strongly encourages students' commitment to their own health and well-being. Leisure and fitness activities along with recreational sports opportunities are offered at the Lied Fitness Center. The swimming pool, gymnasium, indoor walking track and outdoor tennis courts are available to all CSM students when not in use for Athletic home events or practices, classes or other scheduled activities. Those using the center without a valid CSM ID must check-in at the front desk. CSM students with a valid ID may use the Fitness Center at no charge. Special classes, activities, and/or use of the Fitness Center by guests of CSM students require a daily drop-in fee.

Meals

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

Dining Hall

College of Saint Mary Food Service is provided by Chartwells. With monthly features, theme, and holiday meals, your dining experience will be great. The dining hall is open to all on the CSM campus – residents on the board plan, non-resident students and for any guests that may want to join you in the Dining Hall. Additional Dining Hall information can be found in Chartwells Dining Hall Rules and Regulations for 2020/2021 School Year in Appendix A.

Non-resident students may purchase a voluntary food plan at the Express Center.

Christina's Place

Take a break from your studies, or just hang out and relax at the Coffee Shop at Christina's Place. Enjoy your favorite espresso, tea, or fruit smoothie. The coffee shop offers a light breakfast of muffins, danishes and rolls. For lunch and dinner, pick up a sandwich, soup, or salad, or if you just want a snack, come enjoy fresh baked cookies, brownies, crispy rice treats or fruit.

Tu Tacos

Christina's Place also offers a themed specialty "stop" that students choose at the end of each year. This year's theme is Tu Taco, a street taco cantina that pays homage to Tex-Mex and Cali influences with a simple menu. Tu Taco at CSM will offer breakfast, lunch, and dinner options beyond just tacos with burritos and bowls as well. The proteins and sauces are varied with a create your own option.

Notary Services

For the convenience of the students and the entire College of Saint Mary community, notary publics are available during office hours in Financial Services, and Legal Studies Program Director Offices in Walsh Hall. These services are free of charge.

Safety and Security

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

Student Agreement Form for National and International Travel

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

Student Parking/Vehicle Policy

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

No parking areas: No vehicle shall be parked in any unauthorized area which includes, but is not limited ro: 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 and Promotions

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

SOLICITATION OF FUNDS

Off-campus:

Alumni and friends of College of Saint Mary, local and national business organizations, and foundations are regularly solicited through the Alumni & Donor Relations Office to make contributions. Students and/or faculty groups **are not permitted to solicit gifts unless advance authorization has been obtained from the Alumni & Donor Relations Office through the Director of Annual Giving, ext. 2455**. In the absence of the Director of Annual Giving, requests should be made to the Vice President for Alumni & Donor Relations, at alumni@csm.edu or ext. 2330.

On-Campus:

All on-campus solicitation of gifts for approved projects is coordinated through the Director of Annual Giving, ext. 2455. On-campus solicitation for non-University projects is cleared through the organization or office representing the constituent group: **students**, permission in writing from the Dean of Students or designated staff; **faculty**, permission in writing from the faculty with requests made through the Vice President of Academic & Student Affairs; **other College personnel**, permission in writing from the respective Vice President.

Student Handbook

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

Veterans Benefits

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

College of Saint Mary is a VA-approved institution and a Yellow Ribbon Program participant. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). www.benefits.va.gov/GIBILL/Trademark_Terms_of_Use.asp.

Title 38 USC 3679(e) Compliance

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, College of Saint Mary will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 GI Bill®) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA). This school will not prevent the student's enrollment, assess a late penalty fee, require student to secure alternative or additional funding, or deny their access to any resources (access to classes, libraries, or other institutional facilities} available to other students who have satisfied their tuition and fee bills to the institution. However, to qualify for this provision, such students may be required to provide Chapter 33 Certificate of Eligibility (or its equivalent} or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Graduate Programs

Graduate Student Learning Goals

Students graduating from College of Saint Mary graduate programs will:

1. Prepare to be effective professionals and leaders
   a. Set goals for future work that result from self-appraisal and reflection
   b. Articulate skills and knowledge and represent themselves to external audiences
   c. Work toward goals independently and in collaboration with others

    d. Use technology to create, communicate and synthesize ideas
    e. Use data and logic to guide effective decision-making
    f. Establish priorities and allocate resources
2. Demonstrate effective team skills
    a. Promote engagement in thoughtful, respectful discourse
    b. Engage in inclusivity
3. Demonstrate personal, ethical, and social responsibility, including intercultural and global understanding
    a. Articulate what is entailed in becoming a self-directed ethical decision maker and living a life of personal and professional integrity
    b. Evaluate ethical issues from multiple perspectives and use those considerations to chart coherent and justifiable courses of action
    c. Benefit their communities through socially responsible engagement and leadership
    d. Demonstrate respect for and learning from the perspectives of others different from themselves
    e. Demonstrate knowledge of global interconnectedness and interdependencies
4. Demonstrate integration of learning
    a. Demonstrate mastery of content in their field of study
    b. Relate learning to multiple fields and realms of experience
    c. Make connections among ideas and experiences in order to synthesize and transfer learning to daily practice
    d. Evaluate information and construct arguments analytically and strategically
    e. Design, develop and execute a significant scholarly project

Reference: http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-information/Pages/ten-learning-goals.aspx

Quantitative Reasoning Definition

Graduates of CSM will be proficient in quantitative reasoning skills. These skills consist of: understanding, analyzing, and drawing reasoned conclusions about data; using mathematical and scientific logic to evaluate new information; and constructing arguments, finding solutions, and communicating those solutions across a variety of disciplines and contexts.

Graduate Programs

Graduate programs at College of Saint Mary arise from society's need for individuals prepared as multi-dimensional leaders. Graduate programs support the CSM mission and are characterized by advanced educational processes whereby the capabilities and leadership potential of the individual are more fully developed. These educational processes are designed to provide experiences necessary to foster development as scholars, researchers, and effective communicators; to think critically and creatively, evaluate scholarly literature, solve problems, and improve practices in their fields and/or organizations. College of Saint Mary masters and doctoral graduates possess skills necessary to provide leadership in a variety of settings, to work collaboratively with others and to make ethical decisions and judgments.

Degrees Offered

- Doctor of Education
    - Educational Leadership
- Doctor of Occupational Therapy
- Doctor of Physical Therapy
- Master of Arts in Teaching
- Master of Science in Kinesiology & Exercise Science
- Master of Science in Organizational Leadership
- Master of Science in Physician Assistant Studies
    - Five-year combined Bachelor degree in Human Biology or other major with the required prerequisites/ Master of Science in Physician Assistant Studies.
    - Master of Science in Physician Assistant Studies for students with bachelor or higher degree
- Post Baccalaureate Certificate in Paralegal Studies (must hold Bachelor degree in some field)

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

Student Development

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

CSMAdvantage and Community Days

CSMAdvantage and Community Days provides academic and personal support to first-year traditional students, as well as incoming students in the Mother’s Living and Learning Program. **The kick-off** for this program is an immersion experience involving student planning and skill assessment called CSMAdvantage and Community Days. During CSMAdvantage and community **Days**, students meet other new students in small-group settings and get to know faculty members, staff, and student leaders. CSMAdvantage and Community Days activities include academic preparation in critical thinking, study skills, test taking, time management, financial planning, in addition to other academic and interpersonal preparation exercises. The students also learn leadership through team- building activities and goal setting. During the year, students meet individually with the program’s director for on-going assessment, mentoring and academic planning. CSMAdvantage and Community Days is a valuable educational opportunity, as well as a fun- packed time at CSM.

Financial Literacy Programming

CSM students have the opportunity to learn about how to plan their financial future through programming, including our online modules from Financial Avenue, which allows students to focus on topics most pertinent to their needs within online modules that allow self-pacing.

General Student Support Services

The Student Support Services Office provides centralized services to help students improve individual academic performance through tutoring, ADA accommodations, writing assistance, workshops and innovative academic programs. Additionally, the Student Support Services Office offers resources for student parents and mentoring support programs. It is a "one-stop shop" within an environment that encourages students to attain their full academic potential. In addition, group and individual study areas are available. The Student Support Services Office offers many resources such as:

Student Employment and Job Board (Handshake)

Students looking for on-campus and off-campus employment can take advantage of our job board through Handshake by using their CSM email and password to login found on the home-screen of MyCSM. Included are job postings for on-campus positions, off-campus positions in the surrounding Omaha area, and career opportunities for their field of study once they have graduated. CSM students with financial need may be awarded Federal Work Study along with other financial aid which can allow for opportunities to support themselves throughout their college career. For more information on Federal Work Study information, contact the Financial Aid at 402-399-2362 or finaid@csm.edu.

Residence Life

Two residence halls, Lozier Tower and Madonna hall (which houses the Mother's Living & Learning program, as well as upper-class students when space allows), as well as Maryview at the Villa which offers upper-class housing comprise the on-campus living options at CSM. The residence life staff plans a variety of programs and activities for campus residents. The Residence Life Handbook, which is available on the Residence Life web page at http://www.csm.edu/student-life/campus-living/residence-halls, outlines CSM's policies and procedures for living on campus. All residential students must read and agree to live by provisions of the Residence Life Handbook.

Accommodations for Students with Disabilities

College of Saint Mary is fully compliant with the Americans with Disabilities Act (ADA) and is committed to providing reasonable accommodations for students with disabilities. These services are designed to facilitate their pursuit of academic and career goals. It is the student's responsibility to self-identify to the Accommodations Coordinator who serves as the contact person for students wishing to discuss eligibility policies, procedures, and concerns. Students must provide appropriate, recent documentation of the disability in advance of requesting specific accommodations (unless currently undergoing disability testing), and the Coordinator must have the opportunity to evaluate the documentation to ensure proper service.

The confidentiality of each student requesting accommodations will be honored; disclosure is at the discretion of the student and may change from semester to semester or class to class, dependent upon need.

Office of Student Life

The Office of Student Life focuses on helping students get the most out of their time and experience at the College of Saint Mary. Student Life assists in building connections and supporting students in and outside of the residence halls and academic programs and classes; finds ways to become involved in student organizations, leadership opportunities, and campus jobs and internships; and creates options for your housing, dining, and living options that work best for you. The Office of Student Life offers many departments and resources, such as:

Office of Student Success

The Office of Student Success leads retention initiatives in collaboration with the Office of Academic Affairs and the offices of Student Life and Student Support Services. The Office of Student Success facilitates the new professional advisor program, BOLD Advising, implements the use and training of our retention/advising software (AVISO), implements programming such as CSMAdvantage and Community Days, and offers career exploration and support for students. For more information on this important program, please contact the Assistant Dean of Student Success/ Single Parent Success at 402-399-2603.

Career Development, Readiness, and Financial Literacy

Students can develop career readiness and financial literacy skills that will assist them for their post-graduation life in their new careers. The Office of Student Life offers students resources designed for career exploration, development of life-long career skills and to assist in obtaining employment through resources guidance customized within their fields of study. Students gain the tools necessary to make career decisions, connect with employment opportunities and plan for their future which may include graduate or professional study. CSM students can learn about how to plan their financial future through programming centered around the decisions they make while in college.

Housing

All **First or Second-Year Full-Time Undergraduate Students under the Age of 21 ARE REQUIRED** to live in the residence halls unless they meet one of the following exemptions, have submitted the Required Residence Exemption/Exception Form and received approval from the Director of Residence Life one month before classes begin each semester.

Exemptions:

- Married or has dependents
- 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 First or Second-Year students who do not meet any of the above exemptions and want to request an **exception** from the Required Residence policy should complete the online Required Residence Exemption/Exception form and attach a typed letter of explanation and any necessary documentation. This form must be submitted by ***July 1, 2021*** for fall 2021 semester request or by December 1, 2021 for ***the spring 202s*** semester.

If the exception is not approved and the student wishes to appeal the decision, the appeal must be received by the Vice President for Student Development and Success, in writing, within five business days of receiving the decision.

Any student who wants to request a medical exception from the Required Residence Policy should complete the Residence Life Medical Exception Form and return it to College of Saint Mary's ADA Coordinator as soon as possible so requests can be considered. This office is located in the Achievement Center.

1. Students receiving room and board as part of a scholarship or grant **ARE REQUIRED** to live in the residence halls. Should scholarship or grant students receiving room and board funds choose to live off campus, they will forfeit the scholarship or grant dollars that fund room and board.
2. **Full-Time Undergraduate Students** at College of Saint Mary have first priority for all on-campus housing.
3. Campushousingisrestrictedtothosefull-timestudentsstudyingforundergraduate 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, if space permits. This is only applicable for students who have been living on campus and are renewing the contract for the following year.
4. Traditional students who are over the age of 35 prior to August 1 of the contract year may not reside in the residence halls at College of Saint Mary.
5. Criteria to reside at Maryview at the Villa:
    1. Have a minimum overall GPA of 3.0.
    2. Be at least a 3rd year student by the beginning of the semester in which the student wishes to reside in Maryview.
    3. Must be in good conduct/social standing with the college (no disciplinary record).
    4. Must not have a record of any failed health and safety checks during current and all prior academics years.
    5. Be a current residential student at CSM.
6. **All students living in the residence halls MUST participate in CSM's full board plan.**

IDS 121: Strategies for Success Course

Students have the opportunity to take this elective course that provides information on how to be the most effective in their academic success. The course allows students to learn about their personalized learning style and how to use their talents more effectively as well as insight into resilience strategies that will help them throughout their academic careers.

Leadership Programs

Leadership Launch

This is an exciting program designed to foster leadership in emerging leaders in the CSM community. Through this program, students learn the necessary skills to help them become leaders on campus, in their professions, and in their communities. Leadership Launch consists of eight sessions held in the spring designed to promote personal development and leadership by exposing students to several challenging topics.

Step it Up Series

This is a unique opportunity designed for upper class students (Juniors and Seniors). This series offers five workshops during the Spring semester. These workshops are offered in 45- minute sessions and the topics are diverse in nature. The workshops allow students to receive useful information as they prepare to enter the

professional world. Students who participate in at least three of the workshops receive a certificate of completion. For further information on these programs, please contact the Student Leadership & Organizations Office at 402-399-2309.

Leadership Leap

This is a pre-college experience for incoming students to CSM. Leadership Leap is an opportunity to engage with the CSM community, connect with other new incoming CSM students, learn valuable leadership skills and learn how to become involved on campus. Students stay the night in our residence halls, get familiar with campus and explore Omaha! This event is led by a dynamic group of student leaders who are motivated to help students discover ways to connect and get involved.

For further information on these programs, please contact the Office of Student Leadership & Organizations at 402-399-2309.

Welcome Week

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

Mental Health Counseling Service

In order to increase the breadth and depth of the mental health services provided to CSM students, CSM partners with UWill to provide 24/7, free, confidential online mental health support services. UWill provides immediate assistance to students via phone or online (within minutes) for a wide range of mental health concerns including stress, adjustment to college life, relationship and family conflicts, parenting issues, death of a friend or family member, substance abuse, financial and academic concerns, anxiety, depression, and other mental health concerns. UWill counselors are master's level, licensed, experienced professionals covering over fifteen therapeutic specialties. Students can request a therapist trained to assist with a specific concern and can meet with the same therapist on an ongoing basis or change therapists if they would like.

To connect with UWill, students must first register at: app.uwill.com. Once registered, student may call 833.646.1526 to set up an appointment.

Mothers Living & Learning

College of Saint Mary offers an innovative residential living option in Madonna Hall for undergraduate single mothers and their children, the Mothers Living & Learning program. This on-campus residential housing program allows the student to pursue a college degree full-time while living on campus with her one or two children, consistent with CSM's long tradition that focuses on the intellectual, spiritual, and personal development of women. For more information, please contact the Director of Residence Life at extension 2483. All interested students must be accepted to CSM prior to interviewing for the Mothers Living & Learning program. Please contact Enrollment at extension 2355.

Mothers Living & Learning Program

College of Saint Mary offers an innovative residential living option in Madonna Hall for undergraduate single mothers and their children, the Mothers Living & Learning program. This on-campus residential housing program allows the student to pursue a college degree full-time while living on campus with her one or two children, consistent with CSM's long tradition that focuses on the intellectual, spiritual, and personal development of women. For more information, please contact the Director of Residence Life at extension 2483. All interested students must be accepted to CSM prior to interviewing for the Mothers Living & Learning program. Please contact Enrollment at extension 2355.

The Assistant Dean of Student Support Services/Student Parent Success provides resources for students who are parents and trying to balance their educational responsibilities with their role as a parent. This position provides students with encouragement, support, and connections to resources in the community. Life skills workshops and one-on-one support are available, as well as a one credit class (IDS160: The Successful Single Mother) which provides single student parents with resources and connections to other students who have similar challenges.

Multicultural Events and Celebrations

Special services and programs are planned by the Student Leadership & Organizations Office. All students are encouraged to participate in inclusivity, diversity awareness and cultural events. Examples of these programs can include: the Coffee & Movies series, a Diwali Celebration, a Chinese New Year Celebration, and events to celebrate Hispanic Heritage Month, Native American Heritage Month, and African-American History Month.

Project SPEAK

Project SPEAK is dedicated to creating comprehensive and survivor-centered responses to sexual assault, domestic violence, dating violence and stalking on our campus and in our community; we empower and educate the community and survivors to foster a safe and supportive environment.

Project SPEAK is created and funded through the Office on Violence Against Women (OVW), a component of the United States Government Department of Justice, a grand to reduce sexual assault, domestic violence, dating violence, and stalking (SDDVS) on campus.
What we do:

1. Provide ongoing comprehensive prevention, education, and bystander intervention training for the entire campus community.
    1. Programming is tailored to meet cultural/population specific needs of students, faculty, and staff.
    2. Ongoing training for campus security, disciplinary boards on best practices, effective reporting, and response to SDDVS.
2. Foster comprehensive coordinated community responses by facilitating campus and community conversations
3. Partner with community-based victim service providers to provide 24-hour confidential accessibility to victim services.
4. Enhance campus-based victim services and comprehensive responses

For questions regarding Project SPEAK services please email projectSPEAK@csm.edu. The program coordinator is located in Walsh Hall 151.

Resources for Single Parents

The Assistant Dean of Student Support Services/Student Parent Success provides resources for students who are parents and trying to balance their educational responsibilities with their role as a parent. This position provides students with encouragement, support, and connections to resources in the community. Life skills workshops and one-on-one support are available, as well as a one credit class (IDS160: The Successful Single Mother) which provides single student parents with resources and connections to other students who have similar challenges.

Spellman Child Development Center

The Spellman Child Development Center, located on CSM's campus, works with students on a private pay basis and Title XX. Students interested in Spellman must contact the Assistant Dean of Students Support Services/Student Parent Success at 402-399-2474. An application will be sent to the student and the student must return it to the Assistant Dean of Student Support Services/Student Parent Success. The application is reviewed and forwarded to Spellman for confirmation of a spot or placement on the waiting list. In addition, the student will be sent alternate daycare information if requested. There are childcare resources available on MyCSm: https://my.csm.edu/campusservices/singleparentsuccess.

Students seeking short term or temporary childcare from another CSM student can place their request on MyCSM under the Campus Announcements section. CSM students are responsible for arranging and financing childcare for their child(ren).

Student Leadership and Organizations

The Office of Student Leadership & Organizations assists and supplements campus organizations in providing social and educational events for the campus community. College of Saint Mary has several clubs and organizations, as well as leadership and multicultural programs and opportunities to enhance the collegiate experience, whether a student is looking for ways to be involved with her academic major, providing service to others, or representing peers on Student Senate or the Residence Hall Council. There is something for everyone! The Student Leadership & Organizations office can help find an organization that meets the needs and interests of every student.

Student Organizations Supporting Under-Represented Students

The College of Saint Mary recognizes six student organizations that assist in supporting our underrepresented students: Asian/Asian-American & Pacific Islander Student Organization; Honorary African/African-American Leadership Organization; Latinas Empowering Others; Multicultural & International Student Club; Rainbow Alliance; and Spanish Club. These student organizations are housed in Hixson-Lied Commons across from the Student Leadership & Organizations Office where all are welcome in an inclusive and safe space.

Testing and Tutoring Services

- Academic Support Materials: Many of these are in electronic form on websites whose links may be found on MyCSM/Campus Services/Student Support Services Office. There are resource books, texts, and writing and grammar aids housed in the Student Support Services Office.
- Content Study Groups: Content study groups link course content, cognitive skill development, and learning strategies in a series of out-of-classroom sessions. These voluntary sessions, organized by Student Services staff or students, allow students to work together to master course content.
- Personal Learning Program: Students who seek study skills or other learning assistance can meet with program staff to develop a plan of action.
- Testing Services: The following test services are available through the Student Support Services Office: ADA testing accommodations and limited administration of make-up exams.

*Please Note: A student should speak with her instructor before missing a regularly scheduled exam. The instructor will arrange for the make-up of that exam, following CSM's Testing Policy.

- *Tutorial Assistance:* Academic tutoring is available on a drop-in basis; students may check the AC page on MyCSM to learn the hours of specific tutors. Tutors are specially trained CSM students who have already successfully completed the course for which they are tutoring. Tutoring is available in many subjects including developmental math and English, social sciences, algebra, and science. Students may call ahead to check on availability.
- *Professional tutoring:* The Student Services Office has a professional math tutor and a professional writing tutor. This means that these individuals have advanced degrees in their areas and can do more specialized tutoring and cover higher levels of content. Hours can be found on MyCSM/campus services/achievement center. Appointments are strongly recommended to see the writing tutor.

Study Abroad

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

Application Process

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

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

Students studying abroad in:	Should begin the application process by:	Application Deadline
Fall	February 1	March 15
Spring	August 1	October 15
Summer	December 1	April 1

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

Financial Aid

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

CSM Study Abroad Scholarship

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

Criteria for Eligibility for a CSM Study Abroad Scholarship

- Be a CSM undergraduate student applying to any credit-bearing study abroad program
- Have a cumulative GPA of 2.5 or higher
- Plan to study abroad during the fall and/or spring semester (not summer)
- Be enrolled in a regular, full-time degree program. Students in certificate programs and other programs with special tuition rates are not eligible for this scholarship.

CSM's Application Process

- Complete the College of Saint Mary Application for Study Abroad and submit it to the Vice President for Academic & Student Affairs or designee for Academic Affairs (Study Abroad Coordinator)
- Complete and submit the CSM Study Abroad Scholarship Application, which is attached to the College of Saint Mary Application for Study Abroad.
- Submit a typed, double-spaced essay no longer than two pages. Include your name on the upper right-hand corner of the page. The essay should address the following topics:
    - Reasons why you have chosen to study abroad

    - Specific academic rationale for the program you have chosen
    - Anticipated benefit of study abroad for your career and long-term goals
    - Statement of objectives outlining what you hope to accomplish by studying abroad
- The application is reviewed by the Vice President for Academic & Student Affairs or designee for Academic Affairs, and the student is notified whether or not she will receive a scholarship.

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

Scholarship Amount and Expectations

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

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

CSM Short Courses Abroad

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

Tuition

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

Tuition and Charges

Tuition - Undergraduate Programs

Full-time Student - 12 or more credits (per semester)	12,255
Part-time Student - fewer than 12 credits (per credit hour)	770
Practical Nursing Certificate Program (per credit hour)	425

Tuition - Graduate Programs

Doctor of Education (per credit hour)	760
Doctor of Occupational Therapy - Class of 2025 cohort (per semester)	3,485
Doctor of Occupational Therapy - Class of 2026 cohort (per semester)	10,250
Doctor of Occupational Therapy - Class of 2027 cohort (per semester)	12,313
Doctor of Physical Therapy - Class of 2024 cohort (per semester)	11,875
Doctor of Physical Therapy - Class of 2025 cohort (per semester)	12,250
Doctor of Physical Therapy - Class of 2026 cohort (per semester)	12,250
Master of Arts in Teaching (per credit hour)	600

Teaching Endorsement (per credit hour)	600
Master of Science in Kinesiology and Exercise Science (per credit hour)	610
Master of Science in Organizational Leadership (per credit hour)	550
Master of Science in Physician Assistant Studies – Class of 2025 cohort (per semester)	14,615
Master of Science in Physician Assistant Studies – Class of 2026 cohort (per semester)	14,910
Post-Baccalaureate Paralegal Certificate (per credit hour)	350
Graduate Post-Cohort Rate (MPAS, OTD, DPT programs only) (per credit hour)	885

Special Rates

Dual Credit & Early College Start (per course)	250
Medical Interpreting (per credit hour)	150
Credit by Exam/Challenge (per credit hour)	60
Portfolio Assessment (per credit hour)	120
Audit while an undergraduate	1/2 of tuition rate
Audit Post-CSM Bachelor's Degree	Free (up to 3 credits per semester)
Online or Independent Study	Pay according to tuition plan
Senior Citizens (over 65)	Free (up to 3 credits per semester)

Residence Hall Room and Board

Double Room - Lozier & Stevens (per semester)	4,542
Private Room - Lozier (per semester)*	5,127
MLL Suite - Stevens (per semester)	4,542
Residence Hall Broken Contract Charge	500

*Certain restrictions apply, please contact the Director of Residence Life

Summer Rates

Summer 2024 for Regular Full-time and Part-Time Students (per credit)	590

Financial Charges

Late Payment Charge (per month)	60
Payment Plan Charge (per semester)	45
Return/Re-issue Check Charge (per check)	25
Late Semester Financial Arrangements Charge (per semester)	200

Other Tuition Information

Catholic Educators: For full-time educators working in Catholic Schools, who already have a baccalaureate degree, and are pursuing an advanced degree or additional endorsements, the charge will be half of the program tuition rate.

Payment Options

Payment in Full

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

Payment Plans

Payment plans are completed through the SFA website at www.csm.edu/sfa. They can be processed using automated withdrawal from checking/savings account (ACH) or Credit/Debit Card. If a credit/debit card is used, a service fee of 2.85% in addition to the enrollment fee will be assessed.

Fall 2024

Payment plan available April 8, 2024.
Full payments may be made through September 26, 2024

Last day to enroll online	Number of payments	Months of payments
May 24	6	June - Nov
June 25	5	July - Nov
July 25	4	Aug - Nov
Aug 26	3	Sept - Nov
Sept 26	3	Oct - Dec

Spring 2025

Payment plan available November 1, 2024.
Full payments may be made through February 24, 2025.

Last day to enroll online	Number of payments	Months of payments
Nov 24	6	Dec - May
Dec 24	5	Jan - May
Jan 27	4	Feb - May
Feb 24	3	March - May

Summer 2025

Payment plan available December 1, 2024.
Full payments may be made through June 25, 2025.

Last day to enroll online	Number of payments	Months of payments
Dec 24	6	Jan - June
Jan 27	6	Feb - July
Feb 24	5	March - July
March 27	4	April - July
April 24	3	May - July
May 27	2	June & July
June 25	2	July & Aug

Payments are processed on the 5th or 20th of each month. A $45 nonrefundable enrollment fee is charged per semester. You may also make an optional down payment when you set up your plan.

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

Corporate Deferred

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

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

A setup charge of $45 is charged when plan is initiated, and processed immediately.

College of Saint Mary Refund Policy

Students who want to withdraw from one or more courses or the entire semester must complete a withdrawal form under Forms in myCSM and receive approval from all listed departments. Students who fail to submit a withdrawal form as required will not be eligible for a refund.

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

Students who withdraw from all classes and are receiving federal financial aid will have their federal financial aid adjusted in accordance with Federal Return to Title IV Funds regulations. See Student Accounts or Financial Aid for more information.
Refunds are calculated as follows:

Refunds are calculated as follows:

Courses Scheduled for Full Semester, Drop/Withdrawal to below 12 credits, but still enrolled

Full-time undergraduate, PA Didactic charged the package tuition rate

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

Courses Scheduled for Full Semester, withdrawal from all classes

(Including Regular Full-Time withdrawal from all classes)

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

Courses at least six weeks in duration

MSOL, summer courses at least six weeks in duration, MOT fieldwork

Before class start date or within 1 day after class start date	100%
Before the end of the 1st week of class	75%
Before the end of the 2nd week of class	50%
Thereafter, no refund	0%

All other Courses Scheduled for Less than Full Semester

MAT, summer courses less than six weeks in duration (No refund for 1-day courses after start time)

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

Paralegal Certificate

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

Residence Hall Charges

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

Campus Store Credit

Students whose financial aid exceeds the total amount of their tuition and other charges may purchase books in the Campus Store with the anticipated credit shown after completing their SFA. This credit will be created by the application of financial aid on the student’s account. Any credit left on a student’s account after the purchase of books will have a refund issued. **This anticipated credit can be used for books only in the Campus Store.**

Payments of Excess Financial Aid

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

Past Due Student Accounts

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

Delinquent Student Accounts

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

Holds on Student Accounts

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

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

The hold may result in the student not being able to register or obtain a diploma.

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

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

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

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). www.benefits.va.gov/GIBILL/Trademark_Terms_of_Use.asp.

Undergraduate Programs

Undergraduate Student Learning Outcomes

Critical and Creative Thinking

- Generate innovative ideas and solutions to problems.
- Draw well-reasoned conclusions from evidence appropriate to various disciplines.
- Synthesize connections between liberal arts learning and personal, professional, and civic life.

Leadership

- Demonstrate the attributes of a values-based leader including accountability, integrity, empathy, collaboration, and adaptability.
- Communicate effectively in social, academic, and professional contexts using written, oral, electronic, quantitative, and/or visual modes of communication.
- Demonstrate competence in their discipline and/or profession.

Global and Cultural Diversity

- Engage in critical reflection on the basis of one's own personal perspectives, attitudes, and biases.
- Demonstrate specific knowledge of cultural, religious, historical, social, economic, technological, and/or political factors that shape aspects of one or more diverse groups and influence social inequality.
- Engage in thoughtful and respectful civil discourse that acknowledges and respects the differences of others.

Mercy Spirituality

- Articulate the value of individual spiritualities and deeply held values while offering hospitality toward others' faith traditions and spiritualities.
- Engage in social action consistent with the Critical Concerns of the Sisters of Mercy.

Bachelor Degrees

The Bachelor of Arts degree is granted in the following majors:

- Applied Psychology & Human Services (APHS)
- Art* (ART)
- English* (ENG) (See Course of Study for minor and double major options.)
- Humanities (HUM)
- Language Arts* **(LGASE or LGAMS) (only for Secondary or Middle School Education Certification)
- Paralegal Studies (PLG)
- Psychology (PSY)
- Social Studies* **(SSCSE or SSCMS) (only for Secondary or Middle School Education Certification)
- Spanish*(SPNSE) (only for Secondary Education Certification)
- Theology* (THL)

The Bachelor of Science degree is granted in the following majors:

- Biology* (BIO)
- Business Marketing & Information Technology*(BMITSE) (only for Secondary Education Cert.)
- Business (BUS)
- Chemistry* (CHM)
- Elementary Education (ELD) (See Course of Study for minors/endorsements)
- Human Biology (BIOHUM)
- Kinesiology and Exercise Science (KES)
- Mathematics* **(MTH)
- Medical Laboratory Science (MLS)
- Nursing (BSN)
- Rehabilitation Studies (BRS)
- Science* **(SCISE) (only for Secondary or Middle School Education Certification)
- Psychology (PSY) (pre-Physician Assistant Studies)

*Required courses for secondary teacher certification or K-12 in the State of Nebraska may be taken in these areas.
**Required courses for middle school teacher certification in the State of Nebraska may be taken in these areas.

Minors may be pursued in the following areas:

Art (ART)	Humanities (HUM)
Biology (BIO)	Interdisciplinary Leadership (LDR)
Business (BUS)	Mathematics (MTH)
Business Information Systems (BIS)	History (HIS)
Chemistry (CHM)	Human Biology (HBIO)
Communication (COM)	Music (MUS)
Creative Writing (CRW)	Philosophy (PHL)
Early Childhood Education (ECE)	Psychology (PSY)
English (ENG)	Spanish (SPN)
Environmental Sustainability (SUS)	Special Education (SPE)
Fine Arts (FNA)	Theology (THL)
Forensic Science (FOS)	Women's Studies (WST)
Gallery Management (GMT)	

A minimum of 18 credits is required for a minor or a supporting field. At least one half of the credits must be taken at College of Saint Mary.

A supporting field in one of the following areas may be chosen in place of a minor:

- **Social Science:** sociology, history, political science, psychology, economics
- **Behavioral Science:** sociology, human services, psychology
- **Business Management:** accounting, business, business information systems, economics
- **Fine Arts:** art*, theatre, creative writing**, music***
- **Humanities:** art*, foreign language, literature, history, music***, philosophy, theology, communication, theatre/performance

- **Natural Science** and **Mathematics**: biology, chemistry, physical science, science, mathematics
- **Natural Sciences**: chemistry, biology, physical science, science

* Any ART course except ART 372, 374 and 495.
** Any writing course beyond ENG 101
***Music: 3 hours must be in applied music or chorus (MUS 247); 3 to 6 hours must be in other music classes.

A supporting field is a planned combination of courses from a broad academic spectrum, which lends support to the major. A student choosing a supporting field in place of a minor must do so by the first semester of her junior year. The associate dean from which the supporting field is chosen must approve the supporting field.

The planned combination of courses must include 18 hours, of which at least 12 hours are beyond General Education requirements. Courses must be taken in at least two subject areas within the general category and outside the major. Two options are available to students in fulfilling the requirement:

1. A minimum of 9 hours may be taken in one subject area.
2. A minimum of 6 hours each may be taken in two subject areas.

Double Major

A student may complete a bachelor degree with a double major, in which case the second major replaces the minor or supporting field requirement. (Only one diploma is awarded; double major is recorded on the transcript.) In order to complete a double major:

1. The student must fulfill all departmental requirements for both majors along with General Education requirements.
2. The request for a double major must be recorded by the Registrar.
3. The student must complete a minimum of 30 credit hours in each major program. If both majors require cross-listed courses, no more than six credit hours can overlap to meet the 30-hour degree requirement.

Bachelor Degree Requirements

1. Total of a minimum of 120 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 & Student Affairs if fewer than 36 of their last 45 credits will be taken at CSM due to the study abroad.

Associate Degrees

College of Saint Mary grants the degrees of Associate of Arts and Associate of Science.

The Associate of Arts degree is granted in the following majors:

- General Studies (GNS)
- Paralegal Studies (PLG)

The Associate of Science degree is granted in the following majors:

- Business (BUS)
- Early Childhood Education (ECE)

Associate Degree Requirements

1. Total of a minimum of 64 hours which may vary according to specific majors. Consult departmental listings. Minimum cumulative GPA of 2.00 is required.
2. A major of at least 18 hours with a minimum of C- or better in all courses listed in the major area. Consult the departmental listings. Individual programs may have higher GPA requirements which are identified in the courses of study section of this catalog.
3. A minimum of 36 of the last 45 hours must be taken at College of Saint Mary. A minimum of 12 of the hours taken at College of Saint Mary must be taken in the major as specified by the program director. Students who study abroad may request special consideration from the Vice President for Academic Affairs if fewer than 36 of their last 45 credits will be taken at CSM due to the study abroad.
4. Completion of the English and mathematics competence requirements.

