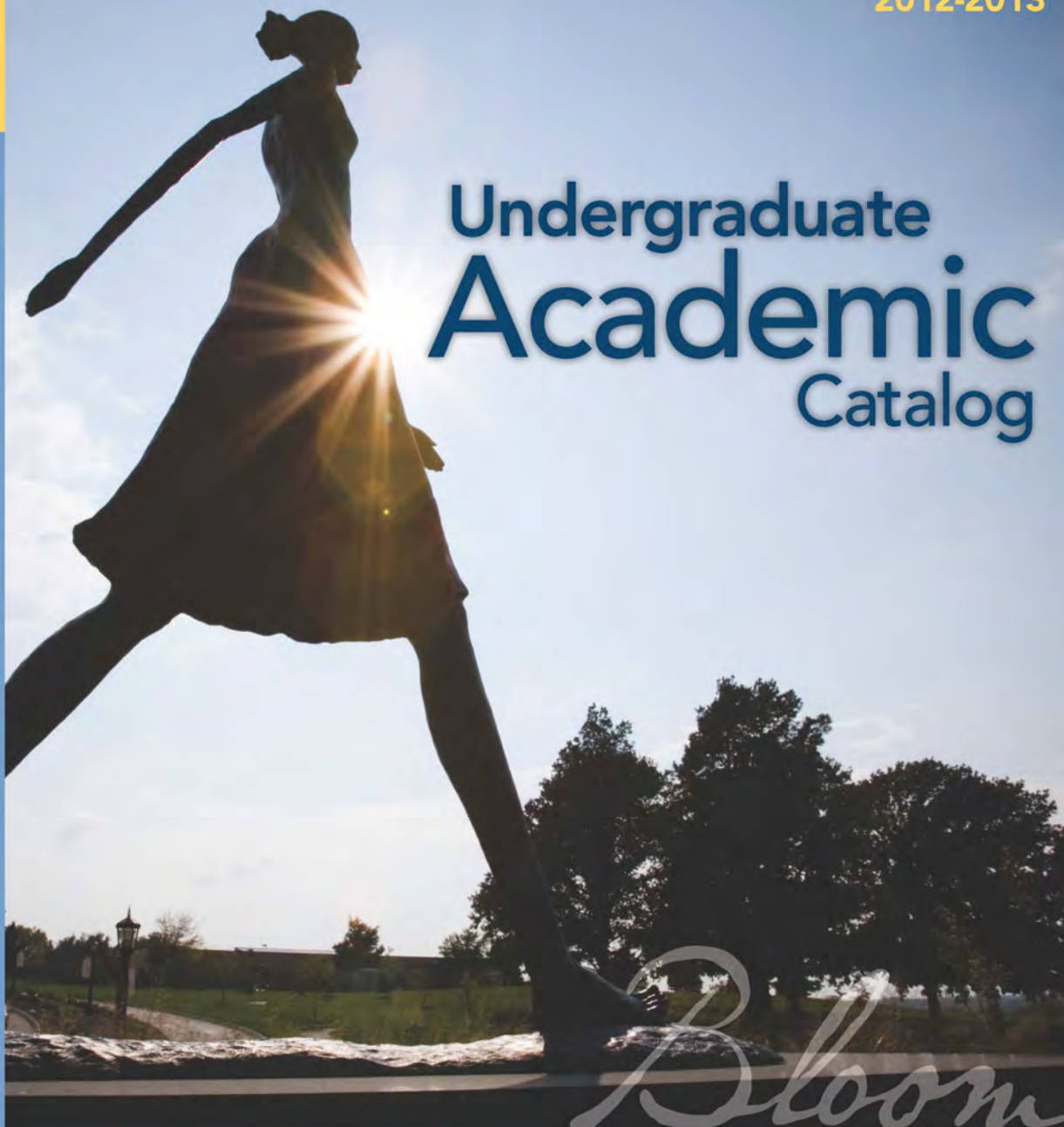


2012-2013

Undergraduate Academic Catalog



7000 Mercy Road • Omaha, Nebraska • CSM.edu • P 402-399-2400 • F 402-399-2341

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Board of Directors

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Annette Smith
Community Leader

Dr. Michon Rozmajzl, RSM '65
Professor and Associate Dean Emerita
Boise State University

Dr. Maryanne Stevens, RSM
President
College of Saint Mary

Information Sources

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

General Affairs of the College	Information Center (402-399-2400)
Academic Information	Vice President for Academic Affairs (402-399-2693)
Student Development	Vice President for Student Development (402-399-2422)
Academic Records	Registrar (402-399-2443)
Admissions	Vice President for Enrollment Services (402-399-2355)
Financial Aid	Director of Financial Aid (402-399-2415)
Business Matters	Vice President for Financial Services (402-399-2427)
Gifts and Bequests	Vice President for Institutional Advancement (402-399-2457)
Public Information	Director of Public Relations (402-399-2454)
Alumnae Affairs	Coordinator of Alumnae (402-399-2457)
Student Accounts	Express Center (402-399-2429)

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

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

Academic Calendar

FALL SEMESTER:

August 2012:

Thurs. 9	Soccer and volleyball athletes move into Residence Halls
Sat. 11	Graduate Student Orientation (EDD, MSE, MSN, MOL, PLG) (8:30 am -12)
Sat. 11	Graduate Student Orientation (MAT) (2:30-6:30 pm)
Sat. 11	MASTER in ORGANIZATIONAL LEADERSHIP CLASSES BEGIN
Tues. 14	New Full Time Faculty Orientation 10:30 am to 4:30 pm
Sun. 12	MLL students move into Residence Halls
Wed. 15-Thur. 16	Faculty In-service – Faculty Assembly 8/16 4:30 p.m.
Thurs. 16	Adjunct Faculty In-Service, 5:00 – 9:00 p.m.
Fri. 17	Program Planning and Division Meetings (TBD)
Sat. 18	New Students move into Residence Halls
Sat. 18	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Sun. 19-Mon. 20	Returning students move into Residence Halls
Mon. 20 - Tue. 21	Advising/Registration for Students
Wed. 22	DAY and EVENING CLASSES BEGIN
Fri. 24 – Sun. 26	WEEKEND CLASSES BEGIN #1
Sat. 25	BUSINESS LEADERSHIP AND MANAGEMENT CLASSES BEGIN
Mon. 27	Faculty Committee Meetings, 12:45 p.m.
Wed. 29	Last Day to Drop/Add/Late Registration for Day/Evening

September 2012:

Sat. 1	Labor Day Weekend – no classes
Mon. 3	LABOR DAY HOLIDAY, COLLEGE CLOSED
Fri. 7– Sun. 9	Weekend College #2
Mon. 10	<i>Opening Convocation: Dedication of the 2012-13 Academic Year – 1:00 p.m.</i>
Wed. 12	CSM Founder’s Day
Wed. 12 – Wed. 19	Early Warning Alerts – deadline for entry is 9/19
Fri 14 – Sun. 16	Alumnae Reunion Weekend
Mon. 17	Academic Division Meetings, 12:45 p.m.
Fri. 21	Celebration of Mercy Day
Fri. 21 – Sun 23	Weekend College #3
Mon. 24	Faculty Assembly, Meeting Room, 12:45 p.m.

October 2012:

Mon. 1	Faculty Committee Meetings, 12:45 p.m.
Fri. 5 – Sun. 7	Weekend College #4 (Mid-Term)
Thur. 4– Wed. 10	Mid-Term Week
Mon. 8	Academic Division Meetings, 12:45 p.m.
Fri. 12	Weekend Mid-Term Grades Due in Self Service by 5:00 p.m.
Thur. 11 – Fri. 12	FALL BREAK – NO CLASSES
Mon. 15	Faculty Forum (if needed)
Fri. 19	Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
Fri. 19 – Sun. 21	Weekend College #5
Mon. 22	Faculty Assembly, Meeting Room, 12:45 p.m.
Mon. 22 – Fri. Nov. 2	Focused Registration for Spring and Summer 2013
Mon. 29	Faculty Committee Meetings, 12:45 p.m.

November 2012:

Fri. 2 – Sun 4	Weekend College #6
Mon. 5	Academic Division Meetings, 12:45 p.m.
Mon. 12	Faculty Assembly, Meeting Room, 12:45 p.m.
Fri. 16	5:00 p.m. – Last Day to Withdraw from Weekend AND DAY/EVE classes
Fri. 16 – Sun. 18	Weekend College #7
Mon. 19	Thanksgiving Luncheon
Wed. 21 – Sun. 25	THANKSGIVING VACATION FOR STUDENTS

Thu. 22– Fri. 23 THANKSGIVING HOLIDAY, COLLEGE CLOSED
 Sat. 24 Thanksgiving Holiday - NO CLASSES
 Mon. 26 Faculty Committee Meetings, 12:45 p.m.

December 2012:

Fri. 30 – Sun. 2 Weekend College #8 (Finals)
 Mon. 3 Academic Division Meetings, 12:45 p.m.
 Fri. 7 Weekend Grades Due in Self Service by 5:00 p.m.
 Mon. 10 Faculty Assembly, Meeting Room, 12:45 p.m.
 Tue. 11 – Fri. 14 FINAL EXAMS
 Fri. 14 Master’s Hooding Ceremony 7:00 p.m.
 Sat. 15 Graduate Grades Due by 12:00 p.m.
 Sat. 15 BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
 GRADUATION, Lied Fitness Center, 7:00 p.m.
 (times subject to change)
 Mon. 17 CHRISTMAS VACATION FOR STUDENTS BEGINS
 Tues. 18 Day/Evening Grades Due in Self Service by 5:00 p.m.
 Sat. 22- Tues. Jan 1 CHRISTMAS BREAK, COLLEGE CLOSED

SPRING SEMESTER:

January 2013:

Wed. 2 College Offices Open
 Fri. 11 – Sun. 13 WEEKEND CLASSES BEGIN
 Mon. 14 Faculty In-service
 Mon. 14 – Tues. 15 Advising/Registration for New Students
 Wed. 16 DAY and EVENING CLASSES BEGIN
 Mon. 21 Faculty Committee Meetings, 12:45 p.m.
 Wed. 23 Last Day for Late Day/Evening Registration Drop/Add
 Fri. 25 – Sun. 27 Weekend College #2
 Mon. 28 Academic Division Meetings, 12:45 p.m.

February 2013:

Mon. 4 Faculty Assembly, Meeting room, 12:45 p.m.
 Wed. 6 – Wed. 13 Early Warning Alerts – deadline for entry is 2/13
 Fri. 8 – Sun. 10 Weekend College #3
 Mon. 11 Faculty Committee Meetings, 12:45 p.m.
 Mon. 18 Academic Division Meetings, 12:45 p.m.
 Fri. 22 – Sun. 24 Weekend College #4 (Mid-Terms)
 Mon. 25 Faculty Assembly, Meeting room, 12:45 p.m.

March 2013:

Mon. 4 - 8 Mid-Term Week
 Mon. 4 Faculty Committee Meetings, 12:45 p.m.
 Fri. 8 Weekend Mid Term Grades due in Self Service by 5:00 p.m.
 Fri. 8 – Sun 10 Weekend College #5
 Mon. 11 – Fri. 15 SPRING BREAK
 Mon. 18 – Fri. 29 Focused Registration for Fall 2013
 Mon. 18 Faculty Forum (if needed)
 Fri. 22 – Sun. 24 Weekend College #6
 Fri. 22 Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
 Mon. 25 Academic Division Meetings, 12:45 p.m.
 Thu. 28 College closes at 5:00 p.m. for Easter Break—no night classes
 Fri. 29– Mon. 1 Easter Break - NO CLASSES
 Fri. 29 GOOD FRIDAY, COLLEGE CLOSED

April 2013:

Fri. 5– Sun. 6 Weekend College #7
 Mon. 8 Faculty Assembly, 12:45 p.m.
 Thur. 11 Spirit of Service Day

Fri. 12	5:00 p.m. Last Day to Withdraw from DAY/EVE and Weekend Classes
Mon. 15	Academic Committee Meetings, 12:45 p.m.
Mon. 22	Faculty Appreciation Luncheon, Meeting Room 12:00 pm
Fri. 19– Sun 20	Weekend College #8 (Finals)
Fri. 26	Weekend Final Grades due in Self Service by 5:00 p.m.
Mon. 29	Faculty Division Meetings, 12:45 p.m

May 2013:

Wed. 1	Student Scholars' Day (No Classes)
Mon. 6	Recognition Day
Mon. 13	Faculty Assembly, 12:45 p.m.
Tues 14 – Fri 17	Final Exam Week
Sat. 18	Graduate Grades Due by 12:00 p.m.
Sat. 18	BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
	HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m.
	CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.
	MASTERS HOODING CEREMONY, Lied Fitness Center, 7:30 p.m.
	<i>(times subject to change)</i>
Sun. 19	GRADUATION, Century Link Center, 10:30 a.m.
	<i>(times subject to change)</i>
Fri. 24	Day/Evening Grades Due in Self Service by 5:00 p.m.

SUMMER SESSIONS:

May 2013:

Fri. 10 – Sun. 12	WEEKEND COLLEGE BEGINS (SUMMER)
Mon. 20	PRACTICAL NURSING PROGRAM BEGINS
Mon. 20	SUMMER SESSION BEGINS (5/20 – 8/5)
Fri. 24	Last day to Drop, Add, or Register for Three-Week session
Sat. 25	Memorial Day Weekend - NO CLASSES
Mon. 27	MEMORIAL DAY HOLIDAY, COLLEGE CLOSED
Tues. 28	<u>Three-Week Summer Session Begins</u> (May 28– June 14)

June, 2013:

Fri. 31 – Sun. 2	Weekend College #2
Wed. 5	Last day to withdraw "W" from 3-week session
Fri. 14	<u>Three-Week Summer Session Ends</u>
Fri. 14	Last Day to Drop, Add, or Register for Six-Week session
Fri. 14 – Sun. 16	Weekend College #3
Mon. 17	<u>Six-Week Summer Session Begins</u> (June 17 to July 26)
Fri. 28	THREE-WEEK SESSION Grades due in Self Service by 5:00 p.m.
Fri. 28 - Sun. 30	Weekend College #4 (Mid-Terms)

July, 2013:

Thu. 4	INDEPENDENCE DAY HOLIDAY, COLLEGE CLOSED
Fri. 12	Last day to withdraw "W" from Six-Week session
Fri. 12– Sun. 14	Weekend College #5
Fri. 26	Six-Week Summer Session Ends
Fri. 26	Last day to withdraw "W" from Weekend classes
Fri. 26– Sun. 28	Weekend College #6

August, 2013:

Fri. 2	SIX-WEEK SESSIONS Grades Due in Self Service by 5:00 p.m.
Fri. 2– Sun. 4	Weekend College #7 (Finals)
Fri. 9	Weekend Grades Due in Self Service by 5:00 p.m.

The College

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

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

For additional information, assistance in accommodating individual needs, or for the lodging of any complaints or grievances concerning these Federal regulations, contact the Achievement Center Director, (402) 399-2366.

Mission

Committed to the works, values and aspirations of the [Sisters of Mercy](#), College of Saint Mary is a Catholic university dedicated to the education of women in an environment that calls forth potential and fosters leadership.

This mission inspires us to:

- Academic excellence, scholarship, and lifelong learning
- Regard for the dignity of each person
- Attention to the development of mind, body, and spirit
- Compassionate service to others

Declaration of Open Discourse

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

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

Leadership Qualities

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

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

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

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

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

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

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

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

History

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

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

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

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

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

Omaha Campus

Situated at 72nd Street and Mercy Road, just minutes north of Interstate 80 and 15 minutes southwest of downtown Omaha, College of Saint Mary's campus has been called a "park within the city." The campus is completely wireless and accessible.

Walsh Hall, named after Sr. Constance Walsh, RSM, the first dean of College of Saint Mary, houses the administrative offices, classrooms, Our Lady of Mercy Chapel, Hillmer Art Gallery and faculty offices. Computer laboratories are located on the second floor and nursing and occupational therapy labs are located on the ground floor.

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

The Math and Science Hall provides classrooms, laboratories (including a cadaver lab), and offices for science and mathematics faculty. The adjacent Daniel and Louise Gross Conference Center seats 250.

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

Also situated on campus are four residence halls. Lozier Tower, Gallagher, McAuley, and a newly constructed 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.

Accreditation and Memberships

	Accrediting Agency	Contact Information
College of Saint Mary	Higher Learning Commission of the North Central Association of Colleges and Schools	30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504 800-621-7440
Education Program	Nebraska Department of Education (NDE)	301 Centennial Mall South Lincoln, NE 68509 402-471-2295
Occupation Therapy Program	Accreditation Council for Occupational Therapy Education (ACOTE)	4720 Montgomery Lane Bethesda, MD 20824-1220 301-652-6611, ext. 2914
Nursing Programs (ASN, BSN)	National League for Nursing Accrediting Commission (NLNAC)	3343 Peachtree Road NE Suite 850 Atlanta, GA 30326 404-975-5000 www.nlnac.org
	Nebraska State Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-4376
Nursing Program (PN)	Nebraska State Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-4376
Business: Analytics and Strategic Communication Program	International Assembly for Collegiate Business Education (IACBE)	11257 Strang Line Road Lenexa, KS 66215 913-631-3009
Business Information Systems Program		
Business Leadership Program		
Paralegal Studies Program	American Bar Association	Standing Committee on Legal Assistants 750 North Lake Shore Drive Chicago, IL, 60611 312-988-5618

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

Academic Support Services

Computer Labs

Computer labs, located on the second floor of the east wing of Walsh Hall, are open to all students when the labs are not reserved for class time. Professional staff and student workers provide assistance to students should they have any questions. There are two instructional labs as well as a general use lab. The Computer lab hours can be found on the University website at www.csm.edu.

Online Learning Management System

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

myCSM Portal

myCSM offers all community members a personalized web interface for viewing announcements and events as well as personal document storage and collaboration spaces. Students requiring assistance with myCSM are encouraged to visit my.csm.edu or Email PCHELP@csm.edu.

Tegrity Lecture Capture System

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

Wireless

The CSM campus wireless network service provides laptop and mobile device users with fast and convenient access to the Internet, CSM email and other web-based services, including myCSM. The wireless network is available in all classrooms and public spaces including the plaza and many other outdoor areas. Students requiring assistance with the wireless network are encouraged to visit www.csm.edu or Email PCHELP@csm.edu.

Library

The College of Saint Mary Library provides instruction, reference service, a collection of print and electronic resources, and experienced staff to assist members of the CSM community in their study, research, and teaching. Conveniently located in the Hixson-Lied Commons, the Library is open seven days a week while classes are in session, with adjusted hours during midterm and final exams and holiday breaks.

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

The collection includes a variety of print and electronic resources: books, journals, and databases covering all subjects taught at CSM. Databases and electronic journals are accessible to members of the CSM community both on and off site. The Library shares its online catalog with eight other private colleges and universities in eastern Nebraska. CSM

students and faculty may borrow materials from these libraries on presentation of a CSM ID card.

Librarians are available to provide specialized reference and instruction to both individuals and classes. Reference questions can be submitted either in person, by e-mail, telephone, and via the Ask a Librarian link on the Library web page. Interlibrary loan services are available to all registered users at no extra charge.

Admissions

Admissions Policy

Each candidate for admission is considered individually in the selection process by the committee on admissions, based on rank in class, ACT scores, high school/college transcripts, recommendations, and other items.

High school students will be considered for regular admission to the College if they meet the following criteria: Score an 18 or above on the American College Test (ACT) or an 860 or above on the Scholastic Aptitude Test (SAT) **AND** possess a cumulative GPA of 2.0 on a 4.0 scale, determined by transcript **OR** are in the top half of their class as determined by class rank on transcript.

Applicants who do not meet the criteria above may be considered for conditional admission. The ACT score, when available, will always be one of the criteria used for determining admission. If a student with an ACT score below 18 is admitted, it will always be on a "conditional" basis. Applications from prospective students with an ACT score of 16 or 17 and meeting all other enrollment criteria will be reviewed by the Admissions Committee and may be allowed to enroll conditionally. Applicants without an ACT or SAT score available **will** be required to take one of the standardized aptitude tests, at their own expense. This will not apply to transfer students who transfer in more than 24 credits. All other cases will be reviewed by the Vice President for Academic Affairs and the College Admissions Committee.

Each applicant's record is considered in its entirety. Final selection of applicants to be admitted shall be made by the College, which reserves the right to deny admission to any applicant for any lawful reason. Qualified students are admitted in compliance with Federal and state non-discrimination laws.

Admissions Criteria

Applicants for admission are evaluated on the basis of the following criteria:

1. High school record. 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. (NOTE: Occupational Therapy and two-year nursing applicants are required to have high school chemistry and biology). Chemistry and biology are also recommended for all three-year nursing, medical technology, chemistry and biology applicants.
2. Class rank.
3. American College Test (ACT) or Scholastic Aptitude Test (SAT) scores.
4. College/university record for transfer students

Students who have successfully completed the General Education Development Test (GED) and have not accumulated at least 12 transfer hours with a 2.0 GPA or better, may be admitted conditionally.

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

Applicants may be required to meet additional criteria for certain programs. The Test for Academic Skills (TEAS) is used for admission into the Nursing Programs. College and program admission are normally announced concurrently. Questions regarding the admission criteria for specific programs should be directed to Enrollment Services.

The College reserves the right to withdraw its offer of acceptance under the following conditions:

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

Transfer Students

Transfer students are admitted to the College if they have a transfer GPA of 2.0 or above and maintained a grade point average of 2.0 on a 4.0 scale in college. Transfer students who do not meet these standards but show potential for success may be admitted conditionally.

Students with previous college experience may, for a fee of \$50.00, have transcripts evaluated prior to making application to the College. This fee will be subtracted from their tuition and fees should they register for classes. This enables students to know which credits will transfer prior to admittance. Students who know they are going to transfer to the College at a later date should contact Enrollment Services to determine transferable courses. This minimizes the chances of losing credits.