Second Degree

A person who holds a bachelor's degree from College of Saint Mary or an institution whose accreditation is comparable to that of College of Saint Mary may obtain an associate's or second bachelor's degree from College of Saint Mary by fulfilling the following requirements:

1. Be admitted into College of Saint Mary and be accepted into a major resulting in a degree significantly different from the major of the existing degree.
2. Earn a tleast 30 hours beyond the original degree in residence at College of Saint Mary. Normally, the 30 hours will be in the new major.
3. Fulfill all requirements for the major including supporting courses.These requirements may total more than 30 hours. If previous courses satisfy some of the major requirements, the department will designate other courses to enhance the major to meet the 30-hour minimum requirement. Certain programs require completion of supporting field requirements and other specific courses.
4. General Education Requirements:
    - Associate degree: A total of three credit hours of theology and three credit hours of philosophy are required.
    - Bachelor degree: A total of six credit hours of theology and six credit hours of philosophy are required. Appropriate transfer credits may be accepted for this requirement on approval of the program director of the student's major.

Certificate Requirements

See individual program information for certificate requirements. At least half of the credit hours required for any certificate program must be taken at College of Saint Mary.

When a pre-bachelor certificate seeking student finishes her requirements for a certificate and continues into an associate or bachelor degree program, she should take the following actions: Complete a change of major/degree/advisor form with her current advisor; contact financial aid to have her financial aid package reevaluated; and, take the English and Math placement tests, if no transfer credit or ACT scores exempt her.

Certificates are offered in the following programs:

- Practical Nursing (PNC)
- Paralegal Studies (PLG) (Post-Baccalaureate Certificate)

General Education Curriculum

All programs of study at the College of Saint Mary include courses from the General Education Curriculum. General Education courses must provide students with a background in the Liberal Arts and with skills essential to academic success and lifelong learning. The General Education Curriculum gives students opportunities to experience domains of learning that augment their programs of study, to cultivate intellectual versatility, and to develop a moral foundation so that they will act with understanding, integrity, and compassion in their personal and professional lives. This experience helps students integrate and apply knowledge from multiple perspectives and to deepen their understanding of themselves and the world around them.

Quantitative Reasoning Definition

Graduates of CSM will be proficient in quantitative reasoning skills. These skills consist of: understanding, analyzing, and drawing reasoned conclusions about data; using mathematical and scientific logic to evaluate new information; and constructing arguments, finding solutions, and communicating those solutions across a variety of disciplines and contexts.

General Education Requirements

Courses must be approved for General Education credit by the General Education Committee, Curriculum Committee and the Vice President for Academic & Student Affairs to meet these requirements. Some programs of study may require particular courses as part of the General Education Requirements.

Associate Degree

Communications	3 credit hours
Composition	3 credit hours
First Year Seminar	1 credit hour
Global Cultural Diversity Course	3 credit hours
Moral Reasoning	3 credit hours
Natural Science	3 credit hours
Science Lab	1 credit hour
Theology	3 credit hours
*General Education Electives	6 credit hours

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

Bachelor Degree

General Education requirements for the Bachelor's Degree are divided into two levels. Level 1 courses (Communications, First Year Seminar and Quantitative Reasoning) must be completed or initiated in the first three semesters. Composition must be completed within the first two semesters.

Level I: These requirements include:

Communications	3 credit hours
Composition	3 credit hours
First Year Seminar	1 credit hour
Quantitative Reasoning	3 credit hours

Level II: These requirements include:

English	3 credit hours
Fine Arts	3 credit hours
Global and Cultural Diversity	3 credit hours
History/Political Science/Geography	3 credit hours
Math or Natural Science	3 credit hours
Philosophy (PHL 200 required)	6 credit hours
Science	3 credit hours
Science Lab	1 credit hour
Social Science	3 credit hours
Theology	6 credit hours
General Education Elective*	3 credit hours

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

Courses Approved for General Education

This course list was accurate at the time of printing. Other courses may have been approved since then. The Registrar and Academic Advisors have the most current information.

Communications:	COM 101	Oral Communication Skills
	COM 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, 495
Global & Cultural Diversity (GCD)	BUS	410
	CHM	245
	COM	310, 330
	ENG	202, 242, 264, 345, 368
	HPS	251, 255, 265, 349
	MUS	307
	NUR	308
	PHY	245
	PSY	310, 350
	SOC	310, 335
	THL	320
Fine Arts:	ART	All ART courses are approved
	DAN	All Dance courses are approved
	FNA	All Fine Arts courses are approved
	MUS	All MUS courses are approved
	THR	All THR courses are approved
History:	HPS	All HPS courses are approved
Science:	BIO/CHM/PHY	All Biology, Chemistry or Physical Science
Science Lab:		Biology, Chemistry or Phy Sci Lab
Mathematics or Natural Science:		Math > 114, 242 or 162, except 312 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

Faculty

Nassiba Adjerid, Ph.D.
Assistant Professor of Biology
B.S., Virginia Tech
Ph.D., Virginia Tech

John Andresen, M.D.
Medical Director, Physician Assistant Studies
B.A., Dana College
Master of Divinity, Luther Northwestern Theological Seminary
M.D., University of Nebraska Medical Center

Ian Bonder, M.S.
Instructor, Kinesiology & Exercise Science Program
B.S. University of Nebraska-Omaha
Dietetic Course, University of Nebraska-Lincoln
M.S., College of Saint Mary

Molly Brost, Ph.D.
Associate Professor of English
B.S., University of Nebraska-Kearney
M.A., Colorado State University
Ph.D., Bowling Green State University

Amy Burggraff, PT, DPT, CBIS
Director, Anatomy Lab
Assistant Professor Health Professions
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D.P.T., University of Colorado

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M.S.N., University of Nebraska Medical Center

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

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B.S.O.T., College of Saint Mary
O.T.D., University of Saint Augustine

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M.Module, University of London, IOE
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B.A., University of Chicago
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B.S., Nazareth College
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M.S.N., Case Western Reserve University
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M.A., Princeton University
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Ph.D., University of Pittsburgh

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Ed.D., College of Saint Mary

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CSM Cabinet

Heather A. Smith, MBA, BSN, RN, FACHE
President

Tim Albers
Vice President of Enrollment Services

Kimberly Allen, Ph.D.
Vice President of Academic & Student Affairs

Terri Wachtler Campbell
Vice President of Alumni & Donor Relations

Brittney Long
Vice President of Marketing & University Communications

Nate Neufind, MBA
Vice President of Operations, COO

Bridgette Renbarger, CPA
Vice President of Financial & Administrative Services, CFO

Robyn Kniffen
Executive Assistant to the President

CSM Extended Cabinet

Larissa Buster
Staff Assembly Chair

Dr. Mary Smith
Faculty Assembly Chair

Jessica Hochstein
Chief Human Resources Officer

Robbie Shay
Director of Athletics

Academic & Student Affairs

Kimberly Allen, Ph.D.
Vice President of Academic & Student Affairs

Mary Barber
Administrative Assistant, Academic & Student Affairs

Academic Affairs Staff

Heather Ashley
Administrative Assistant

Kendra Bryant
DPT Program Clinical Coordinator

Alex Burdyny
Administrative Assistant, DPT Program

Donna Dawson
Administrative Assistant, Nursing Program

Kirsten Grove
Administrative Assistant, PA Program

Jodi Kava
OT Program Support Specialist

Brianna (Breezy) Parkhill, OTD, OTR/L, CBIS
Clinical Coordinator, PA Program

Colleen Gibilisco
Clinical Education Liaison, PA Program

Diane Landon
Physician Assistant Studies Program Coordinator

Stephanie Rupp, MS, RDN
Nursing Lab Manager & Clinical Liaison

Jolene Salt
PA Program Coordinator

Lori A. Wewel
Certification Officer / Education Student Coordinator

Assessment / Registrar's Office

Pam Humphrey, Ph.D.
Associate Vice President for Assessment & Institutional Effectiveness

Anthony Cole
Registrar

Britiany Daugherty, M.A.
Associate Registrar

Hannah Woods
Assistant Registrar

Faculty Development / Library

Vicky Morgan, Ph.D.
Associate Dean, Faculty Development

Margaret Emons, M.L.S.
Library Director

Mark White, Ph.D.
Director of Instructional Design

Judith Patricia Healy, M.L.S., R.S.M
Interlibrary Loan & Reference Librarian

Danielle Kessler
Library Cataloger & Archivist

Hannah Wilkes, M.S.
Research & Instruction Librarian

Student Affairs

Jackie Wilson
Dean of Students

Sarah Hamik, M.S.
Assistant Dean of Student Affairs

Barbara Treadway, Ed.D
Assistant Dean of Student Life

Larissa Buster, M.S.E.
Director of Residence Life

Lori Boyle
Residence Life Area Coordinator

Hailey Larsen, M.A.
Student Success Advisor

Julie Lubisi
Project Director for Sexual Violence Prevention

Marisa Mathews, M.S.
Director of Student Leadership & Inclusive Programming

Angelica Martinez
Student Success Advisor

Mary Schlueter
Director of Student Support Services

Karly Thurmond
Stevens Hall Director

Christina Tingwald, M.S., R.S.
ADA Coordinator & Reading Specialist

Admissions Office

Tim Albers
Vice President of Enrollment Services

Melissa Griffin
Director of Graduate Recruitment

Noelia Weber
Director of Undergraduate Recruitment

Olivia Bell
Admissions Counselor

Payton Carstens
Admissions Counselor

Cecilia Cohen
Campus Visits Coordinator

Brianna Gieseking
Graduate Admissions Counselor

Amya Harris-Harper
Graduate Admissions Counselor

Dayanna Houston
Graduate Admissions Counselor

Marilynn Martinez Avalos
Graduate Enrollment Operations Coordinator

Alex Petry
Admissions Counselor

Madilyn Phelps
Enrollment Operations Coordinator

Abril Serrato
Admissions Counselor

Elisa Soto
Admissions Counselor

Alumni & Donor Relations

Terri Campbell
Vice President of Alumni & Donor Relations

Veronica (Katty) Petak, M.A.
Senior Director of Alumni Relations

Susan Medina
Major Gift Officer

Sarah Berkebile
Director of Annual Giving & Events

Maria Main
Admin Assistant

Financial Services

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Vice President of Financial & Administrative Services, CFO

Jessica Hochstein
Chief Human Resources Officer

Beth Sisk
Chief Student Financial Aid Officer & Director of Express Center

Sara Nordquist-Davis
Director of Financial Aid Counseling & Processing

Kelly Petry
Director of Student Accounts

Gizelle Chandran, M.A.
Associate Controller

Steve Westenbroek
Campus Store Director

Sarah Backman
Staff Accountant

Margaret Gray
Staff Accountant

Julie Klein
Students Accounts Coordinator

Brittany Koellner
Financial Aid Counselor

Keri Rodriguez
Information Center Manager

Morgan Thedinga
Human Resources Generalist

Rita Wiley
Financial Services Support Specialist

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Vice President of Marketing & University Communications

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Director of Creative Strategy

Leeanna Ellis
Public Relations Strategist & Content Writer

Kim Favara
Creative Designer & Project Manager

Candice Mayfield
Digital Marketing Project Manager

Haley Rockwell
Web Administrator & Strategist

Operations

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Vice President of Operations, COO

Kris Czerwiec
Director of Operations Planning

Athletics

Robbie Shay
Director of Athletics

Katie Frohmader
Associate Athletic Director

Rick Pruett
Associate Athletic Director & Head Volleyball Coach

Carolyn Bray
Sports Information Directory / Head Softball Coach

April Allen
Head Competitive Dance Coach

Derek Fey
Head Cross Country Coach

Liz Germonprez
Head Swim Coach

Steve Gordon
Head Track & Field Coach

Corrinne Johnson
Head Bowling Coach

Michael Johnson
Head Tennis Coach

Natalie Miller
Head Basketball Coach

Jamison Parkhill
Head Soccer Coach

Keri Rodriguez
Head Golf Coach

Marc Tangeman
Strength & Conditioning Coach

Bridgette Bunjer
Admin Assistant, Athletics

Martin Mannello
Custodian

Custodial

Maria Alanis
Custodian

Esperanza Alvarado
Custodian

Diane Balaban
Custodian

LaShunda Williams
Custodian

Engineering/Maintenance

Dan Spargen
Director of Engineering Facilities

LeRoy Peters
Assistant Director of Facilities

Ruben Gonzalez
Maintenance

Terry Pfannenstiel
Building Engineer

Robert Schab
Groundskeeper

Joshua Walter
Maintenance

Institutional Technology

Kevin Sholl
Chief Institutional Technology Officer

Chad Rotolo
Director of Enterprise Applications

Kyle Semprini
Salesforce Administrator

Shela Kowalski
Associate Salesforce Administrator

Caroline Hobbs
IT Systems Administrator

Yann Zhovtun
IT Help Desk Specialist

Safety & Security

Gregory Beninato
Director of Safety & Security

Darrick Armstrong
Full-Time Officer

Adam Block
Full-Time Officer

Michael Roberts
Full-Time Officer

David Adolf
Part-Time Officer

William Dussetschleger
Part-Time Officer

Michael McQueen
Part-Time Officer

John Pritchett
Part-Time Officer

Robert Radik
Part-Time Officer

David Smith
Part-Time Officer

Michael White
Part-Time Officer

Courses

Accounting

ACC 161 : Principles of Accounting I

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.
Credits 3
Prerequisite Courses
MTH 098: Developmental Math

ACC 162 : Principles of Accounting II

Continues the development of the concept that accounting is a decision-making tool. Emphasis is on basic cost accounting and managerial decision techniques. Managerial accounting is primarily concerned with generating financial and non-financial information for internal users.
Credits 3
Recommended Prerequisites
MTH 112
Prerequisite Courses
ACC 161: Principles of Accounting I
Prerequisites
...or permission of program director.

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 200 : Introduction to Art

A non-studio course designed to acquaint the student with basic components of the visual arts and architecture.
Credits 3

ART 202 : Survey of Art History I

A survey of the development of the visual arts from prehistoric period to the 15th century.
Credits 3

ART 204 : Survey of Art History II

A survey of the development of the visual arts from the 16th century to the early 20th century.
Credits 3

ART 206 : American Art History

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.
Credits 3

ART 208 : Women in Art

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.
Credits 3

ART 211 : Color and Design

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.
Credits 3

ART 213 : Basic Drawing

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.
Credits 3

ART 215 : Beginning Painting

An introduction to basic techniques of painting with acrylic. Emphasis on representational subject matter, primarily landscapes and still life. Studio six hours per week.
Credits 3

ART 217 : Ceramics

Techniques in hand building, wheel throwing, glazing and decoration. Emphasis on functional and aesthetic design. Studio six hours per week.
Credits 3

ART 223 : Printmaking

A study of materials and techniques involved in the fundamental processes of silk-screening and relief printmaking. Studio six hours per week.
Credits 3

ART 225 : Jewelry

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.
Credits 3

ART 227 : Sculpture

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.
Credits 3

ART 230 : Introduction to Watercolor

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.
Credits 3

ART 233 : Introduction to Photography

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.
Credits 3

ART 250 : Production Art

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.
Credits 3

ART 288 : Experimental Course

Media and techniques of this course will vary from semester to semester in line with current trends.
Credits 3

ART 313 : Advanced Drawing

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.
Credits 3
Prerequisites
department approval.

ART 315 : Advanced Painting

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.
Credits 3
Prerequisites
departmental approval.

ART 317 : Advanced Ceramics

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.
Credits 3

ART 323 : Advanced Printmaking

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.
Credits 3

ART 327 : Advanced Sculpture

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.
Credits 3

ART 330 : Advanced Watercolor

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.
Credits 3

ART 333 : Advanced Photography

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.
Credits 3

ART 360 : Teaching of Art

See EDU 360.
Credits 3

ART 391 : Special Project

Individual projects carried out by the student under faculty direction.
Credits 1
-3
Prerequisites
departmental approval.

ART 397 : Art Internship

The internship is an actual work experience in an art organization, giving students a working knowledge of art practices outside of the classroom. The internship will enhance classroom learning with practical experience.
Credits 3
Prerequisites
permission of the program director.

ART 495 : Senior Thesis

Directed study in a major area, culminating with an art exhibit in the Hillmer Art Gallery. The University reserves the right to keep for its permanent collection one piece of student work completed under its direction. An exhibition in the Hillmer Art Gallery is a privilege reserved for those students whose works meet standards established by the art department. Studio six hours per week.
Credits 3
Prerequisites
departmental approval.

Biology

The student who majors in biology will be prepared to seek employment in medical or industrial research laboratories, research institutes, hospital laboratories, quality control organizations, environmental organizations, or various federal agencies. She will also be prepared to make application to graduate school, medical, dental, or other professional schools and with appropriate education courses, the student may teach science courses in secondary schools.

Students admitted to the university who meet the following prerequisites should be able to complete a biology degree in 4 years through consultation with an advisor:

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

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

A student will not be permitted to progress in the program without departmental approval if they have not maintained at least a grade of C- in all major or supporting field courses. Students majoring in Biology are limited to two attempts in any Biology course.

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.

BIO 100 : Survey Biology

Survey of fundamental concepts of biology relating how those concepts influence or may influence the student's life. Designed primarily for non-science majors.
Credits 3

BIO 101 : Survey Biology Laboratory

An introduction to biological methods using microscopic and gross investigations of plants and animals, and other materials.
Credits 1

BIO 105 : First Year in STEM

This course will increase retention of first year students majoring in Biology, Chemistry, or Math by equipping them with skillsets needed to ease their transition from high school to college-level science and math curriculum. Students will explore various resources available on-campus and develop skills that will allow them to overcome common obstacles to student success in STEM degree programs.
Credits 1

BIO 110 : General Cellular Biology

A study of the basic principles of biology. Course topics will focus on cellular principles, metabolism, genetics, and evolution.
Credits 3
Co-Requisite Courses
BIO 111: General Cellular Biology Laboratory

BIO 111 : General Cellular Biology Laboratory

A hands-on investigation of cellular principles, metabolism, genetics, and evolution.
Credits 1
Co-Requisite Courses
BIO 110: General Cellular Biology

BIO 120 : Principles of Anatomy and Physiology

This is an introductory course on the anatomy and physiology of the human body. Basic cell and tissue structure will be covered, as well as the main organ systems and their functions (Integumentary, Skeletal, Muscular, Nervous, Endocrine, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, Reproductive).
Credits 3
Co-Requisite Courses
BIO 121: Principles of Anatomy and Physiology Lab

BIO 121 : Principles of Anatomy and Physiology Lab

This laboratory course involves the application of the anatomical and physiological concepts covered in BIO 120. Microscopic analysis, models, and other exercises will be utilized to better understand the body systems covered in lecture.
Credits 1
Co-Requisite Courses
BIO 120: Principles of Anatomy and Physiology

BIO 188 : Experimental Course

The subject matter and method of this course will vary in keeping with current trends.
Credits 3

BIO 192 : Scientific Methods

The course gives an overview of the scientific method. Students will learn what the role of science is and how it is done, including formation of a research question, proper experimental design, use of the scientific literature, conducting an experiment, peer review, scientific writing and oral presentation.
Credits 1

BIO 200 : Anatomy and Physiology I

This course will cover structure and function of cells, tissues, body organization, and the integumentary, skeletal, muscular, and nervous systems.
Credits 3
Co-Requisite Courses
BIO 201: Anatomy and Physiology I Lab

BIO 201 : Anatomy and Physiology I Lab

This laboratory course involves the application of the anatomical and physiological concepts covered in BIO 200. Microscopic analysis, models, and other exercises will be utilized to better understand the body systems covered in lecture.
Credits 1
Co-Requisite Courses
BIO 200: Anatomy and Physiology I

BIO 202 : Anatomy and Physiology II

This course will cover the structure and function of cardiovascular, immune, respiratory, digestive, renal, and reproductive systems, as well as metabolism and homeostatic control.
Credits 3
Prerequisite Courses
BIO 200: Anatomy and Physiology I
BIO 201: Anatomy and Physiology I Lab
Co-Requisite Courses
BIO 203: Anatomy and Physiology II Lab

BIO 203 : Anatomy and Physiology II Lab

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.
Credits 1
Co-Requisite Courses
BIO 202: Anatomy and Physiology II

BIO 225 : Personal Nutrition

This course will offer students an additional choice for the general education science requirement. Topics will include digestion and absorption of nutrients, minimum daily requirements and functions of carbohydrates, fats, proteins, vitamins and minerals. Students will also study the safety and function of food additives, "fad" diets, weight management, the role of nutrition in good health and fitness, and world hunger.
Credits 3

BIO 231 : Microbiology Laboratory

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology.
Credits 1
Co-Requisite Courses

BIO 245 : Introduction to Field Biology

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.
Credits 4

BIO 250 : Zoology

An introduction to the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals.
Credits 3
Co-Requisite Courses
BIO 251: Zoology Laboratory

BIO 251 : Zoology Laboratory

A hands-on laboratory investigation of the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals.
Credits 1
Co-Requisite Courses
BIO 250: Zoology

BIO 252 : Entomology

Insects represent the largest percentage of the world's known species and inhabit (or have inhabited) every terrestrial ecosystem on Earth. This course will cover general insect biology, ecology, evolution, and taxonomy. The course will discuss how insects impact our daily lives through things like crop destruction, pollination, food, clothing, and the spread of disease. Current research and topics in entomology will also be covered.
Credits 4

BIO 255 : Ecology

As the study of the interactions between organisms and their environment, ecology is a foundational course in biology studies. This course will identify and explain the principles of ecological science, including the concepts of populations, communities, and ecosystems, biodiversity, and environmental sustainability. Students will develop an understanding of how scientific methods are used to construct ecological knowledge. The course will also explore some global ecological challenges, and the research that is addressing these concerns.
Credits 3

BIO 265 : Forensic Science

This combination lecture/lab course is an introduction to the basic areas and techniques currently used in the forensic sciences. Topics covered include (but are not limited to) fingerprints, DNA, bloodstain pattern analysis, pathology, entomology, and ethics.
Credits 4

BIO 266 : Botany

An introductory study of plants, their classification, identification, structure, and life cycles.
Credits 3
Co-Requisite Courses
BIO 267: Botany Laboratory

BIO 267 : Botany Laboratory

A hands-on laboratory investigation of the classification, morphological, life cycles, and ecological diversity of plants.
Credits 1
Co-Requisite Courses
BIO 266: Botany

BIO 268 : Environmental Biology

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.
Credits 3
Co-Requisite Courses
BIO 269: Environmental Biology Laboratory

BIO 269 : Environmental Biology Laboratory

A hands-on laboratory investigation of the principles and concepts of environmental science laboratory techniques.
Credits 1
Co-Requisite Courses
BIO 268: Environmental Biology

BIO 271 : Practicum

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.
Credits 1
-4
Prerequisites
permission of the instructor.

BIO 300 : General Microbiology

A study of the basic principles of microbiology. Topics covered will include the history of microbiology including classic experiments, microbial structure and function, nutrition, growth, control, metabolism, and genetics of microbes. Diverse microbial organisms will be covered and include viruses, bacteria, archaea, fungi, algae, and protozoa. Microbial roles in symbiotic relationships, the environment, and the food industry will be discussed. Biotechnology involving microbes will also be covered. This course is designed for upper level biology majors and minors but is appropriate as a general education science course as well. Concurrent enrollment in the associated laboratory, BIO 301, is required.

Credits 3

Prerequisite Courses

BIO 110: General Cellular Biology

BIO 111: General Cellular Biology Laboratory

Co-Requisite Courses

BIO 301: General Microbiology Lab

BIO 301 : General Microbiology Lab

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology, growth conditions, genetics, and basic biotechnology will be conducted. Concurrent enrollment in BIO 300 or departmental approval is required.

Credits 1

Co-Requisite Courses

BIO 300: General Microbiology

BIO 310 : Advanced Anatomy and Physiology I

This course will cover the chemical organization, cellular organization and tissue organization of the body. Using an organ system based approach students will learn the anatomy and physiology of the integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Students will gain an in-depth understanding of the physiology of osseous tissue, muscle contraction and nerve function and conduction, as well as familiarity with the anatomy of neural pathways and CNS regional specialization. Concurrent enrollment in the associated laboratory, BIO 311, is required.

Credits 4

Prerequisite Courses

BIO 110: General Cellular Biology

CHM 110: General Chemistry

Co-Requisite Courses

BIO 311: Advanced Anatomy and Physiology I Lab

BIO 311 : Advanced Anatomy and Physiology I Lab

A hands-on laboratory investigation of the principles and concepts covered in Advanced Anatomy and Physiology I.

Credits 1

Co-Requisite Courses

BIO 310: Advanced Anatomy and Physiology I

BIO 312 : Advanced Anatomy and Physiology II

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 BIO 311. Concurrent enrollment in the associated laboratory, BIO 313, is required.

Credits 4

Prerequisite Courses

BIO 310: Advanced Anatomy and Physiology I

BIO 311: Advanced Anatomy and Physiology I Lab

Co-Requisite Courses

BIO 313: Advanced Anatomy and Physiology II Lab

BIO 313 : Advanced Anatomy and Physiology II Lab

A hands-on laboratory investigation of the principles and concepts covered in Advanced Anatomy and Physiology II.

Credits 1

Co-Requisite Courses

BIO 312: Advanced Anatomy and Physiology II

BIO 330 : Genetics

An introduction to the basis of inheritance from molecular to organismal level with emphasis on the role of genetics in evolution and adaptation to the environment, as well as considerable human application. Concurrent enrollment in the associated laboratory, BIO 331, is required.

Credits 3

Prerequisite Courses

BIO 110: General Cellular Biology

Prerequisites

MTH 112 or MTH 242

Co-Requisite Courses

BIO 331: Genetics Laboratory

BIO 331 : Genetics Laboratory

A study of basic genetic principles with the aid of a variety of organisms and online lab exercises. The laboratory requires considerable independent work.

Credits 1

Co-Requisite Courses

BIO 330: Genetics

Corequisites

or permission from department

BIO 340 : Biochemistry

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. (Also listed as CHM 340)

Credits 4

Prerequisite Courses

CHM 232: Organic Chemistry II

CHM 233: Organic Chemistry Laboratory II

Co-Requisite Courses

BIO 341: Biochemistry Laboratory

BIO 341 : Biochemistry Laboratory

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. (Also listed as CHM 341)

Credits 1

Co-Requisite Courses

BIO 340: Biochemistry

Corequisites

or permission of the instructor.

BIO 345 : Field Biology

An introduction to the basic techniques and methods used to study biology in an outdoor environment. A brief survey of botany, zoology, and ecology concepts will be included. Multiple outdoor experiments, collections, and field trips will be performed. Students enrolled in BIO 345 should be able to apply the knowledge and techniques learned to design and implement a field research project that demonstrates an understanding of the scientific method as well as mastery of the field techniques covered in the class. Students may not receive credit for both BIO 245 and BIO 345. This class counts as a lecture/lab course.

Credits 4

BIO 361 : Teaching of Biology

See EDU 360.

Credits 3

BIO 366 : Pathophysiology

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.
Credits 3
Prerequisites
BIO 202 and BIO 203

or

BIO 310 and BIO 312

BIO 390 : Molecular Biology

Structure, function and regulation of genes and gene products are discussed extensively using both eukaryotic and prokaryotic 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.
Credits 3
Prerequisite Courses
BIO 110: General Cellular Biology
BIO 111: General Cellular Biology Laboratory
BIO 330: Genetics
BIO 331: Genetics Laboratory
Prerequisites
or department approval.
Co-Requisite Courses
BIO 391: Molecular Biology Lab

BIO 391 : Molecular Biology Lab

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.
Credits 1
Co-Requisite Courses
BIO 390: Molecular Biology

BIO 392 : Scientific Literacy

Students will learn to distinguish the various types of scientific reporting, identify the type of information found in primary research articles, and examine the role of peer review in the scientific publication process. Additionally they will learn how to critically read primary research articles as they participate in journal club activities.
Credits 1

BIO 420 : Directed Readings in Biology and Medicine

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.
Credits 1
-3
Prerequisites
permission of the instructor.

BIO 450 : Intermediate Physiology

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.
Credits 3
Prerequisites
C or better in BIO 200/BIO 201 and BIO 202/BIO 203

or

BIO 310/BIO 311 and BIO 312/BIO 313.

BIO 460 : Gross Anatomy

The course will offer a small number of students (an opportunity to learn macroscopic (gross) anatomy using the cadaver as a teaching tool. Modeled after medical school gross anatomy, the students begin the semester with an intact cadaver and, over the course of the semester, work their way through dissecting the entire body. "Class time" is really dissection time, as students learn by identifying structures, tissue planes and the relationships between them using the dissection guide, cadaver and anatomy atlases as resources. Class time is also used to present information to each other as well as to the course instructor (part of assessment). The course requires a significant time commitment on the part of the student — they will be in the lab dissecting for at least 4-5 hours per week (often times more). In addition, students are responsible for a wide range of anatomic terms and structures, so study time is also a significant requirement of the course. This course is perfect for the student who enjoyed anatomy and wants to take their understanding of the structure of the body to the next level.

Credits 5

Prerequisites

C or better in BIO 200/BIO 202 or BIO 310/BIO 312 and instructor permission.

BIO 464 : Immunology/Hematology

A study of normal immune system function (both acquired and innate), normal hematological function and common diseases and derangements of both.

Credits 3

Prerequisite Courses

BIO 110: General Cellular Biology

BIO 111: General Cellular Biology Laboratory

Prerequisites

...or Instructor Permission.

BIO 465 : Advanced Forensic Science

This course critically examines forensic science through scientific, political, and ethical lenses. Students will evaluate current literature, techniques, and the impacts they are having on the field. Field trips and guest speakers will be used to gain deeper understanding on the field and how it is changing.

Credits 4

Prerequisites

Permission of the Program Director

BIO 473 : Capstone Project

Under the guidance of a faculty mentor, the student will design and complete an independent project. Projects may involve original disciplinary research, internship, scholarly review and critical analysis of a research topic, or other format as approved by the faculty mentor. The final report must be written in scientific style as a thesis and a seminar presentation of the student's project at Scholar's Day is required.

Credits 1

-4

Prerequisites

Departmental approval

BIO 475 : Capstone Thesis

In a classroom format, students will write a scholarly review and critical analysis of a research topic. The final thesis must be written in scientific style and a presentation of the work at Scholar's Day is required.

Credits 3

Prerequisite Courses

BIO 192: Scientific Methods

BIO 392: Scientific Literacy

BIO 491 : Advanced Topics in Biology

An independent project enabling a student to gain some expertise in an area of interest.

Credits 1

-4

Prerequisites

permission of the program director.

Business

The Business program at College of Saint Mary blends a classic curriculum with innovative courses and experiences. The Business degree provides a foundation of liberal arts and traditional business subjects, but also offers instruction in newer topics such as analytics and leadership.

Business students choose an Area of Emphasis, which includes two courses in a field that interests them; options include marketing, human resources, business analytics, or creating your own emphasis.

Students also complete one semester-long job shadow and two internships, and they create a plan for a real business in the capstone course.

The Business program was developed with feedback from the region's top employers. Graduates are prepared to enter the business world and/or continue their education in a graduate program. They develop critical thinking, research, and strategic communication skills, and they analyze complex business scenarios.

An Associate of Science degree in Business is also offered. This option is designed for those students who want a short-term program, enabling them to enter business management positions, to advance in their current career path, or to provide a seamless transition into the Bachelor of Science in Business.

Non-business students may pursue a minor in Business, which, by providing knowledge of the business aspect of their profession, complements any other major.

BUS 101 : Introduction to Business

Business affects everyone, no matter your future career. Students are introduced to business from a multitude of perspectives, including the free enterprise system, ethical decision making, and the role of business in society. This course also provides an overview of careers in business, using a number of guest speakers. It is suitable for students in any major.
Credits 3

BUS 150 : Personal Finance

Personal finance is the study of managing your money and achieving your goals. Students will examine how to set goals and make the best financial choices. Major topics are budgeting, saving for the future, loans and credit cards, insurance, and taxes. This is a survey course suitable for students in any major. (Also listed as ECO 150)
Credits 3

BUS 212 : Employment Law

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.
Credits 3
Prerequisite Courses
LAW 110: The Legal Environment
Prerequisites
Sophomore standing

BUS 226 : Personnel Supervision

Study of the principles of authority and responsibility, delegation and communication; organization charts, job descriptions, policies and procedures; employee motivation, discipline and performance evaluation.
Credits 3

BUS 230 : Principles of Electronic Commerce

Online commerce is everywhere today, reshaping many aspects of our lives. This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addressing security and safety Course may be useful for anyone interested in the Internet. (Also listed as BIS 230)
Credits 3

BUS 231 : Interviewing Skills and Case Management

Discusses and practices methods of establishing rapport with and obtaining information from people in a variety of settings (such as counseling, business, and legal settings). (Also listed as COM 231 and HSV 231)
Credits 3

BUS 317 : Business Analytics

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.
Credits 3

BUS 321 : Financial Management

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.
Credits 3
Recommended Prerequisites
MTH 242
Prerequisite Courses
ACC 161: Principles of Accounting I
ACC 162: Principles of Accounting II
MTH 112: Intermediate Algebra

BUS 322 : Investments

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.
Credits 3

BUS 325 : Organizational Behavior

This course provides an understanding of human behavior at work, within the organizational environment. It includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management. (Also listed as PSY 325 and SOC 325)
Credits 3

BUS 327 : Human Resources Management

Human resources has a major impact on the success of businesses and employees. The course examines theory and practices relating to the management of people and the applications of behavioral science. This includes designing jobs, recruiting and hiring the best people, and providing incentives.
Credits 3

BUS 328 : Management & Leadership

The course prepares students for leadership roles in their future careers. It provides both theoretical and practical skills necessary to be effective in a variety of professions. We consider leadership theories, delve into research on leadership, and help students to determine the kind of leader they want to become.
Credits 3

BUS 329 : Business Communication

Communication is essential for all professionals. Business Communication teaches students to communicate their ideas through writing, presenting, and interpersonal discussions. Students are introduced to current professional communication technologies and techniques, and to longstanding principles for communicating effectively. Students will create several written assignments, give a variety of presentations, and develop interpersonal communication skills.
Credits 3

BUS 330 : Project Management

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. (Also listed as BIS 330)
Credits 3
Prerequisites
permission of the program director.

BUS 331 : Money and Banking

A study of the basic principles of money, banking, and finance as they are related to business and the financial system. Course examines the nation's money supply and the impact of monetary policies on the performance of the economy. (Also listed as ECO 331)
Credits 3

BUS 334 : Principles of Marketing

Marketing involves the creation, pricing, distribution, and promotion of products. Course is a study of modern methods of marketing goods and services. Concepts include buying and selling behavior, creating a marketing plan, social media, advertising, and personal selling.
Credits 3
Prerequisites
30 semester hours

BUS 335 : Consumer Behavior

Why do we buy? The course studies the anthropological, psychological, and social aspects of consumers as they make decisions about shopping and purchasing. Course is suitable for students in any major; the only requirement is being curious about people.
Credits 3

BUS 336 : Social Media and Advertising

Social media networks have changed our lives and have become the dominant method of marketing. The course examines the major social networks and how they are used to promote products and interact with consumers. We study planning, creating, and evaluating social media marketing, along with privacy concerns and regulations.
Credits 3

BUS 338 : Public Relations

Course provides an introduction to the field of public relations and is suitable for students in any major. Topics include the communications process; media relations; community relations, and crisis communication, Students will learn about images, messages, electronic and written communication, and the impact of social media.
Credits 3
Prerequisite Courses
ENG 101: Composition

BUS 339 : Sales and Social Networking

Selling is part of everyone's job. This course studies the techniques of sales, examining ethical considerations, forming relationships, and the psychology of why people buy. Topics include prospecting, presenting, negotiating, and using social networking to find customers. Course may be helpful for students in any major who are curious about how selling happens.
Credits 3

BUS 340 : Employee Training and Development

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.
Credits 3

BUS 345 : Employee Relations

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.
Credits 3

BUS 348 : Risk Management

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.
Credits 3
Prerequisite Courses
BUS 321: Financial Management

BUS 391 : Special Project

Special interest project undertaken and developed by the student.
Credits 1
-3
Prerequisites
Departmental approval.

BUS 397 : Partnership Internship

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.

Credits 2

BUS 410 : International Business

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.
Credits 3
Prerequisite Courses
BUS 101: Introduction to Business

BUS 417 : Advanced Business Analytics

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.
Credits 3

BUS 423 : Entrepreneurship

An entrepreneur is someone who has an idea and starts something new. Students will learn about the role and importance of entrepreneurship in the global economy, the resources available to entrepreneurs, the process of creating a business, and factors in the success of those ventures. If you have dreamed about starting a business, the course will help you to see opportunities and get started. Open to students in any major.
Credits 3

BUS 450 : Retirement Planning

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.
Credits 3
Prerequisite Courses
BUS 322: Investments

BUS 452 : Estate Planning

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.
Credits 3
Prerequisite Courses
BUS 322: Investments

BUS 453 : Marketing Analytics

A study of the fundamental techniques of marketing research, including questionnaire construction, determination of market potentials, sampling, statistical interpretation of results, and presenting those results to management.
Credits 3
Prerequisite Courses
BUS 334: Principles of Marketing
MTH 242: Statistics
Prerequisites
or permission.

BUS 454 : Operations Management

This course focuses on modern methods for making operational decisions, including facility design and location, inventory, procurement, just-in-time, project planning, and quality management.
Credits 3
Prerequisite Courses
ACC 162: Principles of Accounting II
MTH 242: Statistics

BUS 455 : Financial Strategy Simulation

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.
Credits 3
Prerequisite Courses
BUS 321: Financial Management
BUS 322: Investments
MTH 242: Statistics

BUS 460 : HR Strategy

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.

Credits 3

Prerequisite Courses

BUS 212: Employment Law
BUS 327: Human Resources Management
BUS 340: Employee Training and Development
BUS 345: Employee Relations

Prerequisites

or permission of the program director.

BUS 492 : Directed Readings

An individual study course designed to allow a student to pursue special interests within the field of business.

Credits 1
-3

Prerequisites

departmental approval.

BUS 493 : Career Exploration (Job Shadowing)

This course provides a student with real-world experience through our business partnerships. The student is expected to go through career exploration by being matched with a person currently pursuing a career in which the student has an interest. The career exploration class is planned and coordinated by the student's academic advisor and the supervisor of the partnering organization.
Requirements for permission:

1. Enrollment in the bachelor of science in business program;
2. Enrollment in the senior year course work, or permission of the Business program director;
3. GPA of 3.0 in business major and specialization coursework and a cumulative GPA of 2.5;
4. Completion and submission of application one semester before the desired start date of the internship.

Application process:

1. As specified in the business program Internship Handbook
2. Current resume;
3. Written statement of the applicant's qualifications, goals and objectives for the internship program;
4. Interview with the business program director and advisor.

Credits 1

BUS 496 : Business Policies Seminar

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.

Credits 4

Prerequisites

21 hours BUS and senior standing or permission.

BUS 497 : Internship II

The internship is an actual work experience in a business organization, giving students an opportunity to incorporate classroom learning with practical experience.
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.

Credits 2
Prerequisites
permission of the program director.

Business Information Systems

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.

BIS 101 : Introduction to Computers

This is an introductory course in the theory and use of computers. Students will learn how hardware, software, and people work together in an information society. Students with minimal skills will learn to enhance their personal productivity and problem solving skills by applying information technologies to problem situations and by designing and using small information systems for individuals and groups. Topics explored will include the difference between system software and application software, computer files and data storage, computer architecture, local area networks, the Internet and applications that include Internet, word processing, spreadsheets, and presentation applications.
Credits 3

BIS 140 : Programming Concepts

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.
Credits 3
Prerequisites
BIS 101 or BIS 220.

BIS 143 : Application Programming using C++

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.
Credits 3
Prerequisite Courses
BIS 140: Programming Concepts
Prerequisites
or a programming language.

BIS 190 : Special Topics in Information Systems

This course is designed to teach students about current industry driven technologies and new technologies as they appear.
Credits 3

BIS 211 : Structured Programming I - COBOL

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.
Credits 3
Prerequisites
BIS 140 or BIS 143 or a programming language.

BIS 220 : Advanced Business Applications

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.
Credits 3

BIS 221 : Fundamentals of Information Systems

In order to succeed in business, companies must understand how to leverage technology. This course provides an overview of the role and use of information systems in supporting business processes and decision-making, gaining competitive advantage, and enabling electronic commerce and enterprise collaboration. Core concepts/disciplines covered include: collaboration systems, hardware/software, databases, systems development, business intelligence, networks and telecommunications, e-commerce/web 2.0, security, and process management. The subjects discussed in the course prepare students in business majors to integrate their management, accounting, finance, and marketing knowledge with information technology.
Credits 3

BIS 230 : Principles of Electronic Commerce

Online commerce is everywhere today, reshaping many aspects of our lives. This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addressing online security and safety Course may be useful for anyone interested in the Internet. (Also listed as BUS 230)
Credits 3

BIS 330 : Project Management

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. (Also listed as BUS 330)
Credits 3
Prerequisites
20 credit hours or permission of the BIS Program Director.

BIS 331 : Database Systems

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.

Credits 3

Prerequisite Courses

BIS 140: Programming Concepts

Prerequisites

or programming language.

BIS 350 : Hardware and Software Architecture

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.

Credits 3

Prerequisites

BIS 101 or BIS 220

BIS 360 : Computer Networks

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.

Credits 3

Prerequisite Courses

BIS 350: Hardware and Software Architecture

BIS 365 : Information Systems Security

The course encompasses all areas of security including: personnel security, security regulations, physical security, transmission security, risk analysis, emission security, and cryptographic security.

Credits 3

Prerequisite Courses

BIS 350: Hardware and Software Architecture

Chemistry

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 admitted to the university who meet the following prerequisites will be directly admitted as a chemistry major:

- Completion of at least one year of high school chemistry and at least two years of college preparatory mathematics with grades of C (2.0) or better.
- Exemption or successful completion of both the mathematics (testing into minimum of MTH 112) and English (testing into minimum of ENG 099) competency examinations.
- Two of the three following criteria must be met:

- High school GPA of at least B (3.0).
- ACT composite of 22 or SAT of 1110.
- High school rank in the upper one-third of the graduating class.

Students not meeting these prerequisites may be accepted into the Associate of General Studies Program for their first academic year to take remedial chemistry and mathematics courses. Successful completion of these courses with grades of at least C (2.0) will allow the student to be admitted into the chemistry program. Those students enrolling with a strong background in science or mathematics may elect to take the CLEP test to eliminate first-year courses.

A student will not be permitted to progress in the program without chemistry departmental approval if they do not maintain at least a C average in all courses.

Graduation requirements for students majoring and minoring in chemistry include successful completion of all chemistry course work with a GPA of 2.0 or C or better in all chemistry courses.

Majors in chemistry will be required to successfully complete a senior research project. Course work taken in support of the major (minor or supporting field) must be passed with grades of C or better.

CHM 100 : Fundamentals of Chemistry

Principles of inorganic, organic and biochemistry that is relevant to health care professions. Lecture meets 3 hours per week.
Credits 3
Prerequisites
MTH 112 or MTH 242 (can be concurrent enrollment) or an ACT of 24.
Co-Requisite Courses
CHM 100L: Fundamentals of Chemistry Lab

CHM 100L : Fundamentals of Chemistry Lab

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.
Credits 1
Co-Requisite Courses
CHM 100: Fundamentals of Chemistry

CHM 101 : Fundamentals of Chemistry Recitation

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.
Credits 1
Co-Requisite Courses
CHM 100: Fundamentals of Chemistry

CHM 102 : General Chemistry Survey

A survey of essential fundamental concepts of general chemistry for non-chemistry majors. Lecture meets 3 hours per week.
Credits 3
Prerequisites
Successful completion of math competency or permission of the instructor.

CHM 104 : Organic Biochemistry Survey

A survey of fundamental concepts of organic and biochemistry for non-chemistry majors. Lecture meets 3 hours per week.
Credits 3
Prerequisites
CHM 102 or equivalent.

CHM 110 : General Chemistry

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.
Credits 4
Prerequisites
Concurrent enrollment in MTH 114 or permission of the instructor.
Co-Requisite Courses
CHM 111: General Chemistry I Laboratory

CHM 111 : General Chemistry I Laboratory

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.
Credits 1
Co-Requisite Courses
CHM 110: General Chemistry

CHM 112 : General Chemistry II

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.
Credits 4
Prerequisite Courses
CHM 110: General Chemistry
CHM 111: General Chemistry I Laboratory
Co-Requisite Courses
CHM 113: General Chemistry II Laboratory

CHM 112R : General Chemistry II Recitation

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.
Credits 1
Co-Requisite Courses
CHM 112: General Chemistry II

CHM 113 : General Chemistry II Laboratory

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.
Credits 1
Co-Requisite Courses
CHM 112: General Chemistry II

CHM 220 : Analytical Chemistry

This is a 4-credit hour one semester course, intended for chemistry or any other science majors. This course introduces the principles and applications of traditional and modern analytical methods used for chemical analysis. The topics covered in this course include statistical analysis of data; solution equilibria and acid base titrations; spectroscopic and chromatographic methods for qualitative and quantitative analysis of organic and inorganic compounds. The objective of the course is to develop students' critical thinking and problem solving skills.
Credits 4
Prerequisite Courses
CHM 112: General Chemistry II
CHM 113: General Chemistry II Laboratory

CHM 221 : Analytical Chemistry Laboratory

In this course laboratory experiments are designed to complement the material covered in CHM 220 course. Students will learn trimetric, spectroscopic, and gravimetric methods. In addition emphasis also will be on learning proper methods of experimental measurements, record keeping, data organization interpretation and report writing. Lab meets 3 hours per week.

Credits 1

Prerequisite Courses

CHM 112: General Chemistry II
CHM 113: General Chemistry II Laboratory

CHM 230 : Organic Chemistry I

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.

Credits 4

Prerequisite Courses

CHM 112: General Chemistry II
CHM 113: General Chemistry II Laboratory

CHM 230R : Organic Chemistry Recitation

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.

Credits 1

Prerequisites

Co-enrollment with CHM 230.

Co-Requisite Courses

CHM 230: Organic Chemistry I

CHM 231 : Organic Chemistry Laboratory I

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.

Credits 1

Co-Requisite Courses

CHM 230: Organic Chemistry I

CHM 232 : Organic Chemistry II

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.

Credits 4

Prerequisite Courses

CHM 230: Organic Chemistry I
CHM 231: Organic Chemistry Laboratory I

CHM 232R : Organic Chemistry Recitation

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.

Credits 1

Co-Requisite Courses

CHM 232: Organic Chemistry II

CHM 233 : Organic Chemistry Laboratory II

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.
Credits 1
Co-Requisite Courses
CHM 232: Organic Chemistry II

CHM 245 : Earth Wisdom

The main objective of this course is to understand our planet and to explore how today's human societies can endure in the face of global change, ecosystem degradation and resource limitations. This course will introduce a variety of topics from different disciplines; examples are the roles of developing and developed nations in climate change, the roles of societal and cultural practices in modifying the environment, the impact of globalization in different cultures, and cultural sustainability. In addition, students will work in teams and investigate ways of achieving sustainability on local, regional and global scales. (Also listed as PHY 245.)
Credits 3

CHM 340 : Biochemistry

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. (Also listed as BIO 340.)
Credits 4
Prerequisite Courses
CHM 232: Organic Chemistry II
CHM 233: Organic Chemistry Laboratory II

CHM 341 : Biochemistry Laboratory

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. (Also listed as BIO 341.)
Credits 1
Co-Requisite Courses
CHM 341: Biochemistry Laboratory

CHM 342 : Special Topics in Biochemistry

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.
Credits 2
Prerequisite Courses
CHM 340: Biochemistry

CHM 361 : Instrumental Analysis

Instrumental Analysis is a 3-credit hour one semester course, intended for chemistry or any other science majors. In this course students will learn the components of modern analytical instruments such HPLC, GC-MS, Atomic absorption, UV-visible and IR spectrophotometer and their application in qualitative and quantitative analysis. Using a combination of problem-based learning approaches, case studies and traditional lectures, the student will develop critical thinking skills in the areas of instrument selection, method development and data interpretation.
Credits 3
Prerequisite Courses
CHM 112: General Chemistry II
CHM 113: General Chemistry II Laboratory
Prerequisites
or permission of the instructor.

CHM 362 : Instrumental Analysis Lab

In this course series of experiments are designed to complement the material covered in CHM 361. It is a hands-on course aimed at training students in the use and maintenance of modern scientific instruments as well as interpretation of the data acquired.

Credits 1

Prerequisite Courses

CHM 112: General Chemistry II
CHM 113: General Chemistry II Laboratory

Prerequisites

or permission of the instructor.

CHM 430 : Sustainability in Action

Required capstone course for the Environmental Sustainability minor. In this course students will apply the knowledge they have gained through the studies of sustainability to develop realistic strategies to address environmentally related problems. Under the guidance of a faculty mentor, the student will designs an independent project related to sustainability. A capstone project could be a traditional research paper or others, it may be an analysis (or creation) or policy recommendation related to sustainability plan. Final project paper and/or a seminar presentation of the student's project at Scholar's Day are required in order to complete a capstone project.

Credits 2
-4

Prerequisites

Completing of at least 9 credits hours of courses related to sustainability.

CHM 450 : Physical Chemistry

This course examines the traditional topics in Physical Chemistry such as chemistry of gases, thermodynamics, phase equilibria kinetics, quantum mechanics, molecular structures and spectroscopy.

Credits 4

Prerequisite Courses

CHM 232: Organic Chemistry II
CHM 233: Organic Chemistry Laboratory II

Prerequisites

or permission of the instructor.

CHM 451 : Physical Chemistry Laboratory

Laboratory experiments are selected to demonstrate physical chemistry principles by employing a variety of laboratory techniques. Lab meets 3 hours per week.

Credits 1

Co-Requisite Courses

CHM 450: Physical Chemistry

CHM 473 : Research in Chemistry

Under the guidance of a faculty member, the student will complete a research project. The results of the research must be written in scientific style as paper and must be approved by the faculty mentor. A seminar presentation of the student's research work is required for graduation.

Credits 1
-4

Prerequisites

departmental approval.

CHM 491 : Special Project

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.

Credits 2
-4

Prerequisites

advanced standing and departmental approval.

CHM 495 : Chemistry Seminar

The objective of the course is to make student aware of advances in chemical science research. The student will search the literature and prepare scientific review presentation on a special topic. In this course students will be evaluated on scientific literacy, understanding of scientific theory and presentation skills. Required of seniors whose field of concentration is chemistry.
Credits 2
Prerequisite Courses
CHM 232: Organic Chemistry II
CHM 233: Organic Chemistry Laboratory II

Communication

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 choosing a minor in communication.

COM 101 : Oral Communication Skills

This course focuses on the development of effective skills in oral presentations. It includes the preparation and delivery a variety of oral presentations.
Credits 3

COM 150 : News Writing and Reporting

Theory and practice of writing and reporting for print media, including the nature of news, forms, and techniques in gathering and writing news. (also listed as ENG 150)
Credits 3

COM 210 : Interpersonal Communication

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.
Credits 3

COM 212 : Communication for Professionals

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.
Credits 3

COM 225 : Advanced Public Speaking

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.
Credits 3
Prerequisite Courses
COM 212: Communication for Professionals
Prerequisites
or permission of the instructor.

COM 231 : Interviewing Skills and Case Management

Discusses and practices methods of establishing rapport with and obtaining information from people in a variety of settings (such as counseling, business, and legal settings). (Also listed as BUS 231 and HSV 231.)
Credits 3

COM 306 : Intercultural Communication

This class will link the study of communication with the study of culture. Students will develop an understanding and respect of cultural backgrounds while communicating effectively.
Credits 3
Prerequisite Courses
ENG 101: Composition
Prerequisites
sophomore standing

COM 310 : Family Communication and Diversity

Explores how diverse families are constructed through communication and change across time. (Also listed as SOC 310.)
Credits 3
Prerequisite Courses
SOC 101: Introduction to Sociology
Prerequisites
or instructor permission

COM 330 : Gender and Communication

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.
Credits 3

COM 380 : Experimental Course

The context and method of this course will vary in accord with current needs and interests. May be repeated for credit or non-credit.
Credits 3

COM 390 : Special Project

Individualized projects carried out by a student under faculty direction.
Credits 3
Prerequisites
departmental approval.

COM 460 : Communication Internship

This course will use opportunities for on-the-job experiences in the communication field.
Credits 3
Prerequisites
permission of program director.

Dance

DAN 201 : CSM Dance Ensemble

CSM Dance Ensemble is an auditioned performance ensemble that seeks artistry in performance. Students will explore technical and expressive aspects of dance to create engaging dance performance events at the university and within the Omaha community.
Credits 2

Early Childhood Education

The program is based on the premise that early childhood education encompasses continuous education of young children from birth through age eight. The interdisciplinary approach for educating teachers of young children develops competencies in using community resources to coordinate the efforts of home, school and community in providing a comprehensive program. Firsthand experiences of students with young children, professional personnel and community resources personnel begin early in professional preparation and continue throughout the program.

Students may apply for an early childhood education major with a special education minor or may add an early childhood education minor to a major in elementary education.

Students who successfully meet state required competencies qualify for a Nebraska Teaching Certificate. Completion of the education program does not guarantee certification. Satisfactory continuous growth in knowledge, pedagogy, and professionalism as well as satisfactory performance during clinical practice is required in the recommendation for certification.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rule 20 or 24 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various sites are not uniform, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Students seeking an ECE major must select a minor in Special Education in order to apply for an Early Childhood Inclusive endorsement (Birth-3rd grade). Students seeking both ECE and Elementary Education endorsements should consult with the program director. Students completing an Early Childhood Education minor in addition to their Elementary Education major will be able to apply for a Supplemental Early Childhood Education endorsement (Prek- 3rd grade). Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, field experiences and certification requirements).

- Early Childhood Education supplemental can only be taken with an elementary endorsement as per Nebraska law.

Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Intensive reading and writing experiences are integrated into all Teacher Education courses.

ECE 101 : Introduction to Education

(Also taught as High School Dual Enrollment course) Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings.
Credits 3

ECE 101 : Introduction to Education

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.
Credits 3

ECE 231 : Play, Creativity, and Artistic Development in Early Childhood Education

Students select, plan, organize, and evaluate art, music, and drama experiences for children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Play and creativity in the learning environment is emphasized. Course requirements include a 10-hour field experience. Concurrent courses: ECE 233 and ECE 235
Credits 2
Co-Requisite Courses
ECE 233: Health, Safety, and Nutrition in Early Childhood Programs
ECE 235: Observation and Assessment in ECE

ECE 232 : Language and Literacy Development in Early Childhood

Students select, plan, organize, and evaluate activities that facilitate language skills development in reading, writing, speaking, and listening. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Theories in language acquisition are presented. Course requirements include a 10 hour field experience. Concurrent courses: ECE 234 and ECE 236
Credits 2
Co-Requisite Courses
ECE 234: Teaching Math/Science/Social Studies in Early Childhood Education
ECE 236: Physical Development and Movement Education in Early Childhood

ECE 233 : Health, Safety, and Nutrition in Early Childhood Programs

Students learn to plan programs that ensure the health, safety, and nutrition of young children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Basic information on managing accidents and injuries, identifying child abuse, and planning health, safety, and nutrition education are included. Course requirements include a 10 hour field experience. Concurrent courses: ECE 231 and ECE 235

Credits 2

Co-Requisite Courses

ECE 231: Play, Creativity, and Artistic Development in Early Childhood Education
ECE 235: Observation and Assessment in ECE

ECE 234 : Teaching Math/Science/Social Studies in Early Childhood Education

Students select, plan, organize, and evaluate activities that facilitate learning of mathematical and scientific concepts and social awareness in young children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Course requirements include a 10 hour field experience. Concurrent courses: ECE 232 and ECE 236

Credits 2

Co-Requisite Courses

ECE 232: Language and Literacy Development in Early Childhood
ECE 236: Physical Development and Movement Education in Early Childhood

ECE 235 : Observation and Assessment in ECE

Students learn to observe and assess children objectively, analyze their learning habits, and provide for meeting the needs of children. Course requirements include a 10 hour field experience. Concurrent courses: ECE 231 and ECE 233

Credits 2

Co-Requisite Courses

ECE 231: Play, Creativity, and Artistic Development in Early Childhood Education
ECE 233: Health, Safety, and Nutrition in Early Childhood Programs

ECE 236 : Physical Development and Movement Education in Early Childhood

Students select, plan, organize, and evaluate activities that facilitate physical development of young children through physical activity, creative movement, and dance. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Content Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes discussion of both fine and gross motor development. Course requirements include a 10 hour field experience Concurrent courses: ECE 232 and ECE 234

Credits 2

Co-Requisite Courses

ECE 232: Language and Literacy Development in Early Childhood
ECE 234: Teaching Math/Science/Social Studies in Early Childhood Education

ECE 242 : Administering Early Childhood Education Programs

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.

Credits 3

ECE 334 : Early Childhood Curriculum Development

Students learn to plan, organize, and manage early childhood curriculum. Preparation of goal statements, objectives, schedules, and units are included. Early childhood curriculum models and developmentally appropriate practices will be examined. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

Credits 3

ECE 342 : Children'92s Literature

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. (Also listed as EDU 342.)

Credits 3

ECE 343 : History, Trends and Issues in Early Childhood Education

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.
Credits 3

ECE 470 : Clinical Practice: Early Childhood Education

Supervised teaching experience under the direction of a university faculty member and a classroom teacher in the student's teaching area.
Credits 5
Prerequisites
permission.

ECE 491 : Special Topic

Individualized projects carried out by a student under faculty direction.
Credits 1
-3
Prerequisites
departmental approval.

ECE 495 : Clinical Practice Seminar

See EDU 495. (Also listed as SPE 495.)
Credits 2

ECE 496 : Research Seminar

Students evaluate educational research and analyze procedures, logic and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. (Also listed as EDU 496 and SPE 496.)
Credits 3

ECE 621 : Curriculum Design and Program Planning

Students will examine effective practices, procedures and theories for the development, implementation and evaluation of quality early childhood curriculum. A major focus of the course is the relationship among curriculum, instruction and assessment as a basis for creating and evaluating developmentally appropriate learning environments. The course includes exploration of various curriculum models used in the field.
Credits 3

ECE 631 : Play and the Integrated Early Childhood Curriculum

This course will focus on the nature and the value of play as essential to children's language, social, cognitive, physical, and emotional development. Students will learn the principles of developmentally appropriate practice and be able to plan, organize and evaluate activities, develop curricular plans and set up effective indoor and outdoor learning environments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Students will complete field experiences in early childhood classrooms as part of the course requirements.
Credits 3

ECE 632 : Advanced Language Development & Literacy in Early Childhood

Students learn to select, plan, organize and evaluate activities that facilitate language skills development in reading, writing, speaking and listening. Theories in language acquisition are presented. This course includes instruction in skills and strategies for teaching and integrating extensive reading and writing skills, and instruction in teaching and guiding students in reading for enjoyment and understanding. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Students will complete field experiences in early childhood classrooms as part of the course requirements.
Credits 3

ECE 634 : Early Childhood Education Theories and Practices

This course provides an overview of the theoretical models that have a significant influence on the development of various early childhood curricula. A historical perspective of early childhood education is provided, leading up to and including present-day practices. Students will learn to apply theory to practice within the classroom setting for children ages' birth through eight and with designing family engagement activities.
Credits 3

ECE 635 : Observation, Documentation and Assessment in Early Childhood Education

Students learn to observe and assess children objectively, analyze their learning habits and provide for meeting the needs of children. Use of informal observation strategies and developmentally appropriate standardized assessment tools will be addressed. Students will learn requirements for Results Matter assessment tools and become familiar with Teaching Strategies GOLD. Students will apply skills in designated field experiences with young children. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.
Credits 3

ECE 642 : Early Childhood Program Organization and Leadership

Students learn the duties and responsibilities of leaders of early childhood programs and agencies. The development of leadership and advocacy skills will be emphasized. Students will become informed about laws and regulations that impact licensing, regulation and accreditation of early childhood programs. Professional ethics and dispositions and professional development will be addressed.
Credits 3

ECE 642 : Early Childhood Program Organization and Leadership

Students learn the duties and responsibilities of leaders of early childhood programs and agencies. The development of leadership and advocacy skills will be emphasized. Students will become informed about laws and regulations that impact licensing, regulation and accreditation of early childhood programs. Professional ethics and dispositions and professional development will be addressed.
Credits 3

Economics

ECO 131 : Macroeconomics

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.
Credits 3

ECO 132 : Microeconomics

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.
Credits 3

ECO 150 : Personal Finance

Personal finance is the study of managing your money and achieving your goals. Students will examine how to set goals and make the best financial choices. Major topics are budgeting, saving for the future, loans and credit cards, insurance, and taxes. This is a survey course suitable for students in any major. (Also listed as BUS 150.)
Credits 3

ECO 331 : Money and Banking

A study of the basic principles of money, banking, and finance as they are related to business and the financial system. Course examines the nation's money supply and the impact of monetary policies on the performance of the economy. (Also listed as BUS 331.)
Credits 3

ECO 387 : Experimental Course

A course not regularly scheduled but may be offered according to the needs of the student. Subject matter will vary accordingly.
Credits 1
-3

ECO 391 : Special Project

Directed readings and an independent project allow the student to explore a specific area of economics.
Credits 1
-3
Prerequisites
departmental approval.

ECO 494 : Directed Readings - Economics

An individual study course designed to allow a student to pursue special interests within the field of economics.
Credits 1
-3
Prerequisites
departmental approval.

Education

Teacher education programs educate prospective teachers through professional courses which emphasize the acquisition of knowledge, skills, competencies and professional dispositions. The experiences offered within the educational program enhance and complement the knowledge and values encompassed in the liberal arts component offered at College of Saint Mary. The department provides for individual differences, interests and needs within specific curriculum experiences while providing a broad overall theoretical and philosophical background in education. Professional course work, labs, and field-based experiences (at least 100 hours) provide students with practical knowledge regarding learners, learning processes, and teaching competencies relevant to identified careers. All methods courses provide opportunities for students to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into all content and pedagogy. Intensive reading and writing experiences are integrated into all Teacher Education courses.

Teacher Education students select from:

1. Bachelor of Science with an elementary education major and an early childhood minor.
2. Bachelor of Science with early childhood education major and a special education minor.
3. Bachelor of Science with an elementary education major and a special education major.
4. Bachelor of Science with an elementary education major and an ESL minor.
5. Bachelor of Science with Reading and Writing minor
6. Bachelor of Science with an elementary education major and a minor in a subject area, for example, art, English, math, music, physical education, science, social studies, world language, or a related area, such as information technology or psychology.
7. Bachelor of Science/Arts with specialization in a field or subject area.

Students may seek certification in the following areas:

Early Childhood Inclusive Educ. (B-3)

Elementary Education (K-6)

Middle Grades Education (5-9)
Language Arts, Mathematics, Science, Social Studies

Secondary Education (7-12)

- Business, Marketing & Info. Tech. (6-12)
- Biology
- Chemistry
- English
- English Language Arts (6-12)
- Mathematics (6-12)
- Science
- Social Studies (6-12)
- Spanish World Language

Special Education (K-6) (7-12)

K-12 Endorsements

- Art (PK-12)
- Spanish World Language (K-12)
- Religious Education (K-12)

Supplemental Endorsements

- Early Childhood Education (PK-3)
- Reading and Writing (PK-6)
- Reading and Writing (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 year, students take the Core Academic Skills for Educators Test that is required for admission into the teacher education program. Core Academic Skills for Educators test scores, academic performance, evidence of professional dispositions for successful teaching, field experience evaluations, student interview, student website and command of oral and written language are factors considered in determining acceptance into the teacher education program. Students must provide evidence of academic competence and professional development by having attained a cumulative GPA of 2.65 in course work, providing an active digital portfolio of work that demonstrates professional and scholarly growth, 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 February 15 or September 15 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.

Application for formal admission must be submitted to the Teacher Education Committee by March 1 or February 15 or September 15 using the online application form provided by the committee (located on MyCSM, Communities, Undergraduate Teacher Education). This committee is composed of a student's education advisor, all members of the Teacher Education Department, and other faculty members. Evaluation procedures result in acceptance, provisional status, or no acceptance. Acceptance is granted to students who meet all of the requirements. Provisional status or non-acceptance is granted at the discretion of the committee based upon their judgment of the individual student's preparedness to enter the education program.

Field Experience

For all courses with a field experience requirement, an official background check must be secured. The background check must be completed the first term a student is enrolled in a course with a field experience requirement and is valid for five years. Students are encouraged to join the Student Education Association of Nebraska (SEAN). Costs for these two requirements amount to approximately $90 per year.

Clinical Practice (Student Teaching)

Applicants for certification with a **single endorsement complete a sixteen week clinical practice** in one setting. Those seeking **multiple endorsements complete a ten week clinical practice in each field** for which they are seeking certification. Clinical practice placements are planned in regard to students' specific needs and certification requirements. Placements are intended to enhance prospective teachers' exposure to various teaching styles, philosophies, and cultural settings. The online application for clinical practice must be submitted no later than September 15 or February 1 during the semester immediately preceding assignments.

Students applying for clinical practice are expected to show evidence of cumulative scholastic achievement (cumulative GPA of 2.75), appropriate methodological background, up-to date electronic portfolio, proficiency in spoken and written language, and a record of professional dispositions for successful teaching. An official background check must be completed within 30 days of beginning clinical practice. Transportation to clinical practice sites are the responsibility of the student. The Teacher Education Committee reviews applications for consideration of placement. The committee may accept, not accept or defer a candidate's application. Deferred candidates may appeal and request a hearing before the Teacher Education Committee.

Certification

Students who successfully meet state required competencies may qualify for a Nebraska Teaching Certificate. Continuous growth in knowledge, pedagogy and professionalism, as well as satisfactory performance during clinical practice, and completion of Praxis II for each content area as required by Nebraska Rule is in the recommendation for certification. Completion of the education program does not guarantee certification.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rules 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

In-Service Education

The education department recognizes its obligation to the community to provide leadership in the field of education and to act as an educational center for schools within the surrounding area. It recognizes the importance of requirements for certification and the multiplicity of changes in techniques, technology and needs of individual students and teachers. Therefore, some professional education courses are offered during summer sessions and in late afternoons or evenings.

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

The professional courses that are required include: EDU 101, 201, 312, 315, 342, 350, 353, 355, 372, 375, 427, 430, 470 or 471, 495, and 496. Supporting courses include PED 360 SPE 101 240, and 430.

Secondary Education and Middle School Major Sequences:
College of Saint Mary offers endorsement in these areas in secondary education:

Biology	English Language Arts (5-9, 6-12)	Social Studies (5-9, 6-12)
Business, Marketing, and Information Technology	Mathematics (5-9, 6-12)	Special Education
Chemistry	Science (5-9, 7-12)	Spanish World Language
	Reading and Writing 7-12	

During registration, students in secondary education are required to obtain advising for education courses in the education department.

The professional courses that are required include: EDU 101, 201, PSY 203, SPE 101, 240, EDU 312, 315, 351, 360, 375, 427, 471 and/or 472 and 495 and ENG 262.

PK-12 Endorsement

College of Saint Mary offers a PK-12 endorsement in Art.

K-12 Endorsements

College of Saint Mary offers K-12 endorsement in these areas: Religious Education or World Languages-Spanish

K-12 endorsements in art, religious education and world languages require methods and Clinical Practice in K-6 and 7-12.

Education Minor Sequences:

- Reading and Writing PK-6, 7-12
- English as a Second Language PK-12
- Special Education
- Early Childhood Education PK-3

Supplemental Endorsements

College of Saint Mary offers a supplemental PK-12 endorsement in English as a Second Language. College of Saint Mary offers supplemental K-12 endorsements in these areas: Reading and Writing and a supplemental Prek-3rd grade endorsement in Early Childhood Education* (see Early Childhood Education section for program requirements).
* Early Childhood Education can only be added by Nebraska law to elementary education.

Tremendous growth in numbers of immigrant children in the United States, particularly in Nebraska, has created a need for teachers trained to teach English as a Second Language (ESL). Undergraduate students at College of Saint Mary may earn a supplemental ESL endorsement with a 15-credit-hour program (ENG 320; EDU 415; EDU 425; COM 306; and EDU 473). When combined with EDU 375, teaching in a Multicultural Society, students achieve a minor in ESL.