Transfer credits are evaluated on the basis of the following:

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

The College does not accept grades below C (2.0) for transfer or credits for remedial/developmental courses. Transfer credits are shown in semester credits on the CSM transcript but are not included in the grade point average calculation. Credit will not be given for duplication of courses. Students enrolling in a bachelor or associate degree program must complete 30 of their last 45 hours at College of Saint Mary. Students who study abroad may request special consideration from the Vice President for Academic Affairs if fewer than 30 of their last 45 hours will be taken at College of Saint Mary due to study abroad.

Transfer students are required to take a minimum of 12 credit hours of their major courses at College of Saint Mary. Individual programs may require a higher number of College of Saint Mary credit hours in the major field. It is the student's responsibility to contact the program director for specific program requirements. A maximum of the equivalent of 64 semester hours of transfer credit from accredited community colleges will be accepted toward the 128 hours required for a College of Saint Mary bachelor's degree. Students entering the Bachelor of Science in Nursing program with their Associate of Science in Nursing (or nursing diploma) and a license to practice as a nurse may transfer 85 credits from an accredited community college. Specific program requirements may differ.

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

Articulation agreements are available on the CSM website at:

http://www.csm.edu/Future_Students/Articulation_Agreements/Application_Procedures

First-year Students

First-year students must submit:

- Application for admission.
- Non-refundable application fee.
- Official high school transcript showing rank in class and grade point average. The rank in class requisite will be waived in instances where the high school does not rank students.
- American College Test (ACT) or SAT scores. NOTE: ACT and/or SAT scores should be sent directly from the ACT or SAT records office. College of Saint Mary's ACT code is 2440 and the SAT code is 6106. Applicants who have received a high school diploma more than five years prior to application to College of Saint Mary or transfer students with at least 12 semester credits are not required to take the ACT or SAT.

Applicants for nursing, in addition to the above requirements, must submit:

- Two Nursing Applicant Reference Forms (these forms may be obtained from Enrollment Services). In addition, transfer students must successfully complete the Test of Essential Academic Skills Test (TEAS).

Transfer Students

Transfer students, in addition to the above, must submit:

- An official transcript from each college and university attended.

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 students will not be assigned an academic advisor. Non-degree 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 who are not United States citizens are required to submit the following:

- International student application form.
- Non-refundable application fee.
- Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be translated into English.

- Certificate of Financial Responsibility (to be sent directly to the College from the applicant's bank).
- Student must meet the following language requirements: a paper score of 550 or above or a computer score of 213 or above or an Internet based score of 80 or above on the Test of English as a Foreign Language (TOEFL) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) a \$200 fee (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for visa interview.

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

It is especially critical that international students have access to health care services in the United States, since it may be impossible for an international student to travel to her home country in the event of a health emergency due to illness or accident. Accordingly, the College requires that all international students be covered by a health insurance plan that will pay for health care services rendered by health providers in the United States. International students may meet this requirement in either of the following two ways:

a) The student may provide to the College a certificate of insurance coverage evidencing coverage for health care services rendered in the United States. Such certificate shall be a condition of admission to the College and must be provided before the student moves into the residence hall or attends classes. The certificate must identify the duration of the insurance coverage (e.g. beginning and ending dates of coverage). If coverage expires while the student is attending the College, a new certificate of insurance must be provided in the same manner.

b) The student may sign a statement agreeing to purchase and pay for coverage under a health insurance plan. This plan shall cover health care services rendered in the United States. The student must sign the statement as a condition of admission to the College and before the student moves into the residence hall or attends classes. Any international applicant for admission to the College will be denied admission and/or continued registration if she fails to satisfy the requirement for health insurance coverage.

When to Apply – Rolling Admissions

Any student who wants to apply for admission may do so as early as one year prior to entrance. Notification of admission status will generally be made within two weeks, but the College reserves the right to take longer if needed. If applying for financial aid, a student's application file must be completed before financial aid may be awarded.

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

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

Tuition Deposit Requirement:

Every new student (including readmits) enrolling for spring 2010 forward is required to submit a \$150 tuition deposit as an advanced payment on tuition charges. The tuition deposit must be paid prior to registration of classes. College of Saint Mary encourages students to deposit only when they are fully committed to attend CSM. Therefore, CSM

strongly discourages students from double-depositing (the practice of remitting deposits to multiple institutions) or depositing prior to full commitment.

Tuition Deposit Refunds:

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

College Courses for High School Students

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

Dual Credit and Early College Start Programs

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

Because College of Saint Mary is a Catholic college dedicated to the education of women in an environment that calls forth potential and fosters leadership, it offers undergraduate students a unique chance to learn and grow in a women's environment. Thus, undergraduate dual credit or early college start courses taught exclusively or primarily on the CSM campus must enroll women students only. Dual credit courses taught at regional high schools may enroll both women and men. Tuition for dual credit or early college start courses is \$75 per credit hour due on or before the first day of the class meeting. The refund and drop/add policies are the same as the college policy.

Application for Dual Credit: All high school students who wish to take a dual credit course must complete an application for dual credit and submit it to CSM prior to registration. Eligible students must be at least 16 years of age and have a minimum 3.0 cumulative GPA as documented by an appropriate high school administrator.

Application for Early College Start: All high school students who wish to take an early college start course must contact the Office of the Registrar to complete an information sheet and a registration form. The phone contact is 402-399-2443.

Former Students

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

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

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

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

Readmission – Military Service

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

Financial Aid

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

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

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

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

Types of Financial Assistance

CSM Institutional Scholarships: Qualified full-time students may be eligible to receive College of Saint Mary scholarships. Academic merit and financial need-based scholarships and grants are awarded automatically to eligible students upon acceptance to the College. CSM welcomes transfer students and offers competitive transfer scholarships and grants which are also based on academic merit and financial need. One-half of a scholarship is applied to the fall semester and one-half to the spring semester. Institutional scholarships 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.

In addition to merit and need-based assistance, College of Saint Mary offers various other scholarships to help keep our students education affordable:

- Marie Curie Award
- McAuley Scholarship
- Sister Frances Warde, R.S.M. Academic Scholarship
- Mother Leo Gallagher, R.S.M. Academic Scholarship
- Art & Music Fine Arts Scholarship
- Leadership Scholarship
- Graduates of Mercy High School Award
- First Generation Scholarship
- Valedictorian and Salutatorian Award
- Youth & Campus Ministry Award
- Phi Theta Kappa Award
- Graduates of a Catholic High School Award
- Latina Summer Academy Award
- Tuition Remission for children of employees from a number of regional colleges

Residence Hall Scholarships: All students receiving an academic merit scholarship who live on campus in the residence halls will receive a \$3000 Residence Hall Scholarship.

Athletic Scholarships: Students with athletic ability in basketball, cross-country, soccer, softball, swimming, golf, or volleyball may receive athletic scholarships. These scholarships are based on both athletic talent and the teams' need and are awarded on an annual basis. One-half of a scholarship is applied to the fall semester and one-half to the spring semester. Athletic scholarships are not available for the summer semester.

Study Abroad Scholarship: CSM students planning to study abroad are eligible to apply for a \$2500 CSM Study Abroad Scholarship if they meet the eligibility requirements and agree to fulfill certain expectations. To be eligible for the Study Abroad Scholarship, the student must 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); and be ordinarily charged CSM's regular full-time package rate of tuition (not eligible for reduced-rate tuition).

Financial Aid Grant or Financial Aid Transfer Grant is an institutional fund awarded to qualified full-time students with financial need. The grant does not have to be repaid.

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to students based on need and who are eligible for the Federal Pell Grant. Funds are limited.

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

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

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

Federal Stafford 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 Stafford loan. These loans are not credit based and must be repaid. There are two types of Stafford loans:

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

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

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

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

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

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

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

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

Job Training: The U.S. Department of Labor administers the Workforce Investment Act (WIA) through the individual states. Participants have access to preparation for

postsecondary education and/or job training. For a list of state WIA contacts or for general information, visit www.doleta.gov/usworkforce.

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

Renewal of Aid

Students should renew their FAFSA online each year after January 1 at www.fafsa.gov. Priority will be given to those who submit their application by March 15. CSM's school code is 002540. Financial aid awards are based on anticipated hours of enrollment. Financial Aid will renew institutional scholarships for students maintaining the required GPA and the regular full-time tuition rate. After the first week of classes each semester, enrollment status is verified and adjustments are made accordingly.

Satisfactory Academic Progress Requirements

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

Qualitative standard

Degree-seeking students must maintain a cumulative grade point average (GPA) of at least 2.0 after completing the second year.

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

Pace standards

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

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

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.
- Certificate programs will be monitored according to the hours required for the certificate.

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 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 and fee refund each semester. For summer term, this date is the business day after the last day to add or drop classes with a 100% refund for the last session a student is enrolled in for summer.

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

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

- All required financial aid documents are submitted and reviewed by the Financial Aid Office

- Enrolled in an eligible degree or certificate seeking program
- Enrolled in the same number of credits on which their financial aid eligibility is based
- Completed their Semester Financial Arrangements

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

Financial aid is disbursed into the student's account on campus where it automatically goes toward paying institutional charges. Students who receive wages under the Federal work-study program may pick up their checks at the Express Center on the last working day of each month.

Student Appeals

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

Financial Aid Rights and Responsibilities

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

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

College of Saint Mary Return of Title IV Funds

Federal regulations require that an institution's refund policy be available to all students. The following information is provided by College of Saint Mary in compliance with the Higher

Education Amendments of 1998 amending the Higher Education Act of 1965, Federal regulation 34CFR 668.22, signed into law on October 7, 1998, and the Higher Education Reconciliation Act of 2005 enacted into law February 8, 2006.

Students who receive Title IV financial aid (Federal Pell grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Federal Perkins Loan and/or William D. Ford Federal Direct Loans) are subject to federal refund calculations if the student completely withdraws from College of Saint Mary or ceases attendance in all classes during the enrollment period. Federal Work Study is not subject to Federal refund calculations.

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

The refund amount is determined using Return of Title IV Funds on the Web, located on the FAA Access Web site. This is a Department of Education Website, which helps the Financial Office calculate and manage the Return of Title IV funds. Institutional data is collected from the institution and student information is entered on the website which calculates the Return of Title IV funds according to Ed's Student Assistant General Provisions. The following is the calculation process performed by Return of Title IV funds on the Web.

- 1) Determine institutional charges (institutional charges include tuition and fees; it includes room and board only if the student is living on campus)
- 2) Determine the amount of Title IV financial aid received and subject to return
- 3) Calculate the percent of payment period completed by dividing the number of days attended by the total number of days in the payment period
- 4) If the percentage calculated in step three is less than or equal to 60%, that percentage is the percentage of Title IV aid earned. If the percentage calculated in step three is greater than 60%, the percentage of earned Title IV aid is 100%
- 5) The percent of unearned Title IV aid is calculated by subtracting the percentage of earned Title IV aid from 100%. The amount of unearned Title IV aid is calculated by multiplying the amount of Title IV aid received and subject to return (step two) by the percentage of unearned Title IV aid
- 6) The amount of Title IV aid to be returned by College of Saint Mary is calculated by multiplying the total institutional costs (step one) by the percentage of unearned Title IV aid (step five). This calculation results in the dollar amount of unearned percentage applied to costs.
- 7) The lesser of the unearned aid amount (step five) or the dollar amount of the unearned percentage of institutional costs (step six) equals the amount the institution returns to the Title IV programs. Any refund amount is applied in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, Direct PLUS Loan (Graduate Student), Direct PLUS Loan (Parent), Federal Pell Grant, Federal SEOG, and TEACH Grant.

- 8) The amount of aid a student must return (if any) is calculated by subtracting the amount the institution returns (step seven) from the unearned aid amount (step five). The student is still responsible for repaying any loan amounts not returned by the institution. Any amount a student must return to a loan program is repaid according to the terms of the loan. In addition, a student may be required to repay a portion of the Federal Pell Grant, Federal SEOG, and the TEACH Grant. The amount returned to the Federal Pell Grant, Federal SEOG or the TEACH Grant funds are reduced by half of the initial repayment amount.

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

Donor Scholarships

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

Olive Arkoosh Endowed	John J. Franey Memorial	Elizabeth A. Mannlein Endowed
Baburek/Deeths Endowed Scholarship	Charles A Frueauff Foundation	Stephen T. McGill Memorial
Coreen Barba Endowed Memorial	Paul and Rachel Gallagher	Sharon Lovely Merritt Memorial
Jesse J. and Angela M. Bavaresco Memorial	Joan B. Halsted Memorial	Rachel M. Micek Memorial
Carl and Peg Bendixen Endowed	Hawks Foundation	Clara and Henry Miller Memorial
Edmund and Bernadette Bosin Memorial	Holland Foundation	Tim Moylan Memorial
Mary Schwertley Brown/Sally Bisson Endowed	William Randolph Hearst Foundation	Joseph F. and Helen Clare Murphy Family Scholarship Fund
Sr. Thea Bowman	Sr. Mary Mechtilde Hill, RSM Scholarship for Academic Excellence	Nebraska Independent College Foundation
Elizabeth Carlin Schultz Endowed	Nancy Glatter Hittner Memorial	NE Mercy Ministry Fund
Melanie and Joanne R. Carlson Endowed	Matthias Hugo Memorial	Imelda Nolan Memorial
Mrs. Frank Cech Memorial	A.F.and Ruth Jacobson Memorial	Edward and Lila Robinson Charitable Trust
Class of 1940	Kathleen Turner Jeffries Memorial	Helen Russell Memorial
Patricia Colchin Lavey Endowed	Kean Scholarship	Madelene McKenna Schaber
Luke and Shirley Coniglio Endowed	Kersey-Geisler Endowed	William and Ruth Scott Family Foundation
James M. Cox Foundation	Peter Kiewit Foundation	Harriett and John M. Shonsey Memorial
Dr. C. C. and Mabel L. Criss Memorial Foundation	Marjorie Langhorst Memorial	Sisters of Mercy McAuley Scholars
Mary Cronin Memorial	Blanche Laughlin Memorial	Paul and Annette Smith
William E and Rose Marie Davis Foundation	Joan Laughlin Endowed	Morton and Ella S. Steinhart Foundation Memorial
Colleen Dostal Stormberg Memorial	Lawless Family Scholarship	Dr. Electra O'Rourke Strub
Bernice M. Ebel Memorial	Les and Phyllis Lawless Endowed	Gilbert C. Swanson Foundation
Patricia Ann Eckardt Memorial	Kenneth Lueder Memorial	Fran Thul Memorial
Harvey D. Ferer Memorial	St. Mary Christelle Macaluso, RSM Memorial	Union Pacific Foundation
Amanda Nicole Florance Memorial	Deborah A. Macdonald Foundation	George and Susan Venteicher
	Maggio/Kanel Memorial	Vernon and Kathryn Von Seggern

Tuition and Fees

All students are required to make semester financial arrangements for tuition, fees and room and board prior to attending the first class of each semester. These arrangements, referred to as "SFA," must be made in the Express Center or using the on-line SFA process. At the time of student financial arrangements, each student will be required to sign a promissory note acknowledging that she is responsible for all charges including tuition, fees, 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. Students will be administratively withdrawn from classes if satisfactory payment arrangements are not made.

Tuition and Fees 2012-2013 Academic Year

Tuition - Undergraduate Programs

Full-time Student (12-18 credits) - <i>per semester</i>	\$ 12,415
Overload (each credit over 18) - <i>per credit hour</i>	825
Part-time Day courses (fewer than 12 credits) - <i>per credit hour</i>	825
Internet or Independent Study - Pay according to tuition plan	
Part-Time Evening courses (fewer than 12 credits) - <i>per credit hour</i>	565
Special Tuition Rates for Alegent Employees - <i>per credit hour</i>	565
Practical Nursing Program - <i>per credit hour</i>	300
Paralegal Post-Baccalaureate Certificate Program - <i>per credit hour</i>	425
Business Leadership and Management - <i>per semester</i>	5965
All Omaha Campus Summer 2012 Courses - <i>per credit hour</i>	540
Summer 2013 Courses - <i>To be determined</i>	
Weekend - <i>per credit hour</i>	305
Audit - <i>per credit hour</i>	½ tuition charge
Audit for Post BA/BS/BBLM Alum	No tuition/fee charge
<i>Applies to one three-credit hour course per semester</i>	
Senior Citizen (over 65)	No tuition/fee charge
<i>Applies to one three-credit hour course per semester</i>	

Residence Life Room and Board

Lozier Double Room - <i>per semester</i>	\$ 3,400*
Lozier Private Room* - <i>per semester (For 1st Year Students)</i>	3,900*
Lozier Private Room* - <i>per semester (For 2nd Year Students)</i>	3,700*
Lozier Private Room* - <i>per semester (For 3rd & 4th Year Students)</i>	3,500*
Suite Style Hall Room - <i>per semester</i>	\$3,400*
Residence Hall Contract Breakage Fee	500
Summer 2012 Residence Hall Rate - All Summer	925
Summer 2013 Residence Hall Rate - All Summer	925

*Certain restrictions apply; contact Director of Residence Life

Financial Fees

Set up Installment Payment Plan - <i>per semester/module</i>	\$ 40
Deferral for Corporate Reimbursement - <i>per semester/module</i>	40

Late Payment Fee – <i>per month</i>	60
Late Semester Financial Arrangements Fee – <i>per semester</i>	100
Return/Reissue Check Fee – <i>per check</i>	60

Special Fees (nonrefundable)

Application for Admission Fee	\$ 30
Matriculation Fee – <i>new and readmit student fee</i>	55
Graduation Fee – <i>degree seeking only (applies to all graduates, regardless of participation in ceremony)</i>	145
Technology Fee – <i>per credit hour</i>	16
Transcripts	6

Alternatives for College Credit

Credit by Exam or Challenge Exam – <i>per credit hour</i>	\$ 120
Portfolio Assessment – <i>per credit hour</i>	120
Dual Credit and Early College Start Programs (per credit hour)	75
Dual Credit and Early College Start Music Lessons (per course)	\$315

Academic Program Fees

ASN Assessment Program – <i>per semester</i>	\$ 385
Practical Nursing Assessment Program – <i>per semester</i>	385
Occupational Therapy – <i>per semester (degree seeking only)</i>	85
Engineering Program – <i>per semester</i>	350

Clinical Course Fees

ASN/BSN Students – <i>per clinical course</i>	\$ 405
Practical Nursing Students – <i>per clinical course</i>	305

Science Lab Fees

Science Lab Fee – <i>Per Lab Course</i>	\$ 100
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Payment Options

Methods of Payment

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

Payment in Full

Payment in full can be done in person in the Express Center at anytime. You may also pay your balance in full by visiting www.csm.edu/SFA.

Payment Plan

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

<u>Plan Type</u>	<u>Fall</u>		<u>Spring</u>		<u>Summer</u>	
	<u>Enroll By</u>	<u>Pmt Months</u>	<u>Enroll By</u>	<u>Pmt Months</u>	<u>Enroll By</u>	<u>Pmt Months</u>
6 month	05/21/12	Jun - Nov	11/21/12	Dec - May	N/A	N/A
5 month	06/21/12	Jul - Nov	12/20/12	Jan - May	04/22/13	May-Aug
4 month	07/24/12	Aug - Nov	01/22/13	Feb - May	05/21/13	June-Aug
3 month	08/22/12	Sep - Nov	02/19/13	Mar - May	06/20/13	July-Aug
3 month	09/24/12	Oct - Dec				

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

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

Corporate Deferred

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

Your payment will be withdrawn on February 5th for the Fall Semester, July 5th for the Spring Semester, or September 5th for the Summer Sessions.

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

College of Saint Mary Refund Policy

Students who want to withdraw from one or several courses or the entire semester, must complete the **WITHDRAWAL CHECKLIST**. The student must complete the withdrawal checklist with all required signatures and submit the completed form to the Express Center. Students who fail to submit a withdrawal checklist as required *will not receive 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 and general fees (special fees and matriculation fees are non-refundable after the first week of classes).

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

Refunds are calculated as follows:

Regular Full Time & Masters in Occupational Therapy (12-18 CREDITS)

Dropping below 12 credit hours but is still enrolled

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

Courses Scheduled for Full Semester

(Including Regular Full Time and MOT withdrawal from all classes)

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

Courses Scheduled for Less than Full Semester

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

Weekend College

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

Summer Sessions

(For BLM & MAT, refunds are calculated based on the Less than Full Semester Schedule above)

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

Resident Hall Charges

If a resident hall student withdraws from the College, room and board charges will be refunded on a prorated weekly basis. If a resident hall student decides to move out of the residence hall during the school year, a \$500 fee will be charged for breaking the housing contract.

Bookstore Vouchers

Students whose financial aid exceeds the total amount of their tuition and fees may apply for a Bookstore Voucher, or apply the balance to their campus card if done on-line, for an amount no greater than the anticipated credit balance which will be created by the application of their financial aid. Vouchers may be obtained in the Express Center once you

have completed your SFA and may be used in the Bookstore through the expiration date indicated on the voucher. Any funds left on a student's campus card bookstore account when student refunds are issued will be taken off, and a check will be issued.

Payments of Excess Financial Aid

If a credit balance is created on a student's account by the application of any type of financial assistance, a refund check will be issued to the student. Students picking up their checks in person must present picture identification. Please allow up to ten working days from the time a credit balance is created for a refund check to be issued. Checks that are not picked up on the day the Express Center receives them, will be mailed out the following evening. Please make sure we have your accurate address.

Past Due Student Accounts

The definition of a past due student account is any account which has not received a payment within 5 days of the required due date. The College will place a financial hold on the student's account. The hold will remain until the past due payment plus the late payment fee is paid in full. Financial hold status will preclude the student from receiving any grades or transcripts and will not permit the student to register for additional courses until such time that the amount in arrears is paid in full. Each month the College will send each such student an itemized statement of the balance due.

Delinquent Student Accounts

If a balance remains following the conclusion of the current semester, the account is considered delinquent and the College will transfer the student account to delinquent status. Attempts 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 College will notify the student that the account is being 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
- Semester Financial Arrangements (SFA) not completed
- Fines or fees (library, parking, athletic equipment, etc.)
- Insufficient checks
- Default on student loan (Stafford, Perkins, Nursing, etc.)
- Immunization records not received
- Incomplete student loan counseling (entrance or exit counseling)
- Incomplete financial aid paperwork (i.e., master promissory note, award letter)

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

Evening and Weekend Programs

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

Advising

Advising assistance is available to students taking evening or weekend courses from program faculty. Enrollment advisors are available to answer questions regarding transcript evaluation, career opportunities, course schedules and registration. Contact the Enrollment Services Office at 402-399-2355 for more information.

Omaha Campus

Master Degrees:

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

Bachelor Degrees:

- Business: Analytics and Strategic Communication
- Business Leadership and Management

Associate Degrees:

- Business: Analytics and Strategic Communication

Certificates:

- Business Information Systems
- Paralegal Studies (Post Baccalaureate)

Many courses from the core curriculum are available on weekday evenings on the Omaha campus.

Curricular Service-Learning

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

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

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

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

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

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

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

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

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

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

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

The Service Learning Program offers the following statement about Partnership Relations in order to provide guidance for faculty and community partners who collaborate on service learning projects.

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

Service Learning Partnership Relations

"Committed to the enduring concerns of the Sisters of Mercy, College of Saint Mary is a Catholic university dedicated to the education of women in an environment that calls forth potential and fosters leadership." (College of Saint Mary Mission Statement)

One of the ways College of Saint Mary manifests its mission for academic excellence and student development is through curricular service learning. Faculty in all academic divisions offer service learning courses that help students achieve learning goals and contribute to the greater Omaha community.

CSM Faculty Role: CSM faculty have requested that students serve at your organization because our students can learn from your well-led programs and participate in your provision of service. Faculty will inform you of specific learning goals they want students to achieve at your organization by giving you the part of the syllabus that addresses this, and will provide you with evidence of student learning at the end of the semester. Prior to students' engagement in service learning, faculty provide students with an orientation that includes expectations that students demonstrate their commitment and respect to the organization by maintaining confidentiality, communication, and professional behavior.

Community Partner Role: You are contributing to the education of CSM students. Thank you. CSM values your feedback on our students and our Service Learning Program. We will email you a link to a very short survey at the end of each semester, so that you can anonymously provide feedback. The Program also welcomes any feedback about our students at any point in the semester, which can be directed to a faculty member or Service Learning Director. CSM wants our partnership with you for service learning to evolve to meet the changing needs of both your organization and the Service Learning Program.

Center for Transcultural Learning (CTL)

The Center for Transcultural Learning (CTL) at College of Saint Mary provides innovative services intended to foster culturally competent and relevant training and education necessary for the social and economic integration of the culturally diverse population of Omaha. The most recognized services provided by the CTL are language acquisition and interpreting trainings.

Language Acquisition: English (ESL) – (Certificate)

English language acquisition courses are offered at various levels to enable non-native English speakers to function and thrive in and English-speaking society. Courses range from pre-beginning, designed to help students with basic communication skills, to advanced, which prepares a student to enter college.

Language Acquisition: Spanish

Intensive Spanish for Professionals: This program exists to bring non-Spanish speakers to a Limited Working Proficiency that makes them able to satisfy routine social demands and specific work requirements.

Medical Interpreting Certificate

The Center for Transcultural Learning (CTL) and the Department of Spanish grant credits to students who complete the required courses for a Certificate of Medical Interpretation. This certificate program is designed as a series of interconnected modules that cover different aspects and levels of Medical Interpreting. 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.

Cultural Competence

Cultural competence is the term used to describe the set of congruent attitudes, behaviors, and policies that are enacted at a personal, social, organizational, or systemic level that can help to deal effectively in cross-cultural situations. Because it is impossible to have a universal template for dealing with people from diverse cultural backgrounds, cultural competence is useful in helping to promote awareness of the meaning of being part of a multicultural society in which differences and commonalities have an important role in our interactions.

By facilitating the awareness and understanding of the new reality of the growing cultural diversity in our region, the Center for Transcultural Learning offers a program of seminars in cultural competence as a way to promote understanding, collaboration, and conflict reduction.

Objectives of the Seminars in Cultural Competence

Based on the mission of the College of Saint Mary, the seminars on Cultural Competence are built around the philosophy of having a high regard for the dignity of each person. From here we have visualized the following objectives:

- * Provide theoretical and practical frameworks of reference to promote a further awareness of the implications of being part of a multicultural environment.
- * Manage with greater understanding the cultural diversity in service companies and agencies located in Omaha and surrounding communities.

- * Expand frameworks of reference to mitigate ethnocentrism, racism, sexism, homophobia, and other forms of discrimination and inequalities that are present in our society.
- * Reduce intergroup conflicts and promote intergroup cooperation.

Target Population

- * Supervisors and leaders in contact with people from various cultural backgrounds.
- * Staff of agencies responding to a culturally-diverse population.

Duration

The seminars are designed to be flexible and can be tailored to meet the needs of the organization. The seminars can be from four to twelve hours in length, over half a day to two or more days.

Content

Seminar materials are presented in modules. An organization can choose any one or a combination of modules. The four modules are:

- * Self-assessment of the participants in order to be aware, acknowledge, and understand their own cultural or ethnic reality.
- * Theoretical references on culture, cultural sensitivity, cultural awareness, and cultural competence.
- * Exploration of the changing cultural landscape in the USA, Nebraska, and Omaha.
- * Case studies on cultural competence and incompetence in various settings.

A schedule of topics as well as a fee structure will be prepared upon request.

Study Abroad

College of Saint Mary recognizes the rich cultural experiences and increased global awareness studying abroad offers. The College encourages its students to study overseas and assistance is given to interested students to help them navigate the studying abroad process. Further information about the programs listed below is available from the Study Abroad Coordinator.

Transfer of Credits

It is the student's responsibility to find out if and how the courses she takes overseas will translate into credits at CSM. Students work with advisors to attain approval for transfer credit prior to the study abroad experience.

Financial Aid

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

Application Process

To begin the process, a student interested in studying abroad meets with the Study Abroad Coordinator to discuss options for studying abroad, such as program, location, duration, cost, and available options while overseas. Complete the Study Abroad Application Form, which requires visiting with a financial aid counselor, the Registrar, and the student's academic advisor. The student will also need to complete the application process required by the program sponsoring the study abroad experience, if applicable.

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: March 1. If a student studies abroad with an outside organization, other deadlines may apply.

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

CSM Study Abroad Scholarship

CSM students planning to study abroad 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)
- Enrolled in a regular, full-time degree program. Students in certificate programs and other programs with special tuition rates are not eligible for this scholarship.

CSM'S APPLICATION PROCESS:**

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

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

STUDY ABROAD APPLICATION 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	MARCH 1

*Check the application dates of the program for which you are applying; they may differ.

SCHOLARSHIP AMOUNT AND EXPECTATIONS

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

By accepting this scholarship, the student agrees to demonstrate how her objectives were met either by writing a paper or making a presentation to a group or groups about the study abroad experience. This requirement will be met by the end of the semester following the study abroad semester and will be supervised by the Associate Dean for Academic Affairs.

Programs

The programs listed below are just a few of many programs available to students who want to study abroad, and students are not limited to using one of the programs described below. The Study Abroad Coordinator has information about the following programs, and there are links to these programs on the csm.edu Study Abroad web page. Scholarships or grants may be available to students choosing one of these programs. College of Saint Mary may establish new affiliations and these will be updated on the CSM website.

American Institute for Foreign Study (AIFS)

AIFS offers study abroad opportunities in Australia, Austria, China, Czech Republic, England, France, India, Ireland, Italy, New Zealand, Russia, South Africa, and Spain. Students attend local universities with other students from around the world. Credits are received from the foreign university.

Arcadia University

Arcadia's College for Global Studies offers study abroad programs for undergraduate and graduate students ranging in length from semester, year and short-term study/research abroad programs. They offer over 100 programs in 16 countries, including Australia, England, France, Germany, Greece, Mexico, Ireland, Italy, New Zealand, Scotland, South Africa, Spain, Tanzania, Wales, China, and India, as well as world-wide internship opportunities. Credits are received from Arcadia University.

CAPA

CAPA has study abroad opportunities in Beijing, Brussels, Florence, London, and Sydney, as well as internships in all fields in several additional locations. A student in the CAPA program studies abroad with other American students, and the program provides many opportunities for cultural experiences. Credits are received from the University of Minnesota.

Central College Abroad

College of Saint Mary is a member of Central College's International Studies program. College of Saint Mary students will have opportunities to study in England, Spain, Austria, Ghana, Mexico, Wales, France and the Netherlands. Students attend local universities. Credits are received from Central College.

GlobalLinks Learning Abroad

GlobalLinks Learning Abroad has over 20 years of experience working within the field of international education serving both students and advisors. They are a leader in study abroad known for high-quality, full service programs with excellent value in a wide range of locations throughout Australia, New Zealand, Fiji, Asia, and Europe.

International Studies Abroad (ISA)

Since 1987, ISA has offered study abroad programs for university students. ISA offers a wide variety of year, semester/trimester and month long programs in 18 countries. They have programs at recognized universities in Argentina, Belgium, Brazil, Chile, China, Costa Rica, Czech Republic, Dominican Republic, England, France, Italy, Jordan, Morocco, Panama, Peru, South Korea, and Spain. Credits are received from the local university.

Spring Hill College Italy Center

The human rights focus of the SHC Italy Center is anchored in academic based social justice travel. The program integrates traditional classroom learning (in English) with travels that expand one's global perspective. During a term abroad students are able to traverse Europe's great capitals; meet with immigrants; hear from business, religious and political leaders; witness firsthand how Italians are combating climate change; intern for a human rights agency; and discover Italy's nooks and crannies – all while living in one of Europe's consistently top rated university towns.

Student Life & Development

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

CSM Achievement Center

The Center provides centralized services to help students improve individual academic performance through advising, tutoring, career services, ADA accommodations, and innovative academic support programs. The Center provides a "one-stop shop" within an environment that encourages students to attain their full academic potential. In addition, a group study area and three computers are available for student use.

Services include:

- Individual and small group tutoring
- Testing services
- Specialized academic support workshops and academic skill building
- Writing assistance
- Undeclared academic advising
- Special accommodations for students with disabilities who self-identify (ADA)
- Intensive college preparation program (CSM Advantage) prior to the beginning of fall classes for at risk students
- Individualized consulting and mentoring for CSM Advantage students
- Career exploration and advising
- Job preparation assistance and resume review
- On-line academic preparation resources

Counseling

CSM partners with Alegent Occupational Health Services (OHS) to provide short-term counseling to all full-time students and their family members free of charge. The Counseling Assistance Program (CAP) is a confidential, 24-hour access service with locations throughout the Omaha metropolitan area, including one near the CSM campus. Students who want to discuss issues that are interfering with academic or personal goals may call CAP (402-398-5566) to set up an appointment. Anxiety, high stress, concern for a friend or depression are among the many reasons students take advantage of this confidential, free service.

Health Care

All students should be covered by a comprehensive health insurance plan. International students are required to have health insurance. Further information about obtaining health insurance can be found in the Insurance section of this catalog.

CSM partners with Alegent Occupational Health Service (OHS) to provide student illness evaluations at a cost of \$40 each. These services are the financial responsibility of the students and can be paid by cash, check, credit/debit card at the time of service. For x-rays or additional testing, additional fees will be required. Alegent OHS is located near the CSM campus at Bergan Mercy Medical Building One at 7710 Mercy Road, Suite 124. Appointments may be made by calling 402-398-6581 between 7:00 a.m. and 4:30 p.m., Monday through Friday.

Housing

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

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

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

Students who live in the residence halls have leadership opportunities through the Residence Hall Council. Each floor community has a resident advisor who provides support and community and academic programming.

Campus housing is restricted to those full time students studying for undergraduate degrees at CSM. However, if a student completed her undergraduate work at CSM and is continuing on as a full time student for a graduate degree at CSM, she may live in the residence halls for the durations of her graduate studies.

Male Visitors in the Residence Halls

In order to assure individual privacy and security, College of Saint Mary students may host male guests in the designated areas of the residence halls at the times listed in the Resident Student Handbook. Failure to comply with this policy will result in disciplinary action.

Mothers Living & Learning

CSM's *Mothers Living & Learning* residential option provides on-campus housing to single mothers and their children. Students are responsible for their individual tuition and room and board expenses; however, their children can live and eat on campus for free.

Intercollegiate Athletics

College of Saint Mary sponsors seven sports: basketball, cross-country, golf, soccer, softball, swimming, and volleyball. CSM is a member of the NAIA (National Association of Intercollegiate Athletics) and the (MCAC) Midlands Collegiate Athletic Conference, and is a participant school in the NAIA Champions of Character program. Participation in CSM's athletic teams and eligibility for CSM athletic scholarships is limited to those students who meet the eligibility requirements of the NAIA and have been recommended by a coach.

Lied Fitness Center

Leisure and fitness activities and intramural sports opportunities are offered at the Lied Fitness Center. The swimming pool, gymnasium, walking track, cardio room and weight room are available to all CSM students when not in use for classes or other scheduled activities. All those using the center must have a valid ID and swipe in at the door. Towels and sports equipment is issued at the front desk. CSM students with valid IDs may use the Center at no charge; some classes and special activities, or use of the Center by guests of CSM students require payment of a nominal fee.

Campus Ministry/Faith Opportunities

Firmly rooted in the Mercy tradition, Campus Ministry seeks to develop a faith community motivated by the corporal and spiritual works of Mercy. Within the context of Catholic higher education, Campus Ministry provides opportunities to encounter God active in our world and emphasizes compassion, service, respect for the dignity of all persons, and an awareness of our global realities. Campus Ministry offers both Catholic and ecumenical opportunities for prayer and liturgical celebrations, provides a pastoral presence on campus, facilitates social justice, community service, and outreach activities, and provides retreat opportunities and programs on Mercy spirituality. Campus Ministry welcomes persons of all religious traditions.

Student Leadership and Organizations

The Office of Student Leadership and Organizations assists and supplements campus organizations in providing social and educational events for the campus community.

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

New Student Registration/Welcome Days

New Student Registration Day is a full day program providing incoming new students and their families with the opportunity to get acquainted with College of Saint Mary. The day includes information on CSM programs and services, an opportunity to register for fall semester classes, and other events to ensure a smooth beginning to the academic year. When students arrive on campus in August, they will participate in Welcome Days. Welcome days are designed to provide fun-filled and educational activities preceding the start of the academic year. Students have a chance to meet other new students, participate in social activities, gain insight into majors, find classrooms, and settle into residence halls.

Code of Conduct

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

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other College activities including its public service functions or other authorized activities on College premises;
2. Abuse of any person on College-owned or College-controlled property, or a College sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person, including self;
3. Intentionally harassing any person in such a way as to interfere with that person's emotional, or academic pursuits; creating a hostile, abusive, coercive or intimidating environment; and/or slander or defaming another's character;
4. Intentionally and substantially interfering with others' freedom of expression;
5. Disorderly conduct or lewd, indecent, or obscene conduct or expressions on College-owned or controlled property or at College-sponsored or supervised functions;
6. Conduct which adversely affects the student's suitability as a member of the academic community;
7. Dishonesty, such as cheating, plagiarism or knowingly furnishing false academic

- information (see also Policy for Academic Honesty);
8. Unauthorized access, destruction of, or interference with computer programs, computer databases, computer files, or computerized information stored in College computer systems;
 9. Forgery, alteration or misuse of College documents, records, or identification;
 10. Theft or unauthorized possession of, or damage to, property of the College or of a member of the College community or campus visitor;
 11. Unauthorized entry or use of College facilities or unauthorized possession of College keys, access cards, and codes;
 12. Use, possession, or distribution of marijuana, narcotics or dangerous drugs; use, possession, verbal or written threat of weapons or explosives of any kind;
 13. Violation of rules governing residence in College-owned or controlled property;
 14. Violation of College policies or of campus regulations including, but not limited to the provisions of the student handbook, other College publications and residence hall rules and regulations;
 15. Failure to comply with directions of College officials acting in the performance of their duties;
 16. Hazing, which is a broad term encompassing any action or activity which does not contribute to the positive development of a person, or which inflicts or intends to cause mental or bodily harm or anxieties, or which may demean, degrade, or disgrace any person;
 17. Illegal or unauthorized possession of firearms, explosives, or other weapons, on University premises;
 18. Violation of any federal, state or local law;
 19. Manipulation of the Disciplinary Review Process, including but not limited to:
 - a. Failure to comply with the notice from a University official to appear for a meeting or a hearing as part of the Disciplinary Review Process.
 - b. Falsification, distortion, or misrepresentation of any information during the Disciplinary Review Process.
 - c. Disruption or interference with the orderly conduct of a disciplinary Review proceeding.
 - d. Attempting to discourage an individual's proper participation in, our use of, the Disciplinary Review System
 - e. Attempting to influence the impartiality of a member of the review, prior to, and/or during the course of the Disciplinary Review proceeding
 - f. Harassment (verbal, physical, or written) and/or intimidation to any student or professional prior to, during and/or after the Disciplinary Review proceeding
 - g. Failure to comply with the sanction(s) imposed under the Disciplinary Review System.

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

Parents may be notified if it is anticipated that a student infraction may result in disciplinary probation, removal, suspension and/or expulsion, if the student is: (1) age 18 or younger,

and/or (2) financially dependent on her parent(s) (as defined by the Federal government for income tax purposes), or (3) when the student is in violation of law or policy governing the use of alcohol or drugs, if the student is under 21.

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

Disciplinary Review

Students at the university are regarded as adults and citizens of the community as a whole. The main premise of the process is that we expect students to take responsibility for their behavior. The disciplinary process is fundamentally a learning process for the students. For the staff who work with students in question, the process provide the challenge and support necessary for students to learn from the experience. Typically, the Assistant Dean of Students will review disciplinary cases.

Appeal Process

A student has the right to appeal a judicial decision; to do so; she must prepare and hand deliver a written appeal to the Vice President for Student Development within five working days. Pending the response to the appeal, the student's status as a student will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or of others, or reasons involving the safety of persons or property.

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

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

Note that concern as to the severity of the sanction is not considered an acceptable reason to appeal.

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

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

Drug-Free Campus Policy

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

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

Policy for a Tobacco-Free Campus College of Saint Mary

Smoking is prohibited in all campus buildings and anywhere on campus property.

- For the purposes of this policy, smoking is defined as burning any type of tobacco product including, but not limited to, cigarettes, cigars, and pipes. Smokeless tobacco is also prohibited.
- Tobacco advertisements are prohibited in college publications or any publications endorsed by CSM to be distributed on campus.

The Campus Wellness Coordinator provides smoking cessation resources and support.

General Student Information

I.D. Card

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

Meals

The College dining room is open 7 days a week and offers a full board plan for resident students. Non-resident students may also purchase a meal plan or put money on their ID card in the Express Center. Hours of operation are posted in the dining room and published in the Student Handbook. Christina's Place, located in the Hixson Lied Commons sells hot and cold beverages along with breakfast and lunch items.

Notary Public

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

Parking

All cars must be registered and have a College of Saint Mary sticker placed in the proper position in the vehicle. Fines for violations must be paid in the Express Center. Stickers, maps and parking regulations are available from the Information Center.

Solicitations

The on-campus sale or solicitation of anything (including distribution of samples) is prohibited without prior authorization in writing from the Facilities Coordinator.

Student Handbook

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

Immunization Requirements

College of Saint Mary requires that all students entering our college for the first time be immunized against measles, mumps, and rubella and must show proof of MMR 1 and MMR 2. As these are preventable and contagious diseases, CSM wants to prevent the possibility

of an epidemic. All students must submit accurate immunization records 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 being cancelled or restricted.

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

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

In addition to the above immunization measles requirement for all students, certain academic programs may also require a physical examination and additional immunizations prior to acceptance into the program. Students should review any specific program requirements prior to beginning their course work at College of Saint Mary. All international students and athletes are also required to submit a medical form. Athletes return completed forms to the Athletic department and international students return forms to Student Development.

MLL Students must provide immunization documentation for their child/children to Student Development at the beginning of each semester (fall, spring, and summer).

Academic Regulations and Information

Academic Responsibility

The Vice President for Academic Affairs is the official representative of the College 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 College catalog and other publications or academic information provided by any faculty or staff member other than the Vice President for Academic Affairs, the catalog takes precedence.

The College reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings. Students withdrawing from the College 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 year on Official Leave of Absence.

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

Academic Advising

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

Academic Appeals Board

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

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

The process for an Academic Appeal is as follows:

- 1) Discuss the matter of appeal with the instructor.
- 2) Discuss the matter of appeal with the Program Director of the course.
- 3) Discuss the matter of appeal with the course Division Chairperson.
- 4) Discuss the matter of appeal with the Vice President for Academic Affairs.

5) If the appeal is then not resolved, submit an "Application to the Academic Appeals Board" (forms are available in the Academic Affairs Office, Walsh 118). The Vice President will convene the Academic Appeals Board.

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

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

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

Academic Load

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

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

Academic Probation and Dismissal

All students at College of Saint Mary are expected to make continuous academic progress while they are enrolled at the College. **Continuous academic progress** is considered a **semester and cumulative grade point average** of at least 2.0 on a 4.0 scale. All students will be reviewed at the end of the fall and spring semesters. The summer session may contribute to the cumulative GPA, but is not considered for academic actions. All students on conditional admissions (full or part time) will be reviewed at the end of the fall and spring semester to determine if they remain on academic probation. If the fall or spring term GPA is 2.0 or above, conditional admittance will be lifted. If the fall or spring term GPA is less than 2.0, the student is subject to academic probation, dismissal, or continuance of the conditional status.