EDU 101 : Introduction to Education

(Also taught as High School Dual Enrollment course) Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students' complete observations in school settings. Course requirements include a 10-hour field experience (Also listed as ECE 101.)
Credits 3

EDU 101 : Introduction to Education

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.
Credits 3

EDU 201 : Technology in the Classroom

This course focuses on using technology in the PK-12 classrooms consisting of a series of experiences related to using educational technology in the classroom, including content and pedagogy. Teaching about technology, teaching with technology, and integrating technology in the classroom are topics of this course. Course experiences provide an awareness of the educational uses of technology and the skills necessary to use and integrate technology in the classroom. Competency will be demonstrated in the use of application software relevant to the classroom.
Credits 3

EDU 240 : Guidance and Classroom Management

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.
Credits 3

EDU 262 : Adolescent & Young Adult Literature

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.
Credits 3
Prerequisite Courses
ENG 101: Composition

EDU 312 : Educational Psychology and Measurement

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including personality, intelligence, motivation, and transfer of learning. Students learn strategies used in measurement and evaluation of learning. Course requirements include a 10-hour field experience. (Also listed as PSY 312.)
Credits 3

EDU 315 : Assessment of Learners

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.
Credits 2

EDU 320 : Linguistics for Teachers

A study of the structure of the English language. Includes units on lexicography, semantics, and dialects. (Graduate Level EDU 520)
Credits 3
Prerequisite Courses
ENG 101: Composition

EDU 342 : Children'92s Literature

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. (Also listed as ECE 342.)
Credits 3

EDU 350 : Literacy Methods

Instruction centers on theoretical background, Nebraska and National Standards in Reading and Language Arts. Content emphasizes organization of programs, effective teaching methodologies, and varied instructional materials for all students in elementary and middle school literacy settings. Techniques for enhancing literacy skills, verbal and written expression are emphasized. A directed field experience of 32 hours is required and provided in local schools.
Credits 4

EDU 351 : Literacy Methods for Secondary Schools

This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and National Standards and assessment techniques used in middle and secondary settings. Activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Implementation of knowledge of this curriculum is achieved in a directed reading field experience of 40 required hours.
Credits 3

EDU 353 : Teaching Natural and Social Sciences: Elementary and Middle

Study combines content such as: history, geography, political science/civic literacy, economics, physical science, earth/space science and life science methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Implementation of content and methodologies presented in "hands on" activities is achieved through a required field experience of 32 hours and in planning and teaching units of study.
Credits 3

EDU 355 : Teaching Mathematics: Elementary and Middle

Students learn current trends and strategies in teaching elementary and middle level mathematics with a focus on lesson planning, state and national standards, assessment, differentiation, intervention and problem solving. Students examine beliefs and knowledge about the goals and content of elementary and middle school mathematics including content such as numbers and operations, algebra, number patterns, geometry, measurement, data analysis, and probability. Implementation of teaching strategies is achieved through a required field experience of 32 hours in planning and teaching units of study.
Credits 3

EDU 360 : Teaching Middle Secondary Students

The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments for these students. Instruction explores teaching methods, learning styles, motivation, teaming, and classroom management, planning, and presenting techniques, and student evaluation. Course requirements include a field experience of 40 hours in a middle or secondary school.
Credits 3

EDU 372 : Integrating Fine Arts Instruction Into the Classroom

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.
Credits 3

EDU 375 : Human Relations in a Multicultural Society

Students in this course identify characteristics of various ethnic and social groups which relate to learning, working, and living in our pluralistic society. Focus is on social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism and their influence on American schools and classrooms. Students develop strategies for assisting people living and learning jointly in our pluralistic society. Learning activities include guest speakers, field trips to area events and places and reflections based on texts and individual experiences as well as service-learning opportunities.
Credits 3

EDU 415 : Teaching ESL

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)
Credits 3

EDU 425 : Assessment of ESL Learners

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)
Credits 3

EDU 427 : History, Trends and Issues in Education

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.
Credits 3
Prerequisites
EDU 350 or EDU 351, or permission.

EDU 470 : Clinical Practice: Elementary

Supervised elementary level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 495.
Credits 5
-10
Co-Requisite Courses
EDU 495: Clinical Practice Seminar

EDU 471 : Clinical Practice: Middle

Supervised middle level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 495.

Credits 5
-10

Prerequisite Courses

EDU 495: Clinical Practice Seminar

EDU 472 : Clinical Practice: Secondary

Supervised secondary level clinical experience, under the direction of a University faculty member, and a classroom teacher. Concurrent enrollment with EDU 495.

Credits 5
-10

Co-Requisite Courses

EDU 495: Clinical Practice Seminar

EDU 473 : ESL/K-12 Field Experience

A practical experience teaching English as a Second Language in an age-appropriate setting under supervision. Course requirements include 45 hours of field experience. (Graduate Level EDU 573)

Credits 3

Prerequisites

ESL Methods, Assessment of ESL Learners and foreign language competency.

EDU 481 : Experimental Course

The subject matter and methods for this course vary from semester to semester in light of current trends.

Credits 3

EDU 490 : Directed Readings: Reading and Writing

Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. (Graduate Level EDU 590)

Credits 3

Prerequisites

EDU 350 or EDU 351 or permission.

EDU 491 : Special Topic

Individualized projects carried out by a student under faculty direction.

Credits 1
-3

Prerequisites

departmental approval.

EDU 495 : Clinical Practice Seminar

The clinical practice seminar is to provide an opportunity and environment for teacher candidates and university faculty to share and discuss problems, success, teaching methods, and innovations of mutual interest. Teacher candidates are encouraged to share their ideas, insights and observations, for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organizational skills and ethical behaviors for successful employment in a teaching career. (Also listed as ECE 495 and SPE 495.)

Credits 2

EDU 496 : Research Seminar

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 ECE 496 and SPE 496.)

Credits 3

EDU 501 : Technology in the Classroom

Credits 3

EDU 501 : Technology in the Classroom

This course focuses on using technology in the PK-12 classrooms consisting of a series of experiences related to using educational technology in the classroom, including content and pedagogy. Teaching about technology, teaching with technology, and integrating technology in the classroom are topics of this course. Course experiences provide an awareness of the educational uses of technology and the skills necessary to use and integrate technology in the classroom. Competency will be demonstrated in the use of application software relevant to the classroom.
Credits 3

EDU 506 : Intercultural Communications

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

EDU 512 : Educational Psychology and Measurement

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.
Credits 3

EDU 520 : Lifespan Development

The comprehensive study of theoretical perspectives of human growth and development which focuses on adolescents (for middle and secondary) or children (for K-6) and their levels of development. It draws from current social science research in examining the complex array of social, psychological, cultural and physical, intellectual, emotional, social, academic and moral forces that combine to determine each individual's life course. Critical thinking, technology and communication skills will be used to enhance the learning experience. Applications to real world settings and successful passage through life will be emphasized.
Credits 3

EDU 527 : History, Philosophy and Trends in Education

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions and extensive readings center on all levels of education from preschools to secondary schools. Students write a philosophy of teaching paper and prepare a major research paper. (Also listed as SPE 527.)
Credits 3

EDU 550 : Teaching Reading & Language Arts

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. (Also listed as EDU 350.)
Credits 4

EDU 551 : Reading in the Content Area

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.
Credits 3

EDU 552 : Writing in the Content Area

Students explore the nature and structure of language and language acquisition. Philosophical approaches to teaching listening, speaking and spelling are presented for all levels of learners within the middle and secondary classroom, including those with special needs as well as gifted. Techniques for enhancing written expression are emphasized.
Credits 3

EDU 553 : Teaching Natural and Social Sciences: Elementary and Middle

Study combines content such as: history, geography, political science/civic literacy, economics, physical science, earth/space science and life science methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Implementation of content and methodologies presented in "hands on" activities is achieved through a required field experience of 32 hours and in planning and teaching units of study.
Credits 3

EDU 555 : Teaching Mathematics: Elementary and Middle

Students learn current trends and strategies in teaching elementary and middle level math, including content such as numbers and operations, algebra/number patterns, geometry, measurement and data analysis/probability methodology, and appropriate materials. Implementation of teaching strategies is achieved through a required field experience of 32 hours and in planning and teaching units of study.
Credits 3

EDU 560 : Teaching Middle & Secondary Students

The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments and teaching methods for these students. Instruction explores teaching methods, learning styles, motivation, planning and presenting techniques, and lesson writing as well as unit development.
Credits 3

EDU 562 : Children's Literature

Education students interact with a wide variety of children's literature that is representative of ethnic and cultural diversity. Critical appraisal in light of significant authors and illustrators, quality of writing and appropriateness of topic to age and/or experience level are emphasized. Techniques and procedures for promoting lifelong reading habits are explored. A service-learning project is a requirement in this course. (Also listed as ECE 342/EDU 342.)
Credits 3

EDU 570 : Elementary Clinical Practice

Supervised elementary level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.
Credits 3

EDU 571 : Middle Level Clinical Practice

Supervised middle level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.
Credits 3

EDU 572 : Secondary Clinical Practice

Supervised secondary level clinical experience, under the direction of a University faculty member, and a classroom teacher. Appropriate use of instructional technology is integrated into instruction and pedagogy. Concurrent enrollment with EDU 595.
Credits 3

EDU 575 : Human Relations in a Multicultural Society

Students in this graduate course identify characteristics of various ethnic and social groups which relate to learning, working and living in our pluralistic society. Focus is on social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism and their influence on American schools and classrooms. Students develop strategies for assisting people living and learning jointly in our pluralistic society. Learning activities include guest speakers, field trips to area events and places and reflections based on texts and individual experiences as well as service-learning opportunities.
Credits 3

EDU 576 : Integrating Fine Arts Instruction into the Classroom

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. (Also listed as EDU 372.)
Credits 3

EDU 582 : Special Topics

The subject matter and methods for this course vary from semester to semester in light of current trends.
Credits 3

EDU 590 : Directed Readings: Reading and Writing

Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. (Also listed as EDU 490.)
Credits 3

EDU 593 : Introduction to the Teaching Profession

In accordance with Nebraska Department of Education's Rule 20 (regulations for the approval of teacher education programs), all teacher candidates are required to complete a minimum of 100 contact hours with students. These fieldwork based practicum experiences must be completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research (NDE, Rule 20, p. 17). This graduate level course is designed to introduce MAT teacher candidates to professional educational practice. Students will become familiar with field work expectations and the Nebraska Teacher Code of Ethics prior to field work placement, as well as begin to develop their own professional identity and skill set. During the course, students will compete their first 50 hours of field work with supervision and support from the seminar instructor.
Credits 1

EDU 594 : Transition to Practice

In accordance with Nebraska Department of Education's Rule 20 (regulations for the approval of teacher education programs), all teacher candidates are required to complete a minimum of 100 contact hours with students. These fieldwork-based practicum experiences must be completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research (NDE, Rule 20, p. 17). This graduate level course is designed to assess the required field-based practicum experiences. Teacher candidates will be required to synthesize their fieldwork experiences, complete written reflections on the evaluations received from the cooperating teachers and draw connections between MAT coursework and the fieldwork experiences in the capstone portfolio which is submitted for evaluation prior to the approval of the clinical placement.
Credits 1

EDU 595 : Clinical Practice Seminar

The student teacher seminar is to provide an opportunity and environment for student teachers and college faculty to share and discuss problems, successes, teaching methods and innovations of mutual interest. Student teachers are encouraged to share their ideas, insights and observations for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organization skills and ethical behaviors for successful employment in a teaching career. Students will complete a Case Study from their student teaching placement. (0 credit) Students hired on an alternative program teaching permit prior to the assigned student teaching semester will be required to take this course as a zero-credit course. They will register for the same course in their assigned student teaching semester for the same course in their assigned student teaching semester.
Credits 1
-3

EDU 603 : Teacher Leadership

The purpose of this course is to provide an examination of theories and research related to leadership of teachers in educational organizations. Students will examine major schools of thought regarding teacher leadership theory and organizational theory and will focus on concepts that inform an understanding of the roles of teachers as leaders in P-12 schools. Students will have the opportunity to apply the constructs of teacher leadership in their school settings.
Credits 3

EDU 612 : Learning in Educational Settings

This course considers how theory, research, and practice inform each other in order to improve the efforts of educators. It engages students in in-depth exploration of learning theories, and how they relate to learning in today's classrooms. Topics including how to interest and engage students; intelligence and creativity; the conditions for generating student satisfaction with learning; the relationship between teaching and learning; and issues of assessment, and accountability will be addressed.
Credits 3

EDU 621 : Curriculum Design and Program Planning

Using sound principles of curriculum development and instructional design, implementation and evaluation, students learn to create a meaningful and significant teaching-learning environment for all students. Students will examine effective practices, procedures and theories for the development, implementation and evaluation of quality curriculum. A major focus of the course is the theoretical relationship among curriculum, instruction and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based curriculum and assessment are explored and applied to PK-12 classrooms. Current issues and theories about curriculum are analyzed throughout the course. (Many components of this course are in an on-line format.) Students will examine researched best teaching practices and apply them. (Also listed as ECE 621.)
Credits 3

EDU 642 : Research Statistics

Graduate level course prepares the master's student to utilize and interpret statistics for a master's level research project. Students will review descriptive statistics including distributions, introduction to central tendencies, population and sample. Students will focus on inferential statistics, hypothesis testing, confidence intervals, t-tests, one-way ANOVA, and correlation. Introduce PASW/SPSS for data analysis of education or health related data sets. 35-50% of course will focus on application, including reading and understanding health care and education research studies.
Credits 3
Prerequisites
Undergraduate statistics course, successful completion of competency test reflecting objectives of undergraduate course, or instructor permission required.

EDU 651 : Technology Integration in Instruction

This graduate level course examines the role of technology in today's classrooms. Students will be provided theory, gain knowledge, and develop skills necessary to use, evaluate, plan, and implement technologies effectively within a school or school system. Students will also examine issues, including funding, pedagogy, curricular integration, social media, security and ethics, and professional development associated with computers and other technologies.
Credits 3

EDU 655 : Teaching Practice Self Study

This course addresses topics of concern to practicing teachers and guides them in developing action plans to revise their teaching and classroom management practices to improve learning in their classrooms. Students will consider various theories and models of teaching and classroom management to develop knowledge and skills required to analyze their own teaching practices and develop plans for improvement or revision to better meet the needs of their students.
Credits 3

EDU 662 : Research Methods

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

EDU 667 : Urban Education

Approximately half of American public schools students are educated in urban schools. Though much of the state of Nebraska is considered rural, many smaller Nebraska towns experience the same problems as schools located in areas that are technically defined as urban. This graduate level course is designed to provide a framework understanding of urban education. The course includes critical examination of issues that impact urban schools, and how the context of urban schools impact the community including students, teachers, parents, policymakers, and taxpayers. Students will explore the political, social, and pedagogical issues that confront and challenge educators in urban schools.
Credits 3

EDU 674 : Special Projects

This course will guide educators through implementing knowledge and skills acquired through program coursework in genuine educational settings. Through electronic discussion, students will share experience and results of their projects and receive assistance from instructor.
Credits 3

EDU 675 : Diversity and Education

This course is designed to engage students in exploration and analysis of issues that influence how instructional practices affect the learning of diverse student populations. Students will examine curricular and instructional strategies needed to meet the needs of diverse student populations and to focus on sociological and cultural influences on learning. Principles of Universal Design for Learning (UDL) are studied and applied in this course.
Credits 3

EDU 695 : Capstone Project

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

Educational Leadership

EDL 811 : Doctoral Seminar I: Introduction to Doctoral Education

This experiential graduate level course introduces the doctoral student to various elements of doctoral education. This course will offer a variety of topics that support the student at the beginning of this journey. Topics focus on the culture of doctoral education with a emphasis on scholarship and educational leadership.
Credits 2

EDL 812 : Doctoral Seminar II: Critical and Analytical Thinking Skills for Educational Leaders

This experiential graduate level course builds on various elements of doctoral education. This course offers the student an opportunity to explore, in depth, an educational or educational leadership topic of interest. Literature on the selected topic is critically analyzed and incorporated into a concept analysis paper.
Credits 1

EDL 813 : Doctoral Seminar III: Pathway to Educational Leadership

This seminar is the third in a series that is designed to provide an opportunity for doctoral students to make a successful transition into the role of doctorally prepared educational leaders. This particular seminar focuses on gaining an understanding of the role of scholar and leader in one's professional field, the community and society in general.
Credits 1

EDL 821 : Curriculum, Assessment, and Quality Improvement

This graduate level course focuses on designing curriculum in diverse learning environments using evidence-based theories and concepts, as well as relevant standards and criteria for educational evaluation and assessment. Development, implementation, and improvement of an education program for higher education, continuing education, professional development, P-12 education, or patient education is emphasized.
Credits 3

EDL 823 : Leadership in Educational Organizations

This graduate level course characterizes best practices of leadership in educational institutions. Systems theory and organizational best practices form the framework for this course. Concepts such as accreditation, governance, strategic planning, higher education law and academic quality improvement processes will be studied in a variety of academic organizations to include P-12 education, higher education, professional development, continuing education and patient education.
Credits 3

EDL 824 : Ethics in Educational Leadership

This applied ethics course provides the background and tools for ethical decision-making in educational leadership. Students will review philosophical ethics and apply ethical principles and decision-making strategies to ethical dilemmas in educational settings.
Credits 1

EDL 837 : Technology Leadership

This course is focused on how technology can be integrated into the creation of effective learning environments including, but not limited to, professional development, learning communities, P-12, and/or higher education. Students will develop leadership skills and ethical practices for creation and delivery of a shared vision for educational technology integration. Research, best practices, and current standards will be integrated into the planning, implementation, and assessment of current and emerging technologies for innovative teaching.
Credits 3

EDL 842 : Advanced Statistics

Advanced level course prepares the doctoral student to utilize and interpret statistics for a dissertation. Students will review descriptive and inferential statistics. The course will focus on ANOVA, multiple regression, and multivariate statistics. Students will be able to run moderately challenging analysis using PASW/SPSS with confidence. 35% of the course will focus on application, including an annotated review of data analysis in health care, business or education research studies. Students will perform analysis of health care, business or education related data sets using SPSS.
Credits 3

EDL 845 : Teaching and Learning Theories

This course is an exploration of historical and current views of human learning. Specifically, a constructivist view of the learner as an active processor of information is examined, with an emphasis on application of theory to practice. An overview of assessment issues is also a part of this course.
Credits 2

EDL 855 : Teaching and Learning Concepts

This graduate level course examines the role of the educator in health professional programs or business or corporate settings through the application of teaching and learning concepts. Evidence-based teaching strategies to engage learners in inquiry and overt, active learning will be foundational in creating a stimulating learning environment to meet mutually determined outcomes for the individual learner, group, or organization. Application of principles to either higher education, continuing education, professional development, or patient education is expected.
Credits 3

EDL 856 : Adult Learning Theory

This graduate level course focuses on adult education theories and practices. The course will identify the stages of adult development and explore the concept of andragogy vs. pedagogy. The course will also explore the social context of adult development, considering influences such as gender, race, and culture. Application of principals to higher education, continuing education, and professional development is expected.
Credits 3

EDL 864 : Quantitative Research Methods

The graduate student will explore various quantitative research designs. Topics include experimental and non-experimental design. Application of quantitative research in P-12 education, higher education, continuing education, professional development or patient education is expected.
Credits 3

EDL 866 : Qualitative Research

The graduate student will explore various qualitative research traditions. Topics include characteristics of qualitative designs and the major traditions (ethnography, phenomenology, hermeneutics, grounded theory, ethnomethodology, case study, narrative, and historical analysis). Application of the principles of qualitative research to P-12 education, higher education, continuing education, professional development or patient education is expected.
Credits 3

EDL 869 : Dissertation Readings

This graduate level course requires the student to conduct a scholarly research literature review specific to a selected aspect of education in a variety of settings (P-12 education, higher education, continuing education, professional development or patient education). Each student will conduct a thorough literature review with depth and breadth. There is the potential that the readings can be useful in defining and designing the literature review for the dissertation. Topics will be selected in conjunction with the graduate faculty.
Credits 4

EDL 879 : Educational Leadership Practicum

This graduate level course characterizes best applications of leadership in higher education, professional development, continuing education, P-12 education, or patient education. The individual leadership role will be analyzed and applied in collaboration with a leadership preceptor in an educational organization. Evidence-based leadership strategies will be developed into a comprehensive plan regarding accreditation, governance, strategic planning, budgets, administrative roles, and quality improvement. Outcomes for the practicum will be mutually determined by the individual learner, the preceptor, and the faculty.
Credits 3

EDL 959 : Research Proposal I: Generating a Research Proposal

This course prepares the student to identify the dissertation topic, establish the research question(s) and complete the literature review for the dissertation requirement related to P-12 education, higher education, continuing education, professional development or patient education.
Credits 3

EDL 969 : Research Proposal II: Data Collection and Analysis

This course prepares the graduate student to design and implement appropriate data collection methods to address their specific research questions. The student will plan data analytic techniques most appropriate for the selected research design. It is expected that students will apply data collection and analysis principles for a research proposal relevant to higher education, continuing education, professional development, P-12 education, or patient education. At the completion of the course the student will be prepared to present the proposal to the dissertation committee for approval and subsequently for Institutional Review Board (IRB) approval.
Credits 3

EDL 999 : Dissertation

This course requires the doctoral student to successfully complete an original dissertation under the supervision of a dissertation committee of graduate faculty and chaired by an expert in the topic of research. Students will defend the dissertation orally. The research must meet all standard expectations of doctoral research and have approval of the dissertation committee prior to data collection.
Credits 1
-10
Prerequisites
Committee approval of the Dissertation Proposal.

English

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 **two areas of concentration:**

- Writing and Literature: a traditional English major, preparation for graduate or professional 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.

ENG 099 : Developmental English

English 099 is a basic writing course, designed to introduce students to college writing and prepare them for the similar, but more demanding, writing of English 101, the entry-level writing course. Students who pass the course are able to write a developed, unified, and cohesive expository essay. Placement in this course is determined by ACT scores or placement examination. Developmental courses (numbered below 100), may be taken for college credit, but may not be counted toward the academic hours required for associate or bachelor degree completion.
Credits 3

ENG 100 : Introduction to Literature

(Taught as High School Dual Enrollment Course only) This course is an in-depth study of British literature. The course takes a chronological approach, covering the major authors and literary movements from the 17th century through the early Modern Period. The focus is on poetry — imagery, figurative language, tone, sound devices, rhythm, etc.
Credits 3

ENG 101 : Composition

Instruction and practice in the fundamentals of effective written composition, critical reading, and writing.
Credits 3
Prerequisites
successful completion of English Placement Exam or ENG 099.

ENG 102 : Advanced Composition

Continued instruction and practice in critical reading and writing, and research techniques, including documentation conventions.
Credits 3
Prerequisites
ENG 101. Can be substituted for ENG 101 if certain requirements are met: ACT scores of 26 in English, plus Instructor approval.

ENG 104 : Introduction to Poetry

(Taught as High School Dual Enrollment Course only) This course is a study of the universality of a literary theme, including cultural and historical influences on literary themes. Students in this course will achieve greater cultural literacy through a study of works from British, modern, and world literature. This course includes writing and the use of technology for information searches and interactive activities.
Credits 3

ENG 150 : News Writing and Reporting

Theory and practice of writing and reporting for print media, including the nature of news, forms, and techniques in gathering and writing news. (also listed as COM 150)
Credits 3

ENG 201 : World Literature: Studies in the Drama

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. (Also listed as THR 201)
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 202 : World Literature: Studies in the Novel

A selective study of significant novels by American, British, Asian, African, or European novelists. Study will include the characteristics of fiction.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 203 : World Literature: Studies in Poetry

A selective study of the structure, form, and meaning of poetry from a variety of world cultures.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 204 : World Literature: Studies in the Short Story

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.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 210 : Creative Writing: Literary Non-Fiction I

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.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 212 : Creative Writing: Fiction I

A beginning class in fiction writing, ENG 212 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.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 213 : The Detective Novel and Society

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.
Credits 3
Prerequisites
ENG 101 and sophomore standing.

ENG 231 : American Literature I

A study of the major forms, works, themes, and writers in American literature from colonial times to 1865.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 232 : American Literature II

Selected readings from 20th and 21st century American writers, focusing on the diversity of modern American literature.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 241 : British Literature: Beowulf to the Neoclassic

Literary movements, genres, and works from Beowulf through the 18th century.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 242 : British Literature: Romantics Through Modern

A survey of the literature of 19th and 20th century England. Selections from a variety of genres will be analyzed.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 255 : Contemporary Literature

A study of representative works from 1950 to the present. Includes a variety of genres and themes.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 257 : Women and Film

An exploration of the portrayal of women in film and a study of film as a narrative form.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 260 : Illness and Wellness in Literature

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.
Credits 3

ENG 264 : Ecoliterature

This course will introduce students to the theory and practice of writing about the natural world via scholarly, fiction, and nonfiction written about environments in the U.S. Students will develop an appreciation for the place of environmental writing in American literature and an understanding of some of the key issues and debates of the discipline. Students will gain the tools necessary to apply an ecocritical understanding to both scholarly, creative, and reflective writing.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 266 : Images of Women in Literature

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.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 310 : Creative Writing: Literary Non-Fiction II

An advanced reading and writing workshop in contemporary prose forms.
Credits 3
Prerequisites
ENG 210 or departmental approval.

ENG 312 : Creative Writing: Fiction II

An advanced reading and writing workshop in fiction.
Credits 3
Prerequisites
ENG 212 or Departmental approval

ENG 343 : Shakespeare

A study of Shakespeare as a dramatist and poet. A reading of representative plays, including comedy, tragedy, history, and romance. (Also listed as THR 343.)
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 345 : Victorian Literature

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.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 355 : Women/Literature/Film

A study of the respective narrative systems of film and literature, featuring modern American narratives and films.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 356 : True Life Stories: American Memoir

An intensive study of 20th century American memoir.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 357 : Studies in Authors: British

An intensive study of selected genres, themes, movements, or authors in modern and contemporary British literature.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 358 : Studies in Authors: World

An intensive study of several significant world authors grouped according to a common theme or genre.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 362/462 : Student Literary Magazine Editing

This course will involve students in the production of an annual issue of the University's new student literary magazine. To this end, they will solicit submissions, establish evaluation criteria, read manuscripts, correspond with authors regarding editing suggestions, and ultimately put together a finished literary journal, which will be professionally printed and distributed in the spring semester. Course may be taken a second time at the 400 level.
Credits 3

ENG 368 : Women Writers

A study of traditional and contemporary works written by American women. Emphasizes historical context, women's roles, and challenges facing women both yesterday and today.
Credits 3
Prerequisite Courses
ENG 101: Composition

ENG 381-389 : Experimental Courses

The subject matter and method of these courses will vary from semester to semester in line with current trends.
Credits 3

ENG 491 : Special Project

Individualized projects carried out by a student under faculty direction.
Credits 1
-3
Prerequisites
departmental approval.

ENG 492 : Special Project

Individualized projects carried out by a student under faculty direction.
Credits 1
-3
Prerequisites
departmental approval.

ENG 493, 494 : Independent Writing Project

Individualized writing projects supervised by the English faculty.
Credits 1
-3
Prerequisites
Departmental approval, ENG 101 and 310 or 312

ENG 495 : Coordinating Seminar

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.
Credits 3
Prerequisites
Departmental approval

ENG 562 : Literature for Young Adults

This graduate course includes the study traditional and contemporary works written for or about young adults. The works studied will be evaluated for their artistic merit and for their insights into the adolescent development. Students will design strategies to encourage appreciation of literature and motivation for becoming life-long readers. Topics include the nature of teen-age readers, genres and use of young adult literature in the classroom. Students create an extensive teaching unit using young adult literature. Appropriate use of instructional technology is integrated into instruction and pedagogy.
Credits 3

Fine Arts

FNA 101 : Introduction to Creative Therapies

Introduction to music and art as therapeutic agents in the rehabilitation and reorganization of human beings into social life, health and well-being. A survey of the history of the therapies is included as well as the processes and principles of these therapies as used by practicing music and art therapists.
Credits 3

First Year Seminar

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.

FYS 101 : Science and Social Issues

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.
Credits 1

FYS 102 : Earth Wisdom

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?
Credits 1

FYS 103 : Music and Poetry

This seminar explores the unique relationship between poetry and music and the ways in which these art forms complement and enrich each other.
Credits 1

FYS 104 : How Art Made the World

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.
Credits 1

FYS 105 : Historical Texts and the Movies

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.
Credits 1

FYS 106 : The Psychology of Prejudice

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.
Credits 1

FYS 107 : Rhyme and Reason

This seminar will study the language of poetry (Rhyme) and narrative prose (Reason).
Credits 1

FYS 108 : Being a Global Citizen

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.
Credits 1

FYS 109 : D1 Women and the Law

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.
Credits 1

FYS 110 : Science and Sustainability

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.
Credits 1

FYS 111 : The Mercy Mission

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.
Credits 1

FYS 112 : Women as Leaders

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.
Credits 1

FYS 113 : Hunger & Service Learning

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.
Credits 1

FYS 114 : Women of Courage

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.
Credits 1

FYS 115 : Money Matters: Financial Literacy & Stewardship

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.
Credits 1

FYS 116 : Research Rules

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.
Credits 1

FYS 117 : Women & Culture - Chinese Women

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.
Credits 1

FYS 118 : The Psychology of Good and Evil

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.
Credits 1

FYS 119 : Emotional Intelligence

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.
Credits 1

FYS 120 : The Theatre of Change

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.
Credits 1

FYS 121 : Plants and People

Through readings, videos, discussions, and activities we will explore the importance of plants, their many uses, and their impact in our daily lives.
Credits 1

FYS 122 : Art and the Human Experience

Course will explore why the human species is a fundamentally expressive creature, and how different cultures/ societies express the universal issues that impact human existence.
Credits 1

History and Political Science

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.

HPS 110 : American Government

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.
Credits 3

HPS 131 : History of the United States to 1865

A survey of the major political, cultural and economic developments in the United States from early European settlement to 1865.
Credits 3

HPS 132 : History of the United States since 1865

A survey of the major political, cultural and economic developments in the United States from 1865 to the present.
Credits 3

HPS 160 : World Geography

An introduction to the study of geography focusing on basic concepts of geography and examining the relationships between people and their environments.
Credits 3

HPS 210 : American Foreign Policy

A study of the origins, practice, and consequences of American foreign policy from the beginning of the Republic to the present.
Credits 3

HPS 236 : History of the Sixties

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.
Credits 3

HPS 240 : History of Women in Europe

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.
Credits 3

HPS 251 : US Women's History

This course examines the history of American women from pre-European settlement to present. Special attention is paid to the changing nature of the institutions of family, work, education and politics and the role women have played (and continue to play) in facilitating change in these arenas.
Credits 3

HPS 255 : Black History in the United States

Black History in the United States surveys African American History from 1865-present. It provides a general introduction to the major debates, issues and themes in African American history after the Civil War, with a particular focus on the issue of voting rights. The course includes an immersion experience to Washington D.C.
Credits 3

HPS 260 : Regional Geography

A special topics course focused on regional physical and cultural geography. The focus region(s) and topic(s) vary from semester to semester.
Credits 3

HPS 265 : US Immigration

This course focuses on the history and politics of immigration today, with a special focus on Mexican immigration. Students will explore the economic and political factors that shape the modern immigration system. Students will also examine the incorporation (political, cultural, educational, etc.) of new immigrants into host communities, particularly the Omaha Community. The course includes an immersion experience to Washington, D.C.
Credits 3

HPS 290 : Special Project

The subject matter of this course will vary from semester to semester.
Credits 3

HPS 349 : Holocaust in Literature and Film

The Holocaust may be the best-documented event in human history. In less than a century, a massive canon has been created, spanning from children's books and poetry to academic manuscripts, and from documentary films to Hollywood dramatizations. This undergraduate history course will encourage students to consider the Holocaust in new ways, by studying various forms of literature and film.
Credits 3

HPS 360 : Teaching of Social Studies

See EDU 360.
Credits 3

HPS 375 : Western Civilization to 1500

A survey of the intellectual and cultural roots of Western civilization from the ancient Sumerians to the Renaissance.
Credits 3

HPS 376 : Western Civilization since 1500

A survey of the major cultural, political, and social movements in the Western world from 1500 to the 21st century.
Credits 3

Honors Program

HNR 101 : Honors Program

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.

HNR 102 : Honors Program Service Project

The purpose of this course is to emphasize student learning within the context of the CSM mission. Students will be challenged intellectually, socially, ideologically, and/or philosophically through the participation in a service project created and facilitated by the student.
Credits 0
Prerequisites
Students must be a member of the Walk Tall Honors Program in order to enroll in the course.

Human Services

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.

HSV 101 : Survey of Human Services

Reviews the history, theories, ethical principles, and values of human services. Students will also explore specific areas of the human services field through experience in the community.
Credits 3

HSV 230 : Attitudes and Values

Requires the student to examine herself, her values and belief systems, and the effect of her belief systems on her perception of and interaction with others. (Also listed as PSY 230.)
Credits 3

HSV 231 : Interviewing Skills

Discusses and practices methods of establishing rapport with and obtaining information from people in a variety of settings (such as counseling, business, and legal settings). (Also listed as BUS 231 and COM 231.)
Credits 3

HSV 236 : Alcohol and Substance Abuse

Examines the current research and findings on alcohol and substance abuse regarding causes, treatments, and effects. Consequences for the family and society and major intervention techniques and therapeutic models are discussed and evaluated. (Also listed as PSY 236.)
Credits 3

HSV 377 : Fieldwork Experience I

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.
Credits 3
Prerequisite Courses
HSV 101: Survey of Human Services
HSV 231: Interviewing Skills
Prerequisites
...or permission of the instructor.

HSV 378 : Fieldwork Seminar I

Explores and discusses problems, solutions, ethical issues, and other interesting situations experienced in HSV 377.
Credits 2

HSV 477 : Fieldwork Experience II

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.
Credits 3
Prerequisite Courses
HSV 377: Fieldwork Experience I
HSV 378: Fieldwork Seminar I

HSV 478 : Fieldwork Seminar II

Explores and discusses problems, solutions, ethical issues, and other interesting situations experienced in HSV 477.
Credits 1

Humanities

Students wishing to major in the general area of humanities may receive a bachelor's degree in this area. The Bachelor of Arts in Humanities includes an interdisciplinary major and minor and supporting courses that cover seven academic areas in the humanities. These are Communication (COM); English (ENG); History and Political Science (HPS); Philosophy (PHL); Theology (THL); Visual Art (ART); and Performing Art (MUS and THR). Also required is an interdisciplinary project designed to integrate knowledge and insights from two or more humanities areas (HUM 495).

A graduate in humanities can bring to a variety of professions a broad background in the liberal arts; an awareness of a person as an intellectual, emotional, physical, ethical, and aesthetic whole; and an understanding of, and sensitivity to, the human condition. These are qualities essential in interpersonal relationships in all professions.

HUM 495 : Coordinating Seminar

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.
Credits 3
Prerequisites
departmental approval and senior standing.

Interdisciplinary Studies

IDS 121 : Strategies for Success

Strategies for Success is designed to increase the student's success in college through understanding of how information is acquired, processed and learned. The course will focus on assisting the student in developing practical study skills, learning strategies, and resilience building techniques to enhance academic success. Emphasis will be given to investigation of student's individual learning with analysis of strengths and obstacles. Topics in this course include metacognition, learning reflection, anxiety reduction, test taking, study techniques, learning styles, classroom interaction, fixed mindset, resilience building and personal self-analysis.
Credits 2

IDS 130 : Strategies to Achieve Results in Education

Credits 1

IDS 140 : Strategies to Achieve Results in the Nursing Pathway

The Nursing Pathway course is designed to enhance student success in the BSN Pathway and, ultimately, the Bachelor of Science in Nursing program. It focuses on developing strategies for personal and academic growth. The course covers five key modules: Self-Assessments, Testing Success, Academic Success and Organization, Resources for Effective Studying, and Personal and Professional Success.
Credits 1

IDS 160 : The Successful Single Mother

Students who complete the Successful Single Mother will obtain the knowledge to become confident parents and self-assured, goal-oriented women. The Successful Single Mother will provide tools for single mothers to set and meet goals that matter to them (be they related to academics, parenting, health & wellness, etc.) The class will also provide opportunities to review and understand the institutional oppression of single mothers in an effort to help students unlearn stereotypes and carry themselves with confidence. In addition to gaining valuable life skills and access to resources in the community, students in this class will also build camaraderie and support with their peers by sharing goals with one another and participating in CSM Single Parent Success/Mothers Living & Learning events.
Credits 1

Kinesiology & Exercise Science

Kinesiology and exercise science is the study of human movement through an analysis of body mechanics. Coursework includes topics such as anatomy, biomechanics, exercise physiology, fitness for population groups, and issues in rehabilitation.