A student who does not maintain a semester 2.0 grade-point average or who does not have a cumulative 2.0 grade point average at the end of the semester in which she is being reviewed is subject to academic probation in the subsequent semester. If the student achieves a semester and cumulative 2.0 or higher grade-point average in her probationary semester, she will be removed from probation. If she continues with either a semester or cumulative grade point average below 2.0, she will be subject to 2nd probation for the

succeeding semester. A student who, after two probationary semesters at the College, has still not attained a semester and cumulative grade point average of 2.0 is eligible for dismissal. Any student who does not achieve a 1.0 grade point average in any semester, regardless of her probationary or non-probationary status, is eligible for dismissal.

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

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

The Academic Action Review Board, chaired by the Vice President for Academic Affairs, will review the petition. Membership on the Academic Action Review Board is determined by the Vice President for Academic Affairs and is drawn from the full time faculty and the Retention Leadership Council.

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

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

Academic Action as Applicable to Students in the Health Professions Division

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

While students may be accepted into the College, the Nursing program and the Occupational Therapy program have additional specific requirements for being enrolled and to progress in those programs. For details, please consult the respective handbooks for each program.

Academic Year and Semester Hours

The academic year is divided into two semesters of 15 weeks each and a summer session. A semester credit hour represents one 50-minute period of class lecture and discussion or a minimum of two 50-minute periods of laboratory or studio work pursued weekly for the semester. Clinical lab and field experience may require a larger number of contact hours per credit hour earned. The number of semester credit hours is specified after each course in the catalog.

Advanced Placement

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

AP EXAM	REQUIRED TEST SCORE	COURSE AWARDED	CREDIT EARNED	NOTES
Art History	3,4,5	ART 202	3	
Biology	3,4,5	BIO100	3	non-majors
Calculus AB	4,5	MTH 201	4	
Calculus BC	4,5	MTH 202	8	
Chemistry	4,5	CHM 110	3-4,6-8	
Computer Science A	3,4,5	BIS 101	3	
Econ: Macro	3,4,5	ECO 131	3	
Econ: Micro	3,4,5	ECO 132	3	
Eng Language/Comp	3,4,5	ENG 101	3	
Eng Literature/Comp	3,4,5	ENG Literature elective	6	
Environmental Science	3,4,5	ELECTIVE CREDIT		
European History	3,4,5	ELECTIVE CREDIT	3,6	
French Language	3,4,5	ELECTIVE CREDIT	3,6	
French Literature	3,4,5	ELECTIVE CREDIT	3	
German Language	3,4,5	ELECTIVE CREDIT	3,6	
Govt&Politics:Compare	3,4,5	ELECTIVE CREDIT	3	
Govt&Politics: US	3,4,5	ELECTIVE CREDIT	3	
Human Geography	3,4,5	ELECTIVE CREDIT	3	
Classic Languages	3,4,5	ELECTIVE CREDIT	3,6	
Music Theory	3,4,5	ELECTIVE CREDIT	3	
Physics B	4,5	PHY 202, 203, 204, 205	8	
Psychology	3,4,5	PSY 101	3	
Spanish Language	3,4,5	SPN 111	3,6	
Spanish Literature	3,4,5	SPN 411 OR SPN 412	3	
Statistics	4,5	MTH 242	3	
Studio Art (2D,3D,Drawing)	3,4,5	ART ELECTIVE	3	
US History	3,4,5	HPS 131, HPS 132	3,6	
World History	3,4,5	HPS 160	3	

Americans with Disabilities Act (ADA)

If you have a certifiable learning or physical disability and require special accommodations, please call and make an appointment with the Achievement Center ADA office at 402-399-2366 or email ada@csm.edu. *Considerable lead-time is required for accommodations, so it is important that your request is received in the Achievement Center ADA office as early in the semester as possible.* **Please note that your request will be handled confidentially.**

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

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

Attendance

No person is allowed to attend class unless officially enrolled on a credit or non-credit basis with the appropriate fees 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 or any other cause. Each instructor will explain in his/her classes the procedures he/she wishes to follow in case of absence. This policy is to be included in the course syllabus and given to each student at the first class meeting. Each instructor is responsible for enforcing his/her stated attendance policy. In case of unsatisfactory work due to excessive absence, the instructor, after giving oral or written warning to the student, may initiate withdrawal action with the concurrence of her/his division chair or dean (Administrative Withdrawal).

Absence (University-Authorized) for University-Sponsored Activities

In addition to a documented and bona fide medical emergency or the death of an immediate family member, absences from class are authorized for students who, as individuals or members of athletic teams or other organized groups, represent the university in university-sponsored activities.

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

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

If the student provides adequate notification as outlined above, faculty are expected to honor a valid university excuse for a university-authorized absence and to provide reasonable make-up work without penalty as specified in their syllabi. Class experiences

that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course or determine if an alternative assignment is possible. Academic Programs can determine acceptable parameters for "reasonable make-up work" for their faculty.

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

Audits

Students who audit courses are not held responsible for the work and receive no grade or credit and may attend once approved fees have been paid. A course that is audited may not be changed to a credit course after the late registration period.

Change of Program

Once a student is officially accepted by the College and into her chosen major program, the student is assigned a permanent advisor from the major field. Students usually retain the same advisor for the rest of their College years but may request a change 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 at the Registrar's Office.

Classification of Students

Students who meet entrance requirements are classified as first-year students. Upon satisfactory completion of 30 semester hours of credit, students are classified as sophomores; upon satisfactory completion of 60 semester hours, students are classified as juniors; upon satisfactory completion of 90 semester hours, students are classified as seniors.

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

Competencies

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

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

Conditional Admission/Study and Learning Course

All conditionally admitted students are required to take IDS 097 (Study and Learning) during their first semester at CSM. Any second semester first time or transfer student who receives less than a 2.0 during their first semester is required to take IDS 097 their second semester.

Courses at Other Institutions

Degree-seeking students (bachelor and associate degree candidates) attending College of Saint Mary are required to take all classes at the College. Under special circumstances, students enrolled in a degree-seeking program, whether full- or part-time, may transfer in credit hours from another accredited institution while enrolled in a degree program at College of Saint Mary. The number of credit hours allowed may never exceed 15 credit hours.

Credits from a study abroad program or credits from a concurrent dual degree program with College of Saint Mary and another institution are not 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 the major not offered at College of Saint Mary. Degree-seeking students must complete a minimum of 30 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 30 of their last 45 credits will be taken at CSM due to the study abroad.

PRIOR PERMISSION must be obtained from the Division Chair before taking an off-campus course. The Approval for Course to be Taken at Another College Form (available in the Express Center) must be filled out with appropriate justification and signatures (student's advisor, Registrar, and Division Chair).

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

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

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

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

Credit For Prior Learning

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

1. The student can demonstrate that what was learned is equivalent to the achievement levels expected of college work.
2. The maximum number of credits to be gained through alternate means is limited to 10 percent of the completed study program degree requirements.
3. Credits by alternate means are not considered among the credits to be taken in residence except portfolio credit.
4. All requirements for credit granted by alternate means must be completed prior to the beginning of the final semester before graduation.
5. After completion of challenge, acceptable grades of "P" (pass), "S" (satisfactory)

or a letter grade of C or above will be recorded on the transcript as transfer credit. Credit by portfolio will be recorded as College of Saint Mary credit.

Methods by which college-level learning can be demonstrated include challenge examinations, CLEP examinations, DSST examinations, and credit by portfolio assessment. Individuals must be enrolled as students at College of Saint Mary to take advantage of these options.

Credit by Challenge Examination

Students may earn credit without formal enrollment in courses, subject to availability of this option in specific departments. Courses must be approved by the Division Chairperson and the Vice President for Academic Affairs.

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

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

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

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

Credit by College-Level Examination Program (CLEP)

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

1. Hours earned by CLEP are granted to enrolled students. Such hours may be counted toward degrees but count as transfer credit: i.e., they may not be included in the residency requirements for graduation.
2. No credit will be granted for the CLEP General Examinations except the English Composition with essay. This exam will be accepted in lieu of ENG 101. Traditional and transfer students will be required to take ENG 103, Research Writing, for one semester hour. The primary use of the remaining tests will be placement, guiding a student into a particular field and assessing the student's general background in these areas.
3. College of Saint Mary accepts the ACE recommended score to award elective credit for CLEP tests, however it is at the discretion of each department to determine the score required to meet a program requirement or additional requirements such as essay parts of tests or laboratory experiences. Students fulfilling additional requirements will be subject to regular fees. 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.
6. A list of tests and scores accepted at College of Saint Mary may be obtained from the Director of the Achievement Center.

Credit Through Portfolio Development and Assessment

Steps for developing a portfolio are as follows:

1. The student reviews her prior learning and notes which experiences are comparable to college level learning. This might encompass such experiences as employment, education (non-credit courses or seminars), volunteer work, recreation and hobbies, civic and political activities, publications travel, awards, organizational involvement, music or theater work, or languages. In documenting these activities or experiences, the student must demonstrate what knowledge or competencies were attained from these learning opportunities and these must be comparable to college level learning. The specific competencies gained must be fully documented.
2. The student meets with the advisor and the Portfolio Program Coordinator to review.
3. If these experiences appear to have involved college learning, then a portfolio for these experiences may be prepared.
4. All portfolios will be bound in a manner described by the Portfolio Program Coordinator and 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.
5. A portfolio will generally consist of the following minimum requirements:
 - a. A title page which shall list the course(s) being petitioned together with the name, address, and telephone numbers (work and home) of the student;
 - b. A Table of contents;
 - c. Resume;
 - d. Statement of learning goals;
 - e. Degree plan or program(s) of study;
 - f. Portfolio proposal;
 - g. Divider for each course petitioned. Each section to include:
 - i. Petition for credit;
 - ii. Expanded course description;
 - iii. Essay describing competencies and skills achieved;
 - iv. Supporting documentation (In the event of projects or products that cannot be reduced to writing in an 8 ½ x 11 inch format, photographs, drawings, source codes, or other evidence may be submitted at the discretion and direction of the faculty reviewer to fulfill this requirement.)
 - v. Reviewer's evaluation and grading.
6. Portfolio Credit must be requested before the end of the first week of classes each semester. The Request for Portfolio Credit form is available in the Express Center. The program director of the discipline involved will appoint a faculty member to evaluate the portfolio. If more than one discipline is involved, additional faculty members may be appointed.

7. The portfolio is presented to the Portfolio Program Coordinator and reviewed by the faculty member(s) involved. The recommendation for credit will be forwarded by the faculty member(s) to the Portfolio Program Coordinator and the Vice President for Academic Affairs. The final grade will be entered by the faculty member assigned to the portfolio during final grade entry each semester

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.

Restrictions:

Students may not receive credit through Portfolio Development and Assessment for:

1. A course that is a prerequisite for a course already taken
2. An equivalent college course already taken
3. Certain restricted courses (please see the program coordinator for restricted courses)

Students must be degree seeking or seeking certification or recertification and be currently enrolled at College of Saint Mary to seek portfolio credit.

A time limit of one traditional semester for completion is allowed. The college policy for incomplete grades may be applied if requested.

Students have the opportunity to develop portfolios throughout their academic careers at College of Saint Mary, but may not exceed 10% of the total credit hours required for their degree.

Note: Credits obtained by these alternative methods, excluding some DSST examinations, are accepted at College of Saint Mary. Official documentation must be provided in order to obtain these credits. Policies at other educational institutions may vary.

Developmental Courses (Courses numbered below 100 level)

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

Examinations

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

http://www.csm.edu/Campus_Services/Registrars_Office/

Family Educational Rights and Privacy Act

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

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

Student Record	Administrator
Academic record	Registrar
Department record	Advisor or Program Director*
Financial record	Bursar**
Health record	Alegent Occupational Health
Financial Aid record	Financial Aid Director**
Graduation requirements checklist	Academic Advisor

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

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

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

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

In order to protect the right to privacy, the College 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 your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your 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 your records and PII without your 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 your education records and PII without your 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 your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

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

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

Grade Point Average

The grade point average (GPA) of a student is computed by dividing the total number of quality points by the GPA credits. 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 on the CSM web page, <https://selfservice.csm.edu/Home.aspx>. Grade reports are not available until a student has paid all tuition, fees and fines due the College. Because of the provisions of the Students' Right to Privacy Act, no grade information can be given over the telephone.

Grading System

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

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

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

** Not included in calculating GPA.

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

Honors and Awards

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

Honor Roll for Part Time Students: A student who successfully completes 6 to 11 credit hours and earns a 3.5 GPA in any one semester is named to the Honor Roll for Part Time Students.

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

semester hours at the associate's degree level. To graduate with honors, a student must meet the following standards:

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

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

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

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

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

Who's Who in American Universities and Colleges: Students are admitted annually on the basis of scholarship, leadership and service. Nominations are presented to the Honors Committee for final selection.

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

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

Honors Program

Students may participate in the Honors Program. Students must be accepted into the Honors Program in order to take honors courses. The program consists of 21 hours of designated honors coursework. This includes the following: 3 hours of honors English, 3 hours of honors Theology, 3 hours of either honors Math or Biology or Chemistry, and 3 hours of either honors History or Social Sciences or Fine Arts. The remaining nine credit hours will be drawn from: Honors Independent Study or other honors courses that may be offered each semester.

Student Eligibility Criterion: In order to register for courses under the honors designation, entering first year students must satisfy at least one of the following: SAT 1100 or ACT 24 or minimal high school GPA of 3.75 or be in the top 10 percent of your high school class. Transfer students or current students must have a cumulative GPA of 3.5 or higher. See your academic advisor for information on how to apply.

Students must maintain a 3.5 CSM cumulative GPA to remain in the Honors Program.

Graduating students who have fulfilled honor graduation requirements will have it noted on the official transcript.

Incompletes

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

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

1. The means to be used to complete the work.
2. The time limit set for completion, not to exceed six weeks from the time the course concludes. Copies of the completed application will be filed with the Registrar's Office, instructor, student advisor and the student.

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

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

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

Insurance for National and International Travel

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

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

(for coverage outside of the United States)

www.globalunderwriters.com

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

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

(for coverage within the United States)

www.temporaryinsurance.com

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

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). They take an examination at the end of the program and are awarded scores from 1 to 7 (7 being the highest).

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	Core Curriculum Life Science – no credit for Biology majors
Chemistry	HL 4, 5, 6 or 7	CHM 100/101	4	Core Curriculum Science or Math – no credit for Chemistry majors
English	HL 5, 6 or 7	ENG 101	3	Core Curriculum English
English	HL 5, 6 or 7	ENG Elective	3	Core Curriculum English
Foreign Language	HL 5, 6 or 7	Elective Credit	3	Elective
History	HL 5, 6 or 7	HPS 110	3	Core Curriculum History
Math	SL, 5, 6 or 7	MTH Elective	3	Core Curriculum Science or Math, or Elective
Philosophy	HL 5, 6 or 7	PHL 206	3	Core Curriculum Philosophy
Sociology	HL 5, 6 or 7	SOC 101	3	Core Curriculum Social Science

Leave of Absence (LOA)

This program is a planned interruption in a student's formal educational program. It is designed for full-time or part-time students in good academic standing. Students are not required to register or maintain active status while on a leave of absence. The leave does not apply toward degree time limits. If approved, a student may go on leave for a minimum of one complete semester, and no more than two semesters or one calendar year. Leaves will not be granted retroactively. Permission for a leave of absence requires the approval of the advisor, the Division Chair and the Vice President for Academic Affairs although the final decision for approving a LOA lies with the major or program in which the student is enrolled at the time of the application. Students should check with their major advisor or the Program Director BEFORE applying for the LOA to ascertain if their program allows students to apply for a LOA. If courses are to be taken at another institution during the leave of absence, the student must consult the Vice President for Academic Affairs to secure permission for transient study, and provide the Registrar's office with transcripts upon her return. Students who take a leave of absence will be subject to the guidelines and

requirements of the academic catalog under the year in which they were first admitted to the college.

To qualify, a student must satisfy the following criteria:

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

The complete guidelines and forms are available from the Express Center or on-line at: http://www.csm.edu/Campus_Services/Registrars_Office/Forms/

Mid-Semester Evaluations

Evaluations of students are made at mid-semester. Grade reports are available on-line through Self Service on the CSM web page, www.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 grade should be entered as pass-fail, advisor's signature and instructor name. The Registrar will verify that the course meets the criteria above and will forward a copy of the letter to the instructor.
5. After registering for a course on the pass-fail basis, students may not change to taking the course for a grade (or vice versa), no matter how well they do in the course when they are taking it. Students do, however, have the regular one week after registration to make changes.
6. Pass-fail courses will be counted toward the credits required for graduation, but they will not be considered in computing the GPA.

Policy for Academic Dishonesty

Academic dishonesty is a serious offense. It is a form of theft and will be treated as such. In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given

course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing false information.

Plagiarism is the representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, including in a paper sentences or ideas taken from a source without giving credit to that source. Cheating is giving or receiving information or using materials in exams, assignments, and project which it is not allowed. Examples of cheating include copying from another person during an exam, and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor expects to be accomplished by the student alone.

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

- 1) Penalties for academic dishonesty will be imposed by the instructor and may include a grade of "F" on the work in question or for the entire course.
- 2) The instructor will fill out the Academic Dishonesty form and send a copy to the student and to the student's advisor and the Registrar for inclusion in the student's file.
- 3) Upon receipt of one or more Academic Dishonesty forms for the same student, the Registrar shall report the violation(s) to the Vice President for Academic Affairs. The Vice President for Academic Affairs may expel a student for repeated instances of academic dishonesty or upon the recommendation of the student's program director.

A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure. A copy of this procedure may be obtained from the Office of the Vice President for Academic Affairs.

Policy for Repeating Courses

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

Registration

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

Late registration, for valid reasons, is permitted. The last date for late registration for day and evening classes is one week after the first day of class. Late registration for classes held

in summer or weekend formats is only permitted if the student has attended the first class meeting.

Senior Capstone

Each baccalaureate degree program requires of its majors a final overview. This may take the form of a written or oral comprehensive examination, research project, recital, exhibit or other approved project.

Student Directory

The College will make available an online Student Directory in myCSM listing each student's name, home address, home telephone number, local address, local telephone number, and a CSM E-mail address. Any student who does not wish to have information published about her should provide a written request to the Registrar's Office. A notification form is available in the Express Center. The Registrar will then omit her listing from the Student Directory. This information is for College of Saint Mary community use only, not to be released to another person or organization.

Transcripts

A student wanting a transcript of credits must submit a written request to the Registrar's Office. Transcript request forms are available in the Express Center. No transcript is released until all accounts are settled with the Bursar, including any delinquency on outstanding loans or library fines. The College does not release copies of transcripts (high school or college) or other documents received from other institutions.

Requests can also be made on-line through the Department of Education Student Clearinghouse using a credit card.

(http://www.csm.edu/Campus_Services/Registrars_Office/Transcript_Request/)

Undeclared Majors

Students must declare a major no later than the end of their fourth semester at CSM. In order to declare a major, a student must meet the admission requirements of the major, meet with the Program director of the major, complete a change of Major/Minor/Advisor form with the required signatures, and submit it to the Registrar's Office.

Waiver of Liability for Off-Campus Studies and Activities

A student of College of Saint Mary who enrolls in any internship or other off-campus studies or activities voluntarily waives any claim against the school authorities for any injury suffered in connection with travel to and from and/or while at work or study involved in such off-campus studies and activities. The student must look solely to the owners and/or off-campus study/activity hosts and/or its insurance carrier for compensation. The student is responsible for providing her own insurance for any injuries that may be suffered while engaging in off-campus studies and activities.

Withdrawal From Course

Students, with the approval of their advisors, may withdraw from a full-semester course with a grade of W up to the end of the 12th week of the semester. The deadline for withdrawing with a grade of W from a non-traditional course (not full semester face to face course) is the point when 80% of the course is complete. See examples below:

Course Length	Withdrawal Deadline
15 weeks	End of 12 th week
12 weeks	End of 10 th week
10 weeks	End of 8 th week

8 weeks	End of 6 th week
6 weeks	End of 5 th week
3 weeks	End of 2 nd week

The deadline for withdrawing from a one-credit seminar is 5:00 p.m. the day before the course begins.

After the withdrawal date, a student can no longer withdraw from a class and will receive the grade earned. Students who withdraw from a course receive no credit hours and the hours attempted are not computed into the grade point average. Filing a course withdrawal form with the Registrar's Office completes the process. Failure to follow stipulated procedures may result in a failing grade.

Withdrawal from Academic Term/University

A student officially withdrawing from all classes during an academic term should follow this process:

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

Refunds are determined by the date of the official withdrawal. A withdrawal is considered official when the written notice, after being signed by the designated personnel, is returned to the Registrar's Office.

A 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) Provide 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) Provide 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.

Degree Requirements

Candidates for Degrees

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

File an application for degree no later than March 1 for December graduation or September 1 for May or July graduation. The same date holds for students applying for certificates. Forms are available in the Express Center.

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

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

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

Bachelor Degrees

College of Saint Mary grants the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of General Studies, Bachelor in Business Leadership and Management and Bachelor in Rehabilitation Studies.

The Bachelor of Arts degree is granted in the following majors:

Art* (ART)	Psychology (PSY)
Applied Psychology & Human Services (APHS)	Social Science* (SSC) (only for Secondary Education Certification)
English* (ENG)	Spanish*(SPN) (only for Secondary Ed Certification)
Humanities (HUM)	Theology* (THL)
Language Arts* (LGA)	
Paralegal Studies (PLG)	

The Bachelor of Science degree is granted in the following majors:

Biology* (BIO)	Elem Education/Special Education(SPE)
Business: Analytics and Strategic Communication (BAC)	Mathematics* (MTH)
Chemistry* (CHM)	Medical Technology (MDT)
Early Childhood Education (ECE)	Natural Science* (NSC)
Elementary Education (ELD)	Nursing (BSN)

*Required courses for secondary teacher certification in the State of Nebraska may be taken in these areas.

Minors may be pursued in the following areas:

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

A supporting field in one of the following areas may be chosen in place of a minor:

Social Science: sociology, history, political science, psychology, economics

Behavioral Science: sociology, human services, psychology

Business Management: accounting, business, business information systems, economics

Fine Arts: art*, theatre, creative writing**, music***

Humanities: art*, foreign language, literature, history, music***, philosophy, theology, communication, drama/performance

Natural Science and Mathematics: biology, chemistry, physics, science, mathematics

Natural Sciences: chemistry, biology, physics, science

* Any ART course except ART 372, 374 and 495.

** Any writing course beyond ENG 101

***Music: 3 hours must be in applied music or chorus (MUS 247); 3 to 6 hours must be in other music classes.

A supporting field of at least 18 hours is a planned combination of courses from a broad academic spectrum, which lends support to the major. A student choosing a supporting field in place of a minor must do so by the first semester of her junior year. The chair of the division from which the supporting field is chosen must approve the supporting field.

The planned combination of courses must include 18 hours, of which at least 12 hours are beyond Core 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

core requirements.

2. The request for a double major must be recorded by the Registrar.
3. The student must obtain the signature of her advisor in each program.
4. The student must complete a minimum of 30 credit hours in each major program. If both majors require cross-listed courses, no more than six credit hours can overlap to meet the 30-hour degree requirement.

Bachelor Degree Requirements

1. Total of a minimum of 128 hours with a cumulative GPA of 2.00 or higher.
2. A major of at least 30 hours with a minimum 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 English and mathematics competence requirements.
5. A minimum of 30 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 30 of their last 45 credits will be taken at CSM due to the study abroad.

Associate Degrees

College of Saint Mary grants the degrees of Associate of Arts and Associate of Science.

The Associate of Arts degree is granted in the following majors:

General Studies (GNS)
Paralegal Studies (PLG)

The Associate of Science degree is granted in the following majors:

Business: Analytics and Strategic Communication (BAC)
Early Childhood Education (ECE)
Nursing (NRA)

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 30 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 30 of their last 45 credits will be taken at CSM due to the study abroad.
4. Completion of the English and mathematics competence requirements.

Second Degree

A person who holds a bachelor's degree from College of Saint Mary or an institution whose accreditation is comparable to that of College of Saint Mary may obtain an associate's or second bachelor's degree from College of Saint Mary by fulfilling the following requirements:

1. Be admitted into College of Saint Mary and be accepted into a major resulting in a degree significantly different from the major of the existing degree.
2. Earn at least 30 hours beyond the original degree in residence at College of Saint Mary. Normally, the 30 hours will be in the new major.
3. Fulfill all requirements for the major including supporting courses. These requirements may total more than 30 hours. If previous courses satisfy some of the major requirements, the department will designate other courses to enhance the major to meet the 30-hour minimum requirement. Certain programs require completion of supporting field requirements and other specific courses.
4. Associate degree: Take three credit hours of theology and three credit hours of philosophy. Bachelor degree: Take six credit hours of theology and three credit hours of philosophy. Appropriate transfer credits may be accepted for this requirement on approval of program director.

Certificate Requirements

See individual program information for certificate requirements. At least half of the credit hours required for any certificate program must be taken at College of Saint Mary.

When a pre-bachelor certificate seeking student finishes her requirements for a certificate and continues into an associate or bachelor degree program, she should take the following actions: Complete a change of major/degree/advisor form with her current advisor; contact financial aid to have her financial aid package reevaluated; and, take the English and Math placement tests, if no transfer credit or ACT scores exempt her.

Certificates are offered in the following programs:

Practical Nursing (PNC)
Business Information Systems (BIS)
Paralegal Studies (PLG) (Post-Baccalaureate Certificate)

Academic Programs

The academic structure at College of Saint Mary is divisional in nature. A division is a unit of related academic disciplines unified by one or more of the following concepts: common cause, investigative methods or processes, philosophy, and body of knowledge. The academic divisions are:

Arts and Sciences

Art	Humanities
Biology	Language Arts
Chemistry	Mathematics
Communication	Medical Technology
English	Music
Experiencing the Liberal Arts	Natural Science
Fine Arts	Philosophy
First Year Seminar	Physics
General Studies	Psychology
History and Political Science	Sociology
Human Services	Spanish
Interdisciplinary Core	Theology
Interdisciplinary Developmental Studies	Theatre

Health Professions

Nursing	Occupational Therapy
Practical Nursing	

Professional Studies

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

Course Numbering System

Undergraduate courses are numbered from 100 to 499; 100-199 are considered lower division (primarily introductory and first year); 200-499 are considered upper division. Courses numbered below 100 are developmental in context and do not meet degree requirements. Graduate courses are numbered 500-999.

The first digit indicates the level of the course. In general, 100 courses are introductory and 400 courses are more advanced.

The second digit is used as follows: 0 indicates survey or introductory courses; 1-6 differs with each department; 7 indicates practicum, clinical, field experience, or student teaching; 8 indicates experimental course; 9 indicates seminar, independent study, or research.

The third digit is used at the discretion of the department. Three letter prefixes are used as follows to designate courses.

ACC	Accounting	LAW	Paralegal Studies
AES	Military Science (Air Force ROTC)	MDI	Medical Interpreting
ART	Art	MIL	Military Science (Army ROTC)

BIO	Biology	MTH	Mathematics
BIS	Business Information Systems	MUS	Music
BLM	Business Leadership and Management	NUR	Nursing
BUS	Business: Analytics and Strategic Communication	OTH	Occupational Therapy
COM	Communication	PED	Physical Education
CHM	Chemistry	PHL	Philosophy
ECE	Early Childhood Education	PHY	Physics/Physical Science
ECO	Economics	PNC	Practical Nursing
EDU	Education	PSY	Psychology
ELA	Experiencing the Liberal Arts	SOC	Sociology
ENG	English	SPN	Spanish
ETH	Ethics	SPE	Special Education
FYS	First Year Seminar	THL	Theology
HPS	History	THR	Theatre
HUM	Humanities	WST	Women's Studies
IDS	Interdisciplinary Development Studies		

Course Delivery Section Designations

Online – all of the regularly scheduled classroom time is replaced by required activities completed at a distance and managed online using Angel.

Hybrid – “part” of the regularly scheduled class time is conducted online.

Web-enhanced Courses – courses in which technology is used to enhance communication but no part of the regular class meeting is replaced by required activities completed at a distance.

Student Learning Goals

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

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

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

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

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

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

Courses of Study

Core Curriculum

College of Saint Mary has the responsibility for providing its students with the knowledge base and tools not only for specific career preparation but also for lifelong learning. As a Catholic University, College of Saint Mary affirms that Theology and Philosophy are the critical disciplines in exploring the transcendent ends of the human person.

The Core Curriculum requirements provide a strong liberal arts component in the student's overall education and reinforce the mission of College of Saint Mary. The courses in this Core Curriculum requirement give students information about various forms of learning beyond their own specific discipline, in courses such as theology, philosophy, history, literature and composition, fine arts, social science, natural science and mathematics, and women's studies.

In these courses, students learn valuable skills to supplement their own professional courses. Some of these skills are: to think, read, and write critically and creatively and to appreciate creative works; to understand and apply the basic concepts of other programs and to demonstrate problem solving skills in them; to discuss issues regarding spiritual and ethical dimensions in various disciplines while strengthening one's own values; to discover how multicultural, ethnic and gender issues are related to other programs; to explore women's roles in and scholarly contributions to disciplines other than their own; to communicate effectively in the "language" of other disciplines; to expand one's spirit of service; and to appreciate the possibilities of lifelong learning in a wider area than their own profession.

In addition to the courses taken in individual programs, there are three semester hours devoted to courses in Experiencing the Liberal Arts (ELA). Like the other Core Curriculum requirements, these interdisciplinary hours help students recognize the relationship among various forms of learning, or points of view, in the various disciplines and help build the skills listed above. ELA courses are different, however, in that they are designed to present a particular theme in the light of two or more disciplines, and they are team-taught by instructors from two different disciplines. These courses are planned specifically so that students may experience how the rich material of various disciplines interacts in the world in which we live, work and play. Several ELA classes are offered each year in different delivery systems and students can choose the ELA theme of greatest interest to them. English 101 (English composition) or equivalent and at least sophomore standing are prerequisites for ELA courses. ELA courses also may be taken for general elective credit.

Core Curriculum Requirements

Courses must be approved for Core Curriculum credit by the Curriculum Committee and the Vice President for Academic Affairs to meet these requirements. Some programs of study may require particular courses as part of the Core Curriculum Requirements.

Associate Degree

English Composition	3	credit hours
Communications	3	credit hours
Theology	3	credit hours
First Year Seminar	1	credit hour
Physical Education	1	credit hour
Natural Science	3	credit hours
Ethics	3	credit hours
*Choice	9	credit hours

*Students can choose from core approved courses in the following disciplines: Math, English, History, Philosophy, Theology, Sociology, Psychology, Economics, Fine Arts, ELA, or Women's Studies.

Bachelor Degree

Core Curriculum requirements for the Bachelor's Degree are divided into three tiers. Students start with basic skills and progress through the tiers as their skills and knowledge expand.

Tier I: Tier I focuses on the basic skills students need to be successful in college. These courses should be taken as early as possible in the student's career and are strongly recommended to be taken in the first 30 hours of her education. These requirements include:

English Composition	3 credit hours
Communications	3 credit hours
First Year Seminar	1 credit hour
Physical Education	1 credit hour

Tier II: Tier II lays the foundations of knowledge. Students are exposed to a wide range of subject matter in this tier. This gives them a broad foundational knowledge. Tier II courses build on the basic skills developed in Tier I. It is strongly recommended that these courses be completed in the student's first 60 hours of coursework.

Certain themes run throughout Tier II. For example, most courses have a component considering moral considerations relevant to the subject matter. Also, Tier II courses will address issues regarding women in that field or that field's treatment of women. The five themes of gender, diversity, ethics, spirituality, and citizenship run through Tier II courses.

Life or Environmental Science	3 credit hours
Mathematics	3 credit hours
Ethics	3 credit hours
English	3 credit hours
History	3 credit hours
Sociology, Psychology, or Economics	3 credit hours
Fine Arts	3 credit hours

Tier III: Courses in Tier III build on the foundations from Tier II. These courses must be completed prior to graduation.

Natural Science or Mathematics	3 credit hours
Philosophy	3 credit hours
Theology*	6 credit hours
ELA	3 credit hours
English, History, Philosophy, Theology, Sociology, Psychology, Economics, ELA, or Women's Studies	3 credit hours

* At least 3 credits must be at the 200 level or above to count for Core.

Courses Approved for Core Curriculum

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.

Tier I:

Communications:	COM 101	Oral Communication Skills
	COM 200	Speech for Elementary Teachers
	COM 202	Speech for Language Arts Teachers
	COM 212	Speech for Professionals
	COM 225	Advanced Public Speaking
English Composition:	ENG 101	Composition
	ENG 102	Advanced Composition
First Year Seminar:	FYS	First Year Seminar
Physical Education:	PED	All PED ACTIVITY courses are

Tier II:

Ethics:	ETH 200	Moral Reasoning
English:	ENG	All ENG courses are approved EXCEPT 101, 262, 320, 322, 363, and
Fine Arts:	ART	All ART courses are approved
	MUS	All MUS courses are approved
	THR	All THR courses are approved
History:	HPS	All HPS courses are approved
Life or Environmental Science:	BIO 100	Survey Biology
	BIO 110	General Biology
	BIO 120	Principles of Anatomy & Physiology
	BIO 164	Human Genetics & Disease States
	BIO 225	Personal Nutrition
	BIO 250	Zoology
	BIO 266	Botany
	BIO 268	Environmental Biology
	BIO 300/301	General Microbiology & Lab
	BIO 345	Field Biology
Mathematics:	BIO 400	Introduction to Toxicology
	MTH 112	Intermediate Algebra (approved for
	MTH 114	College Algebra
	MTH 242	Statistics
Psychology, Sociology or Economics:	MTH 262	Numbers and Geometry
	PSY 101	General Psychology
	SOC 101	Introduction to Sociology
	ECO 150	Personal Finance

Tier III.

ELA:	ELA	All ELA courses are approved
Philosophy:	PHL	All PHL courses are approved
Science or	BIO	All BIO courses are approved
	CHM	All CHM courses are approved
	MTH	All MTH courses numbered over 114
	PHY	All PHY courses are approved
Theology:	THL	All THL courses are approved
Choice:	ART	All ART courses are approved
	ELA	All ELA courses are approved
	ENG	All ENG courses are approved EXCEPT
	HPS	All HPS courses are approved
	MUS	All MUS courses are approved
	PHL	All PHL courses are approved
	PSY	All PSY courses are approved
	SOC	All SOC courses except for directed
	THL	All THL courses are approved
	THR	All THR courses are approved
	WST	All WST courses are approved

Art (ART)

The art curriculum is designed to give students a variety of experiences in different media, which will provide them with a broad, knowledgeable background. The role of the art program is to provide sequential instruction aimed at mastery in the disciplines of aesthetics, art production, criticism, and art history.

Students in teacher education may earn a major in art. See Education Program for information on admission, testing, student teaching 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 in Tiers II and III core curriculum.

Art Minor

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

Gallery Management Minor

BUS 101 – Introduction to Business, BIS 230 – Introduction to E-Commerce, BUS 323 – Management Concepts, BUS 334 – Principles of Marketing, ART 388 – Gallery Studies, BUS 497 - Internship

The Gallery Management Minor will help art students prepare for the business of being a working artist. It will also prepare students to be able to facilitate and operate a working gallery or work for a museum or an arts organization.

Bachelor of Arts

- Art -

2012-2013

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Tier I							
ENG 101 Composition	3			ART History	3		
FYS First Year Seminar (any number)	1			ART History	3		
Communications (COM 101, 212, or 225)*	3			ART 211 Color and Design	3		
PED activity class	1			ART 213 Basic Drawing	3		
Tier II							
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ART 215 Beginning Painting	3		
MTH 114 College Algebra	3			ART 217 Ceramics	3		
ETH 200 Ethics	3			ART 223 Printmaking	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			ART 225 Jewelry	3		
Fine Arts (any Art, Music or Theater)	0			ART 227 Sculpture	3		
HPS (any history course)	3			ART 333 Photography	3		
PSY 101 General Psychology	3			ART 495 Senior Thesis	3		
Tier III							
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			ART elective	3		
PHL (any Philosophy course)	3			MINOR	18		
THL (any Theology course)	6			Can select any minor or supporting field.			
ELA Exp the Liberal Arts (any number)	3			ELECTIVES	30		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			Elective credit or second major.			
SUMMARY				SECOND MAJOR (optional)			
CORE CURRICULUM	44			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
MAJOR	36						
MINOR	18						
ELECTIVES	30						
TOTAL	128						

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.
Student may be required to complete prerequisite courses.

Bachelor of Arts - Art and K-12 Education - 2012-2013

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	54	COMP	GRD
Tier I							
ENG 101 Composition	3			ART History	3		
FYS First Year Seminar (any number)	1			ART History	3		
Communications (COM 101, 212, or 225)*	0			ART History	3		
PED activity class	1			ART 211 Color and Design	3		
Tier II				ART 213 Basic Drawing	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ART 215 Beginning Painting	3		
MTH 114 College Algebra	3			ART 217 Ceramics	3		
ETH 200 Ethics	3			ART 223 Printmaking	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			ART 225 Jewelry	3		
Fine Arts (any Art, Music or Theater)	0			ART 227 Sculpture	3		
HPS (any history course)	3			ART 333 Photography	3		
PSY 101 General Psychology	3			ART 250 Production Art	3		
Tier III				ART 313 Advanced Drawing	3		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			ART 315 Advanced Painting	3		
PHL (any Philosophy course)	3			CGR 112 Introduction to Comp. Graphics	3		
THL (any Theology course)	6			ART Elective	6		
ELA Exp the Liberal Arts (any number)	3			ART 495 Senior Thesis	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			EDUCATION MINOR K-12	44		
SUPPORTING COURSE	3			EDU 101 Intro to Education	3		
COM 212 Speech for Prof*	3			EDU 201 Tech in Classroom	3		
				PSY 203 Adoles. Psychology	3		
SUMMARY				EDU 312 Educ. Psych.& Measurement	3		
CORE CURRICULUM	41			EDU 315 Assessment of Learners	2		
MAJOR	54			EDU 351 TeachReadMid/Sec	3		
MINOR	51			EDU 360 Teaching Middle/Sec School	3		
SUPPORTING COURSE	3			EDU 372 Integrating Fine Arts	3		
TOTAL	142			EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 Hist/ Phil & Trends/ Ed	3		
				EDU 470 Stud Teach: Primary	5		
				OR EDU 471 StdTeach:Intermed			
				EDU 472 Stud Teach:Sec	5		
				EDU 495 Stud Teach Sem	2		
				SPE 101 Intro to Special Educ.	3		

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

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

Biology (BIO)

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

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

1. Completing at least one year of high school biology and at least two years of college preparatory mathematics with grades of C (2.0) or better.
2. Placement into Math and English courses at collegiate level (not developmental courses) by examination or transfer of classes.
3. The following criteria are also recommended:
 - a. High school GPA of at least B (3.0).
 - b. ACT of at least 22 or combined Verbal & Math scores on the SAT of at least 920.

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

A student will not be permitted to progress in the program without departmental approval if they have not maintained at least a grade of C- in all major or supporting field courses.

Graduation requirements for students majoring or minoring in biology include successful completion of all biology course work with a GPA of 2.50 or better in all biology and supporting field courses. In addition, majors will be required to successfully complete a senior research project and pass a comprehensive senior examination. Students receiving a double major will take comprehensive examinations in the field of their choice with consultation of the departments.

Biology Minor

BIO 110, 111, 250, 251, 266, 267, and 8 hours of biology electives under the direction of the program director.

Forensic Science Minor

Under the leadership of the Biology department, the Forensic Science program will provide lecture, fieldwork, and laboratory curriculum to train students for careers in forensic science. Students minoring in Forensic Science will find this curriculum valuable in the fields of law, criminal justice, psychology, forensic nursing, medicine, and many others.

BIO 100/101 or BIO 110/111 and BIO 120/121, BIO 265, BIO 465 and 6 hours of electives from the following courses: BIO 290, 400, 268/269, PSY 344, or CHM 100

Bachelor of Science

- Biology -

2012-2013

CORE CURRICULUM	38	COMP	GRD	MAJOR PROGRAM COURSES	41	COMP	GRD
Tier I				BIO 110 General Biology	3		
ENG 101 Composition	3			BIO 111 General Biology Lab	1		
FYS First Year Seminar (any #)	1			BIO 250 Zoology	3		
Communications (COM 101, 212, or 225)*	3			BIO 251 Zoology Lab	1		
PED activity class	1			BIO 266 Botany	3		
Tier II				BIO 267 Botany Lab	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	0			BIO 330 Genetics	3		
MTH 114 College Algebra	0			BIO 331 Genetics Lab	1		
ETH 200 Ethics	3			Capstone Project (4 hours total)			
ENG 102 Advanced Comp	3			BIO 473 Capstone Project	1		
Fine Art (any Art, Music or Thr)	3			BIO 492 Science Comm	1		
HPS (any history course)	3			Any combination (BIO 192, BIO 292, BIO 392, or add'l BIO 473)	2		
PSY 101 General Psychology	3			MAJOR ELECTIVES:	21		
Tier III				Choose from:			
MTH/SCI	0			BIO 310 Adv. A&P I	4		
PHL (any Philosophy course)	3			BIO 311 Adv. A&P I Lab	1		
THL (any Theology course)	6			BIO 312 Adv. A&P II	4		
ELA Exp the Liberal Arts (any #)	3			BIO 313 Adv. A&P II Lab	1		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any crs)	3			BIO 265 Forensic Science*	4		
SUPPORTING FIELD	37 or 39			BIO 268 Environmental Biology	3		
CHM 110 General Chemistry	4			BIO 269 Environmental Biology Lab	1		
CHM 111 General Chem Lab	1			BIO 300 General Microbiology	3		
CHM 112 General Chemistry	4			BIO 301 General Micro Lab	1		
CHM 113 General Chem Lab	1			BIO 340 Biochemistry*	4		
CHM 230 Organic Chemistry I	4			BIO 341 Biochemistry Lab*	1		
CHM 231 Organic Chem Lab I	1			BIO 345 Field Biology	3		
CHM 232/233 Organic Chem II & Lab	5			BIO 364 Immunology	3		
PHY 202 College Physics I or PHY 212 University Physics I	3 4			BIO 366 Pathophysiology	3		
PHY 203 Physics I Lab	1			BIO 390 Molecular Biology	3		
PHY 204 College Physics II or PHY 214 University Physics II	3 4			BIO 400 Intro to Toxicology	3		
PHY 205 Physics II Lab	1			BIO 465 Advanced Forensic Science*	4		
MTH 114 College Algebra	3			CHM 220/221 Analytical Chem & Lab*	4		
MTH 115 College Trigonometry	3			BIO 460 Gross Anatomy	5		
MTH 242 or higher - Statistics	3			SUMMARY			
ELECTIVES	10 - 12			CORE CURRICULUM	38		
				MAJOR	41		
				SUPPORTING FIELD	37-39		
				ELECTIVES	10-12		
				TOTAL	128		

* - only one of these courses may be counted towards the biology major AND any other major or minor. 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. Student may be required to complete prerequisite courses.