KES 143 : Health & Wellness for Women

Health in today's society is a dynamic process of change. Student success in the university environment is influenced by the relationships that they maintain, create, or change. Adaptation to the stresses of university life is critical. The way in which students cope with change and the stressors they encounter is a focus of this course.
Credits 3

KES 200 : Foundations of Kinesiology

An entry level course designed to meet the students' needs for careers related to kinesiology and exercise science. Emphasis will be placed on the basics of biological science and human movement.
Credits 2

KES 260 : Prevention & Care of Athletic Injuries

Prevention, protection and first aid care of injuries occurring in athletics. Evaluation of protective devices, diets and conditioning. Lab work includes taping and rehabilitation of the injured.
Credits 3

KES 350 : Exercise Physiology

Study of physiological responses and adaptations to exercise related to human performance limitations, training effects, and health-related benefits.
Credits 3
Prerequisite Courses
BIO 200: Anatomy and Physiology I
BIO 201: Anatomy and Physiology I Lab

KES 353 : Structural Kinesiology

The course focuses on an understanding of human performance as it is affected by kinesiological, anatomical, and mechanical factors.
Credits 3
Prerequisite Courses
BIO 200: Anatomy and Physiology I
BIO 201: Anatomy and Physiology I Lab
KES 350: Exercise Physiology

KES 400 : Exercise Testing & Prescription

This course is designed to provide the student with the knowledge, skills, and abilities to assess different areas of physical fitness and prescribe individual exercise programs based on these objective measures.
Credits 3
Prerequisite Courses
KES 350: Exercise Physiology
Prerequisites
Senior standing or higher

KES 401 : Research Methods

The purpose of this course is to provide students with an advanced understanding of how to read, present, and interpret data involved in exercise science research. This course will also prepare students to design experiments, analyze data, evaluate results, and report findings.
Credits 3
Prerequisite Courses
ENG 101: Composition

KES 450 : Theories of Strength & Conditioning

This 3-credit course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare all students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.
Credits 3
Prerequisite Courses
KES 400: Exercise Testing & Prescription

KES 454 : Biomechanics

This course will focus on analyzing human movement through various observations in activity or sport will be addressed.
Credits 3
Prerequisite Courses
KES 400: Exercise Testing & Prescription

KES 490 : Senior Seminar

This course will focus on current events and research that is emerging nation-wide as a trend for the Kinesiology field of study.
Credits 3
Prerequisites
KES senior standing.

KES 492 : Advanced Sport Nutrition

This course emphasizes the effects of nutrition upon physical activity or sport-specific exercise in order to improve human performance.

Credits 3

Prerequisite Courses

KES 350: Exercise Physiology

KES 495 : Special Project/Senior Research

This will provide the opportunity for KES students to serve the CSM and community through on-site practical skills, developing a service-learning project, or research paper in order to prepare for an external internship site.

Credits 3

Prerequisites

Senior standing or permission of the instructor.

KES 498 : Internship

Internship in Kinesiology & Exercise Science is a supervised experience in which the student can implement theories and practices in a professional setting under the direction of a qualified administrator. Students will participate in either a full or part-time experience that fits their personal interest for exposure to various professional areas of Exercise Science.

Credits 3

-6

Prerequisites

Senior standing

KES 501 : Research Methods

The purpose of this course is to provide students with an advanced understanding of how to read, present, and interpret data involved in exercise science research. This course will also prepare students to design experiments, analyze data, evaluate results, and report findings.

Credits 3

KES 590 : Seminar

This is an interactive course in which students investigate applications used in exercise science by experts in the field and report on the scientific efficacy and application of these practices. The course also involves application of theory using various case studies throughout the semester.

Credits 3

KES 595 : Practicum

This will provide the opportunity for KES graduate students to serve the CSM and community through on-site practical skills, developing a service learning project, or research paper in order to prepare for an external internship site.

Credits 3

KES 600 : Exercise Testing and Prescription

This course is designed to provide the graduate student with the knowledge, skills, and abilities to assess different areas of physical fitness and prescribe individual and special populations exercise programs based on these objective measures.

Credits 3

KES 622 : Sport Nutrition

This course investigates the science of food relative to human performance, nutrition, and health education. Areas of emphasis include nutrient chemistry, function, and interactions; energy consumption and metabolism; and resources for nutrition education.

Credits 3

KES 650 : Theories of Strength & Conditioning

This course is designed to provide students with theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations.

Credits 3

KES 652 : Motor Behavior

The course covers a lifespan view of motor learning, motor control, and motor development. The development of each of the body systems (musculoskeletal, neurological, cardiopulmonary, integument) is related to function throughout the lifespan.
Credits 3

KES 654 : Advanced Biomechanics

This course will involve the study of the biomechanical principles that contribute to human performance. Laboratory and practical application of the biomechanical principles of human performance as it applies to various sport activities will be emphasized.
Credits 3

KES 797 : Graduate Internship

This graduate course is a supervised experience in which the student can implement theories and practices in a professional setting under the direction of a qualified administrator. Students will participate in either a full or part-time experience that fits their personal interest for exposure to various professional areas of Exercise Science.
Credits 3

KES 798 : Professional Service Project

This course will assist in developing practical programming that includes supervised pre-professional practice in approved service agencies or organizations. This involves participation in planning, conducting, and evaluating, supervisory, and levels of leadership within a major organization structure.
Credits 3

KES 799 : Thesis

This optional course is the collimation of the M.S. degree, resulting in a substantive paper that involves original collection or treatment of data and/or results. Students selecting the thesis option must receive a commitment from a faculty member.
Credits 3
-6

Legal Studies

The goals of the Legal Studies program are:

- Paralegal majors will demonstrate an understanding of the substantive and procedural areas of law.
- Paralegal majors will demonstrate an understanding of the paralegal profession and its ethical dimensions.
- Paralegal majors will demonstrate effective legal research and writing skills.
- Paralegal majors will become proficient in the use of technology used in the legal workplace.
- The CSM Paralegal Program will be recognized as a center of excellence for paralegal education.

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. 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 paralegal generally works as part of a legal team in a law office, in government, or in a corporate, nonprofit 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. Paralegals may not provide legal services directly to the public, except as permitted by 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 number of law school transfer credits accepted for the 3+3 program will be evaluated based on the first-year curriculum of the particular school. The University only accepts transfer credits in law courses from American Bar Association approved schools.

CLEP and challenge examinations will not be given for paralegal courses.

College of Saint Mary offers three ABA approved degree program options as routes to a career in the paralegal field: a Bachelor's degree, an Associate's degree, and a Post-Baccalaureate Certificate for individuals who hold a Bachelor's degree in another field and want to earn a Certificate in Paralegal Studies.

Legal 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. At least 9 credits of legal specialty courses required for the major or Certificate must be completed via synchronous instruction.

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.

College of Saint Mary also offers qualified students the opportunity to participate in an ABA approved 3+3 degree program option which enables them to earn both a Bachelor and Juris Doctor degree in six years instead of the typical seven years. Students who wish to participate in this program and apply for early admission to law school must inform the Program Director no later than the end of their first semester at College of Saint Mary. Transfer students are eligible to apply for the 3+3 program if they have completed no more than 12 credits prior to enrolling at College of Saint Mary.

Students who wish to apply for early admission to law school (after completion of their junior year) must take the Law School Admission Test (LSAT) and meet the admission qualifications of the law school they want to attend. The College of Saint Mary has an agreement with Creighton University School of Law for early admission of CSM Legal Studies majors.

Early admission options are also available at other ABA approved law schools. Contact the Program Director for more information.

LAW 101 : Introduction to Paralegal Studies

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.
Credits 3

LAW 110 : The Legal Environment

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.
Credits 3

LAW 200 : Legal Research and Writing I

This course emphasizes the basics of legal research methods and good written communication, with an emphasis on precise writing. The course uses a case-study approach for developing organizational, legal style and analytical skills. It is an introduction to the use of research materials in the law library, including WESTLAW, Lexis, Internet basics. The course also includes familiarization with the preparation of legal memoranda and briefs encountered in the general practice of law, with specific research problems to be completed and researched.
Credits 3
Prerequisite Courses
ENG 101: Composition
Prerequisites
Prerequisite or departmental approval for concurrent enrollment in LAW 110.

LAW 210 : Legal Research and Writing II

This course is continuation of LAW 200. Students will continue to develop their practical writing skills through legal research and document preparation exercises, including the drafting of an appellate brief.

Credits 3

Prerequisite Courses

LAW 200: Legal Research and Writing I

LAW 220 : Law Office Administration and Technology

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.

Credits 3

LAW 230 : Litigation I

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.

Credits 3

Prerequisite Courses

LAW 110: The Legal Environment
LAW 200: Legal Research and Writing I

LAW 231 : Litigation II

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.

Credits 3

Prerequisite Courses

LAW 230: Litigation I

LAW 300 : Torts

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. Types of available damages and their calculations are also discussed.

Credits 3

Prerequisite Courses

LAW 200: Legal Research and Writing I

LAW 310 : Advanced Business Law

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.

Credits 3

Prerequisite Courses

LAW 110: The Legal Environment
LAW 200: Legal Research and Writing I

Prerequisites

...or instructor permission

LAW 320 : Estates, Trusts, Tax Law, Probates

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.

Credits 3

Prerequisite Courses

LAW 200: Legal Research and Writing I

LAW 330 : Real Estate Law

This course deals with laws and regulations affecting real estate ownership and use. Topics covered include 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.
Credits 3
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 340 : Contracts

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.
Credits 3
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 350 : Family Law

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.
Credits 3
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 410 : Bankruptcy Law

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.
Credits 1
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 430 : Federal Practice and Constitutional Law

This course includes an overview of the U.S. and Nebraska Constitutions and of the Federal court system, Federal rules, and local rules.
Credits 1
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 440 : Medical Terminology and Malpractice

This course introduces the relevant terminology and medical/legal questions in civil litigation.
Credits 1
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 450 : Special Topics in the Law

This course will introduce and focus on one specific area of the law not covered in one of the required major courses. Specific course subjects are offered on a rotating basis. Example topics include Poverty Law, Criminal Law, Environmental Law, Labor Law, Administrative Law, Arbitration and Mediation Law, Immigration Law, Education Law, Juvenile Law, Worker's Compensation, and Insurance Law.
Credits 1
Prerequisite Courses
LAW 200: Legal Research and Writing I

LAW 470 : Paralegal Internship

LAW 470 is a 3-credit course which provides actual work experience in a legal setting, giving students an opportunity to incorporate classroom learning with practical experience under the supervision of an attorney. The internship entails a minimum of 160 hours completed with the internship host within the framework of the semester in which the internship occurs.

Requirements for acceptance to LAW 470*

1. Permission of the Program Director.
2. Enrollment in the certificate, bachelor, 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. GPA of 2.5 in law course work and GPA 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.
Credits 3

LAW 490 : Coordinating Seminar

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.
Credits 3
Prerequisites
senior standing.

Mathematics

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.

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.

MTH 098 : Developmental Math

Includes basic concepts of the real number system, polynomials, first-degree equations and inequalities, algebraic functions, exponents, radicals, graphing linear functions, and an introduction to quadratic functions. Placement in this course is determined by ACT scores or placement examination. Developmental courses (numbered below 100), may be taken for college credit, but may not be counted toward the academic hours required for associate or bachelor degree completion.
Credits 3

MTH 099 : Pre-Algebra

MTH 099 covers the same background for and introduction to algebra as MTH 098 Developmental Math, but in an accelerated form. This course must be taken with MTH 109, which covers the material in MTH 112 Intermediate Algebra, and both courses will be completed in one semester. The MTH 099/109 combination will meet five hours per week. There is no prerequisite for MTH 099; a successful grade of P must be achieved in MTH 099 to continue with MTH 109.
Credits 2

MTH 109 : Algebra

MTH 109 covers the same material as MTH 112 Intermediate Algebra, but in an accelerated form. It must be taken at the same time as MTH 099, which covers the background for and introduction to algebra, and both courses will be completed in one semester. The MTH 099/109 combination will meet five hours per week. There is no prerequisite for MTH 099; a successful grade of P must be achieved in MTH 099 to continue with MTH 109.
Credits 3

MTH 112 : Intermediate Algebra

An extension of the basic algebraic concepts includes first- and second-degree equations and inequalities, and systems of linear equations.
Credits 3
Prerequisites
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

A study of functions, graphs, linear systems, and matrices.
Credits 3
Prerequisites
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

A study of the circular functions and their graphs, trigonometric functions, trigonometric identities and equations, and applications of trigonometry.
Credits 3
Prerequisites
C or better in MTH 114 or equivalent.

MTH 162 : Mathematics for Teachers

A study of number systems with applications in geometry and probability. This course is designed primarily for elementary and middle school education majors.
Credits 3
Prerequisites
MTH 109 Algebra or MTH 112 Intermediate Algebra

MTH 170 : Discrete Mathematics

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.
Credits 3
Prerequisites
grade of C or better in MTH 112, or equivalent.

MTH 201 : Calculus I

A study of limits and continuity, differentiation of algebraic functions, and elementary integration with applications.
Credits 4
Prerequisites
C or better in MTH 115 or equivalent.

MTH 202 : Calculus II

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.
Credits 4
Prerequisites
C or better in MTH 201 or equivalent.

MTH 203 : Calculus III

The study of calculus of several variables including vectors, partial derivatives, multiple integrals and Green's theorem.
Credits 4
Prerequisite Courses
MTH 202: Calculus II

MTH 242 : Statistics

Collection and tabulation of data, averages and measures of disbursement, correlational and regression analysis, probability and sampling, and hypothesis testing.
Credits 3
Prerequisites
C or better in MTH 112, or permission of program director.

MTH 266 : College Geometry

Axiomatic systems, introduction to non-Euclidean geometry, and projective geometry.
Credits 3
Prerequisite Courses
MTH 201: Calculus I

MTH 288 : Experimental Course

The subject matter of this course will vary from semester to semester in line with current trends.
Credits 1
-3

MTH 312 : Biostatistics

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.
Credits 3
Prerequisites
MTH 114 or equivalent course.

MTH 342 : Mathematical Statistics

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.
Credits 3
Prerequisite Courses
MTH 202: Calculus II

MTH 350 : Abstract Algebra

An introduction to modern algebra, including groups, rings, integral domains, and fields.
Credits 3
Prerequisite Courses
MTH 201: Calculus I

MTH 360 : Linear Algebra

A study of finite dimensional vector spaces, linear transformations, matrices, eigenvalues, and eigenvectors.
Credits 3
Prerequisite Courses
MTH 201: Calculus I

MTH 450 : Differential Equations

Methods of solution and applications of common types of differential equations.
Credits 3
Prerequisite Courses
MTH 202: Calculus II

MTH 491 : Advanced Topics in Mathematics

Allows students to pursue an in-depth study of an area of mathematics that they would not be exposed to otherwise.
Credits 1
-4

MTH 495 : Mathematics Seminar

Student investigation and presentation on topics not included in the usual mathematics offerings.
Credits 1
Prerequisite Courses
MTH 202: Calculus II
Prerequisites
...and departmental approval.

Medical Interpreting

The Department of World Languages grants credits to students who complete the required courses for a Certificate in Interpretation. This program provides professional training to bilingual speakers (Spanish or any other language) who seek instruction in interpretation techniques, situation specific terminology, and ethics of the industry.

MDI 100 : Foundations of Interpreting

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 may include interactions with professional interpreters in action
Credits 3

MDI 110 : Medical Interpreting I: Musculoskeletal, Cardio, and Digest. Sys.

This course is designed to provide current Medical Interpreters or individuals who wish to begin a career in medical interpreting with skills pertaining to health care settings. The course will present a foundation for medical interpreter ethics, an overview of the US healthcare system, and familiarize the students with the vocabulary of the main body systems, as well as medical procedures within the context of real-life triadic encounters. Emphasis will be given in the study of Musculoskeletal, Cardio, Digestive, and other Systems
Credits 3

MDI 120 : Medical Interpreting II: Reproductive and Respiratory Systems

This course is designed to provide current Medical Interpreters or individuals who wish to begin a career in medical interpreting with skills pertaining to health care settings. The course will present a foundation for medical interpreter ethics and an overview of the US healthcare system, familiarization with terms describing body systems and medical procedures in the context of real-life triadic encounters. Emphasis will be given in the study of Reproductive, Respiratory, and other Systems.
Credits 3

MDI 130 : Medical Terminology

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, reading assignments, case-scenarios, and assessments. Emphasis will be to recognize, evaluate, and deduce meanings of medical words by applying word-building rules. Study will be directed to define word parts, apply word-building rules to form words from suffixes, prefixes, and roots in the combining form. An additional focus of study will be to define and use words pertaining to body systems, organs, and specialized medical disciplines.
Credits 3

Medical Laboratory Science

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.

MLS 406 : Basic Laboratory Concepts

This course introduces basic clinical laboratory practices and techniques, principles of laboratory safety and infection control, professional ethics, specimen collection, handling and processing, laboratory math concepts, and phlebotomy.
Credits 1
Prerequisites
Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 408 : Clinical Immunology Serology

The course introduces the study of the immune system and the laboratory tests used to identify its disorders, with practical application of immunologic and serologic principles to aid in the diagnosis of infectious and autoimmune diseases. The theory and application of basic molecular diagnostic tools are also addressed. A laboratory component is included in this course.
Credits 1
Prerequisites
Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 410 : Clinical Chemistry I

This is the first semester of a two semester series on clinical chemistry. This course introduces the theory, technical performance, and evaluation of clinical chemistry laboratory procedures. Basic physiology of organ systems and clinically significant analytes are emphasized. Correlation of clinical laboratory data with the diagnosis and treatment of endocrine disorders is also introduced. The course will include instrumentation, methodologies, and quality control. A laboratory component is included in this course.
Credits 4
Prerequisites
Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 411 : Clinical Chemistry II

This is the second semester of a two semester series on clinical chemistry. This course expands on the theory, technical performance, and evaluation of chemistry laboratory procedures introduced in MLS 410 Clinical Chemistry I. Practical application and correlation of clinical laboratory data with disease states and treatment is emphasized, with a thorough examination of methodologies and problem-solving concepts. Advanced analytical skills, improved laboratory testing efficiency, workload management, and the resolution of unexpected laboratory results are covered in this course. Quality management which includes quality control, quality assurance, and instrument maintenance will also be included. A laboratory component is included in this course.

Credits 3

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 412 : Clinical Hematology I

This is the first semester of a two semester series on clinical hematology and hemostasis. The course involves the study and testing of red blood cells, white blood cells, and blood clotting factors. In addition, the function of blood and the blood-forming organs is taught in this course. The course includes an overview of basic microscopy. Practical application and correlation of clinical laboratory data with disease states is emphasized. A laboratory component is included in this course.

Credits 4

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 413 : Clinical Hematology II

This is the second semester of a two semester series on clinical hematology and hemostasis; the course builds on the material introduced in MLS 412 Clinical Hematology I. Theoretical aspects of specialized hematology and coagulation techniques are reviewed, with a thorough examination of testing methodologies and problem-solving concepts. Hematology and coagulation disease states are thoroughly studied and correlated to the clinical laboratory data. Emphasis is placed on advanced analytical skills, improved laboratory testing efficiency, workload management, and the resolution of unexpected laboratory results. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included. A laboratory component is included in this course.

Credits 3

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 414 : Clinical Immunohematology I

This is the first semester of a two semester series on immunohematology. This course introduces the study of blood group antigens and antibodies as applied to the transfusion of blood and blood components. The course involves the study of the principles, procedures, and clinical significance of transfusion medicine. Included will be a brief overview of genetics, immunology, and regulations governing blood banks. Recognition of unexpected laboratory results will be emphasized. Quality testing which includes quality control, basic transfusion medicine laboratory techniques and procedures, and safety will also be included.

Credits 3

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 415 : Clinical Immunohematology II

This is the second semester of a two semester series on immunohematology. The course continues the study of the principles, procedures, and clinical significance of transfusion medicine introduced in MLS 414 Clinical Immunohematology I. Advanced immunohematology theory and laboratory techniques are taught, with a thorough examination of methodologies and problem-solving concepts. These include, but are not limited to: compatibility testing, adverse transfusion events, hemolytic anemia, differentiating multiple blood group antibodies, and the resolution of unexpected laboratory results. Emphasis is placed on advanced analytical skills, improved laboratory testing efficiency, and workload management. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included.

Credits 3

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 416 : Clinical Microbiology I

This is the first semester of a two semester series on clinical microbiology. This course introduces the study and laboratory identification of bacteria of clinical significance using culture, biochemical, molecular, and microscopic methods, as well as, the performance and interpretation of bacterial antibiotic susceptibility testing. The course introduces the study of viruses and their detection and identification. Instrumentation and quality control are also included in this course.

Credits 4

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 417 : Clinical Microbiology II

This is the second semester of a two semester series in clinical microbiology; the course builds on the material introduced in MLS 416 Clinical Microbiology I and MLS 408 Clinical Immunology and Serology. This course advances the study and laboratory identification of bacteria of clinical significance, with a thorough examination of methodologies and problem-solving concepts, including the resolution of unexpected laboratory results. The course includes the study of viruses, parasites, and fungi, and their detection and identification. The course continues the study of serologic principles and methods to aid in the diagnosis of infectious diseases. Emphasis is placed on advanced analytical skills, improved laboratory testing efficiency, and workload management. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included.

Credits 4

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 418 : Clinical Microscopy I

This is the first semester of a two semester series on clinical urine and body fluid analysis. Study of urine includes physiology of renal function, as well as, the significance of cellular and chemical constituents of urine. Microscopic evaluation of other significant body fluids and clinical diagnoses are introduced. A laboratory component is included in this course.

Credits 1

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 419 : Clinical Microscopy II

This is the second semester of a two semester series on clinical urine and body fluid analysis. This course expands on the theory, technical performance, and evaluation of laboratory procedures introduced in MLS 418 Clinical Microscopy I. The physiology of renal function and the significance of cellular and chemical constituents of urine are reviewed, with a thorough examination of methodologies and problem-solving concepts. Practical application and correlation of clinical laboratory data along with patient diagnosis is emphasized. Students develop multi-tasking and trouble-shooting skills to aid in workload management. Quality management which includes quality control, quality assurance, laboratory techniques, and instrument maintenance will also be included. A laboratory component is included in this course.

Credits 1

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 420 : Clinical Laboratory Management I

This course introduces the study of the basic concepts and principles of the management process with particular emphasis on laboratory operations. Laboratory safety, quality control, professionalism, scope of practice, research applications, and educational methodologies are topics included in this course.

Credits 1

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 421 : Clinical Laboratory Management II

This course builds on the study of the basic concepts and principles of the management process introduced in MLS 420 Clinical Laboratory Management I. Laboratory compliance and regulatory issues, financial resource management, human resource management, method validation, professionalism and educational methodologies, and quality management are topics included in this course.

Credits 1

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

MLS 423 : Medical Laboratory Science Clinical Correlation

This is a comprehensive course that uses lecture and case studies as an in-depth review of the theory and laboratory findings in all areas of the clinical laboratory including: immunology & serology, chemistry, hematology, immunohematology, microbiology, and microscopy. Practical application and correlation of clinical laboratory data, disease states, and diagnoses are emphasized.

Credits 2

Prerequisites

Enrollment in the Nebraska Methodist Hospital Medical Laboratory Science

Military Science (Air Force ROTC)

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/.

AES 001 : Leadership Laboratory (LLAB)

Leadership Laboratory courses (LLABs) augment the AFROTC academic curriculum by providing prospective Air Force officers opportunities and feedback needed to develop leadership, managerial, and supervisory skills. Applications include a study of Air Force customs and courtesies, drill and ceremonies, problem solving, communication, and learning about career opportunities available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. Instruction conducted within the framework of an organized cadet corps with a progression of experiences designed to develop leadership potential.

AES 131 : The Foundations of USAF I

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include background, mission, and organization of the Air Force and functions of U.S. strategic forces. Emphasis placed on development of written and oral communication. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Fall)
Credits 1
Co-Requisite Courses
AES 001: Leadership Laboratory (LLAB)

AES 132 : The Foundations of USAF II

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include background, mission, and organization of the Air Force and functions of U.S. strategic forces. Emphasizes development of written and oral communication. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Spring)
Credits 1
Co-Requisite Courses
AES 001: Leadership Laboratory (LLAB)

AES 231 : The Evolution of USAF Air and Space Power I

Survey course designed to trace the historical development of air power and its uses starting before the Wright brothers and extending through the Korean War. Concentrates on the advent of the air age, the airplane at war (1914-1918), the interwar years, air power in World War II, the Berlin Airlift, air power in the Korean War, and the evolution of air power concepts and doctrine. Emphasizes student participation and presentations to enhance communication skills. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Fall)
Credits 1
Prerequisites
AES 131 & AES 132 or permission of instructor
Co-Requisite Courses
AES 001: Leadership Laboratory (LLAB)

AES 232 : The Evolution of USAF Air and Space Power II

Survey course designed to trace the historical development of air power and its uses starting after the Korean War and continuing through its present role in international policies. Concentrates on air and space power experiences from the Vietnam conflict and operations Desert Shield and Desert Storm. Emphasizes student participation and presentations to enhance communication skills. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences. (Spring)
Credits 1
Prerequisites
AES 131 & AES 132 or permission of instructor
Co-Requisite Courses
AES 001: Leadership Laboratory (LLAB)

AES 311 : Air Force Leadership Studies, I

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts studied. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. (Fall)

Credits 3

Prerequisites

AES 131, AES 132, AES 231 & AES 232 or permission of instructor

Co-Requisite Courses

AES 001: Leadership Laboratory (LLAB)

AES 312 : Air Force Leadership Studies II

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts studied. Leadership Laboratory (AES 001) is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. (Spring)

Credits 3

Prerequisites

AES 131, AES 132, AES 231 & AES 232 or permission of instructor

Co-Requisite Courses

AES 001: Leadership Laboratory (LLAB)

AES 411 : National Security Affairs/Preparation for Active Duty I

An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis given to refining communication skills. Leadership Laboratory (AES 001) is mandatory and complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. (Fall)

Credits 3

Prerequisites

AES 311 & AES 312 or permission of instructor

Co-Requisite Courses

AES 001: Leadership Laboratory (LLAB)

AES 412 : National Security Affairs/Preparation for Active Duty, II

An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis given to refining communication skills. Leadership Laboratory (AES 001) is mandatory and complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. (Spring)

Credits 3

Prerequisites

AES 311 & AES 312 or permission of instructor

Co-Requisite Courses

AES 001: Leadership Laboratory (LLAB)

Military Science (Army ROTC)

Army Reserve Officers' Training Corps (MIL)

The Army Reserve Officer's Training Corps (ROTC) program was established at College of Saint Mary in February 1975, when the University concluded an agreement to provide the program of instruction with the military science department of Creighton University. This makes College of Saint Mary the first women's university in the western United States to offer Army ROTC to its students.

The ROTC program is prepared and presented by the military science department of Creighton University and the U.S. Army under an independent contract with College of Saint Mary.

Program Objectives

The program provides training designed to qualify students for an Army Commission while also preparing them for civilian executive and management positions. Hence, the student may earn a commission while earning an academic degree in a discipline of her choice. Leadership training is the core of the Military Science program and is required each semester. It is accomplished, in part, through a leadership laboratory conducted each week and field exercises held each semester. The Basic Course develops an understanding of teamwork and leadership techniques. Leadership is enhanced through practical application in drill, leader reaction exercises and tactical exercises in field situations. Additionally, there are opportunities for optional adventure training in Helicopter Rappelling and Air Assault, Airborne and Mountain Survival Training. Advanced course students plan, organize and conduct the Basic Course leadership program, thereby enhancing their management and supervisory skills. Further growth is achieved through field exercises and enrichment activities, Ranger Training, Physical Training, and Cadet Troop Leadership Training.

Advanced Course

Although Military Science Courses may be taken for credit by any student, only those students formally enrolling in and successfully completing the Advanced Course will receive a commission. If selected for and enrolled in the Advanced Course, the student must agree to complete the remaining two years of ROTC and to accept a commission, if offered, upon completion of the course.

Each Advanced Course student must attend a 32-day Advanced Camp, normally during the summer between their junior and senior year. Advanced Camp consists of the practical application of the instruction and skills learned at Creighton, with emphasis on leadership and physical fitness. Students are paid travel expenses to and from camp as well as a daily working salary. All accommodations, clothing, equipment, and food are provided.

Army Reserve/Army National Guard Simultaneous Membership Program (SMP)

The ROTC Program is normally a four-year program; however, under the Simultaneous Membership Program (SMP), qualified juniors (those who are veterans or those who have successfully completed three years of Junior ROTC or Basic Training with a reserve or national guard unit) may, upon the approval of the Profession of Military Science (PMS), enter the Advanced Course and earn a commission. The student may apply for Active Duty with the U.S. Army upon graduation.

Qualified SMP students may apply for scholarships under the Guaranteed Reserve Forces Duty Scholarship program. This is a two-year scholarship that could be worth nearly $38,400. Other scholarships may also be available. In addition to the $350 per month and the Reserve unit pay, SMP students are still eligible for selected Montgomery GI Bill® college assistance programs. Total monetary entitlements for even a non-scholarship SMP student during the two-year program could exceed $28,000.

Special Opportunities

Students who have completed 12 months of service in one of the U.S. Armed Services and have achieved junior standing may, upon approval of the PMS, be granted credit for the Basic Course and enroll in the Advanced Course. ROTC credit earned at other universities is transferable to Creighton.

Numerous associated and allied programs and extracurricular activities are available to ROTC students. CTLT (Cadet Leadership Training) and NSTP (Nurse Summer Training Program) are great examples of opportunities available to ROTC students. During the summer after junior year, ROTC students are given the opportunity to travel to various Army Posts throughout the world. These are designed to broaden their knowledge and understanding of the military profession and to allow them to acquire and develop new skills.

ROTC Scholarships

Four-and three-year scholarships are available to all high school seniors who apply and are selected to receive these scholarships while they attend an institution offering a four-year Army ROTC program.

ROTC students who gain acceptance to a professional school in the medical field are eligible to apply for the Uniformed Services Health Professions Scholarship Program, which pays the recipient a monthly stipend plus tuition and other academic expenses. These scholarships are offered in medicine, osteopathy, and psychology (Ph.D., clinical or counseling). Students desiring graduate and professional education are permitted to apply for deferment of service obligation resulting from their ROTC enrollment until the completion of such additional studies. This educational delay is open to those pursuing advanced medical, legal, and seminary professions. Feel free to call if there are any questions at (402) 280-1155/2828.

MIL 100 : Leadership Laboratory I

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

MIL 101 : Introduction to Officer Professionalism I

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 1

MIL 102 : Introduction to Officer Professionalism II

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 1

MIL 103 : Foundation of Officership and Basic Leadership

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2
Prerequisites
Nursing students only.

MIL 200 : Leadership Laboratory II

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

MIL 205 : ROTC Leadership Training Camp

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 3
Prerequisites
Director Consent.

MIL 207 : Fundamentals of Army Ranger Training

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2

MIL 208 : Advanced Army Ranger Training

Continuation of MIL 207. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2

MIL 211 : Basic Individual Leadership Techniques

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2
Prerequisites
MIL 101, 102 or Director Consent.

MIL 212 : Advanced Individual Leadership Techniques

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2
Prerequisite Courses
MIL 211: Basic Individual Leadership Techniques

MIL 213 : Military Science and Leadership

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2
Prerequisite Courses
MIL 103: Foundation of Officership and Basic Leadership

MIL 215 : United States Military History

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 3

MIL 300 : Leadership Laboratory III

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

MIL 301 : Adaptive Team Leadership.

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

Credits 3

Prerequisites

MIL 201, MIL 202 or MIL 213 or Director Consent.

MIL 302 : Advanced Team Leadership.

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

Credits 3

Prerequisite Courses

MIL 301: Adaptive Team Leadership.

MIL 351 : Leadership Development Assessment Course

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

Credits 3

Prerequisites

MIL 301 and MIL 302

MIL 352 : ROTC Nurse Summer Training

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

Credits 3

Prerequisites

MIL 301 and 302, Director Consent.

MIL 400 : Leadership Laboratory IV

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

Credits 1

MIL 401 : Mission Command and Advanced Leadership.

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. (Courses offered at Creighton University or University of Nebraska at Omaha)

Credits 2

MIL 402 : Military Management Seminar.

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 2
Prerequisites
MIL 401.

MIL 493 : Directed Independent Readings

Directed readings course designed to consider an issue or field of interest to society in general and the military in particular. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 1
-3
Prerequisites
Director Consent.

MIL 494 : Directed Independent Study and Seminar I

Directed study course designed to consider an issue or field of interest to the society in general and the military in particular. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 1
-3
Prerequisites
Director Consent.

MIL 495 : Directed Independent Study and Seminar II

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. (Courses offered at Creighton University or University of Nebraska at Omaha)
Credits 1
-3
Prerequisites
Director Consent.

Music

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 COURSES TAKEN FOR NON-CREDIT

Select music courses, to be determined by Fine Arts Director, may be taken as non-credit, instead of as a graded course. The following process should be followed: Contact the Fine Arts Director for permission, who will then notify the Registrar's Office to register the student for non-credit. The Registrar Office enters the course on the student's schedule with zero credits and a grade of NC. A course may be changed to no credit any time during the semester by a written request to the Registrar's Office. 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.

MUS 100 : Beginning Piano

Credits 1
Prerequisites
MUS 108 and MUS 109 or permission of the program director.

MUS 101 : Beginning Organ

Credits 1

MUS 102 : Beginning Voice

Credits 1

MUS 103 : Beginning Violin

Credits 1

MUS 104 : Beginning Guitar

Credits 1

MUS 105 : Beginning Trumpet

Credits 1

MUS 106 : Beginning Flute

Credits 1

MUS 108 : Class Piano I

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.
Credits 2

MUS 109 : Class Piano II

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.
Credits 2

MUS 117 : Beginning Tuba

Credits 1

MUS 118 : Musicianship I

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.
Credits 3

MUS 119 : Musicianship II

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.
Credits 3
Prerequisites
MUS 118 or its equivalent.

MUS 120 : Beginning Oboe

Credits 1

MUS 121 : Beginning Cello

Credits 1

MUS 126 : Beginning Trombone

Credits 1

MUS 127 : Beginning Bassoon

Credits 1

MUS 128 : Beginning Viola

Credits 1

MUS 129 : Beginning Clarinet

Credits 1

MUS 204 : Music of the People

A listening course which explores types of folk music, instruments and dances important to people of specific cultures and countries throughout the world.
Credits 3

MUS 205 : Women in Music

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.
Credits 3

MUS 206 : Music of Western Civilization

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.
Credits 3

MUS 208 : History of Jazz and Rock

An historical survey of the development of jazz and rock from their beginning to the present.
Credits 3

MUS 210 : Intermediate Piano

Credits 2
Prerequisites
MUS 100 or its equivalent and permission of the instructor.