Bachelor of Science - Biology Secondary Education - 2012-2013

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	37	COMP	GRD
Tier I				BIO 110 General Biology	3		
ENG 101 Composition	3			BIO 111 General Biology Lab	1		
First Year Seminar (any #)	1			BIO 250 Zoology	3		
Communications (COM 101, 212, or 225)*	3			BIO 251 Zoology Lab	1		
PED activity class	1			BIO 266 Botany	3		
Tier II				BIO 267 Botany Lab	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	0			BIO 345 Field Biology	3		
MTH 114 College Algebra	3			BIO 330 Genetics	3		
ETH 200 Ethics	3			BIO 331 Genetics Lab	1		
ENG 102 Advanced Composition	3			BIO 268 Environmental Biology	3		
Fine Arts (any Art, Music or Theater)	3			BIO 269 Environmental Biology Lab	1		
HPS (any history course)	3			MINOR: NATURAL SCIENCE			
PSY 101 General Psychology	3			CHM 110 General Chemistry	4		
Tier III				CHM 111 General Chemistry Lab	1		
MTH/SCI	0			CHM 112 General Chemistry	4		
PHL (any Philosophy course)	3			CHM 113 General Chemistry Lab	1		
THL (any Theology course)	6			PHY 100 Intro to Physical Sci	3		
ELA Exp the Liberal Arts (any number)	3			PHY 101 Intro to Physical Sci Lab	1		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			SECONDARY EDUCATION MINOR	41		
SUMMARY				EDU 101 Introduction to Educ	3		
	23			EDU 201 Tech. & Inst.Mat. In Classroom	3		
BIOLOGY MAJOR				PSY 203 Adolescent Psychology	3		
NATURAL SCIENCES	14			EDU 312 Educ. Psych.& Measurement	3		
CORE CURRICULUM	41			EDU 315 Assessment for Learners	2		
SECONDARY EDUCATION	41			EDU 351 Teaching Reading: Mid.&Sec	3		
ELECTIVES	9			EDU 360 Teaching MID/SEC Students	3		
TOTAL	128			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil. & Trends in Educ.	3		
				EDU 472 Student Teaching: Secondary	10		
				EDU 495 Student Teaching Seminar	2		
				SPE 101 Introduction to Special Educ.	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.

Student may be required to complete prerequisite courses.

Human Biology (BIOHUM)

This program provides a more human focused program of study for the pre-physician student and pre-physician assistant student than the current biology program of study. This program would also become the undergraduate component of our future physician assistant program. It creates a degree-awarding program of study which includes the prerequisites necessary for a clinical career (physician, physician assistant, PT, dentist, etc.) while also providing a broad range of exposure to the biological and psychological understanding of the human being.

All of the required courses of the major tract provide a fundamental basis of biologic knowledge (general biology, genetics and biochemistry), specific understanding of the human body (advanced anatomy and physiology and pathophysiology (the study of disease)), provide in-depth coverage of difficult material (microbiology and immunology), and supports the future clinician as a scientist (statistics and research seminars which culminate in a senior capstone project). Compared to the traditional biology degree, zoology and botany are left out so that the pre-clinical student can focus on other aspects of the human instead of developing a breadth of knowledge about living things in general. This opens up 8 credit hours for additional coursework outside of the biology program. For the future PA student these hours will be used to "accelerate" the master's portion of the program by allowing the student to begin master's coursework in their senior year.

The supporting field for the human biology degree includes a psychology course. An understanding of human psychology, development and behavior is critical to dealing with patients and their families in any clinical endeavor, and is a component of most clinical encounters. It is also an important foundation on which to build an understanding of mental illness and its treatment, which is covered in medical school or physician assistant studies. To that end, Lifespan Development (PSY 220 – Developmental Psychology) is the required core "choice" component (credit overlap between core and supporting field), and Abnormal Psychology (PSY 410) is a required supporting field course. The current Biology program provides a background in the natural sciences required to understand human biology (Chemistry, Math, and Physics).

Bachelor of Science

- Human Biology -

2012-2013

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	38	COMP	GRD
Tier I				BIO 110 General Biology	3		
ENG 101 Composition	3			BIO 111 General Biology Lab	1		
FYS First Year Seminar (BIO)	1			BIO 300 Microbiology	3		
Communications (COM 212)	3			BIO 301 Microbiology Lab	1		
PED activity class (varsity sport does not meet requirement)	1			BIO 310 Advanced Anatomy & Physiology I	4		
Tier II				BIO 311 Advanced Anatomy & Physiology I Lab	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	0			BIO 312 Advanced Anatomy & Physiology II	4		
MTH 114 College Algebra	3			BIO 313 Advanced Anatomy & Physiology II Lab	1		
ETH 200 Ethics	3			BIO 364 Immunology	3		
ENG 102 Advanced Composition	3			BIO 330 Genetics	3		
Fine Arts (any Art, Music or Theater)	3			BIO 331 Genetics Lab	1		
HPS (any history course)	3			BIO 340 Biochemistry	4		
PSY 101 General Psychology	3			BIO 341 Biochemistry Lab	1		
Tier III				BIO 366 Pathophysiology	3		
MTH/SCI (MTH 115)	3			MTH 242 Statistics or Biostatistics	3		
PHL 350 Health Care Ethics	3			BIO 192 Scientific Methods	1		
THL (any Theology course)	6			BIO 392 Scientific Literature	1		
ELA Exp the Liberal Arts (any number)	3			Comprehensive Exam (minimum rank at 25 percentile)			
Choice (PSY 220)	3			ELECTIVES	15		
SUPPORTING FIELD	31						
CHM 110/1 General Chemistry (with lab)	5			SUMMARY			
CHM 112/3 General Chemistry (with lab)	5			CORE CURRICULUM	44		
CHM 230 Organic Chemistry I (with lab)	5			MAJOR	38		
CHM 232 Organic Chemistry II (with lab)	5			SUPPORTING FIELD	31		
PHY 202/203 General Physics (with lab)	4			ELECTIVES	15		
PHY 204/205 General Physics (with lab)	4				128		
MTH 114 College Algebra	0						
MTH 115 College Trigonometry	0						
PSY 101 Intro. To Psychology	0						
PSY 220 Lifespan Development	0						
PSY 410 Abnormal Psychology	3						

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. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Student may be required to complete prerequisite courses.

Business: Analytics and Strategic Communication (BUS)

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

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

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

Business: Analytics and Strategic Communication Minor

BUS 101, 323, 334 AND 9 HOURS FROM BUS

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

Basic Business (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, student teaching and State certification requirements are located in the Education Program section. For professional education course requirements, see the course sequence for a major in Secondary Education.

Bachelor of Science – Business: Analytics & Strategic Communication - 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	42	COMP	GRD
Tier I				LAW 310 Adv. Business Law	3		
ENG 101 Composition	3			BUS 317 Business Analytics	3		
FYS First Year Seminar	1			BUS 321 Financial Mgmt	3		
COM 212 Speech for Prof.	3			BUS 323 Mgmt. Concepts: Theory and Practice	3		
PED activity class	1			BUS 328 Leadership	3		
Tier II				BUS 329 Business Comm.	3		
Science Life/Environmental (BIO 100/110/120/164/250/ 266/268/300/345/400)	3			BUS 334 Princ. of Marketing	3		
MTH 242 Statistics	3			BUS 347 Bus Resrch Meth	3		
ELA Exp the Liberal Arts (any number)	3			BUS 397 Prtnr Internship	2		
ETH 200 Moral Reasoning	3			BUS 410 Global Dimensions of Business	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			BUS 417 Advanced Business Analytics	3		
Fine Arts (any Art, Music or Theater)	3			BUS 429 Strategic Communication	3		
HPS (any history course)	3			BUS 493 Career Exploration (Job Shadowing)	1		
PSY 101 Intro to Psychology	3			BUS 496 Business Policies	4		
Tier III				BUS 497 Internship	2		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			AREAS OF SELECTIVES (Bus or Interdisciplinary) Business (choose 4 courses)	12		
PHL 220 Business Ethics	3			BUS 335 Consumer Behavior	3		
THL (any Theology course)	6			BUS 330 Project Mgmt	3		
SOC 325 Org Behavior	3			BUS 423 Entrepreneurship	3		
SUPPORTING COURSES	21			BUS 453 Mrkting Research	3		
BUS 101 Intro. to Business	3			BUS 322 Investments	3		
MTH 112 or MTH 114	3			COM 306 Intercultural Com	3		
	3			Interdisciplinary (Choose 12 credits approved by advisor)			
ECO 131 Macroeconomics	3						
ECO 132 Microeconomics	3						
ACC 161 Principles of Acct I	3						
ACC 162 Principles of Acct II	3						
BIS 230 Prin of E-Commerce	3						
				SUMMARY			
				CORE CURRICULUM	47		
				MAJOR	42		
				SELECTIVES	12		
ELECTIVES	6			SUPPORTING COURSES	21		
				ELECTIVES	6		
				TOTAL	128		

*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.***

Associate of Science – Business: Analytics and Strategic Communication -2012-13

CORE CURRICULUM	22	COMP	GRD	MAJOR PROGRAM COURSES	37	COMP	GRD
Tier I				BUS 101 Intro. to Business	3		
ENG 101 Composition	3			BUS 321 Financial Management	3		
FYS First Year Seminar (any number)	1			BUS 323 Management Concepts: Theory and Practice	3		
COM 212 Speech for Professionals	3			BUS 310 Adv Business Law	3		
Tier II				BUS 334 Principles of Marketing	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			SUPPORTING COURSES	21		
ETH 200 Ethics	3			ACC 161 Principles of Accounting I	3		
PSY 101 Introduction to Psychology	3			ACC 162 Principles of Accounting II	3		
Tier III				BUS 317 Business Analytics	3		
THL (any Theology course)	3			BIS 230 Prin. of E-Commerce	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			ECO 131 Macroeconomics	3		
SUMMARY				ECO 132 Microeconomics	3		
MAJOR COURSES	15			MTH 112 Intermediate Algebra or MTH 114 College Algebra	3		
SUPPORTING COURSES	21			ELECTIVES	6		
CORE CURRICULUM	22						
ELECTIVES	6						
TOTAL	64						

*Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.***

Bachelor of Science – Basic Business Secondary Education - 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Tier I				BUS 101, Intro. to Business - or-	3		
ENG 101 Composition	3			BUS 496, Business Policies Seminar	3		
FYS First Year Seminar	1			ACC 161, Principles of Accounting I	3		
COM 212 Speech for Prof.	3			ACC 162, Principles of Accounting II	3		
PED activity class	1			BIS 215, HTML and Web Design	3		
Tier II				BUS 230, Intro. to E-Commerce	3		
Science Life/Environmental (BIO 100/110/120/164/250/266/268/300/345/400)	3			BUS 310 Adv Business Law	3		
MTH 114 or MTH 262	3			BUS 321, Financial Management	3		
ELA Exp the Liberal Arts (any number)	3			BUS 323 Management Concepts: Theory and Practice	3		
ETH 200 Moral Reasoning	3			BUS 330, Project Management	3		
ENG Literature	3			BUS 334, Principles of Marketing	3		
Fine Arts (any Art, Music or Theater)	3			BUS 348, Risk Management	3		
HPS (any history course)	3			SECONDARY EDUCATION MINOR	44		
PSY 101 Intro to Psychology	3			EDU 101 Introduction to Education	3		
Tier III				EDU 201 Tech.&Inst.Mat. In Classroom	3		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			PSY 203 Adolescent Psychology	3		
PHL (any philosophy course)	3			EDU 312 Educ. Psych. & Measurement	3		
THL (any Theology course)	6			EDU 315 Assessment of Learners	2		
ECO 131 Macroeconomics	3			EDU 351 Teaching Reading Mid/Sec.	3		
SUMMARY				EDU 360 Teaching Mid/Sec. Methods	3		
CORE CURRICULUM	47			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
MAJOR	36			EDU 427 Hist., Phil & Trends in Educ	3		
SECONDARY EDUCATION MINOR	44			EDU 472 Student Teaching: Sec	10		
ELECTIVES	1			EDU 495 Student Teaching Sem	2		
TOTAL	128			SPE 101 Intro to Spec.Educ.	3		
				SPE 240 Guid.&Class Management	3		

Students completing this program must also complete an endorsement in Information Technology (See the Teacher Education Program Director for more information).

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

Developmental courses cannot be counted toward graduation requirements.

Business Information Systems (BIS)

College of Saint Mary offers a certificate and a minor in Business Information Systems.

The BIS certificate provides a solid foundation to support employment in the computer information technology field. The certificate consists of 30 credit hours of business information systems courses with an option for the student to complete 3 to 6 credit hours of internship. Internships help students attain experience in the information technology field when they have not had previous work experience in this area. The certificate can be tailored to meet the needs of the student and the future employer by selecting different course options.

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

Certificate in Business Information Systems

BIS 101 or 220, 221, 140, 143 or 211, 230, 330, 331, 350, 360, and 365

Business Information Systems Minor

BIS 101, 140, 230, 331, 350, 360, 365

Computer Certification in Education K-12

Program Sequence: BIS 104, 140, 143 or 211, 331, 350, and EDU 210.

Business Leadership and Management (BLM)

The Business Leadership and Management program is designed as a degree completion program for women possessing significant work experience who have the desire and commitment to complete a college degree in about 15 months. This accelerated program, 70% face-to-face and 30% online, provides core business and leadership competencies through a rigorous curriculum, which is designed to thoroughly prepare students for the practical application of both business and leadership skills to the issues they face in their careers. The program uses a variety of delivery formats, including classroom and online, in achieving a high quality applied education.

The placement exams for mathematics and English must be waived by transfer credit or taken prior to the completion of the first module, and requirements in general education must be completed by the student before a bachelor in business leadership degree is conferred by College of Saint Mary.

The Business Leadership Program is divided into four modules, 15 weeks per module, and two Special Research Projects. The Special Research Projects offer ongoing applied research efforts that are conducted concurrently with all classroom work in the program. Students first learn to format and conduct action research focusing on a workplace issue of interest. This experience provides an integrating framework for course concepts throughout the entire program. During the final two modules, students work with an actual client to develop a complete business plan. A grade of "C" or better is required in all BLM courses. A cumulative grade point average of 2.0 or better is required for graduation.

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

Students who have not completed 60 additional college level credit hours will receive a Certificate in Business Leadership upon completion of the program requirements. This certificate program is open to all women who have satisfactory high school or GED credentials and significant work experience. Following completion of the certificate program, a student may choose to pursue the Bachelor in Business Leadership degree. In addition, BLM students often qualify to receive credit for prior learning through the portfolio process. Any transfer courses will be evaluated on an individual basis and the student will complete the prescribed CSM Core/General Education requirements for the Business Leadership program and the necessary elective credits for a minimum of 128 hours.

Bachelor in Business Leadership and Management

2012-2013

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

* Not required unless determined by Placement Tests

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

Developmental courses cannot be counted toward graduation requirements.

Chemistry (CHM)

The student who majors in chemistry will be prepared to make application to graduate school, medical, dental or other professional schools. With a bachelor's degree in chemistry, the student may be employed in medical or industrial research laboratories, in research institutes, hospital laboratories, quality control organizations or various Federal agencies. With appropriate specialized courses, the student may teach in the science area.

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

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

- Completion of at least one year of high school chemistry and at least two years of college preparatory mathematics with grades of C (2.0) or better.
- Exemption or successful completion of both the mathematics and English competency examinations.
- Two of the three following criteria must be met:
 - High school GPA of at least B (3.0).
 - ACT of at least 22 or combined verbal and math SAT of at least 920.
 - High school rank in the upper one-third of the graduating class.

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

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

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

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

Chemistry Minor

CHM 110, 111, 112, 113, 230, 231, 232, 233 and four hours of upper division CHM selected under the direction of the program director.

Bachelor of Science

- Chemistry -

2012-2013

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	45	COMP	GRD
Tier I				CHM 110 General Chemistry	4		
ENG 101 Composition	3			CHM 111 General Chemistry Lab	1		
FYS First Year Seminar (any #)	1			CHM 112 General Chemistry II	4		
COM 212 Speech for Prof	3			CHM 113 General Chemistry II Lab	1		
PED activity class	1			CHM 220 Analytical Chemistry	4		
Tier II				CHM 221 Analytical Chemistry Lab	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			CHM 230 Organic Chemistry I	4		
MTH (Requirement fulfilled by Math courses in Supporting Courses)	0			CHM 231 Organic Chemistry I Lab	1		
ELA Exp the Liberal Arts (any number)	3			CHM 232 Organic Chemistry II	4		
ETH 200 Ethics	3			CHM 233 Organic Chemistry II Lab	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			CHM 340 Biochemistry	4		
Fine Arts (any Art, Music or Theater)	3			CHM 341 Biochemistry Lab	1		
				CHM 361 Instrumental Analysis	3		
				CHM 362 Instrumental Analysis Lab	1		
HPS (any history course)	3			CHM 450 Physical Chemistry	4		
PSY 101 General Psychology	3			CHM 451 Physical Chemistry Lab	1		
Tier III				CHM 473 Research Chemistry	4		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Courses)	0			CHM 495 Coordinating Seminar	2		
PHL (any Philosophy course)	3			CHM elective	4		
THL (any Theology course)	6			SUPPORTING COURSES	22 - 24		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			MTH 201 Calculus I	4		
				MTH 202 Calculus II	4		
ELECTIVES	0-2			MTH 242 Statistics or MTH 288 Biostatistics	3		
SUMMARY				MTH/SCI 300 or 400 level	3		
CORE CURRICULUM	41			PHY 202 College Physics I or PHY 212 University Physics I	3		
MAJOR	45			PHY 203 Physics I Lab	1		
MINOR	18			PHY 204 College Physics II or PHY 214 University Physics II	3		
SUPPORTING COURSES	22-24			PHY 214 University Physics II	4		
ELECTIVES	0-2			PHY 205 Physics II Lab	1		
TOTAL	128			MINOR	18		
				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. The student must still complete the specific total hours for graduation by taking additional electives.

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – Chemistry Secondary Education–

2012-2013

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	25	COMP	GRD
Tier I				CHM 110 General Chemistry	4		
ENG 101 Composition	3			CHM 111 General Chemistry Lab	1		
FYS First Year Seminar (any #)	1			CHM 112 General Chemistry	4		
COM 212 Speech for Prof	3			CHM 113 General Chemistry Lab	1		
PED activity class	1			CHM 220 Analytical Chemistry	4		
Tier II				CHM 221 Analytical Chem Lab	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	0			CHM 230 Organic Chemistry I	4		
MTH (Requirement fulfilled by Math courses in Supporting Courses)	3			CHM 231 Organic Chemistry Lab I	1		
ELA Exp the Liberal Arts (any #)	3			CHM 232 Organic Chemistry II	4		
ETH 200 Ethics	3			CHM 233 Organic ChemLab II	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			NATURAL SCIENCE SUPPORTING FIELD	16		
Fine Arts (any Art, Music or Theater)	3			BIO 110 General Biology	3		
HPS (any history course)	3			BIO 111 General Biology Lab	1		
PSY 101 General Psychology	3			BIO 268 - Environmental Sci	3		
Tier III				BIO 269 - Environmental Sci Lab	1		
MTH/SCI (Requirement fulfilled by Science courses in Supporting Courses)	0			BIO/CHM 340 Biochemistry	3		
PHL (any Philosophy course)	3			BIO/CHM 341 Biochemistry Lab	1		
THL (any Theology course)	6			PHY 100 Intro to Physical Sciences	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			PHY 101 Intro to Physical Sciences Lab	1		
ELECTIVES	4			SECONDARY EDUCATION MINOR	41		
SUMMARY				EDU 101 Introduction to Education	3		
CHEMISTRY MAJOR	25			EDU 201 Tech. & Inst.Mat. In Classroom	3		
NATURAL SCIENCES	16			PSY 203 Adolescent Psychology	3		
CORE CURRICULUM	41			EDU 312 Educ. Psych.& Measurement	3		
SECONDARY EDUCATION	41			EDU 315 Assessment for Learners	2		
ELECTIVES	5			EDU 351 Teaching Reading: Mid.&Sec	3		
Total	128			EDU 360 Teaching MID/SEC Students	3		
				EDU 375 Human Rel. in Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil. & Trends in Educ.	3		
				EDU 472 Student Teaching: Secondary	10		
				EDU 495 Student Teaching Seminar	2		
				SPE 101 Introduction to Special Educ.	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.

Communication (COM)

Excellent communication is a key to success and satisfaction in both personal and professional roles. The need and demand for communication skills is greater than ever. Students who wish to add a strong communication background to any baccalaureate degree may do so by majoring in English-Communication, or choosing a minor in communication.

Major: See English-Communication major under English

Communication Minor

Any 18 credits of Communication classes.
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Developmental Studies

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

ENG 099 Developmental English (3)

English 099 is a basic writing course, designed to introduce students to college writing and prepare them for the similar, but more demanding, writing of English 101, the entry-level writing course. Students who pass the course are able to write a developed, unified, and cohesive expository essay. Placement in this course is determined by ACT scores or placement examination.

MTH 098 Developmental Math (3)

Includes basic concepts of the real number system, polynomials, first-degree equations and inequalities, algebraic functions, exponents, radicals, graphing linear functions, and an introduction to quadratic functions. Placement in this course is determined by ACT scores or placement examination.

IDS 097 Study and Learning (2)

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

Early Childhood Education (ECE)

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

Students may apply for early childhood certification only, or in combination with elementary education.

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

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

Students seeking only an ECE major will select among minors in 1) Special Education in order to apply for a Unified Early Childhood endorsement (PK-3); 2) English as a Second Language (ESL) or 3) Child Life Supporting Life. Other minors may be selected with the permission of the program director. Students seeking both ECE and Elementary Education endorsements should consult with the program director. Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, student teaching and certification requirements).