MUS 211 : Intermediate Organ

Credits 2
Prerequisites
MUS 101 or its equivalent and permission of the instructor.

MUS 212 : Intermediate Voice

Credits 2
Prerequisites
MUS 102 or its equivalent and permission of the instructor.

MUS 213 : Intermediate Violin

Credits 2
Prerequisites
MUS 103 or its equivalent and permission of the instructor.

MUS 214 : Intermediate Guitar

Credits 2
Prerequisites
MUS 104 or its equivalent and permission of the instructor.

MUS 215 : Intermediate Trumpet

Credits 2
Prerequisites
MUS 105 or its equivalent and permission of the instructor.

MUS 216 : Intermediate Flute

Credits 2
Prerequisites
MUS 106 or its equivalent and permission of the instructor.

MUS 217 : Intermediate Tuba

Credits 2
Prerequisites
MUS 117 or its equivalent and permission of the instructor.

MUS 220 : Intermediate Oboe

Credits 2
Prerequisites
MUS 120 or its equivalent and permission of the instructor.

MUS 221 : Intermediate Cello

Credits 2
Prerequisites
MUS 121 or its equivalent and permission of the instructor.

MUS 226 : Intermediate Trombone

Credits 2
Prerequisites
MUS 126 or its equivalent and permission of the instructor.

MUS 227 : Intermediate Bassoon

Credits 2
Prerequisites
MUS 127 or its equivalent and permission of the instructor.

MUS 228 : Intermediate Viola

Credits 2
Prerequisites
MUS 128 or its equivalent and permission of the instructor.

MUS 229 : Intermediate Clarinet

Credits 2
Prerequisites
Music 129 or its equivalent and permission of instructor.

MUS 247 : CSM Chorus

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.
Credits 0
-1

MUS 307 : Old Man River: American Music and the Mississippi River

This course provides an introduction to the history and development of popular and folk music styles from the American culture, and the importance of the Mississippi River in creating and disseminating musical styles. The Course will provide an overview of the development of American musical styles and their historical relationships with the Mississippi River. Students will experience a wide variety of music from different genres and style periods, become familiar with basic musical forms and concepts from American folk and popular traditions and develop informed listening skills.
Credits 3

MUS 310 : Advanced Piano

Credits 2
Prerequisites
MUS 210 or its equivalent and permission of the instructor.

MUS 311 : Advanced Organ

Credits 2
Prerequisites
MUS 211 or its equivalent and permission of the instructor.

MUS 312 : Advanced Voice

Credits 2
Prerequisites
MUS 212 or its equivalent and permission of the instructor.

MUS 313 : Advanced Violin

Credits 2
Prerequisites
MUS 213 or its equivalent and permission of the instructor.

MUS 314 : Advanced Guitar

Credits 2
Prerequisites
MUS 214 or its equivalent and permission of the instructor.

MUS 315 : Advanced Trumpet

Credits 2
Prerequisites
MUS 215 or its equivalent and permission of the instructor.

MUS 316 : Advanced Flute

Credits 2
Prerequisites
MUS 216 or its equivalent and permission of the instructor.

MUS 317 : Advanced Tuba

Credits 2
Prerequisites
MUS 217 or its equivalent and permission of the instructor.

MUS 320 : Advanced Oboe

Credits 2
Prerequisites
MUS 220 or its equivalent and permission of the instructor.

MUS 321 : Advanced Cello

Credits 2
Prerequisites
MUS 221 or its equivalent and permission of the instructor.

MUS 326 : Advanced Trombone

Credits 2
Prerequisites
MUS 226 or its equivalent and permission of the instructor.

MUS 327 : Advanced Bassoon

Credits 2
Prerequisites
MUS 227 or its equivalent and permission of the instructor.

MUS 328 : Advanced Viola

Credits 2
Prerequisites
MUS 228 or its equivalent and permission of the instructor.

MUS 329 : Advanced Clarinet

Credits 2
Prerequisites
MUS 229 or its equivalent and permission of the instructor.

MUS 346 : History of Music I

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.
Credits 3

MUS 347 : History of Music II

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.
Credits 3

MUS 348 : Twentieth Century Music

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.
Credits 3

MUS 349 : Masterpieces of Sacred Music

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.
Credits 3

MUS 357 : CSM Singers

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.
Credits 1
Prerequisites
One previous semester of MUS 247 (or its equivalent) and permission of the instructor.

MUS 375 : The American Musical

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.
Credits 3

MUS 380 : Experimental Course

The subject matter and methods of this course will vary from semester to semester in line with current trends.
Credits 3

MUS 391 : Special Project

Individual projects carried out by a student under faculty direction.
Credits 1
-3
Prerequisites
Departmental approval.

Nursing

Nursing education at College of Saint Mary began in 1969 and has had various degree types. The Practical Nursing certificate program (PNC) began in 2004. The PNC program is approved by the Nebraska Board of Nursing. In 2014, the traditional/pre-licensure Bachelor of Science (BSN) program began and in 2023 the LPN-to-BSN program option was added. The BSN program is approved by the Nebraska Board of Nursing. The BSN program at College of Saint Mary located in Omaha, NE is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the BSN program is continued accreditation. View the public information disclosed by the ACEN regarding this program at: http://www.acenursing.com/accreditedprograms/programsearch.htm.

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.

NUR 100 : Introduction to Nursing - Theory

Students are introduced to the profession of nursing as a lifelong career in health care. A historical perspective of nursing will include significant individuals and their contribution to the profession. College of Saint Mary Nursing Philosophy will serve as a basis for discussion related to curriculum strands of patient-centered care, communication, leadership, safety and professional role. Students will also be introduced to introductory nursing skills in the skills laboratory.
Credits 2

NUR 101 : Fundamentals of Nursing — Theory/Clinical

This nursing course will provide the theoretical framework upon which subsequent nursing courses will build. Students are introduced to theoretical concepts and principles of patient-centered care, communication, safety, leadership, professional role, and the nursing process. The concepts and principles are integrated in the provision of holistic nursing care for the general population with a focus on the adult in a variety of clinical and health care settings.
Credits 9
Prerequisite Courses
NUR 100: Introduction to Nursing - Theory
Corequisites
NUR 102

NUR 102 : Pharmacology — Fundamentals of Nursing

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.
Credits 1
Prerequisite Courses
NUR 100: Introduction to Nursing - Theory
Co-Requisite Courses
NUR 101: Fundamentals of Nursing — Theory/Clinical

NUR 103 : 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.
Credits 3
Co-Requisite Courses
NUR 100: Introduction to Nursing - Theory

NUR 200 : Psychiatric-Mental Health Nursing

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.

Credits 4

Prerequisite Courses

PSY 101: General Psychology

Prerequisites

All Nursing 100 level courses

Co-Requisite Courses

NUR 201: Population-Based Community Health Nursing
NUR 202: Psych/Public Health Pharmacology

NUR 201 : Population-Based Community Health Nursing

Students are introduced to theoretical concepts and principles of community health nursing. The concepts and principles are integrated in the provision of holistic nursing care for vulnerable individuals, families, groups, communities, and populations in a variety of settings.

Credits 4

Prerequisite Courses

PSY 101: General Psychology

Prerequisites

All Nursing 100 level courses

Co-Requisite Courses

NUR 200: Psychiatric-Mental Health Nursing
NUR 202: Psych/Public Health Pharmacology

NUR 202 : Psych/Public Health Pharmacology

Students are introduced to principles and practice of psychotropic medication treatment of major mental disorders. Emphasis is on drug classifications, pharmacological action, dosage, side effects, nursing implications and the reason medications are prescribed for individuals with schizophrenia, bipolar disorder, depressive disorders, and anxiety disorders. Emphasis is also placed on the role of herbal, homeopathic, and over-the counter medications in the community.

Credits 1

Prerequisite Courses

PSY 101: General Psychology

Prerequisites

All Nursing 100 level courses

Co-Requisite Courses

NUR 200: Psychiatric-Mental Health Nursing
NUR 201: Population-Based Community Health Nursing

NUR 203 : Maternal Newborn Nursing

Students are introduced to theoretical concepts and principles of maternal/newborn health nursing. The concepts and principles are integrated in the provision of holistic nursing care and will focus on health maintenance, health promotion, and the study of diseases and disorders affecting women, neonates, families, groups, communities, and populations along the health-illness continuum in a variety of maternal/newborn inpatient and outpatient settings.

Credits 4

Prerequisite Courses

PSY 101: General Psychology

Prerequisites

All Nursing 100 level courses

Co-Requisite Courses

NUR 204: Pediatric Nursing
NUR 205: Maternal/Pediatric Pharmacology

NUR 204 : Pediatric Nursing

Students are introduced to theoretical concepts and principles of pediatric nursing. Course will focus on, health promotion, health maintenance, and the study of diseases and disorders affecting infants, children, adolescents, and families along the health-illness continuum. Concepts and principles are integrated in the provision of holistic nursing care for individuals, families, groups, communities, and populations in a variety of pediatric inpatient and community-based settings.

Credits 4

Prerequisite Courses

PSY 101: General Psychology

Prerequisites

All Nursing 100 level courses

Co-Requisite Courses

NUR 203: Maternal Newborn Nursing

NUR 205: Maternal/Pediatric Pharmacology

NUR 205 : Maternal/Pediatric Pharmacology

Students will apply principles and practice of medication therapy, drug classification and patient-related variables for the maternal/child patient. Emphasis is on drug classifications, pharmacological action, dosage, side effects, nursing implications, and indications of medication prescribed for maternal/child patients. Nursing assessment and evaluation of patient responses to medications in relation to health, age, lifestyle, gender, ethnicity, and other cultural factors are explored.

Credits 1

Prerequisite Courses

PSY 101: General Psychology

Prerequisites

All Nursing 100 level courses

Co-Requisite Courses

NUR 203: Maternal Newborn Nursing

NUR 204: Pediatric Nursing

NUR 206 : Cultural & Spiritual Care Nursing

Students are introduced to theoretical concepts regarding culture and strategies for providing culturally competent nursing care in a multi-cultural society. The student will develop awareness of cultural and spiritual beliefs as they impact behavior and life choices of individuals seeking healthcare. Cultural concepts and principles are discussed as related to provision of holistic nursing care for vulnerable individuals, families, groups, communities, and populations in a variety of inpatient, outpatient, and public health settings. This course provides a balance between acquiring some background knowledge of select cultural groups encountered in clinical practice, and developing attitudes and skills that are not specific to any particular culture but are universally relevant.

Credits 3

Prerequisites

All Nursing 100 level courses

NUR 207 : Introduction to Nursing Research/EBP

The focus of this nursing course is to provide an introduction and overview of nursing research, evidenced based practice, and concepts of quality improvement at the baccalaureate level. This course will examine the basic components of qualitative and quantitative research as well as the ethical considerations in nursing research. The course emphasizes correlations between patient-centered care, safety, professional role, evidence-based practice, and patient outcomes.

Credits 3

Prerequisites

All Nursing 100 level courses

NUR 208 : 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.

Credits 3

Prerequisite Courses

BIO 366: Pathophysiology

Prerequisites

All Nursing 200 level courses

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 a professional nurse.

Credits 8

Prerequisite Courses

BIO 366: Pathophysiology

Prerequisites

All Nursing 200 level courses

Co-Requisite Courses

NUR 301: Acute Medical/Surgical Pharmacology

NUR 301 : Acute Medical/Surgical Pharmacology

Students continue to develop an understanding of pharmacological principles as related to nursing practice with application of pharmacokinetics and pharmacodynamics. Emphasis is placed on medications commonly encountered in the acute medical/surgical population.

Credits 2

Prerequisite Courses

BIO 366: Pathophysiology

Prerequisites

All Nursing 200 level courses

Co-Requisite Courses

NUR 300: Acute Medical/Surgical Nursing

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 coordination of care as part of the interdisciplinary care team.

Credits 8

Prerequisites

All Nursing courses through NUR 301

Co-Requisite Courses

NUR 304: Multisystem Medical/Surgical Pharmacology

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.

Credits 2

Prerequisites

All Nursing courses through NUR 301

Co-Requisite Courses

NUR 303: Multisystem Medical/Surgical Nursing

NUR 305 : Transition to Professional Nursing Practice

This course focuses on knowledge and skills that new nurses need to effectively respond to challenges in the rapidly evolving healthcare system. Students examine issues regarding select social, ethical, political, legal, and organizational communication factors and issues which influence professional nursing practice and the healthcare system.

Credits 2

Prerequisites

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.

Credits 2

Prerequisites

All Nursing courses through NUR 301

NUR 307 : Professional Nursing Preceptorship

In this course, students will provide and manage care for patients in select clinical settings under the supervision of a baccalaureate-prepared Registered Nurse preceptor. This preceptorship experience is structured to foster synthesis of theoretical concepts, refinement of clinical skills, organization of patient care activities, development of sound clinical decision-making skills, and demonstration of the ability to work effectively as a team member. Students will have the opportunity to demonstrate their ability to deliver safe, patient-centered care, as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics, consistent with the Institute of Medicine (IOM) core competencies and Quality and Safety Education for Nurses (QSEN) guidelines. This course also incorporates a virtual and live review to prepare students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Credits 6

Prerequisites

All Nursing courses through NUR 306

NUR 308 : Cultural and Spiritual Care in Nursing

Students are introduced to theoretical concepts regarding culture and strategies for providing culturally competent nursing care in a multi-cultural society. The student will develop awareness of cultural and spiritual beliefs as they impact behavior and life choices of individuals seeking healthcare. Cultural concepts and principles are discussed as related to provision of holistic nursing care for vulnerable individuals, families, groups, communities, and populations in a variety of inpatient, outpatient, and public health settings. This course provides a balance between acquiring some background knowledge of select cultural groups encountered in clinical practice, and developing attitudes and skills that are not specific to any particular culture but are universally relevant.

Credits 3

Prerequisites

All Nursing 100 level courses

Occupational Therapy

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.

OTD 600 : Introduction to Professional Identity

Professional identity is an important dimension to becoming an occupational therapist. This course will help students identify the components of professional identity and history through the lens of the occupational therapist. Gaining a perspective of health through occupation enables the therapist to identify the unique value of occupational therapy and become authentic practitioners.

Credits 2

OTD 700 : Fundamentals of Theory

This course introduces students to occupational therapy theories, models of practice and frames of reference. Students will understand how theories are developed and will select and utilize theories to inform and guide the occupational therapy process.

Credits 2

OTD 702 : Fundamentals of Evaluation

Students will examine evaluation principles throughout the occupational therapy process. Students will practice selecting and administering assessments throughout the lifespan and in various practice settings.
Credits 2

OTD 704 : Principles of Education and Communication

The purpose of this course is to develop student's teaching and professional communication skills. This course provides the foundation for educating individuals in a variety of settings on the unique value of occupational therapy in improving the health and well-being of persons, groups, and populations.
Credits 3

OTD 706 : Conditions and Environments Impacting Occupation

Students will explore pathological changes in human function that lead to and are associated with various diseases commonly seen in occupational therapy practice. This course also examines health care environments, including treatment settings and payer sources.
Credits 3

OTD 708 : Human Movement and the Evaluation of the Body

Students will examine human motion principles and learn the process of analyzing movement in relationship to occupational therapy practice. This course emphasizes completing a musculoskeletal evaluation in order to understand how motion influences occupational performance and health.
Credits 4

OTD 710 : Clinical Neuroscience and the Evaluation of the Brain

The foundation of neuroanatomy and neurophysiology is important for occupational therapy practitioners when addressing neurological conditions. This course emphasizes the organization and function of the nervous system with focus on how the neurological system influences occupational performance and the health and well-being of individuals and how to assess deficits that may occur in the nervous system.
Credits 4

OTD 712 : Scholarship and Research I: Evidence Based Concepts

This course introduces students to the concepts of evidence-based and reflective practice important in the development of professional identity. Students will understand how to search, consume, and use the literature to guide their clinical practice decisions.
Credits 1

OTD 720 : The Occupational Therapy Process with Adults with Physical Challenges

This course will provide the student with knowledge and skills in managing adults with a variety of physical challenges that affect daily functioning. The student will study various approaches to intervention to address the physical challenges.
Credits 3

OTD 722 : The Occupational Therapy Process with Children I

This course focuses on the foundational knowledge needed for pediatric occupational therapy practitioners. In addition, this course integrates theories driving pediatric practice to best support the OT practitioner's role throughout the OT process, specifically evaluation and assessment.
Credits 3

OTD 724 : The Occupational Therapy Process with Psychosocial Challenges

Students will examine the occupational therapy process to promote positive client centered outcomes with diverse psychosocial client needs.
Credits 3

OTD 726 : The Occupational Therapy Process with Children II

This course continues to explore the OT Process through the Intervention and Outcome phases. This course will introduce emerging areas of pediatric OT practice to continue to support the health and well-being of children, youth and their families.
Credits 3

OTD 728 : Scholarship and Research II: Research Methods

This course prepares students to design and consume quantitative & qualitative research. Students will learn to design and critique research in order to become a critical thinker, reflective practitioner, and evidence based clinician.
Credits 3

OTD 732 : Clinical Reasoning I

In this case-based learning course, students will utilize theory to drive the occupational therapy process of physical and psychosocial needs in children and adults. This course will use practical application of key concepts introduced in practice courses this semester.
Credits 2

OTD 740 : Specialized Interventions

This course teaches students adaptation and remediation strategies to enhance occupational performance. There is an emphasis on the development of sound clinical reasoning and use of scientific evidence for treatment.
Credits 3

OTD 741 : Doctoral Capstone Project Development I

This hybrid course introduces the doctoral capstone continuum to the occupational therapy student. Much of this course will involve one on one weekly meetings with course faculty to guide students through the initial steps of the capstone development process. During this time, students will explore and identify possible areas of interest and/or the need for the major projects to develop skills in an advanced clinical practice skill area. With the mentorship of capstone faculty students will solidify a topic/area of interest and initiate a scholarly written review of literature on their topic.
Credits 3

OTD 742 : Doctoral Capstone Project Development II

This course allows students to finalize their scholarly literature review and then begin site identification. Students will meet at least once weekly with their capstone faulty coach to work through the process of identifying potential sites and securing a site for the capstone experience. Once site identification is completed students will complete a needs analysis for their identified site.
Credits 3

OTD 744 : Healthcare Ethics and Occupational Justice

This writing intensive course intends to assist students to understand the issues that influence health care and occupational therapy practice.
Credits 2

OTD 746 : Scholarship and Research III: Application

This course supports the student during the design and implementation of their scholarly research project. The emphasis of this course will be on the scholarly project development and application of research methods.
Credits 2

OTD 770 : Level IA Fieldwork

This course will provide students an enriched learning experience through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting or through other methods.
Credits 1

OTD 775 : Level IB Fieldwork

This course will provide students an enriched learning experience through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting or through other methods.
Credits 1

OTD 800 : The Occupational Therapy Process with Adults with Neurological Challenges I

This course will provide the student with knowledge and skills in managing adults with a variety of neurological challenges that affect daily functioning. The student will study various approaches to intervention to address the physical challenges.
Credits 3

OTD 802 : The Occupational Therapy Process with Older Adults

This course explores the unique components of the aging process. Students learn how normal aging influences and changes an individual's participation in occupation and life roles. This course addressed the unique role occupational therapy with individual's experiencing end of life situations.
Credits 3

OTD 808 : Clinical Reasoning II

In this case-based learning course, students will utilize theory to drive the evaluation and intervention process of physical and psychosocial needs in complex cases. This course will use practical application of key concepts introduced in practice courses this semester.
Credits 2

OTD 810 : Scholarship and Research IV: Systematic Review I

This course is a one credit hour course the students will take while working on their scholarly research project, a systematic review. Students will take this course while still completing the didactic curriculum on campus.
Credits 1

OTD 812 : Scholarship and Research V: Systematic Review II

This one credit course is offered online during level II fieldwork. During this time student groups will continue to work on their scholarly project, a systematic review.
Credits 1

OTD 820 : Professional Identity: Health Policy and Advocacy

The purpose of this course is to explore national and international health care policy and advocacy in the health care arena. Students will continue to explore their professional identity as advocates for clients, the profession, and self.
Credits 2

OTD 821 : Physical Agent Modalities for Occupational Therapy Practitioners

The use of physical agents in rehabilitation has been shown to have positive effects on achieving patient treatment outcomes. Students will learn the rationale for use and application of various physical agents: superficial heat (thermotherapy, cryotherapy), deep heat (ultrasound), electrotherapy (neuromuscular electrical stimulations, TENS, iontophoresis). Students will realize the adjunctive nature of these agents and how they can be used as a precursor to purposeful activity.
Credits 3

OTD 822 : Research and Scholarship VI: Outcomes and Dissemination

This course will occur fully online as students will be completing level II fieldwork. During this course, students will finalize their scholarly project and prepare to disseminate the completed project.
Credits 1

OTD 824 : Occupational Therapy Process with Upper Extremity Conditions

This course is designed to promote entry-level practice knowledge of common upper extremity orthopedic conditions and injuries and introduce rehabilitative processes to enhance occupational performance and engagement after upper extremity dysfunction. It emphasizes the development of sound professional reasoning and the use of scientific evidence for treatment.
Credits 3

OTD 826 : Clinical Reasoning: Outcomes

This course examines methods in outcome measurement with emphasis on empowerment of self and clients within the occupational therapy process. This course examines methods in outcome measurement with emphasis on empowerment of self and clients.
Credits 2

OTD 840 : Professional Identity: Administration and Leadership

The purpose of this course is to learn and apply the skills necessary to work as a manager and leader in various changing health care environments. Students will refine their professional role as a leader and administrator.
Credits 3

OTD 842 : The Occupational Therapy Process with Groups, Populations and Communities

This course will introduce students to the occupational therapy process of groups, populations, and communities with unmet needs. Students will examine the use of occupation to promote health and wellbeing in community, emerging and non-traditional settings.
Credits 3

OTD 843 : Doctoral Capstone Project Development III

This one credit hour course will occur while the students are on their first level II fieldwork rotation and therefore will be fully online. During this class students will continue to meet indiviudal with their capstone faculty coach, faculty mentor, and site mentor to develop goals and objectives related to their upcoming capstone experience.
Credits 1

OTD 844 : Doctoral Capstone Project Development IV

The purpose of this course is for students to work individually with the capstone coordinator, occupational therapy faculty mentor, and the site mentor to plan the capstone experience.
Credits 1

OTD 846 : The Occupational Therapy Process with Adults with Neurological Challenges II

This course is the second in the curriculum related to occupational therapy for adults with neurological challenges. During this course, students will continue to explore interventions including learn specific interventions related to these diagnoses which may include but are not limited to assistive technology, orthotics & splinting, and community mobility.
Credits 3

OTD 848 : OT Process with Complex Cases

This course will introduce students to complex cases. Case based learning will walk students through the occupational therapy process with a variety of cases across the lifespan and healthcare settings.
Credits 3

OTD 870 : Level IC Fieldwork

This course will provide students an enriched learning experience through participation in selected aspects of the occupational therapy process in an occupational therapy practice setting or through other methods.
Credits 1

OTD 872 : Level II Fieldwork Preparation Seminar

This course is designed to prepare students for transition to Level II fieldwork experiences and entry level practice. Students will prepare for the transition to practice by reviewing fieldwork site specific materials such as assessments, standardized tests, and documentation. Students will also develop an understanding of the fieldwork performance evaluation expectations, including how to manage difficult situations involving ethics, communication, and safety. Students will be expected to exhibit professional behaviors and identify appropriate strategies, as well as resources to foster personal and professional growth, as a Level II fieldwork student and future occupational therapist.
Credits 1

OTD 875 : Level IIA Fieldwork

Level IIA fieldwork course supports the clinical education rotation where students learn the role of the occupational therapist and develop clinical reasoning skills, professional identity, and reflective practice at an entry level.
Credits 6

OTD 970 : Level IIB Fieldwork

Level IIB fieldwork course supports the clinical education rotation where students learn the role of the occupational therapist and develop clinical reasoning skills, professional identity, and reflective practice at an entry level.
Credits 6

OTD 995 : Doctoral Capstone Rotation & Dissemination

This course provides students the opportunity to carry out the designed capstone project and experiential component during participation in a 14-week, individualized learning experience in a current or emerging occupational therapy practice setting. Additionally, students will disseminate the completed capstone project in a professional forum.
Credits 8

OTH 101 : Introduction to Occupational Therapy

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.
Credits 3
Prerequisites
Admission to the OT program and Level II OT status.

Organizational Leadership

MOL 601 : Leadership and You

In order to establish a framework for necessary leadership perspective, behavior, and communication, this course is designed to provide learning experiences for students in three domains related to leadership: self as multi-faceted and talented person of influence, authentic leadership functions, actions and outcomes, and the challenges and complexity of the leadership process.
Credits 3

MOL 611 : Boundary Spanning Team Leadership

This course is intended to facilitate strategy and communication skills valuable in building effective teams within departments or across organizational boundaries. The basic components of group evolution and performance will be examined in depth, including fundamentals of group interaction, development of team norms, determinants of effective team decisions, and management/leadership functions necessary to assist a team in achieving beyond its expectations.
Credits 3

MOL 621 : Theory and Practice: Influence and Outcomes

The purpose of this course is to increase graduate effectiveness as a leader through the analysis and application of essential leadership theories, practices and outcomes. This course examines the process of leadership, delineating the leader's behavior within that process. Focus is on "real world" and present day personal application and the implications to organizations and to leaders. This course also examines the differences between management and leadership and the value of both to the success of organizations. Finally, this course facilitates self-reflection, self-assessment, and personal application of selected aspects of leadership.
Credits 3

MOL 631 : Negotiation and Conflict Management

Through this course, students learn to analyze and engage conflict through the lens of leadership. By exploring the various dynamics of conflict, including power, culture, communication and interests, students gain an understanding of the complexity of conflict. They will reflect upon their own natural responses to conflict, and to develop the skills and the confidence to work with conflict constructively and ethically. Through role-play scenarios, students practice principled negotiation and mediation skills, and explore strategies for managing entrenched conflict that may not be easily resolved.
Credits 3

MOL 641 : Building Human Capacity

This course is designed to assist students in analyzing and practicing the management and leadership skills necessary to maximize hiring success, in taking comprehensive action to set employees up for success, and in creating an environment of continuous coaching for both high achieving and struggling employees. Students will explore their personal perceptions and emotional intelligence and communication skills which impact success in managing others.
Credits 3

MOL 651 : Research and Statistics for Decision Makers

This course will assist students reading and evaluating the literature frequently encountered in leadership and management research, as they pursue best practice information or studies related to their scholarly research and writing. Students will review descriptive statistics and explore inferential statistics, hypothesis testing, confidence intervals, t-tests, ANOVA, correlation, and regression analyses. Students will practice critically evaluating research conducted by others. An overview of quantitative, qualitative and mixed method designs will be included, as will such topics as the scientific method, strengths and limitations of various research designs, reliability and validity, and conducting literature reviews.
Credits 3

MOL 661 : Leveraging Organizational Behavior

This course evaluates the various issues related to organizational success and human behavior. Students will analyze the causes of organizational behavior dilemmas and will explore ways to ethically redirect and leverage behavior to contribute to organizational success. Current topics included are attitudes, diversity and bias, resiliency and grit, the relationship of perceptions to emotions and outcomes, human motivation, trust, responses to change, and organizational politics and power. Organizational culture will be introduced and its relationship to human behavior explored.
Credits 3

MOL 665 : Strategy, Planning and Innovation

This course has been designed to allow students to engage in innovative thinking, conduct and evaluate strategic planning processes and explore the integration of both in their organizations. Strategic thinking, strategic planning and strategic implementation will be conducted and evaluated. Students will explore strategy related to a well-planned use of resources, knowledge of one's own industry, continuous assessment of external environments, working knowledge of organizational life cycle characteristics and needs, clear organizational agendas and systems of organizational accountability. Innovation will be explored related to creating competitive advantage and value for the customer in both non-profit and for-profit organizations.
Credits 3

MOL 667 : Financial Decision Making

The purpose of this course is to provide students a working knowledge of the concepts, problems, tools and applications of corporate and non-profit financial decision making. Students are introduced to the concepts of financial management, the time value of money, and budgeting and forecasting. The course includes a significant emphasis on the role of analytics in financial decision making. Students will be introduced to the fundamental of business analytics, the role of analytics in business performance and the tools that can be used to perform analytics in different business functions. Students will also gain experience in reviewing financial statements, determining how best to analyze data for useful decision making and identifying relevant questions. The course will lead to an understanding of the importance of and strategies for integrating financial management within all areas of business operations.
Credits 3

MOL 669 : Culture and Organizational Change

This course will focus on best practices in change management theory related to assessing the need for, planning, implementing and institutionalizing organizational changes. Students will evaluate methods of securing, analyzing, and utilizing a breadth of organizational performance data needed to drive organizational change and improvement goals. The use of institutional standards and performance goals and benchmarks will be explored. The value and processes of building a culture to support and sustain organizational growth and success will be explored. Emphasis will be placed on the leader's role and necessary actions in leading, supporting and sustaining desired organizational improvements through intentional and systematic behavioral and culture changes. Students will be expected to incorporate concepts and strategies from MSOL courses when completing course assignments.
Credits 3

Philosophy

The philosophy program, inspired by Socrates and guided by the mission of College of Saint Mary, seeks to encourage students to grow in their ability to wonder, contemplate, understand and reflect on their most basic beliefs and assumptions. An emphasis is placed on the importance of seeking the truth rather than accepting the status quo. Philosophy challenges students to see things from unfamiliar perspectives and thus opens their minds to new ways of understanding the world and themselves.

As a result of taking philosophy courses, students will grow in their ability to:

1. Think critically about important issues and express such thoughts clearly and in writing
2. Embrace intellectual struggle in the examination of complex issues and texts
3. Contribute to civil discourse in a pluralistic world
4. Engage in reflective moral discourse and recognize the ethical dimensions in all aspects of life
5. Embrace the examined life

The General Education requirement is met by taking PHL 200 and any other approved philosophy course. PHL 105 can be used to meet either the General Education quantitative reasoning requirement or the General Education philosophy requirement, but not both.

PHL 105 : Principles of Reasoning

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.
Credits 3

PHL 200 : Moral Reasoning

This course is designed to give students a theoretical basis for determining what makes an action right or wrong and to give them the analytic tools to apply this basis to contemporary moral problems.
Credits 3
Prerequisite Courses
ENG 101: Composition

PHL 206 : Introduction to Philosophy

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.
Credits 3
Recommended Prerequisites
ENG 101

PHL 301 : Issues and Trends in Philosophy

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.
Credits 13
Recommended Prerequisites
ENG 101

PHL 310 : Philosophy of Women

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.
Credits 3
Recommended Prerequisites
ENG 101

PHL 315 : Ancient Philosophy

This course examines the beginnings of western philosophy in Ancient Greece. It focuses on the Presocratics and the Golden Age in Athens.
Credits 3
Recommended Prerequisites
ENG 101

PHL 326 : Issues in the Philosophy of Law

Credits 3

PHL 335 : Business Ethics

An examination of the most important moral issues that arise in the contemporary world of business.
Credits 3
Prerequisite Courses
PHL 200: Moral Reasoning

PHL 350 : Health Care Ethics

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.
Credits 3
Prerequisites
PHL 200 or permission of instructor.

PHL 360 : Philosophy Through Film

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.
Credits 3
Prerequisites
PHL 200 or PHL 206 or permission of the instructor.

PHL 391 : Directed Readings

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.
Credits 2
-3
Prerequisites
3 hours in philosophy and departmental approval.

PHL 624 : Academic Integrity

This applied ethics course examines the implications of several influential philosophical theories for a broad range of questions bearing on research, teaching, role expectations, the allocation of resources, and contemporary dilemmas in organizations of P-12, higher education, continuing education, professional development or patient education.
Credits 3

Physical Education

PED 560 : Adaptive Physical Education

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. (Also listed as PED 360.)
Credits 3

Physical Therapy

DPT 700 : PT Professional Issues: Introduction to PT Profession

This course focuses on physical therapy's evolution in becoming an autonomous, doctoring profession, and investigates physical therapists' leadership and professional development through the American Physical Therapy Association's core documents and resources.
Credits 3

DPT 702 : PT Professional Issues: Language of Practice

This course focuses on medical terminology, an essential foundation in communication of physical therapists. Using a body systems approach student will learn the building blocks of prefixes, suffixes, roots, combining forms and abbreviations. Through self-directed learning students will define, interpret, and pronounce medical terms related to structure and function, pathology, movement, examination, diagnosis, prognosis, intervention and clinical procedures.
Credits 1

DPT 704 : Human Anatomy Lecture and Lab

This is an advanced human anatomy lecture/laboratory course that provides the student with foundational knowledge of human gross anatomy. The course will focus on human embryology, histology, and functional anatomy with emphasis on the musculoskeletal and peripheral nervous system of the lumbar spine, pelvis and lower limb, to include associated osseous, muscular, nervous and vascular structures. Students will develop a thorough foundation in human gross anatomy through lectures and laboratory prosection experiences. Three-dimensional anatomy software, basic imaging modalities such as CT, MRI and radiographic films, living/surface anatomy, and synthetic human anatomical models in lab sessions will be used to further enhance students' knowledge of human anatomy.
Credits 6

DPT 706 : Pathophysiology I

This course is the first of a two-course sequence that emphasizes the physiology and pathophysiology of the cardiovascular, endocrine, gastrointestinal, hematologic, hepatobiliary, immune, integumentary, lymphatic, pulmonary, renal, and urogenital body systems; as well as infectious, neoplastic and transplant disease processes. Students are presented with approaches to basic medical assessments (e.g. diagnostic testing and laboratory values), management approaches that consider activity and exercise guidelines, and common medical interventions for conditions related to physical therapy practice. Clinical cases are discussed by students to reinforce the relevance to physical therapy practice.
Credits 3

DPT 708 : PT Practice Issues: Health Promotion and Wellbeing

This course focuses on managing individual needs during illness and disease as well as ways to successfully interact with and enhance health and wellbeing of patients and families in health care settings and the community. Social and structural determinants of health and their impact on health disparities will be examined across multiple levels of influence. Psychosocial and cultural responses to illness and injury will be reviewed. The course will provide a review of psychosocial and cultural aspects of illness and disability to include: (1) responses of the PT, patient/client, family, and support network to the stress of illness and disability; (2) cultural influences on the individual and family responses; (3) impact of cognitive challenges on physical therapy practice; (4) indicators of physical and sexual abuse and neglect, resource and support networks, and influence on treatment plans; (5) key aspects of various mental health issues, when to refer out, and how to promote positive interactions and changes in behavior and adherence; (6) impact of poverty on family stress and health; (7) optimal management of psychosocial issues in patient/client, social networks, and peer relationships; (8) maintaining psychological health within the professional environment. A primary focus of the course will be the promotion of evidence-based and culturally responsive behavior change in the eight dimensions of health through positive therapeutic collaboration. In addition, the course will review the need to advocate for policies that positively impact the health and wellbeing of patients and the wider society.
Credits 2

DPT 710 : Neuroscience- (Neuroanatomy and Neurophysiology)

This course will examine the structural, functional and developmental features of the human nervous system with reference to different disease states. It establishes an anatomical basis for the study and understanding of the nervous system. A study of the basic principles and concepts related to the nervous system. Emphasis is placed on the role of the nervous system in normal physiologic function, with particular emphasis on sensorimotor behavior. Neuroanatomy, neurophysiology, and an introduction to neuropathology are included.
Credits 3

DPT 712 : Movement Science: Human Movement and the Movement Systems

The movement system is the term used to represent the collection of systems (cardiovascular, pulmonary, endocrine, integumentary, nervous and musculoskeletal) that interact to move the body or its component parts. This course is a study of the basic principles and concepts related to human movement science. The development and changes the individual experiences across the life span provides the foundation for understanding human movement. Emphasis is placed on the role of multiple systems in movement, with particular emphasis on sensorimotor behavior inclusive of motor development, motor learning and motor control theory. The course will focus on the systematic evaluation of movement behavior and the possible impairments that can impact individuals' ability to move in the context of function and performance.
Credits 3

DPT 714 : Evidence Based Practice I

This course introduces general research principles and evidence-based practice. This course is designed to present critical analysis of literature pertaining to the intervention components of the Patient/Client Management Model and use the findings to effect clinical care. Common research methods and designs are discussed and applied to clinical problems with integration of patient values as influenced by culture, ethnicity, lifestyles, gender and age into patient-centered clinical decision-making consideration. Basic statistics will be introduced, practiced and appraised in current literature and applied to clinical decision making. This course provides a framework for assignments in subsequent courses in which evidence-based foundations of physical therapy are presented.
Credits 2

DPT 716 : Clinical Biomechanics and Kinesiology

This is a foundational science course that introduces physical therapy students to the study of Biomechanics and Kinesiology. This course will examine the basic principles of human motion based on anatomy, physiology, physics and mechanics. Students will examine the static and dynamic relationship between structure and function of the neuromusculoskeletal system under normal and abnormal conditions. The laboratory portion of this course includes participation in both qualitative and quantitative movement analyses of each joint complex and of the entire body during functional activities and gait. Emphasis is placed on clinical decision making skills related to tissue mechanics, joint function and gait.
Credits 3

DPT 718 : Pathophysiology II

This course is the second of a two-course sequence that emphasizes for physical therapy students to recognize the physiology and pathophysiology of the musculoskeletal and nervous systems; as well as developmental, genetic, metabolic and neurologic disorders. Students are presented with approaches to basic medical assessments (e.g. diagnostic testing and laboratory values), management approaches that consider activity and exercise guidelines, and common medical interventions for conditions related to physical therapy practice. Clinical cases are discussed by students to reinforce the relevance to physical therapy practice.
Credits 3

DPT 720 : Introduction to Physical Therapy Examination

This course provides the foundation for the evaluative process in physical therapy. Physical therapy evaluation includes history, systems review, tests/measures, prognosis, physical therapy diagnosis, goals and intervention plans. Students gain knowledge of how to organize and interpret results from a basic examination of non-complex patient problems. They gain understanding and practical skill in patient questioning and history taking, completion of pain and assessment tools, measurement of vital signs, goniometric examination, manual muscle strength testing, limb girth and limb length measurements and sensory examination. This course also introduces documentation in physical therapy practice, and students will learn how to document the results of the history, systems review and physical examination in a format suitable for a patient's medical record. By the end of this course students are expected to be able to document, select, and perform appropriate components of an initial evaluation of a given, non-complex patient problem. Finally, students are expected to generate a problem list and begin to interpret the results (prognosis and diagnosis) of data gathered during the examination. Material in this course will be delivered using a combination of lecture and laboratory sessions.
Credits 4

DPT 722 : Clinical Decision Making–Patient Management

Students will explore clinical decision-making models used in physical therapy. Students will develop basic decision-making skills, professional behaviors and impairment assessment in patients with musculoskeletal, neurologic and/or cardiopulmonary dysfunction. Through case studies, students will be presented with diagnoses across four systems: cardiopulmonary, integumentary, musculoskeletal, and neuromuscular. Students will apply clinical decision-making models to address clinical dilemmas in simple case scenarios. Students will also explore use of self-assessment and reflection throughout the clinical decision-making process. Students will be introduced to the documentation used in physical therapy practice and apply the various types of documentation to basic patient cases.
Credits 1

DPT 730 : Biophysical Agents/Therapeutic Interventions

This course introduces the use of biophysical agents such as superficial heat, cold, ultrasound, intermittent compression, shortwave diathermy, laser, mechanical modalities, massage and electrotherapy techniques in the management of patients with impairments, functional limitations, activity limitations and participation restrictions. The course will stress a clinical decision-making approach for the selection and application of appropriate biophysical agents within the patient/client management model. Throughout the course evidence supporting the optimal use of biophysical agents will be discussed. This course will also focus on developing therapeutic interventions based the foundational principles of therapeutic exercise. Students will learn to develop physical therapy plans of care to: (1) remediate or prevent impairments, (2) enhance function, (3) reduce risk, (4) optimize overall health, and (5) enhance fitness and well-being. Students will apply clinical decision-making models to address interventions to meet patient/client goals and meet desired outcomes. The goal of the course is to prepare students in this foundational knowledge and skill, so they are able to develop and deliver comprehensive plans of care across the lifespan.
Credits 4

DPT 732 : Evidence Based Practice II

This course further develops and elaborates tools and procedures used in clinical decision-making and evidence-based practice. Students will appraise articles on Diagnosis, Prognosis, and Outcome Measures, epidemiology, systematic reviews, meta-analysis, clinical prediction rules, clinical practice guidelines, single system design and qualitative research.
Credits 2

DPT 734 : Clinical Pharmacology

This course provides a general overview for physical therapy student recognition and understanding of pharmacologic principles, common pathological processes, and to discuss with course colleagues the impact these have on patient management in physical therapy across the lifespan. An overview of drug classifications, the physiologic basis for their actions, and an examination of the synergistic and/or adverse effects to patients' rehabilitation goals are provided to students to recognize and discuss with course colleagues.
Credits 3

DPT 736 : Musculoskeletal Physical Therapy I

This is part I of a 2-course series in musculoskeletal physical therapy. Learners will begin to build a foundation in orthopedic examination and intervention based on the elements of patient/client management (Guide to Physical Therapist Practice) for the cervical spine, temporomandibular joint, head/face, thoracic spine and upper extremity. Patient cases will be used to teach the learner about physical therapy management of musculoskeletal conditions across the continuum of care and throughout the lifespan. Learners will be introduced to musculoskeletal differential diagnosis, regional interdependence, and will utilize clinical decision making in patient scenarios. Management of the patient/client will be related to principles of tissue healing, impairments, and knowledge of pathology and pathomechanics. These principles are applied to musculoskeletal dysfunction of the cervical spine, temporomandibular joint, head/face, thoracic spine and upper extremity regions in this course, but also serve as a foundation for future courses in the management of patients with other system- or lifespan-related disorders.
Credits 4

DPT 738 : Neuromuscular Physical Therapy I

This is the first of two courses focusing on the physical therapy examination and intervention of patients/clients with neuromuscular dysfunction. Students will learn key skills as part of the examination, evaluation, diagnosis, prognosis, and intervention process to improve overall function, activity and participation of their clients with peripheral nerve dysfunction, spinal cord injury, stroke and traumatic brain injury. Environmental and personal factors will be considered. This course addresses the examination and interventions for adults with neuromuscular disorders. Students will apply knowledge from Neuroanatomy and Neuroscience to the clinical management of patients with neurological conditions.
Credits 4

DPT 770 : Integrated Clinical Experience I (ICE I)

The Integrated Clinical Experience I course occurs in the spring semester, Year 1. Students will develop, implement and reflect on a Professional Practice Opportunity focused on observing physical therapy practice in a community-based setting. During onsite intensives, students will assist academic faculty in the provision of care focused on wellness of a healthy population.
Credits 1

DPT 800 : Cardiovascular and Pulmonary Physical Therapy I

This course provides an overview of the related pathologies, diagnostic and medical-surgical procedures of the cardiovascular and pulmonary systems. Students are instructed in the basic examination, evaluation, intervention, and outcome assessment of the cardiovascular and pulmonary systems as related to physical therapy. Physiological principles of exercise will be applied to cardiovascular and pulmonary examination and intervention for given pathologies. Students will demonstrate PT cardiovascular and pulmonary examination, procedures, treatment planning, documentation and outcome measurement across all clinical settings and explore interventions related to exercise, functional activities and airway clearance. The relevance of clinical laboratory values and medical/surgical diagnostics and interventions associated with cardiovascular and pulmonary dysfunctions will also be covered. Particular attention is focused on exercise prescriptions, patient management in various clinical settings, current medical and surgical procedures, guidelines, and education associated with inpatient and outpatient rehabilitation for individuals with cardiovascular and/or pulmonary impairments. Students will use evidence-based practice to guide decisions for developing a physical therapy plan of care.
Credits 4

DPT 802 : Physical Therapy for the Integumentary

The integumentary system is an integral part of neuromuscular, musculoskeletal and cardiopulmonary practice. Because of this widespread influence, physical therapists should be well informed regarding how the integumentary system fits into all phases of practice. This course is structured to provide the student with basic knowledge of the integumentary system, what to examine and how to intervene when pathology is present. Selected modalities are reviewed and discussed as specific interventions for the integumentary system. The content is primarily delivered in lecture format and analysis of selected cases presented to the student. Common pathologic integumentary conditions are presented in relation to other musculoskeletal, neuromuscular, and cardiovascular pathologies. Students are also exposed to common skin conditions and cancer.
Credits 3

DPT 804 : Musculoskeletal Physical Therapy II

This is part II of a 2-course series in musculoskeletal physical therapy. Learners will apply and build on their foundation in course I as they learn examination and intervention techniques for the lumbar spine, pelvis, pelvic floor, and lower extremity. Patient cases will be used to teach the learner about physical therapy management of musculoskeletal conditions across the continuum of care and throughout the lifespan. Clinical decision making and regional interdependence are emphasized in all patient scenarios.
Credits 4

DPT 806 : Neuromuscular Physical Therapy II

This is the second of two courses focusing on the physical therapy examination and intervention of patients/clients with neuromuscular dysfunction. Students will learn key skills as part of the examination, evaluation, diagnosis, prognosis, and intervention process to improve overall function, activity and participation of their clients with Degenerative diseases including Parkinson's disease, Multiple Sclerosis, ALS, Cerebellar degeneration, Movement disorders, vestibular dysfunction, and several other specially chosen neurologic diagnostic categories. Environmental and personal factors will be considered.
Credits 4

DPT 808 : Principles of Education and Communication: PTs as Teachers and Learners

This course will also focus on the physical therapist as a teacher and learner in various contexts, highlighting roles in the clinic and community. Responses to and support of a patient/client to disability, loss, and grief will be explored, as well as indicators of physical abuse and neglect and its responsibilities. The course will develop teaching and professional communication skills across a variety of settings. The course provides the foundation for systematically designing, implementing, communicating, and evaluating learning experiences used in the education of clients, family and caregivers, colleagues, and community members.
Credits 2

DPT 810 : Geriatric Physical Therapy

This course introduces students to the physiologic changes of aging and the sociologic and economic consequences of an aging population. Significant time is dedicated to the natural aging process and how complicating factors such as chronic and comorbid disease processes, malnutrition and frailty can negatively impact the aging adult. Emphasis is placed on the positive and negative effects of lifestyle choices on preventing or accelerating decline in the aging process. The physical therapist's role in application of evidenced based education tools, plan of care development and appropriately graded therapeutic exercise interventions, will be a formative factor in this progression of decline or wellness. Students learn to evaluate, treat, and manage common diseases and disorders in the aging adult population. Topics range from Parkinson's and Alzheimer's disease, to common types of osteoarthritis with total joint replacements, postural defects associated with osteoporosis, comprehensive fall management and neuromuscular changes in the aging adult population. Lab intensive hours are focused on the development of patient management skills related to the examination, evaluation, diagnosis, prognosis, and treatment of the aging adult patient. Students will apply their knowledge and skills in the management of older persons during a concurrent clinical education experience. The general goal of this course is to enlighten student attitudes towards geriatric populations for optimal wellness promotion and advocacy in order to modify disease risk factors impacting older adult's lifespan at large.
Credits 3

DPT 812 : Pediatric Physical Therapy

This course is an introductory course in the physical therapy management of pediatric patients. This course presents fundamental concepts for the physical therapy management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. A framework of normal development and aging from birth to young adult is presented and serves as a course foundation. Students apply the elements of patient/client management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes related to the pediatric patient. Topics included but are not limited to: developmental delay and disability, family-centered care, legislation related to provision of pediatric physical therapy services, orthotics, prosthetics, and assistive technologies. The student will be able to provide services to children in a manner consistent with family-centered care that is respectful of cultural diversity, occurs in the natural environment when appropriate, and fosters collaborative partnerships.
Credits 3

DPT 814 : Prosthetics and Orthotics

This course examines the application of prosthetic and orthotic components including alignment, fabrication, and fitting, gait analysis and exercise programs. Students are facilitated to integrate new information with previous knowledge to enable them to select appropriate examination tests and measures, evaluate, diagnose, prognosticate, create functional goals, and create a comprehensive plan of care for clients who use a prosthesis or orthosis. In this course, students will acquire the skills necessary to evaluate need, analyze pathological gait, develop a plan of care, and treat patients for whom prosthetic or orthotic devices are indicated from a medical or rehabilitation standpoint.
Credits 3

DPT 816 : Differential Diagnosis/Diagnostic Imaging

With most states allowing clients to directly access physical therapy (PT) without a physician referral, therapists must be able to identify signs and symptoms of disease that can mimic neuromuscular or musculoskeletal dysfunction. Given a clinical environment in which therapists are frequently expected to assume the role of autonomous practitioner, this course seeks to aid integration of didactic knowledge, clinical problem solving, and the intuitive process into a scheme useful in the formation of a PT clinical diagnosis and intervention program. This course focuses on the differential diagnostic process within physical therapy and screening for the presence of medical disease or other pathologies whose treatment is beyond the scope of physical therapist practice. Emphasis is placed on the use of problem-solving and clinical decision-making for the process of determining when it is most appropriate to: 1) implement physical therapy care, 2) consult with other healthcare providers regarding patient care while implementing PT, or 3) refer the patient to another healthcare provider. This course presents a comprehensive review of advanced techniques and applications of diagnostic tests and imaging in the major systems and joints of the body related to physical therapy practice. The fundamentals of imaging, as well as the more sophisticated techniques and their diagnostic utility, are presented in this course. Specific content provides review of diagnostic ultrasound, magnetic resonance imaging, computed tomography, nuclear medicine, and radiographs. Content is also presented on general medical diagnostic tests and how to interpret laboratory studies.
Credits 3

DPT 818 : Integrative Pain Science

This course provides an overview of managing patients with chronic pain syndromes through the integration of general concepts related to chronic pain, multidimensional PT management, patient education and the multi-disciplinary nature of chronic pain.
Credits 2

DPT 820 : Acute Care/Primary Care

This course introduces students to the unique aspects of the acute and critical care environment and patient management principles, to include medical equipment, effects of prolonged hospitalization, and their role in multidisciplinary care. Students develop examination, treatment planning, intervention, and discharge planning skills for medically complex patients in acute care settings. This course will explore the therapist's role as an interdependent practitioner working within a collaborative medical model. Inherent in the responsibilities associated with this role is the ability to recognize clinical manifestations that suggest that physician contact is warranted regarding a client's health status. Equally important is knowing what one can omit from the examination scheme on a given day, while placing the client at minimal risk. A proposed examination scheme will provide the structure for our discussion. Presenting the clinical tools and decision-making processes necessary to more efficiently and effectively collect and evaluate the examination data, will be the focus of this course. Professional communication with the client and other health care professionals will also be a central theme. Patient cases are presented as the final part of this course as a means of applying differential diagnostic principles and promoting clinical decision-making.
Credits 2

DPT 830 : Healthcare Delivery System

This course provides an overview of the US Health Care System and how health policy influences medical practice and patient access to services. Learners will begin to develop an understanding of the reimbursement system and how it's integrated within each major setting that physical therapists practice.
Credits 3

DPT 832 : Business and Leadership in PT

This course introduces students to the basic business practices common to entrepreneurship in health care and the leadership practices that support success in management and team development. Students will apply these principles and practices by developing a mock physical therapy business.
Credits 3

DPT 834 : Comprehensive Case Analysis of Complex Patients

This course is the first course in a two-course sequence. This course integrates knowledge obtained throughout the curriculum across the 4 physical therapy systems: Musculoskeletal, Neuromuscular, Cardiovascular/Pulmonary, and Integumentary. Complex patient cases will each have a primary diagnosis in one of the systems and secondary diagnoses in at least one other system. Students will learn how to identify priorities for patient management using complex cases. Clinical decision-making models will be used to guide evaluation and intervention. Students will engage in simulated and clinical experiences to apply their clinical decision-making skills. Students will complete and present their Critical Inquiry Project initiated in EBP 2 In addition, students will learn how to analyze and write a case report for publication. Special instructions: half of this course will address complex cases, and the other half will focus on case reports. Please concentrate your efforts towards the development of the case report section of this course.
Credits 3

DPT 836 : Test Prep for NPTE and PEAT

This course will focus on preparing the students for the national physical therapy examination. Students will complete a National Physical Therapy Examination (NPTE) Prep Course as part of this course and are required to pass a simulated NPTE board examination to validate comprehension of material in preparation for the national licensure exam.
Credits 1

DPT 838 : Health Informatics (EMR and Telehealth)

This course provides an overview of basic concepts related to health informatics and health information technology. Students will recognize and understand the influential factors that currently shape the health informatics landscape, the key elements of effective health care information management, the regulatory and system security measures required to protect health care information, as well as their expected electronic health record management challenges and responsibilities as a physical therapist. Students will collaborate as a small group to develop and present a practical community outreach application of the use of evolving health information technology specialization of specifically an EHR or telehealth program to enhance patients' education and engagement, influence patients' rehabilitation goals, and support better health outcomes for rural or underserved areas.
Credits 2

DPT 870 : Integrated Clinical Experience II (ICE II)

The Integrated Clinical Experience II course occurs in the summer semester, Year 2. Students will develop, implement and reflect on a Professional Practice Opportunity focused on observing physical therapy practice in a medically-complex setting. During onsite intensives, students will assist academic faculty in the provision of care focused on assessing fall risk for an at-risk population and making recommendations. Student participation in patient care during onsite intensives assessing falls-risk will include a multi-factorial approach, including examination and review of contributors to fall risk (environmental hazards, reviewing medications, mobility limitations, visual impairment, etc.).
Credits 1

DPT 900 : Comprehensive Case Analysis of Complex Patients- Capstone Project

This is the second course in a two-course sequence. This course continues to build upon cases presented in the first course. Students will integrate complex clinical presentations across the 4 physical therapy systems: Musculoskeletal, Neuromuscular, Cardiovascular/Pulmonary, and Integumentary, as appropriate to the complex patient case. Students will learn how to identify priorities for patient management while incorporating practice management issues related to life span development, cultural competence, ethics, varied practice setting, and reimbursement. Clinical decision-making models will be used to guide evaluation and intervention decisions. The final course in the curriculum requires the student to integrate and apply previous didactic knowledge, clinical internship experiences, and evidence-based practice principles. Students use clinical internship experiences to prepare patient case reports for professional presentation and discussion. Students complete case reports in written manuscript, scientific poster, and PowerPoint presentation formats.
Credits 3

DPT 970 : Full-time Clinical

The 16-week full-time clinical experience requires the student to apply knowledge, skills, and professional behaviors acquired throughout the didactic coursework to the clinical setting. Under the supervision of a licensed physical therapist, the student will practice in a complex medical setting or a community-based setting to demonstrate competence in physical therapy skills related to all aspects of patient care, team-based collaboration, and clinical functions.
Credits 8

DPT 975 : Full-time Clinical

The 16-week full-time clinical experience requires the student to apply knowledge, skills, and professional behaviors acquired throughout the didactic coursework to the clinical setting. Under the supervision of a licensed physical therapist, the student will practice in a complex medical setting or a community-based setting to demonstrate competence in physical therapy skills related to all aspects of patient care, team-based collaboration, and clinical functions.
Credits 8

Physician Assistant Studies

PAS 500 : Clinical Anatomy

This intense course covers advanced study of the structure and development of the human body. Structural features are studied by gross dissection, demonstration, cross section, and radiology. Emphasis is placed on structure and the relationship of anatomic configuration to diagnosis clinical problems. The format of the course includes lectures, laboratories, and demonstrations. Student evaluation is accomplished through written and practical examinations.
Credits 5

PAS 501 : Clinical Anatomy Lab

This intense course covers advanced study of the structure and development of the human body. Structural features are studied by gross dissection using whole body donors, demonstration, anatomical models, and cross section. Emphasis is placed on structure and the relationship of anatomic configuration to diagnosis clinical problems. Student evaluation is accomplished through written practical examinations.
Credits 1

PAS 502 : Physiology

This course will cover, at an advanced level, the fundamental principles of physiology. The course will cover cell physiology, neurophysiology, musculoskeletal system physiology, renal physiology, respiratory physiology, gastrointestinal physiology, endocrinology, and reproductive physiology.
Credits 5

PAS 504 : Clinical Medicine I

This course will examine the underlying biochemical, cellular, and physiological changes which occur in human disease. Emphasis will be placed on the most common conditions. This course integrates general pathology and laboratory medicine to prepare the student for the clinical medicine course.
Credits 4

PAS 507 : Clinical Communication and Reasoning Skills (CCRS)

This is an entry level course designed to provide the student with a logical and systematic approach to clinical reasoning and patient interaction skills. The process of clinical reasoning involves multiple steps beginning with understanding the PA's role in the current healthcare system. From there the components of the clinical encounter. This would include history gathering, patient interview, generating hypotheses for the patient's problem, testing the hypotheses, working diagnosis, planning the diagnostic and treatment strategy and record keeping. Progressing forward the students learning experience will include patient general inspection, common and concerning symptoms, vital signs, and an introduction to the dermatologic and musculoskeletal exams.
Credits 3

PAS 508 : Professional Practice

This course will introduce the students to the physician assistant profession. Students will gain an understanding of the physician assistant role and professionalism. In addition, students will learn the history of the profession, the profession's organizations, the credentialing and certification process, as well as an introduction to the healthcare system.
Credits 1

PAS 513 : Clinical Medicine I

The Medicine I course is designed to introduce students to the process of clinical decision making by utilizing critical reasoning skills to diagnosis and treat illness and disease. Students will develop their knowledge base in the etiology, clinical presentation, differential diagnoses, and therapeutic approach to disease processes. This course will focus on the most commonly diagnosed medical problems. In addition to lectures and reading assignments, Problem Based Learning sessions in a small group format will allow for increased focus on the critical reasoning process.
Credits 8

PAS 517 : Pharmacotherapy I

This course provides students the general principals of pharmacokinetics and pharmacodynamics of various classes of drugs. Drug actions on the various biochemical pathways and physiological systems will be discussed. The judicious use of drugs in physician assistant practice will be emphasized. This course will lay the foundation for the Pharmacotherapy II course.
Credits 3

PAS 519 : Communication in Medicine I

This course is designed to provide students the skills necessary to become proficient in communication — including verbal communication, non-verbal communication and medical writing skills. Communication is a core component in the practice of medicine. Good communication between patient and provider improves patient outcomes. To effectively build communication skills, the course will address the basic fundamentals and integrate these skills into the clinical curriculum.
Credits 2

PAS 521 : Neuroanatomy

An overview of the structure and function of the central nervous system will be discussed with a focus on principles related to clinical neurology and interpretation of the neurobiological examination.
Credits 2

PAS 527 : Clinical Lab Science

This course will provide the student with an overview of commonly ordered laboratory tests, accurate application of the tests, and interpretation of the data. Proper laboratory technique for selected tests will also be covered along with quality control measures. Additionally, evaluation and correlation of laboratory data used in the diagnosis and treatment of common infectious disease states will be covered.
Credits 2

PAS 528 : Healthcare Systems

This course will provide students an overview of the major types of healthcare systems along with clinical management practices. Coding and reimbursement will be reviewed as well as quality assurance and risk management. Access to care, socioeconomics, and legal issues will be covered.
Credits 1

PAS 529 : Clinical Skills I

This course is designed to provide instruction in the fundamental clinical skills necessary for patient care. A primary focus will be on performance of complete examinations of patients across the lifespan. Weekly lectures combined with small group instruction assist students with learning proper exam techniques, recognizing and appropriately describing physical findings, and using the clinical data to formulate differential diagnoses.
Credits 2

PAS 533 : Clinical Medicine II

This course builds on material presented in the Medicine I course and prepares students for the clinical phase of their education. The course focuses on etiology, risk factors, underlying pathologic processes, and epidemiology for disease processes encountered in the practice of medicine. Recognition of signs and symptoms of medical conditions, appropriate diagnostic work-up, development of differential diagnoses, treatment options, patient education, and prevention are focused topics in the course. The course will follow a systems-based approach.
Credits 8

PAS 537 : Pharmacotherapy II

This course is designed to build upon the material presented in the Pharmacotherapy I course and will emphasize pharmacotherapeutic practice. Commonly prescribed drugs will be examined with the focus on appropriate drug selection based on individual patients, common adverse reactions, and drug interactions. The cost and efficacy of drugs will be studied. Prescribing for special patient populations will be addressed to include pregnancy, lactation, pediatrics, and geriatrics.
Credits 3

PAS 539 : Communication in Medicine II

This course allows students to build upon the knowledge and skills obtained in Communication in Medicine I and continue to increase their competency level. Patient education and counseling skills are emphasized, as is more complex communication such as giving bad news. Significant emphasis is placed on interdisciplinary communication. The skills learned in this course will be integrated into the clinical curriculum, thereby allowing the student to become more familiar with medical communication.
Credits 1

PAS 540 : Behavioral Medicine

This course will focus on neurobiological, psychobiological, emotional, social, and cultural influences and their effect on health and illness in the practice of primary care medicine. Human development across the lifespan will be presented, as well as end of life issues. Normative and maladaptive responses to developmental tasks and life stressors in relation to physical and emotional health will be covered. Health disparities and societal issues are examined. Psychiatric disorders are covered to include psychotic disorders, personality disorders, mood and anxiety disorders. The importance of practicing biopsychosocial medicine is stressed throughout the course. In addition, preventive healthcare and patient counseling will be emphasized.
Credits 4

PAS 549 : Clinical Skills II

This course is a continuation of Clinical Skills I and the student is introduced to technical skills of increased complexity to include suturing, casting, splinting, IVs/injections, gowning, gloving, and a general orientation to the operating room. Students will learn proper sterile technique. Students are given an introduction to common minor procedures. In addition, Basic Life Support, Advanced Life Support, and Pediatric Life Support classes will be part of this course so as to certify the student prior to clinical rotations.
Credits 1

PAS 550 : Medical Ethics

This course examines the application of human and professional values, judgments, and choices to selective ethical dilemmas arising in clinical practice. Students will be introduced to a structured approach for identifying, analyzing, and resolving ethical issues in clinical medicine. Topics related to patient rights, medical practice laws, professional liability, and medical malpractice are explored.
Credits 1

PAS 552 : Research

This course covers topics relevant to clinical research and the principals of evidence-based practice. Topics include research design, sound measurement principles, basic descriptive statistics, and an introduction to the efficient use of information systems. A major portion of the course will emphasize the critical appraisal and synthesis of the findings of clinical research.
Credits 1

PAS 660 : Family Practice Rotation 1

This is four-week primary care experience under the supervision of a community-based primary care setting is designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in each of the settings the preceptor works. These locations may include the hospital, the office, long-term care facilities, and other areas. If inpatient experience is available with the preceptor's practice, the student makes rounds with the preceptor and assists him or her in fulfilling his inpatient responsibilities. In the office the student learns about management procedures in a medical practice and helps the preceptor by providing services consistent with his or her individual background and clinical training. Students will observe the team practice concept of health care.
Credits 4

PAS 670 : Family Practice Rotation 2

This is four-week primary care experience under the supervision of a community-based primary care setting is designed to acquaint the student with those aspects of the practice of medicine unique to the community setting. The student works with the preceptor in each of the settings the preceptor works. These locations may include the hospital, the office, long-term care facilities, and other areas. If inpatient experience is available with the preceptor's practice, the student makes rounds with the preceptor and assists him or her in fulfilling his inpatient responsibilities. In the office the student learns about management procedures in a medical practice and helps the preceptor by providing services consistent with his or her individual background and clinical training. Students will observe the team practice concept of health care.
Credits 4

PAS 671 : Internal Medicine Rotation

This four-week clinical rotation will provide the student experiences in adult medicine. The student will have the opportunity to evaluate and treat acute and chronic illness encountered in Internal Medicine - including outpatient settings, with the potential for inpatient settings if available per the preceptor's practice. This rotation will allow students to learn how to manage more complex medical cases and further develop their critical thinking skills.
Credits 4

PAS 672 : Pediatric Rotation

This four-week clinical experience provides the student with learning opportunities in pediatrics. The rotation will mainly consist of working in outpatient clinics, but may also have some inpatient exposure. The student will learn to manage various acute and chronic childhood illnesses and learn to evaluate normal variations of growth and development of infants and children.
Credits 4

PAS 673 : Women's Health Rotation

This four-week clinical experience studies the broad spectrum of obstetrics and gynecology problems. During this clinical rotation, the management of pregnancy, labor, and delivery including prenatal, birth, and postnatal complications is taught. The student is responsible for taking obstetrical histories, performing obstetrical physical examinations, and following patients through labor, delivery, and the early postpartum period. The student also gains experience in gynecologic care to include well-woman care, cancer detection, sexually transmitted diseases, contraception, and menopausal issues. Students will take gynecological patient histories and perform complete and accurate gynecological examinations, in addition to performing office based procedures with supervision.
Credits 4

PAS 674 : Emergency Medicine Rotation

The Emergency Medicine rotation is four weeks in length and provides the student opportunities to gain experience in evaluating and treating common medical emergencies encountered in the Emergency Department. The rotation will expose the student to cases of trauma, life-threatening conditions, acute illness, and injuries seen in an emergency setting.
Credits 4

PAS 675 : Behavioral Health Rotation

This four-week clinical experience is in an outpatient and/or inpatient Behavioral Health setting. There will be special emphasis on the role of a physician assistant in Behavior Health. Students will have the opportunity to evaluate patients, perform psychiatric interviews, assess mental status, and develop a working diagnosis. The student will develop a tentative medical management plan, make referral to a physician or community agency, and learn follow-up management with the treating physician or agency.
Credits 4

PAS 676 : General Surgery Rotation

During this four-week rotation, students will acquire knowledge and skills in the area of general surgery to include pre-operative, intra-operative, and post-operative care. Students participate in the pre-operative evaluation of the patient, observe/assist during surgery, as well as care for the patient post-operatively. At the end of the rotation, students are expected to understand the course of surgical illness, conduct themselves appropriately in the operating room, and have gained the skills necessary for care of surgical patients.
Credits 4

PAS 677 : Elective Rotation 1

A four-week rotation in an elective. Electives may include a specialty or repeat of a required rotation. Course objectives will be specific to each elective and can be found in the respective elective syllabi.
Credits 4

PAS 678 : Elective Rotation 2

A four-week rotation in an elective. Electives may include a specialty or repeat of a required rotation. Course objectives will be specific to each elective and can be found in the respective elective syllabi.
Credits 4

PAS 679 : Elective Rotation 3

A four-week rotation in an elective. Electives may include a specialty or repeat of a required rotation. Course objectives will be specific to each elective and can be found in the respective elective syllabi.
Credits 4

PAS 691 : Elective Rotation 4

A four-week rotation in an elective. Electives may include a specialty or repeat of a required rotation. Course objectives will be specific to each elective and can be found in the respective elective syllabi.
Credits 4

Physics/Physical Science

PHY 100 : Introduction to the Physical Sciences

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.
Credits 3

PHY 101 : Introduction to the Physical Sciences

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.
Credits 1

PHY 160 : Physical Geology

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.
Credits 4

PHY 162 : Descriptive Astronomy

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.
Credits 3

PHY 164 : Introduction to Meteorology

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.
Credits 4

PHY 202 : College Physics I

A study of the fundamental principles of mechanics, thermodynamics, and waves. Lecture meets 3 hours per week. Must be taken concurrently with PHY 203.
Credits 3
Prerequisite Courses
MTH 114: College Algebra
MTH 115: College Trigonometry

PHY 202R : College Physics Recitation

This course is a supplement to the PHY 202 course. Students will review and reinforce the principles and problem-solving techniques of College Physics I. Must be taken concurrently with PHY 202.
Credits 1

PHY 203 : Physics Laboratory I

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.
Credits 1

PHY 204 : College Physics II

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.
Credits 3
Prerequisites
Grade of C or better in PHY 202.

PHY 204R : College Physics II Recitation

This course is a supplement to the PHY 204 course. Students will review and reinforce the principles and problem-solving techniques of College Physics II. Must be taken concurrently with PHY 204.
Credits 1

PHY 205 : Physics Laboratory II

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.
Credits 1
Prerequisites
Grade of C or better in PHY 203.

PHY 212 : University Physics I

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.
Credits 4

PHY 214 : University Physics II

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.
Credits 4

PHY 245 : Earth Wisdom

The main objective of this course is to understand our planet and to explore how today's human societies can endure in the face of global change, ecosystem degradation and resource limitations. This course will introduce a variety of topics from different disciplines; examples are the roles of developing and developed nations in climate change, the roles of societal and cultural practices in modifying the environment, the impact of globalization in different cultures, and cultural sustainability. In addition, students will work in teams and investigate ways of achieving sustainability on local, regional and global scales. (Also listed as CHM 245.)
Credits 3

PHY 388 : Special Topics Course

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.
Credits 3

PHY 395 : Physics Capstone Project

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.
Credits 4
Prerequisites
departmental approval.

Practical Nursing Program

PNC 101 : Introduction to Practical Nursing I

This theory course introduces nursing content that focuses on basic concepts and skills related to categories of normal human functioning including growth and development, selected alterations in categories of human functioning, therapeutic communication, nursing process, teaching/learning and professional development related to the care of adult clients.
Credits 3

PNC 102 : Medical-Surgical Practical Nursing I

This theory course expands the knowledge of health promotion of the young, middle and older adult, as well as the adaptation by the client to acute and chronic illnesses. The student will continue to use the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations in categories of human functioning and health. The selected alterations in categories of human function that will be studied include protection (Integumentary and Endocrine), nutrition and elimination (Gastrointestinal), growth and development (Endocrine), and fluid-gas transport (Cardiovascular and Respiratory).
Credits 3
Prerequisite Courses
PNC 101: Introduction to Practical Nursing I
PNC 171: Practical Nursing Clinical I
Prerequisites
BIO 120/BIO 121 or BIO 202/BIO 203.

PNC 103 : Medical-Surgical Practical Nursing II

This theory course expands the knowledge of health promotion of the young, middle and older adult, as well as the adaptation by the client to acute and chronic illnesses. The student will continue to use the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations in categories of human functioning and health. The selected alterations in categories of human function that will be studied include sensory/perceptual (Eyes and Ears), protection (Immune), sensory/perceptual (Neurological), elimination (Renal), growth and development (Reproduction), and fluid-gas transport (Hematology and Renal). Practical nursing care surrounding emergent and urgent care situations will also be discussed.