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

Early Childhood Education Minor

Consists of 18 hours of early childhood education classes. Consult early childhood education faculty for specific course requirements. (ECE 231, 232, 233, 234, 235, 236, 242, 334)

Associate of Science

- Early Childhood Education -

2012-2013

CORE CURRICULUM	26	COMP	GRD	MAJOR PROGRAM COURSES	18	COMP	GRD
Tier I							
				ECE 231 Play, Creat & Art Dev	2		
ENG 101 Composition	3			ECE 232 Language Arts in ECE	2		
FYS First Year Seminar (any #)	1			ECE 233 Health, Safety and Nutr	2		
COM (public speaking)	3			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
PED activity class	1			ECE 235 Observ. & Assess. In ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 112 Intermediate Algebra	3			ECE 242 Admin. ECE Programs	3		
ETH 200 Ethics	3			ECE 334 Curr. Planning in ECE	3		
PSY 101 General Psychology	3			SUPPORTING COURSES	18		
THL (any Theology course)	3			EDU 101 Introduction to Educ.	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC, THL, WST)	3			PSY 200 Child Psychology	3		
(Strongly recommended: English Literature and MTH 262)				EDU 312 Ed. Psych & Msurment	3		
SUMMARY				EDU 342 Children's Literature	3		
CORE CURRICULUM	26			SPE 101 Intron to Spec. Ed.	3		
MAJOR	18			SPE 240 Guid. & Clasrm Mgmt	3		
SUPPORTING COURSES	18						
ELECTIVES	8			ELECTIVES	8		
TOTAL	70						

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – ECE with Child Life Supporting Field - 2012-2013

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	45	COMP	GRD
Tier I				ECE 101 Introduction to Educ.	3		
				PSY 200 Child Psychology	3		
ENG 101 Composition	3			ECE 231 Play, Creat & Artis.Dev. In ECE	2		
FYS First Year Seminar (any #)	1			ECE 232 Language Arts in ECE	2		
COM 100 Oral Communication	3			ECE 233 Health, Safety and Nutr	2		
PED activity class	1			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Tier II				ECE 235 Observ. & Assess. In ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	0			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			ECE 242 Admin. ECE Programs	3		
ELA Exp the Liberal Arts (any number)	3			ECE 334 Curr. Planning in ECE	3		
ETH 200 Ethics	3			ECE 342 Children's Lit.	3		
ENG Literature	3			ECE 343 His. Trends in ECE	3		
Fine Arts (any Art, Music or Theater)	3			ECE 470 Student Teaching: ECE	10		
				ECE 495 Student Teaching: Sem	2		
HPS (any history course)	3			ECE 496 Research Seminar	3		
PSY 101 General Psychology	3			SUPPORTING COURSES	24		
Tier III				EDU 201 Tech. & Inst.Mat.Clstrm	3		
Physical/Earth Science	3			EDU 312 Educ. Psych. & Measurement	3		
PHL 350 Health Care Ethics	3			EDU 315 Assessment of Lrners	2		
THL (any Theology course)	6			EDU 350 Teaching Reading Elem	4		
HPS (any history course)	3			EDU 375 Human Rel. Mult-Clt.	3		
SUPPORTING FIELD	19			MTH 112 Inter Algebra or higher	3		
BIO 120/121 Human Anatomy/LAB	4			SPE 101 Intron to Spec. Ed.	3		
CHL 337 Hospitalized Child	3			SPE 240 Guid. & Clasrm Mgmt	3		
*CHL 472 Child Life Prac/Exp.	3			SUMMARY			
OTH 201 Foundations of Health Care	3			CORE CURRICULUM	44		
PSY 233 Group Process	3			MAJOR	45		
PSY 332 Counseling Theory & Prac.	3			SUPPORTING FIELD	19		
				SUPPORTING COURSES	24		
				TOTAL	132		

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – ECE with English as a Second Language Minor- 2011-12

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	42	COMP	GRD
Tier I				ECE 101 Introduction to Educ.	3		
ENG 101 Composition	3			ECE 231 Play, Creat & Artis.Dev. In ECE	2		
FYS First Year Seminar (any #)	1			ECE 232 Language Arts in ECE	2		
COM 100 Oral Communication	3			ECE 233 Health, Safety and Nutr	2		
PED activity class	1			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Tier II				ECE 235 Observ. & Assess. In ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			ECE 242 Admin. ECE Programs	3		
ELA Exp the Liberal Arts (any number)	0			ECE 334 Curr. Planning in ECE	3		
ETH 200 Ethics	3			ECE 342 Children's Lit.	3		
ENG Literature	3			ECE 343 His. Trends in ECE	3		
Fine Arts (any Art, Music or Theater)	3			ECE 470 Student Teaching: ECE	10		
				ECE 495 Student Teaching: Sem	2		
HPS (any history course)	3			ECE 496 Research Seminar	3		
PSY 101 General Psychology	3			SUPPORTING COURSES	24		
Tier III				EDU 201 Tech. & Inst.Mat.Clstrm	3		
Physical/Earth Science	3			EDU 312 Educ. Psych. & Measurement	3		
PHL 350 Health Care Ethics	3			EDU 315 Assessment of Lrners	2		
THL (any Theology course)	6			EDU 350 Teaching Reading Elem	4		
HPS (any history course)	3			PSY 200 Child Psychology	3		
SUMMARY				MTH 112 Inter Algebra or higher	3		
CORE CURRICULUM	44			SPE 240 Guid & Management	3		
MAJOR	42			SPE 101 Intro to Spec. Ed.	3		
MINOR	18			ESL MINOR	18		
SUPPORTING COURSES	24			EDU 415: Teaching ESL	3		
TOTAL	128			EDU 425: Assessment of ESL Learners	3		
				COM/ELA 306: Intercultural Comm.	3		
				ENG 320: Linguistics for Teachers	3		
				EDU 473: ESL K/12 Practicum	3		
				EDU 375 Human Relations Mult-Clt.	3		

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science–Early Childhood Ed/Elementary Education 2011-12

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	34	COMP	GRD
Tier I				PSY 200 Child Psychology	3		
ENG 101 Composition	3			ECE 231 Play, Creat & Artis.Dev. In ECE	2		
FYS First Year Seminar (any #)	1			ECE 232 Language Arts in ECE	2		
COM 200 Spch for El Tchrs	3			ECE 233 Health, Safety and Nutrition	2		
PED activity class	1			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Tier II				ECE 235 Observ. & Assess. ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			ECE 242 Admin. ECE Programs	3		
ELA Exp the Liberal Arts (any number)	3			ECE 334 Curr. Planning in ECE	3		
ETH 200 Ethics	3			ECE 343 His. Trends in ECE	3		
ENG Literature	3			ECE 470 Student Teaching: ECE	5		
Fine Arts (any Art, Music or Theater)	3			ECE 495 Student Teaching: Seminar	2		
				ECE 496 Research Seminar	3		
HPS (any history course)	3			ELEM EDUCATION MAJOR	44		
PSY 101 General Psychology	3			EDU 101 Introduction to Education	3		
Tier III				EDU 201 Tech. & Inst. Mat in Classroom	3		
Physical/Earth Science	3			EDU 312 Educ. Psych. & Measurement	3		
PHL (any Philosophy course)	3			EDU 315 Assessment of Learners	2		
THL (any Theology course)	6			EDU 342 Children's Literature	3		
HPS (any history course)	3			EDU 350 Teaching Reading: El. & Mid.	4		
ELECTIVES				EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
SUMMARY				EDU 355 Teaching Math: El. & Mid.	3		
CORE CURRICULUM	47			PED 357 Health & Phys. Educ. Methods	3		
MAJOR	34			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
ELEMENTARY ED MAJOR	44			EDU 375 Human Rel. in Multi-Cultural Society	3		
SUPPORTING COURSES	9			EDU 427 Hist., Phil. & Trends in Educ.	3		
TOTAL	134			SPE 430 Diag. & Evaluation of Reading	3		
				EDU 470 Student Teaching: Primary -or-	5		
				EDU 471 Student Teaching: El. & Mid.	5		
				SUPPORTING COURSES	9		
				MTH 112 Inter Algebra or above	3		
				SPE 101 Intro to Special Ed.	3		
				SPE 240 Guid. & Clasrm Mngment	3		

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – ECE with Special Education Minor - 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	42	COMP	GRD
Tier I				ECE 101 Introduction to Educ.	3		
ENG 101 Composition	3			ECE 231 Play, Creat & Artis.Dev. In ECE	2		
FYS First Year Seminar (any #)	1			ECE 232 Language Arts in ECE	2		
COM 200 Speech for El. Teacher	3			ECE 233 Health, Safety and Nutr	2		
PED activity class	1			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Tier II				ECE 235 Observ. & Assess. In ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			ECE 242 Admin. ECE Programs	3		
ELA Exp the Liberal Arts (any number)	3			ECE 334 Curr. Planning in ECE	3		
ETH 200 Ethics	3			ECE 342 Children's Lit.	3		
ENG Literature	3			ECE 343 His. Trends in ECE	3		
Fine Arts (any Art, Music or Theater)	3			ECE 470 Student Teaching: ECE	10		
				ECE 495 Student Teaching: Sem	2		
HPS (any history course)	3			ECE 496 Research Seminar	3		
PSY 101 General Psychology	3			SUPPORTING COURSES	21		
Tier III				PSY 200 Child Psychology	3		
Physical/Earth Science	3			EDU 201 Tech. & Inst.Mat.Clstrm	3		
PHL (any philosophy class)	3			EDU 312 Educ. Psych. & Measurement	3		
THL (any Theology course)	6			EDU 315 Assessment of Lrners	2		
HPS (any history course)	3			EDU 350 Teaching Reading Elem	4		
SUMMARY				EDU 375 Human Relations Multi-Cultural	3		
CORE CURRICULUM	47			MTH 112 Inter Algebra or higher	3		
MAJOR	42			SPED MINOR	18		
MINOR	18			SPE 101 Intro to Spec. Ed	3		
SUPPORTING COURSES	21			SPE 220 Nat. & Effects of Mild Mod.	3		
TOTAL	128			SPE 240 Guid. & Clasrm. Mgmt.	3		
				SPE 330 Inclusion in EC Classrm	3		
				SPE 372 Pract: Inclusive ECE Classroom	3		
				SPE 430 Diagnosis & Eval. Of Reading	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.

Education (EDU)

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

Teacher Education students select from:

1. Bachelor of science with an elementary education and an early childhood major.
2. Bachelor of science with early childhood education and a special education minor.
3. Bachelor of science with an early childhood education major and an ESL minor.
4. Bachelor of science with an early childhood education major and a Child Life Supporting Field.
5. Bachelor of science with an elementary education and a special education major.
6. Bachelor of science with an elementary education major and an ESL minor.
7. Bachelor of science with an elementary education major and a minor in a subject area, for example, art, English, math, music, physical education, science, social science, Spanish, or a related area, such as information technology or psychology.
8. Bachelor of science/arts with specialization in a field or subject area.

Students may seek certification in the following areas:

Early Childhood Education (B-3)	K-12 Endorsements
Early Childhood Unified Educ. (B-3)	Art (K-12)
Elementary Education (K-6)	Health & Physical Education (K-12)
Middle Grades Education (4-9)	Religious Education (K-12)
Secondary Education (7-12) Basic Business Biology Chemistry English Language Arts Mathematics Natural Science Social Science Spanish World Language	Supplementary Endorsements English as a Second Language K-12 undergraduate and graduate Information Technology (K-12) Coaching
Special Education (K-9) (7-12) (K-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 guided experiences in diverse classrooms in schools in Omaha or surrounding areas. Students complete course work in developmental science and initial methodology courses within the second year.

During the spring semester of the sophomore year students are evaluated and considered for formal acceptance into the teacher education program. Prior to or during the first semester, sophomore year students take the Praxis I Test (PPST) that is required for admission into the teacher education program. Praxis I scores, academic performance, evidence of professional dispositions for successful teaching, practicum evaluations, 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 C+ or 2.5 in course work, providing an active digital portfolio of work that demonstrates professional and scholarly growth, participation in the student professional organization and completing of an interview with the Teacher Education Committee.

An official background check must be completed the first term a student is enrolled in a practicum course. Another background check must be completed within 90 days of the beginning of the student teaching semester. Application for formal admission must be submitted to the Teacher Education Committee by March 1 using the online application form found on the Teacher Education web site. This committee is composed of a student's advisor, all members of the Teacher Education Department, and other faculty members. Evaluation procedures result in acceptance, provisional status, or non-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.

Student Teaching

Applicants for certification with a **single endorsement student teach for sixteen weeks** in one or two settings. Those seeking **multiple endorsements student teach for ten weeks** in each field for which they are seeking certification. Student teaching 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 student teaching must be submitted no later than October 1 or February 1 during the semester immediately preceding assignments.

Students applying for student teaching are expected to evidence cumulative scholastic achievement (cumulative GPA of C+ or 2.50), and 2.75 GPA in the major, admission to the Teacher Education Program, 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 student teaching. Transportation to student teaching 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 and the Initial Iowa License. Continuous growth in knowledge, pedagogy and professionalism, as well as satisfactory performance during student teaching, and completion of Praxis II (for elementary level teaching) is required in the recommendation for certification. Completion of the education program does not guarantee certification.

Since certification requirements of various states differ, a student planning to teach in a state other than Nebraska or Iowa 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 late afternoons or evenings.

Elementary and Middle School Major Sequences:

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

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

Secondary Education Minor Sequence:

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

Biology	Language Arts	Reading
Basic Bus	Mathematics	Religious Education
Chemistry	Natural Science	Social Science
English	Health & Physical Education	Spanish/World Language

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

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

K-12 Endorsements

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

Religious Education or Art or Health and Physical Education

K-12 endorsements in art require methods and student teaching in K-6 and 7-12.

Supplementary Endorsements

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

English as a Second Language or Information Technology

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

Bachelor of Science

- Elementary Education -

2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	57	COMP	GRD
Tier I				EDU 101 Introduction to Education	3		
ENG 101 Composition	3			PSY 200 Child Psychology	3		
FYS First Year Seminar (any #)	1			EDU 201 Tech. & Inst. Mat in Classroom	3		
COM 200 Spch for El Tchrs	3			EDU 312 Educ. Psych. & Measurement	3		
PED activity class	1			EDU 315 Assessment of Learners	2		
Tier II				EDU 342 Children's Literature	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			EDU 350 Teaching Reading: El. & Mid.	4		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
ELA Exp the Liberal Arts (any number)	3			EDU 355 Teaching Math: El. & Mid.	3		
ETH 200 Ethics	3			PED 357 Health & Phys. Educ. Methods	3		
ENG Literature	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Fine Arts (any Art, Music or Theater)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
HPS (any history course)	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
PSY 101 General Psychology	3			SPE 430 Diag. & Evaluation of Reading	3		
Tier III				EDU 470 Student Teaching: Primary	5		
Physical/Earth Science	3			EDU 471 Student Teaching: El. & Mid.	5		
PHL (any Philosophy course)	3			EDU 495 Student Teaching Seminar	2		
THL (any Theology course)	6			EDU 496 Research Seminar	3		
HPS (any history course)	3						
ELECTIVES							
SUMMARY				SUPPORTING COURSES	9		
CORE CURRICULUM	47			MTH 112 Inter Algebra or above	3		
MAJOR	57			SPE 101 Intro to Special Ed.	3		
MINOR	18			SPE 240 Guid. & Clasrm Mngment	3		
SUPPORTING COURSES	9						
TOTAL	131			MINOR OR SUPPORTING FIELD	18		

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – Elementary Education/Middle Endorsement – 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	54	COMP	GRD
Tier I				EDU 101 Introduction to Education	3		
ENG 101 Composition	3			PSY 200 Child Psychology	3		
FYS First Year Seminar (any #)	1			EDU 201 Tech. & Inst. Mat in Classroom	3		
COM 200 Spch for El Tchrs	3			EDU 312 Educ. Psych. & Measurement	3		
PED activity class	1			EDU 315 Assessment of Learners	2		
Tier II				EDU 342 Children's Literature	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			EDU 350 Teaching Reading: El. & Mid.	4		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
ELA Exp the Liberal Arts (any number)	3			EDU 355 Teaching Math: El. & Mid.	3		
ETH 200 Ethics	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
ENG Literature	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
Fine Arts (any Art, Music or Theater)	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
HPS (any history course)	3			SPE 430 Diag. & Evaluation of Reading	3		
PSY 101 General Psychology	3			EDU 470 Student Teaching: Primary	5		
Tier III				EDU 471 Student Teaching: El. & Mid.	5		
Physical/Earth Science	3			EDU 495 Student Teaching Seminar	2		
PHL (any Philosophy course)	3			EDU 496 Research Seminar	3		
THL (any Theology course)	6			SUPPORTING COURSES	18		
HPS (any history course)	3			ENG 262 Lit. for Young Adults	3		
ELECTIVES				PED 357 Physical & Health Ed	3		
SUMMARY				PSY 203 Adolescent Psych	3		
CORE CURRICULUM	47			MTH 112 Inter Algebra or above	3		
MAJOR	54			SPE 101 Intro to Special Ed.	3		
MINOR	18			SPE 240 Guid. & Clasrm Mngment	3		
SUPPORTING COURSES	18						
TOTAL	137			MINOR OR SUPPORTING FIELD	18		

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – Elementary Education/Special Education – 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	47	COMP	GRD
Tier I				EDU 101 Introduction to Education	3		
ENG 101 Composition	3			PSY 200 Child Psychology	3		
FYS First Year Seminar (any #)	1			EDU 201 Tech. & Inst. Mat in Classroom	3		
COM 200 Spch for El Tchrs	3			EDU 312 Educ. Psych. & Measurement	3		
PED activity class	1			EDU 315 Assessment of Learners	2		
Tier II				EDU 342 Children's Literature	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			EDU 350 Teaching Reading: El. & Mid.	4		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
ELA Exp the Liberal Arts (any number)	3			EDU 355 Teaching Math: El. & Mid.	3		
ETH 200 Ethics	3			PED 357 Physical & Health Ed	3		
ENG Literature	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Fine Arts (any Art, Music or Theater)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
HPS (any history course)	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
PSY 101 General Psychology	3			SPE 430 Diag. & Evaluation of Reading	3		
Tier III				EDU 470 Student Teaching: Primary OR	5		
Physical/Earth Science	3			EDU 471 Student Teaching: El. & Mid.	5		
PHL (any Philosophy course)	3			SPECIAL EDUCATION MAJOR	31		
THL (any Theology course)	6			SPE 101 Introduction to Spec. Ed.	3		
HPS (any history course)	3			SPE 220 Nat. & Eff. Mild. & Mod. Hand. Con.	3		
ELECTIVES				SPE 222 Assess. of Diverse Learners	3		
SUPPORTING COURSE	3			SPE 240 Guid. & Class Management	3		
MTH 112 Inter. Algebra or higher	3			SPE 331 Instr. Strat. For Diverse Learners	3		
SUMMARY				SPE 333 Spec. Ed. Law & Ethics	3		
CORE CURRICULUM	47			SPE 373 Critical Issues in Spec. Education	3		
ELEMENTARY MAJOR	47			SPE 470 Student Teaching: Primary -or-	5		
SPECIAL EDUCATION MAJOR	31			SPE 471 Student Teaching: El. & Mid.	5		
SUPPORTING COURSE	3			SPE 495 Student Teaching Seminar	2		
TOTAL	128			SPE 496 Research Seminar	3		

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

Developmental courses cannot be counted toward graduation requirements.

Bachelor of Science – ECE/ELD/Special Education – 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	34	COMP	GRD
Tier I				PSY 200 Child Psychology	3		
ENG 101 Composition	3			ECE 231 Play, Creat & Artis.Dev. In ECE	2		
FYS First Year Seminar (any #)	1			ECE 232 Language Arts in ECE	2		
COM 200 Spch for El Tchrs	3			ECE 233 Health, Safety and Nutrition	2		
PED activity class	1			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Tier II				ECE 235 Observ. & Assess. ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			ECE 242 Admin. ECE Programs	3		
ELA Exp the Liberal Arts (any number)	3			ECE 334 Curr. Planning in ECE	3		
ETH 200 Ethics	3			ECE 343 His. Trends in ECE	3		
ENG Literature	3			SPE/ECE 470 Student Teaching:	5		
Fine Arts (any Art, Music or Theater)	3			SPE/ECE 495 Student Teaching: Seminar	2		
HPS (any history course)	3			SPE/ECE 496 Research Sem	2		
PSY 101 General Psychology	3			ELEMENTARY EDUCATION MAJOR	44		
Tier III				EDU 101 Introduction to Ed.	3		
Physical/Earth Science	3			EDU 201 Tech. & Inst. Mat in Classroom	3		
PHL (any Philosophy course)	3			EDU 312 Educ. Psych. & Msrmt	3		
THL (any Theology course)	6			EDU 315 Assessment of Lrnrs	3		
HPS (any history course)	3			EDU 342 Children's Literature	3		
ELECTIVES				EDU 350 Teaching Reading: El. & Mid.	3		
SPECIAL EDUCATION END.	21			EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
SPE 101 Introduction to Spec. Education	3			EDU 355 Teaching Math: El. & Mid.	3		
SPE 220 Nat. & Eff. Mid/Mod Han.	3			PED 357 Health & Phys. Educ. Methods	3		
SPE 222 Inter. Mat. & Assess	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
SPE 240 Guid. & Class Mgmnt	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
SPE 331 Instr. Strat/Rem. Main	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
SPE 333 Pol./Prog. For Except.	3			SPE 430 Diag. & Eval of Reading	3		
SPE 373 Critical Issues in SPED	3			EDU 470 Student Teaching: Primary -or-	5		
SUMMARY				EDU 471 Student Teaching: El. & Mid.	5		
CORE CURRICULUM	47			SUPPORTING COURSES	3		
DOUBLE MAJOR	78			MTH 112 Inter Algebra or above	3		
SPEC ED ENDORSEMENT	21						
SUPPORTING COURSES	3						
TOTAL	149						

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

Engineering

In 2005, College of Saint Mary and the College of Engineering and Technology of the University of Nebraska-Lincoln entered into a memorandum of understanding that established five cooperative programs between the two institutions and permitted students enrolled at both institutions to pursue simultaneous degrees in engineering, and mathematics. The five degree programs are architectural engineering, civil engineering, computer engineering, construction engineering technology and electronics engineering. It is expected that women enrolled at College of Saint Mary will complete their liberal arts, mathematics and sciences courses at CSM while simultaneously completing their engineering courses at the Peter Kiewit Institute of the University of Nebraska. At the successful completion of the course of studies a student will receive a bachelor's degree in engineering from the University of Nebraska and a bachelor's degree in mathematics from College of Saint Mary.