Credits 3

Prerequisite Courses

PNC 102: Medical-Surgical Practical Nursing I
PNC 142: Nutrition
PNC 172: Medical-Surgical Practical Nursing I

PNC 104 : Maternal-Child Practical Nursing

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.

Credits 2

Prerequisite Courses

PNC 101: Introduction to Practical Nursing I
PNC 171: Practical Nursing Clinical I

Prerequisites

BIO 120/BIO 121 or BIO 202/BIO 203

PNC 105 : Transition to Practical Nursing Practice

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.

Credits 2

Prerequisite Courses

PNC 101: Introduction to Practical Nursing I
PNC 102: Medical-Surgical Practical Nursing I
PNC 104: Maternal-Child Practical Nursing
PNC 124: Introduction to Pharmacology
PNC 171: Practical Nursing Clinical I
PNC 172: Medical-Surgical Practical Nursing I
PNC 174: Maternal-Child Practical Nursing Clinical

Prerequisites

BIO 120/BIO 121 or BIO 202/BIO 203

PNC 124 : Introduction to Pharmacology

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.

Credits 3

Prerequisites

BIO 120/BIO 121 or BIO 202/BIO 203

PNC 131 : Psychosocial Concepts in Practical Nursing

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.
Credits 3

PNC 142 : Nutrition

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.
Credits 2
Prerequisite Courses
PNC 101: Introduction to Practical Nursing I
PNC 171: Practical Nursing Clinical I

PNC 143 : Integrating Practical Nursing Concepts

This theory course will build on previous knowledge of selected alterations in categories of human functioning with the focus of integrating practical nursing concepts. This course will address physiological integrity of individuals with acute and chronic diseases across the lifespan, with a focus on basic care and comfort, pharmacological and parenteral therapies and a reduction of risk potential. The course will expand on the nursing process using a variety of active teaching strategies. Practical nursing care surrounding emergent and urgent care situations will also be discussed.
Credits 3
Prerequisite Courses
PNC 102: Medical-Surgical Practical Nursing I
PNC 124: Introduction to Pharmacology
PNC 142: Nutrition
PNC 172: Medical-Surgical Practical Nursing I

PNC 171 : Practical Nursing Clinical I

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.)
Credits 3

PNC 172 : Medical-Surgical Practical Nursing I

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.)
Credits 3
Prerequisite Courses
PNC 101: Introduction to Practical Nursing I
PNC 171: Practical Nursing Clinical I

PNC 173 : Medical-Surgical Practical Nursing II

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.)
Credits 3
Prerequisite Courses
PNC 102: Medical-Surgical Practical Nursing I
PNC 124: Introduction to Pharmacology
PNC 142: Nutrition
PNC 172: Medical-Surgical Practical Nursing I

PNC 174 : Maternal-Child Practical Nursing Clinical

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)
Credits 1
Prerequisite Courses
PNC 101: Introduction to Practical Nursing I
PNC 171: Practical Nursing Clinical I

PNC 175 : Transition to Practical Nursing Practical Clinical

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)

Credits 1

Prerequisite Courses

PNC 102: Medical-Surgical Practical Nursing I
PNC 172: Medical-Surgical Practical Nursing I
PNC 142: Nutrition
PNC 124: Introduction to Pharmacology

Psychology

Psychology is the scientific study of human mental processes and behavior. Psychology professionals often are dedicated to helping people with psychological or social problems. These professionals spend the majority of their time interacting with clients, and work mainly in human service organizations, schools, health care settings, and clinics. Psychology professionals also 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, a Bachelor of Arts degree in Psychology, a Bachelor of Arts degree in Psychology for students with pre-Doctorate of Occupational Therapy status, or a Bachelor of Science degree in Psychology for students with pre-Physician Assistant Studies status. All of the Bachelor's degrees prepare the student well for graduate school or employment in a variety of fields, and the Applied Psychology and Human Services degree is specifically designed for the student interested in starting her career in the helping professions immediately upon graduation.

Program Requirements

The student must maintain good academic standing, which means that the student must maintain a cumulative GPA of 2.0 or better. In addition, Psychology majors must receive a grade of “C” or better (with a limit of one “C-“) in all major courses, including both Psychology and Human Services major courses. Should a student attain a grade below the allowed grade in any major course, the student will have one opportunity to repeat the course at College of Saint Mary in order to raise her grade.

PSY 101 : General Psychology

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.

Credits 3

PSY 200 : Child Psychology

Examines the physical, cognitive, social, and emotional development from conception of a child through adolescence. Note: Students cannot get credit for both PSY 200 and PSY 220.

Credits 3

Prerequisite Courses

PSY 101: General Psychology

PSY 203 : Adolescent Psychology

Examines the physical, cognitive, social, and emotional development of an adolescent from puberty to emerging adulthood.

Credits 3

Prerequisite Courses

PSY 101: General Psychology

PSY 220 : Lifespan Development

Examines the physical, cognitive, social, and emotional development of a person from conception through old age and death. Note: Students cannot get credit for both PSY 200 and PSY 220.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 230 : Attitudes and Values

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.)
Credits 3

PSY 235 : Social Psychology

Examines how people's thoughts, feelings, and behaviors are influenced by others. (Also listed as SOC 235.)
Credits 3
Prerequisites
PSY 101 or SOC 101

PSY 236 : Alcohol and Substance Abuse

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.)
Credits 3

PSY 240 : Research Methods I

Addresses the basic methods and designs of psychological research. Research ethics and research writing in APA style are also emphasized.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 241 : Research Methods II

Involves designing, conducting, and evaluating psychological research, with an emphasis on data collection, analysis, and interpretation. Research ethics and research writing in APA style are also emphasized.
Credits 3
Prerequisite Courses
MTH 242: Statistics
PSY 101: General Psychology
PSY 240: Research Methods I

PSY 301 : Experimental Research

Examines experimental research methods in depth, and involves analyzing and designing experimental research studies. To be taken concurrently with PSY 302.
Credits 3
Prerequisite Courses
PSY 240: Research Methods I
MTH 242: Statistics

PSY 302 : Experimental Research Lab

Lab course taken concurrently with PSY 301.
Credits 1

PSY 310 : History and Applications of Psychology

Involves preparation for and completion of a study abroad or study away experience that relates to the history and applications of psychology.
Credits 3

PSY 312 : Educational Psychology and Measurement

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.)
Credits 3

PSY 325 : Organizational Behavior

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.)
Credits 3

PSY 332 : Counseling Theory and Practice

Explores major theories and intervention strategies of counseling and psychotherapy, and involves the practice of skills for crisis intervention and other methods of short-term counseling.
Credits 3
Prerequisite Courses
HSV 231: Interviewing Skills
Prerequisites
...or permission of the instructor.

PSY 340 : Cognitive Psychology

Explores the processes of the human mind, including memory, attention, problem solving, representation of information, reasoning, and language.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 342 : Psychology of Personality

Explores theories of personality and addresses how an individual's own personality can affect human behavior.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 344 : Forensic Psychology

Focuses on the psychology of crime and how society addresses criminal behavior.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 345 : Psychology of Learning

Explores theories and research on human and animal learning. The focus of the course is on classical conditioning, operant conditioning, and observational learning.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 350 : Cultural Psychology

Examines the impact of culture on human behavior and mental processes. Students will explore theories and research in psychology from a cross-cultural perspective.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 355 : Human Sexuality

Explores all aspects of human sexuality including the biological components of human sexuality, the psychological consequences of sex and sexuality, and cultural influences on sexual behaviors. Frank discussion of sexual issues is necessary to a successful class and should be expected by the student.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 360 : Psychology and Women

Explores psychological issues and life experiences that affect women.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 365 : Physiological Psychology

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.
Credits 3
Prerequisite Courses
PSY 101: General Psychology
Prerequisites
BIO 100 or higher.

PSY 390 : Special Topics

A course not regularly included in the curriculum will occasionally be offered for psychology credit. Subject matter of the course varies.
Credits 3
Prerequisite Courses
PSY 101: General Psychology
Prerequisites
...or permission of the instructor.

PSY 391 : Special Project

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.
Credits 1
-3
Prerequisites
Program Director approval.

PSY 393 : Laboratory Research

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.
Credits 1
-3
Prerequisite Courses
PSY 240: Research Methods I
Prerequisites
...and Program Director approval.

PSY 410 : Abnormal Psychology

Assesses the origins, treatments, and effects of psychological disorders.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 412 : Developmental Psychopathology

Assesses the origins, treatments, and effects of abnormal psychological disorders that are particularly prevalent in children and adolescents.
Credits 3
Prerequisite Courses
PSY 101: General Psychology

PSY 432 : Advanced Counseling and Group Skills

Advances the applied psychology student's knowledge of and ability to engage in counseling skills, especially with diverse clients and in group settings.
Credits 3
Prerequisite Courses
PSY 332: Counseling Theory and Practice

PSY 491 : Senior Seminar I

Advances the student's knowledge of psychology through integrative review of psychology focusing on the history of the field, classic studies, and an application of psychological concepts to the student's life and to careers in the field. The student also will complete an in depth literature review pater to prepare for PSY 492.
Credits 3
Prerequisite Courses
PSY 240: Research Methods I

PSY 492 : Psychology Capstone

Requires completion of a literature review in APA style and includes a review of research methods concepts, as well as an exploration of careers in the field of psychology. This course is a culmination of students' psychology education at CSM.
Credits 3
Prerequisite Courses
PSY 240: Research Methods I
PSY 241: Research Methods II

Sociology

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.

SOC 101 : Introduction to Sociology

Examines basic social relationships, the corresponding social structures, and the processes affecting society.
Credits 3

SOC 231 : Social Problems

Emphasizes causes, consequences, and possible solutions to contemporary social problems such as racism, crime, education, employment, and physical and mental health issues.
Credits 3
Prerequisite Courses
SOC 101: Introduction to Sociology

SOC 235 : Social Psychology

Examines how people's thoughts, feelings, and behaviors are influenced by others. (Also listed as PSY 235.)
Credits 3
Prerequisites
PSY 101 or SOC 101

SOC 262 : Deviance and Social Control

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.
Credits 3
Prerequisite Courses
SOC 101: Introduction to Sociology

SOC 263 : Topics in Sociology

Addresses topics of special interest. (Examples: women's issues, collective behavior, urban sociology, sociology of education, minority relations.) Subtitles will be included in course schedules. Course may be repeated under different subtitles.
Credits 3
Prerequisite Courses
SOC 101: Introduction to Sociology
Prerequisites
...or permission of instructor.

SOC 310 : Family Communication and Diversity

Explores how diverse families are constructed through communication and change across time. (Also listed as COM 310.)
Credits 3
Prerequisite Courses
SOC 101: Introduction to Sociology
Prerequisites
...or instructor permission.

SOC 325 : Organizational Behavior

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communicators and processes, and change management. (Also listed as BUS 325 and PSY 325.)
Credits 3

SOC 335 : Race and Ethnic Relations

Explores the history of and current sociological issues affecting many of the different racial and ethnic groups which make up the United States. Issues of prejudice, discrimination, and immigration will also be explored.
Credits 3
Prerequisite Courses
SOC 101: Introduction to Sociology
Prerequisites
...or instructor approval.

Spanish

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. Students entering CSM and wishing to enroll in Spanish courses should register according to their previous experience with the language.

Courses

A minimum grade of C- is required for every course that is a prerequisite for another course.

The following are the placement guidelines in the Department of World Languages:

- *No prior knowledge of Spanish to two years in high school: the student should follow Track #1, in that sequence.
- *More than two years, but less than four years in high school: the student should follow Track #2, in that sequence (unless permission granted by the Program Director).

- *Four years in high school or beyond: the student should follow Track #3, in that sequence (unless permission granted by the Program Director).
- Note: Heritage speakers (individuals who grew up speaking Spanish at home) will be placed in the appropriate track according with their strengths in the language.

- **Track #1** Spanish Language: Beginner level students, must take the following courses:
  - SPN 111 - Beginning Spanish I (3 credits).
  - SPN 112 - Beginning Spanish II (3 credits).
  - SPN 211 - Intermediate Spanish I (3 credits).
  - SPN 212 - Intermediate Spanish II (3 credits).
  - SPN 321 - Spanish Conversation (3 credits).
  - SPN 322 – Spanish Grammar & Composition (3 credits).

- **Track #2 Spanish Language & Hispanic Culture:** Intermediate level students must take the following courses:
  - SPN 321 - Spanish Conversation (3 credits).
  - SPN 322 - Spanish Grammar & Composition (3 credits).
  - SPN 351 - Culture & Civilization of Latin America (3 credits).
  - SPN 352 - Culture & Civilization of Spain (3 credits).
  - SPN *** - 300 or 400 level course (3 credits).
  - SPN *** - 300 or 400 level course (3 credits).

- **Track #3 Spanish Language & Hispanic Literature:** Advanced level students must take the following courses:
  - SPN 322 - Spanish Grammar & Composition (3 credits).
  - SPN 421 - Advanced Spanish Conversation (3 credits).
  - SPN 411 - Survey Literature of Spain (3 credits).
  - SPN 412 - Survey Literature of Latin America (3 credits).
  - SPN *** - 300 or 400 level course, except SPN 321 (3 credits).
  - SPN *** - 300 or 400 level course, except SPN 321 (3 credits).

SPN 111 : Beginning Spanish I

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, nouns, articles, numbers, adjectives, and the present verb tense. This course is taught in the Spanish language.
Credits 3

SPN 112 : Beginning Spanish II

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, direct and indirect object pronouns, reflexive verbs, double object pronouns, and the present progressive and preterite verb tenses. This course is taught in the Spanish language.
Credits 3
Prerequisite Courses
SPN 111: Beginning Spanish I
Prerequisites
...or Director of the Spanish Program permission

SPN 141 : Spanish for Health Care

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. This course is taught in the Spanish language.
Credits 3
Prerequisites
Director of the Spanish Program permission.

SPN 211 : Intermediate Spanish I

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 familiar and formal commands, irregular preterites, constructions with se, adverbs, reciprocal reflexives, and the imperfect and present subjunctive verb tenses. All skills (reading, writing, listening, and speaking) will be emphasized during the course. This course is taught in the Spanish language.

Credits 3

Prerequisite Courses

SPN 112: Beginning Spanish II

Prerequisites

...or Director of the Spanish Program permission

SPN 212 : Intermediate Spanish II

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 further study of grammatical structures (subjunctive, future, conditional, present perfect, and past perfect verb tenses) and an expansion of vocabulary. All skills (reading, writing, listening, and speaking) will be emphasized during the course. This course is taught in the Spanish language.

Credits 3

Prerequisite Courses

SPN 211: Intermediate Spanish I

Prerequisites

...or Director of the Spanish Program permission.

SPN 321 : Spanish Conversation

This course is designed primarily for those students whose native language is not Spanish. Students develop their Spanish speaking skills, enhance their vocabulary, and improve their fluidity through the discussion of a variety of topics from Latin America and Spain. Texts and audiovisual materials explore a variety of issues (education, food, housing, entertainment, healthcare, etc.) from the different societies of the Spanish speaking world. Class discussions, oral summaries, and debates will be part of this course. This course is taught in the Spanish language.

Credits 3

Prerequisite Courses

SPN 212: Intermediate Spanish II

Prerequisites

...or Director of the Spanish Program permission

SPN 322 : Spanish Grammar and Composition

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 apply the concepts learned. This course is taught in the Spanish language.

Credits 3

Prerequisite Courses

SPN 212: Intermediate Spanish II

Prerequisites

...or Director of the Spanish Program permission

SPN 333 : Children and Youth Literature

This course is a survey of traditional and contemporary children's and adolescent literature from Spain and Latin America written originally in Spanish. We will examine short stories, folktales, poetry, theater, and novels from a literary / artistic point of view. This course is taught in the Spanish language.

Credits 3

Prerequisite Courses

SPN 321: Spanish Conversation
SPN 322: Spanish Grammar and Composition

Prerequisites

...or Director of the Spanish Program permission

SPN 341 : Emphasis on Medicine

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. This course is taught in the Spanish language.
Credits 3
Prerequisite Courses
SPN 212: Intermediate Spanish II
Prerequisites
...or Director of the Spanish Program permission.

SPN 342 : Emphasis on Business

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. This course is taught in the Spanish language.
Credits 3
Prerequisite Courses
SPN 212: Intermediate Spanish II
Prerequisites
...or Director of the Spanish Program permission.

SPN 351 : Civilization and Culture of Latin America

An introduction to the culture and civilizations of Latin America. A study of physical and human geography, historical development, and major aspects of contemporary Latin American society. Among other topics, students will learn about the Aztec, Maya, and Inca civilizations, the Colonial Period, the Wars of Independence, and many important historical and cultural figures from this part of the world.
Credits 3
Prerequisite Courses
SPN 321: Spanish Conversation
SPN 322: Spanish Grammar and Composition
Prerequisites
...or Director of the Spanish Program permission.

SPN 352 : Civilization and Culture of Spain

An introduction to the culture and civilizations of Spain. A study of physical and human geography, historical development, and major aspects of contemporary Spanish society. Among other topics, students will learn about the Reconquista, the Golden Age, the Spanish Civil War, the Franco Era, and many important historical and cultural figures from this part of the world.
Credits 3
Prerequisite Courses
SPN 321: Spanish Conversation
SPN 322: Spanish Grammar and Composition
Prerequisites
...or Director of the Spanish Program permission.

SPN 360 : Mid/Sec Methods

See EDU 360.
Credits 3

SPN 411 : Survey Literature of Spain

This course is a panoramic study of Spanish literature from its origins to the present. Students will be exposed to a variety of texts including poetry, short story, novel, and drama, and will become acquainted with major Spanish authors and their works. By reading and analyzing these texts, students will expand their vocabulary, and become familiar with important Spanish cultural aspects and historical events. In addition to gaining knowledge on the subject, students will have an opportunity to improve their Spanish language skills as all class discussions and written assignments will be done in Spanish.

Credits 3

Prerequisite Courses

SPN 321: Spanish Conversation
SPN 322: Spanish Grammar and Composition

Prerequisites

...or Director of the Spanish Program permission

SPN 412 : Survey Literature of Latin America

This course is a panoramic study of Latin American literature from its origins to the present. Students will be exposed to a variety of texts including poetry, short story, novel, and drama, and will become acquainted with major Latin American authors and their works. By reading and analyzing these texts, students will expand their vocabulary, and become familiar with important Spanish cultural aspects and historical events. In addition to gaining knowledge on the subject, students will have an opportunity to improve their Spanish language skills as all class discussions and written assignments will be done in Spanish.

Credits 3

Prerequisite Courses

SPN 321: Spanish Conversation
SPN 322: Spanish Grammar and Composition

Prerequisites

...or Director of the Spanish Program permission

SPN 421 : Spanish Advanced Conversation

The primary goal of this course is to accommodate the oral competency needs of those students whose first language is Spanish or have an advanced knowledge of the language. This course will expose students to new vocabulary and providing written and audiovisual materials from Latin America and Spain, which serve as a springboard for conversation. Consequently, this class will improve the student's ability for oral expression in the Spanish language and expand their overall knowledge of the Spanish-speaking world. Class discussions, oral summaries, debates, and class presentations will be part of this course and will be made in the Spanish language

Credits 3

Prerequisite Courses

SPN 321: Spanish Conversation
SPN 322: Spanish Grammar and Composition

Prerequisites

...or Director of the Spanish Program permission.

SPN 444 : Study Abroad

Students can take part in faculty-led Study Abroad experiences organized by the Spanish Program or participate individually in Study Abroad programs in a Spanish-speaking country. Individual programs need to be pre-approved by Directors of Study Abroad and the Spanish Program.

Credits 3

SPN 495 : Research Seminar in Spanish

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 must be written in Spanish

Credits 3

Prerequisites

Senior standing and approval of the student's research project by the instructor and the Director of the Spanish Program.

SPN 499 : Special Project in Spanish

This course provides an opportunity for students to engage in independent research and writing under the supervision of a faculty member. This course is taught in the Spanish language. Papers must be written in Spanish.
Credits 3
Prerequisites
Senior standing and approval in writing of the student's proposal by the instructor and the Director of the Spanish Program.

Special Education

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, SPE 201/510, SPE 220/520, SPE 222/522, SPE 240/540, SPE 331/531, SPE 333/533, SPE 373/573 SPE 430/530, SPE 470, PED 360/560, EDU 470, SPE 495/595, and SPE 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, SPE 201/510, SPE 220/520, SPE 222/522, SPE 240/540, SPE 331/531, SPE 333/533, SPE 373/573, SPE 360/560, SPE 375/575, SPE 430/530, PED 360/560, SPE 375/575, EDU 472/572, SPE 495/595.

Students who successfully meet state required competencies qualify for a Nebraska Teaching Certificate. Completion of the Special Education program does not guarantee certification. Continuous growth in knowledge, pedagogy and professionalism as well as satisfactory performance during clinical practice is required in the recommendation for certification. Transportation during clinical practice is the responsibility of the student.

Failure to apply for Nebraska Teacher Certification at the time of program completion/graduation may result in your program not meeting Rule 20, 21, 23, 24 or 27 changes in interim between application and program completion. Rule changes in effect at the time of application will need to be made up as deficiencies.

Since certification requirements of various states are not uniform, a student planning to teach in a state other than Nebraska should inquire about specific requirements for that state.

Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, field experience, clinical practice and certification requirements).

Intensive reading and writing experiences are integrated into all Teacher Education courses. Appropriate use of instructional technology is modeled and integrated into content and pedagogy of all education courses.

SPE 101 : Introduction to Special Education

This course offers a comprehensive overview of special education, emphasizing the diverse needs of students with disabilities. Students will explore historical and legislative frameworks, relevant terminology, and the characteristic features of various disabilities. Key topics include special education services, placement settings, instructional approaches, and the roles and responsibilities of educators. The course also covers classification, documentation processes, and effective collaboration with families and professionals. Practical components include simulations, field trips, and guest speakers, providing students with hands-on insights and fostering disability awareness. This is a required course for all education majors.
Credits 3

SPE 201 : Adaptive Technology in the Classroom

This course is designed to introduce students to the assistive technology supports available for students with disabilities and develop their understanding of how these technologies support Universal Design for Learning and give all students equal opportunities to learn. Students will be provided hands on experience with a variety of assistive technologies from simple low tech supports to high tech supports. Methods of assessing, adapting, and implementing assistive technology into the classroom to support access and adaptations to the curriculum will be explored. Students will demonstrate knowledge of assistive technology integration through the development of project-based learning, discussion groups, resource compilations, and lesson creations using a variety of multimedia tools.

Credits 3

SPE 220 : Learners with Mildly/Moderately Handicapping Conditions

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.

Credits 3

SPE 221 : Foundations in ECE Special Education

This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. Course requirements include a 10 hour field experience.

Credits 3

SPE 222 : Assessment Techniques for Diverse Learners

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.

Credits 3

Prerequisite Courses

SPE 101: Introduction to Special Education
SPE 220: Learners with Mildly/Moderately Handicapping Conditions

SPE 330 : Inclusive Practices in Early Childhood Settings

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 setting s 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.

Credits 3

SPE 331 : Instructional Strategies: Inclusive Practices

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. Course requirements include 20 hours of field experience in a special education setting.

Credits 3

Prerequisite Courses

SPE 101: Introduction to Special Education
SPE 220: Learners with Mildly/Moderately Handicapping Conditions

SPE 333 : Legal and Ethical Issues in Special Education

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.

Credits 3

Prerequisite Courses

SPE 101: Introduction to Special Education
SPE 220: Learners with Mildly/Moderately Handicapping Conditions

SPE 360 : Adapted Physical Education

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. Students will gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of the exceptional learner.

Credits 3

Prerequisite Courses

SPE 101: Introduction to Special Education

SPE 372 : Field Experiences in Early Childhood Inclusive Settings

Supervised classroom experience in inclusive early childhood education classrooms working with children who have a range of disabilities. Students work under the supervision of onsite cooperating teachers and university instructors. Emphasis will be on including children with disabilities in the general classroom environment. Students will complete a minimum of 3 hours per week at their field experience site for a total of 40 required hours.

Credits 3

SPE 373 : Critical Issues I in Special Education

Critical issues in Special Education will be investigated, discussed and presented. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Students observe and implement effective approaches for remediation, through supervised field experience in self-contained classrooms, resource rooms, or inclusive settings for a total of 40 required hours.

Credits 3

Prerequisite Courses

SPE 101: Introduction to Special Education
SPE 220: Learners with Mildly/Moderately Handicapping Conditions

SPE 375 : Critical Issues II in Secondary Alternative Programs

This is a required course for Special Education Majors. Critical issues in Special Education will be investigated, discussed and presented. Topics could include such issues as roles of the Special Education teacher, program design, NCLB, assessment, legal issues, IDEA, school reform, transition issues, inclusion, placement controversies, early intervention, family issues, research-based interventions, discrimination based on disability, differentiated grading policies, restraint and seclusion, bullying, or outcomes-based education. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Students observe and implement effective approaches for remediation, through supervised field experience of 40 required hours in self-contained classrooms, resources rooms, or inclusive settings.

Credits 3

SPE 430 : Diagnosis and Evaluation of Literacy

This course is designed to provide teachers with assessment procedures and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading field experience in a partnership school. A field experience of 40 hours is required and focuses on effective assessment and teaching procedures based on awareness of individual learners.

Credits 3

Prerequisites

SPE 101/SPE 501 & EDU 350/EDU 551/EDU 550

SPE 470 : Clinical Practice — Elementary

Supervised teaching experience under the direction of a university faculty member. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Teacher candidates have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools.
Credits 5
Prerequisites
permission.

SPE 471 : Clinical Practice: Middle

Supervised teaching experience under the direction of a college faculty member. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Teacher candidates have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools.
Credits 10
Prerequisites
permission.

SPE 472 : Clinical Practice: Secondary

The culminating experience for recommendation for Special Education Endorsement. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Teacher candidates have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools.
Credits 10
Prerequisites
permission.

SPE 495 : Clinical Practice Seminar

See EDU 495. (Also listed as ECE 495.)
Credits 2

SPE 496 : Research Seminar

Students evaluate educational research and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 496 and EDU 496.)
Credits 3

SPE 501 : Introduction to Special Education

This course offers a comprehensive overview of special education, emphasizing the diverse needs of students with disabilities. Students will explore historical and legislative frameworks, relevant terminology, and the characteristic features of various disabilities. Key topics include special education services, placement settings, instructional approaches, and the roles and responsibilities of educators. The course also covers classification, documentation processes, and effective collaboration with families and professionals. Practical components include simulations and guest speakers, providing students with hands-on insights and fostering disability awareness. This is a required course for all education majors.
Credits 3

SPE 510 : Technology in the Classroom

This course focuses on using technology in the PK-12 classrooms consisting of a series of experiences related to using educational technology in the classroom, including content and pedagogy. Teaching about technology, teaching with technology, and integrating technology in the classroom are topics of this course. Course experiences provide an awareness of the educational uses of technology and the skills necessary to use and integrate technology in the classroom. Competency will be demonstrated in the use of application software relevant to the classroom.
Credits 3

SPE 520 : Learners with Mild/Moderate Handicap Conditions

Students examine learning and analyze individual educational programs of mildly and moderately mentally retarded, specific learning disabled, behaviorally impaired, orthopedically impaired, autistic, Asperger's, other health impairments, speech language impaired and traumatic brain injured. Assisting learners in making healthy transitions between special education and regular classrooms along with inclusion is emphasized. Presents historical overview and current literature of mildly/moderately handicapped. Recent legislation and its impact on the regular classroom are emphasized.
Credits 3

SPE 522 : Assessment Techniques for Diverse Learners

This course presents techniques and methods of administering formal and informal assessments. Students analyze learning tasks in visual, auditory, motor, language and behavioral areas. Students examine and practice tying I.E.P./I.F.S.P. process to assessment. Writing appropriate instructional strategies, goals and materials to implement objectives based on analysis of learning tasks and instructional needs are presented. Current research regarding effective assessment and remediation strategies is presented.
Credits 3
Prerequisite Courses
SPE 520: Learners with Mild/Moderate Handicap Conditions

SPE 527 : History, Philosophy and Trends in Education

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions and extensive readings center on all levels of education from preschools to secondary schools. Students write a philosophy of teaching paper and prepare a major research paper (Also listed as EDU 527.)
Credits 3

SPE 530 : Diagnosis and Remediation in Reading

This course is designed to provide teachers with assessment procedures for students on an achievement spectrum from below grade level to above grade level and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. 20 hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners.
Credits 3

SPE 531 : Instruction Strategies: Inclusion Practicum

Students examine and practice tying I.E.P./I.F.S.P process to instruction through modification of curricula. Students practice designing curricula for various areas of exceptionality for special needs populations. The course emphasizes task analysis, individualized instructional strategies and interventions, and use of assistive technology.
Credits 3

SPE 533 : Special Education Ethics and Law

Students examine processes and use skills necessary for identifying verifying special needs, the I.E.P./I.F.S.P. process, and organizing and maintaining student special education records. This course acquaints students with state and local resources for improving and strengthening educational programs for special populations. National, state, local laws and policies and procedures affecting special populations are emphasized. Discussion of current legislation, advocacy, and professional ethics is included.
Credits 3

SPE 540 : Guidance and Classroom Management

This graduate course discusses philosophical differences of discipline and behavior intervention. Positive discipline strategies and techniques for all age groups are reviewed and practiced in order to assist each student in becoming a confident and effective facilitator. Special focus examines the needs and special concerns of behaviorally impaired/emotionally disturbed children and youth. Class readings, discussions and lectures provide a strong knowledge base. Students research and create a management philosophy.
Credits 3

SPE 570 : Clinical Practice

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.
Credits 3
Prerequisites
permission.

SPE 571 : Clinical Practice

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.
Credits 3
Prerequisites
permission.

SPE 572 : Clinical Practice

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.
Credits 3
Prerequisites
permission.

SPE 573 : Special Education Practicum: Critical issues in Special Education

Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resource rooms, or inclusive settings. Critical issues in Special Education will be investigated, discussed and presented. Current research regarding each topic and appropriate remediation strategies will be discussed and presented.
Credits 3

SPE 575 : Critical Issues II in Secondary Alternative Programs

This is a required course for Special Education Majors. Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resources rooms, or inclusive settings. Critical issues in Special Education will be investigated, discussed and presented. Topics could include such issues as roles of the Special Education teacher, program design, NCLB, assessment, legal issues, IDEA, school reform, transition issues, inclusion, placement controversies, early intervention, family issues, research-based interventions, discrimination based on disability, differentiated grading policies, restraint and seclusion, bullying, or outcomes-based education. Current research regarding each topic and appropriate remediation strategies will be discussed and presented.
Credits 3

Study Abroad/Study Away

STA 200 : Study Abroad/Study Away

This course may be offered by faculty in any discipline to include a short (5 days to 3 weeks) trip oversees 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.
Credits 1
-3

Theatre

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.

THR 101 : The Art of the Theatre

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.
Credits 3

THR 201 : Dramatic Literature

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).
Credits 3
Prerequisite Courses
ENG 101: Composition

THR 343 : Shakespeare in Performance

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. Also listed as ENG 343.
Credits 3
Prerequisite Courses
ENG 101: Composition

THR 360 : Theatrical Production

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.
Credits 3

Theology

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. Students should verify that a particular course fulfills the General Education requirement and that they have taken any required prerequisites. Theology credits must be taken at CSM or transfer of credits is allowed if credits were taken at another Catholic institution. CSM will accept up to 3 credits in Theology earned through Dual Credit from a Catholic high school.

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 four areas of theology: Scripture, Systematics, Spirituality, and Moral
- The senior theology research project completed under the supervision of an assigned member of the Theology Program*
- A minor of one's choice (or a double major)

Theology Minor Requirements

In order to graduate with theology as a minor, students must successfully complete 18 credit hours. Students are encouraged to consult with a member of the Theology Program in order to most effectively choose courses that pertain to their interests and purposes. Requirements:

- 18 credit hours of theology courses with a minimum of C- in each course
- including a minimum of one course in three of the four areas of theology: Scripture, Systematics, Spirituality, and Moral

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 four areas of theology: Scripture, Systematics, Spirituality, and Moral
- 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.

THL 101 : Introduction to Christianity

This course will study the origins of Christianity from its Jewish roots to its beginnings as a religion based on faith in Jesus Christ and its historical development to the present day. It will also cover the development of beliefs, religious worship, and moral codes as Christianity evolved throughout its history.
Credits 3

THL 103 : Introduction to Christianity

This course will study the origins of Christianity from its Jewish roots to its beginnings as a religion based on faith in Jesus Christ and its historical development to the present day with a focus on the contemporary context in the United States. It will also cover the development of beliefs, religious worship, and moral codes as Christianity evolved throughout its history. It will primarily explore the question: What do Christians do and how do they live in the modern world?
Credits 3
Prerequisites
Also taught as THL 101 as a High School Dual Enrollment course.

THL 120 : Church and Social Justice

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.
Credits 3

THL 160 : Women in the Christian Tradition

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.
Credits 3

THL 190/290/390 : Topics in Theology

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.
Credits 3

THL 201 : Introduction to the Hebrew Scriptures

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.
Credits 3

THL 202 : Introduction to the New Testament

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.
Credits 3

THL 209 : Ways of Faith

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.
Credits 3

THL 215 : Christian Life and Service

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.
Credits 3

THL 223 : Jesus: Yesterday and Today

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.
Credits 3

THL 227 : Christian Ritual and Sacrament

This course will focus on the 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.
Credits 3

THL 260 : Spirituality & Peacebuilding

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.
Credits 3

THL 305 : Bodies in Christian Theology

This course explores the varied ways that Christians have responded to the reality of human embodiment, especially the human experiences of sexuality and illness or disability. This course draws upon the mystery of the Incarnation to explore the questions, "How do Christians demonstrate care or concern for the body as well as the soul? What happens when Christians devalue or overvalue particular bodies?"
Credits 3

THL 310 : Approaches to God

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.
Credits 3
Prerequisite Courses
ENG 101: Composition

THL 320 : Church and Social Justice

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.
Credits 3

THL 327 : Women in the Bible

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?
Credits 3
Prerequisite Courses
ENG 101: Composition

THL 330 : Faith, Politics and Social Concerns

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.
Credits 3

THL 354 : Christian Spirituality

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 spiritualties that have appeared throughout history in both groups and in specific individuals who have been viewed as exemplary of Christian spiritual life.
Credits 3

THL 360 : Women in the Christian Tradition

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.

Credits 3

Prerequisites

Also taught as THL 160 as a High School Dual Enrollment course.

THL 365 : Theology and the Environment

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.

Credits 3

Prerequisite Courses

ENG 101: Composition

THL 491 : Independent Study

This course provides an opportunity to do advanced study in the field of theology.

Credits 3

Prerequisites

approval of Theology Program Director.

THL 495 : Theology Research Seminar

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.

Credits 3

Prerequisites

approval of the Theology Program Director.