English (ENG)

The study of literature is a thought-provoking journey into the intellectual and spiritual world of ideas. Fiction, poetry, drama, and essays from many historical periods and world cultures expose students to the great range and depth of human experience.

The English writing program is fully integrated with computer technology. 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, including online publication, students develop the analytical skills of critical thinking, the ability to make creative connections between ideas, and the expertise of translating these skills into their writing.

Training in English is a valuable preparation for futures in 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. The English program prepares students for a rapidly changing world where communication skills, combined with knowledge of technology, are in high demand.

Recent graduates have found jobs in teaching, desktop publishing, public relations, technical writing, employee recruitment, or have gone on to graduate school in various areas: English, American studies, Library Sciences, Education Administration, and Business Finance.

Program Requirements: All English Majors (teaching and non-teaching) and Minors: The student working toward a major or minor in English is subject to a reevaluation each year. A grade of C or above is required in all English courses used toward a major or minor in English. A minimum of 15 credit hours in English must be taken at College of Saint Mary for a major or an endorsement in secondary education.

English Major: The English major is divided into **three areas of concentration:**

- Writing and Literature: a traditional English major, preparation for graduate or professional school.
- Communication: combining English and Communication courses, preparation for the communication industry or graduate school.
- Education: English Endorsement as preparation for teaching English and Language Arts in middle and secondary schools.

Language Arts Field Endorsement: This is a separate Academic Program, administered by the English and Education Programs:

English Minor

18 hours including 6 hours of American literature, 3 hours of British literature, 3 hours of world literature, 3 hours of advanced composition, and 3 hours of an English elective.

Bachelor of Art

- English -

2012-2013

Writing and English Literature

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	33	COMP	GRD
Tier I							
ENG 101 English Composition	0			ENG 101 English Composition	3		
FYS First Year Seminar (any number)	1			ENG Advanced Composition OR	3		
Communications (COM 101, 212, Or 225)*	3			ENG 210/310 or 212/312			
PED activity class	1			ENG British Literature	3		
Tier II							
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ENG British Literature	3		
MTH 114 College Algebra	3			ENG American Literature	3		
ETH 200 Ethics	3			ENG American Literature	3		
English	0			ENG World Literature	3		
Fine Arts (any Art, Music or Theater)	3			ENG World Literature	3		
HPS (any history course)	3			ENG electives	6		
Psych or Soc or Economics choice	3			ENG 495 Coordinating Seminar	3		
Tier III							
					MINOR OR SUPPORTING FIELD	18	
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			Choice of minor or supporting field.			
PHL (any Philosophy course)	3			ELECTIVES	36		
THL (any Theology course)	6			Elective credit or second major.			
ELA Exp the Liberal Arts (any number)	3						
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			SECOND MAJOR (optional)			
Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.							
SUMMARY							
CORE CURRICULUM	41						
MAJOR	33						
MINOR	18						
ELECTIVES	36						
TOTAL	128						

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Art

- English -

2012-2013

English Communications Double Major

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Tier I				ENGLISH MAJOR	27		
ENG 101 English Composition	0			ENG 101 Composition	3		
FYS First Year Seminar (any number)	1			ENG Advanced Composition or	3		
Communications (COM 101, 212, Or 225)*	3			ENG 210/310 or 212/312			
PED activity class	1			ENG 322 The English Language	3		
Tier II				ENG British Literature	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ENG American Literature	3		
MTH 114 College Algebra	3			ENG American Literature	3		
ETH 200 Ethics	3			ENG World Literature	3		
English	0			ENG Film/Literature	3		
Fine Arts (any Art, Music or Theater)	3			ENG/COM 495 Coordinating Seminar	3		
HPS (any history course)	3			COMMUNICATIONS MAJOR	24		
Psych or Soc or Economics choice	3			COM 100 Survey Communication*	3		
Tier III				COM 150 News Writing	3		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			COM 210 Interpersonal Communication	3		
PHL (any Philosophy course)	3			COM 330 Gender & Communication	3		
THL (any Theology course)	6			COM 365 Mass Media	3		
ELA Exp the Liberal Arts (any number)	3			COM Internship	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			COM electives	6		
SUMMARY				ELECTIVES	36		
CORE CURRICULUM	41						
MAJOR	51						
ELECTIVES	36						
TOTAL	128						

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Art

**- English -
Secondary Education**

2012-2013

CORE CURRICULUM	38	COMP	GRD	MAJOR PROGRAM COURSES	33	COMP	GRD
Tier I							
ENG 101 English Composition	0			ENG 101 English Composition	3		
FYS First Year Seminar (any number)	1			ENG Advanced Composition OR	3		
Communications (COM 101, 212, Or 225)*	0			ENG 210/310 or 212/312			
PED activity class	1			ENG British Literature	3		
Tier II							
				ENG American Literature	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ENG American Literature	3		
MTH 114 College Algebra	3			ENG World Literature	3		
ETH 200 Ethics	3			ENG electives	6		
English	0			ENG 262 Literature for Young Adults	3		
Fine Arts (any Art, Music or Theater)	3			ENG Linguistics(Eng Lang or Teach)	3		
HPS (any history course)	3			ENG 495 Coordinating Seminar	3		
Psych or Soc or Economics choice	3			SECONDARY EDUCATION MINOR	41		
Tier III							
				EDU 101 Introduction to Education	3		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			EDU 201 Tech. & Inst.Mat. In Classroom	3		
PHL (any Philosophy course)	3			PSY 203 Adolescent Psychology	3		
THL (any Theology course)	6			EDU 312 Educ. Psych.& Measurement	3		
ELA Exp the Liberal Arts (any number)	3			EDU 315 Assessment for Learners	2		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			EDU 351 Teaching Reading: Mid.&Sec	3		
SECONDARY ENDORSEMENT	18			EDU 360 Teaching MID/SEC Students	3		
SUMMARY				EDU 375 Human Rel. in Multi-Cult.Soc.	3		
CORE CURRICULUM	38			EDU 427 Hist., Phil. & Trends in Educ.	3		
MAJOR	33			EDU 472 Student Teaching: Secondary	10		
SECONDARY EDUCATION MINOR	41			EDU 495 Student Teaching Seminar	2		
SUPPORTING COURSE	3			SPE 101 Introduction to Special Educ.	3		
MINOR OR SECOND SUBJ TEACH ENDORSEMENT	18			SUPPORTING COURSE	3		
TOTAL	133			COM 212 Speech for Professionals*	3		

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Art – Language Arts Secondary Education – 2012-2013

CORE CURRICULUM	35	COMP	GRD	MAJOR PROGRAM COURSES	65	COMP	GRD
Tier I				ENG 101 Composition	3		
ENG 101 Composition	0			ENG ___ Adv Comp (Cr. Or Exp.)	3		
FYS First Year Seminar (any #)	1			ENG 495 Coordinating Seminar	3		
COM 212 Speech for Prof	0			ENG ___ Linguistics(Eng Lang or Teach)	3		
PED activity class	1			COM 365 Mass Media & Society	3		
Tier II				COM 202 Spch for Lang.Arts Teachers	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			COM ___ Dramatic Arts	3		
MTH 114 College Algebra	3			COM ___ Journalism	3		
ELA Exp the Liberal Arts (any number)	3			LITERATURE			
ETH 200 Ethics	3			ENG ___ British Literature	3		
ENG (any except for 262, 320, 322, 363, and 495)	0			ENG ___ British Literature	3		
Fine Arts (any Art, Music or Theater)	3			ENG ___ American Literature	3		
HPS (any history course)	3			ENG ___ American Literature	3		
PSY/SOC/ECO	3			ENG ___ World Literature	3		
Tier III				ENG 262 Literature for Young Adults	3		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Courses)	3			ENG ___ (choice)	9		
PHL (any Philosophy course)	3			COM Public Speaking	3		
THL (any Theology course)	6			Choice (Writing, drama, speech, literature or language)	11		
ENG (any except for 262, 320, 322, 363, and 495)	0			SECONDARY EDUCATION MINOR	41		
				EDU 101 Introduction to Ed.	3		
ELECTIVES				EDU 201 Tech.&Inst.Mat. In Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
CORE CURRICULUM	35			EDU 312 Educ. Psych. & Measurement	3		
MAJOR	65			EDU 315 Assessment of Learners	2		
MINOR	41			EDU 351 Teaching Reading Mid/Sec.	3		
TOTAL	141			EDU 360 Teaching Mid/Sec. Methods	3		
				EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil & Trends in Educ	3		
				EDU 472 Student Teaching: Sec	10		
				EDU 495 Student Teaching Sem	2		
				SPE 101 Intro to Spec.Educ.	3		

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Art

**- Language Arts -
With Reading-Writing Subject Endorsement**

2012-2013

CORE CURRICULUM	35	COMP	GRD	MAJOR PROGRAM COURSES	65	COMP	GRD
Tier I				ENG 101 Composition	3		
ENG 101 Composition	0			ENG ___ Adv Comp (Cr. Or Exp.)	3		
FYS First Year Seminar (any #)	1			ENG 495 Coordinating Seminar	3		
COM 212 Speech for Prof	0			<i>ENG ___ Linguistics(Eng Lang or Teach)</i>	3		
PED activity class	1			COM 365 Mass Media & Society	3		
Tier II				COM 202 Spch for Lang.Arts Teachers	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			COM ___ Dramatic Arts	3		
MTH 114 College Algebra	3			COM ___ Journalism	3		
ELA Exp the Liberal Arts (any number)	3			LITERATURE			
ETH 200 Ethics	3			ENG ___ British Literature	3		
ENG (any except for 262, 320, 322, 363, and 495)	0			ENG ___ British Literature	3		
Fine Arts (any Art, Music or Theater)	3			ENG ___ American Literature	3		
HPS (any history course)	3			ENG ___ American Literature	3		
PSY/SOC/ECO	3			ENG ___ World Literature	3		
Tier III				<i>ENG 262 Literature for Young Adults</i>	3		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Courses)	3			ENG ___ (choice)	9		
PHL (any Philosophy course)	3			COM Public Speaking	3		
THL (any Theology course)	6			<i>Choice (Writing course required)</i>	3		
ENG (any except for 262, 320, 322, 363, and 495)	0			<i>Choice (Writing, drama, speech, literature or language)</i>	8		
				SECONDARY EDUCATION MINOR	41		
ELECTIVES SUMMARY				EDU 101 Introduction to Ed.	3		
				EDU 201 Tech.&Inst.Mat. In Classroom	3		
CORE CURRICULUM	35			<i>PSY 203 Adolescent Psychology</i>	3		
MAJOR/ENDORSEMENT	71			<i>EDU 312 Educ. Psych. & Measurement</i>	3		
MINOR	41			EDU 315 Assessment of Learners	2		
TOTAL	147			<i>EDU 351 Teaching Reading Mid/Sec.</i>	3		
Reading & Writing Subject Endorsement				<i>EDU 360 Teaching Mid/Sec. Methods</i>	3		
<i>Required courses are italic</i>				EDU 375 Human Rel. In Multi-Cult.Soc.	3		
<i>EDU 430 Diag.&Remed. In Read</i>	3			EDU 427 Hist., Phil & Trends in Educ	3		
<i>EDU 490 Directed Rdgs on Read.</i>	3			EDU 472 Student Teaching: Sec	10		
				EDU 495 Student Teaching Sem	2		
				SPE 101 Intro to Spec.Educ.	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

Experiencing the Liberal Arts (ELA)

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

Fine Arts (FNA)

The Fine Arts minor will allow students to pursue a broad course of study in the visual and performing arts. Students will begin the minor sequence with three required survey courses focusing on the history and basic principles of art, music and theatre. Students will then choose additional courses selected from any of the three departments, customizing the minor to coordinate with their interests, skills, and career plans.

**Students who demonstrate strong academic backgrounds in art or music may substitute more advanced courses in art history or music history with the permission of the Fine Arts Program Director. It is expected that most students will enroll in ART 200 and MUS 206.*

Fine Arts Minor

Art 200, MUS 206, THR 101, and choice of 9 hours of any other art, music or theatre courses.

First Year Seminar (FYS)

The CSM First Year Seminar is designed to encourage the development of a small group interactive learning community. In this class, students will develop connections with other first year students while learning to participate in and substantially contribute to 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.

General Studies (BGS)

The Bachelor of General Studies is specifically designed for non-traditional students who seek a bachelor's degree for career advancement and self-improvement. This degree completion program allows students who have an associate's degree or have accumulated a minimum of 64 semester hours with a GPA of 2.50 or above to earn their bachelor's degrees in a timely manner.

The Bachelor of General Studies program provides a curriculum of study which focuses on the development of oral and written communication skills and analytical and ethical thinking, combined with a liberal arts component to balance the technical knowledge previously acquired. Students have the option of adding an Area of Focus.

The Bachelor of General Studies curriculum also allows students the flexibility to earn a degree while using their acquired academic and professional training. The format, unlike a traditional full-time schedule, allows students to move through the curriculum at their own pace, either one course at a time or several courses each semester.

Students must meet Math and English competency requirements. English composition must be taken in addition to the above if not included in the associate's degree or transfer hours earned.

HUM 495 Seminar (3)

The senior seminar is the culminating learning experience for the individual's academic program. It requires the student to synthesize several of the major elements of the student's degree program and design a senior project that reflects professional and academic competence. The final form of the senior project will be negotiated between the student and senior seminar instructor and may include other faculty for technical assistance as necessary. If the student selects the "Area of Focus" option, the student will participate in the regularly offered Senior Seminar with students of that major.

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 333.

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, 206, 220, 310, ETH 200, plus six additional hours of Philosophy.

Communication: Any 24 credit hours in COM courses.

Business: Analytics and Strategic Communication: Any 24 credit hours in BUS courses.

English: English Minor plus six additional credit hours in ENG courses.

Social Sciences: Choose 24 hours from the following: SOC 101, 231, 242, PSY 101, 220; ECO 131; HPS 132, 160.

Bachelor of General Studies

2012-2013

CORE CURRICULUM	39	COMP	GRD	MAJOR PROGRAM COURSES		COMP	GRD
ENG 101 English Composition	3			COMPONENT I (Associate Degree or Transfer Credits or CSM credits.	64		
Communications COM 101 or 212	3						
ETH 200 Ethics	3						
English Literature	3						
Fine Arts (any Art, Music or Theater)	3			COMPONENT II (28 additional hours—examination, portfolio, or additional courses)	28		
HPS (any history course)	3						
Social Science	3						
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3						
				SUMMARY			
PHL (any Philosophy course)	3			CORE CURRICULUM	39		
THL (any Theology course)	6			COMPONENT I	64		
ELA Exp the Liberal Arts (any number)	3			COMPONENT II	25		
HUM 495 Seminar	3			TOTAL	128		

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

General Studies (GNS)

The Associate of Arts in General Studies program of study is intended for students who are unsure of the area in which they want to major. This associate degree formalizes each student's course work so that all Core Curriculum 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 any bachelor's degree at College of Saint Mary (except the Bachelor of Science in Nursing or Bachelor in Rehabilitation Studies).

Associate of Arts – General Studies - 2012-2013

CORE CURRICULUM	47	COMP	GRD	REQUIRED ELECTIVES	17	COMP	GRD
Tier I				<i>(17 hrs. from following)</i>			
ENG 101 English Composition	3			ACC 161 Prin of Accounting I	3		
FYS First Year Seminar (any number)	1			ACC 162 Prin of Accounting II	3		
Communications (COM 101, 212, Or 225)	3			ACC 163 Accounting software	1		
PED activity class	1			BIO 100 Survey of Biology	3		
Tier II				BIO 101 Survey of Biology - LAB	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			BUS 101 Introduction to Business	3		
MTH 112 Intermediate Algebra	3			BUS 323 Management Concepts	3		
ETH 200 Ethics	3			COM 100 Survey of Communications	3		
English	3			CHM 100 & Lab Fundamentals of Chemistry	4		
Fine Arts (any Art, Music or Theater)	3			BIS 140 Intro to Programming: BASIC -or-	6		
HPS (any history course)	3			BIS 143 Intro to Programming: C++	3		
PSY 101 Introduction to Psych.	3			EDU 101 Intro to Education	3		
Tier III				LAW 101 Intro to Paralegal	3		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			LAW 110 Legal Environment	3		
PHL (any Philosophy course)	3			MTH 114 College Algebra	3		
THL (any Theology course)	3			MTH 115 College Trigonometry	3		
ELA Exp the Liberal Arts (any number)	3			PSY 200 Child Psychology	3		
SOC 101 Introduction to Sociology	3			PSY 203 Adolescent Psychology	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC, THL, WST)	3			PSY 235 Social Psychology	3		
SUMMARY				SOC 231 Social Problems	3		
CORE CURRICULUM	47						
MAJOR	17						
TOTAL	64						

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.

History and Political Science (HPS)

The history program stresses the value of studying the past in order to better understand human beings and the institutions they have created. One of the best ways to learn about ourselves is to examine how people have behaved over an extended period of time.

History courses are also intended to provide students with an awareness of their social and cultural roots and an appreciation of the variety in human thought and action.

Students are encouraged to study the past with a critical eye, concentrating upon explanation, understanding, and evaluation, rather than simple memorization.

History Minor

18 hours of HPS courses. Courses must include HPS 131, 132, and either 375 or 376.

Human Services (HSV)

See *Psychology for complete degree information.* As part of the Applied Psychology degree, the Human Services program prepares women to provide services to individuals and families in need of assistance. Through participation in supervised fieldwork, graduates will also have direct hands-on experience, which provides them with the knowledge and skills necessary for a successful human services career.

Human Services Minor

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

Humanities (HUM)

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

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

Humanities Minor

18 hours with 9 from each of two additional humanities disciplines.

Bachelor of Arts – Humanities - 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR COURSES	48	COMP	GRD
Tier I				<i>Arts, Music, English, History, Theology, Philosophy, Communications</i>			
ENG 101 English Composition	3			1 st Emphasis MAJOR (choose 2 of above)			
FYS First Year Seminar (any number)	1				15		
Communications (COM 101, 212, Or 225)	3				15		
PED activity class	1			2 nd Emphasis MINOR (choose 2 of above)			
Tier II					9		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3				9		
MTH 114 College Algebra	3			SUPPORTING COURSES	12		
ETH 200 Ethics	3			Choose 1 course in each remaining area			
English	3			HUM 495 Coordinating Seminar	3		
Fine Arts (any Art, Music or Theater)	3						
HPS (any history course)	3			ELECTIVES	21		
PSY or SOC or ECO	3						
Tier III				SUMMARY			
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			Core Curriculum	47		
PHL (any Philosophy course)	3			Hum. Major	30		
THL (any Theology course)	6			Hum Minor	18		
ELA Exp the Liberal Arts (any number)	3			Supporting courses	12		
Choice (ELA, ENG, HPS, PHL, PSY, SOC, THL, WST)	3			Electives	21		
				TOTAL	128		

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

Developmental courses cannot be counted toward graduation requirements

Mathematics (MTH)

The mathematics program at College of Saint Mary is designed to meet the needs of prospective teachers of mathematics, of those who require mathematics as a necessary foundation for their work in other departments, of those who are studying mathematics as a cultural element of a liberal education, and of those whose major interest is in the field of mathematics. College of Saint Mary currently offers a structured four-year course sequence leading to a Bachelor of Science Degree in Mathematics. See Education Program for information on admission, testing, student teaching and certification requirements. See Secondary Minor in Education Sequence for professional education course requirements.

Math Minor

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

A prerequisite Mathematics course cannot be taken for credit after a C or higher grade has been earned in a higher level Mathematics course unless the program director of Mathematics grants an exception.

Bachelor of Science

- Math -

2012-2013

CORE CURRICULUM	38	COMP	GRD	MAJOR PROGRAM COURSES	34	COMP	GRD
Tier I				MTH 201 Calculus I	4		
ENG 101 Composition	3			MTH 202 Calculus II	4		
FYS First Year Seminar (any #)	1			MTH 203 Calculus III	4		
COM 212 Speech for Prof	0			MTH 242 Statistics	3		
PED activity class	1			MTH 266 College Geometry	3		
Tier II				MTH 342 Mathematical Statistics	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			MTH 350 Abstract Algebra	3		
MTH (Requirement fulfilled by Math courses in Major)	0			MTH 360 Linear Algebra	3		
ELA Exp the Liberal Arts (any number)	3			MTH 450 Differential Equations	3		
ETH 200 Ethics	3			MTH 495 Senior Seminar	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			MTH ___ elective	3		
Fine Arts (any Art, Music or Theater)	3			SUPPORTING COURSES	9		
HPS (any history course)	3			COM 212 Speech for Professionals	3		
PSY 101 General Psychology	3			BIS 140 Programming Concepts	3		
Tier III				BIS 143 Intro to Programming: C++	3		
MTH/SCI (Requirement fulfilled by Math courses in Major)	0						
PHL (any Philosophy course)	3			ELECTIVES	29		
THL (any Theology course)	6						
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			MINOR	18		
				Choose any minor in catalog			
SUMMARY				SECOND MAJOR (optional)			
CORE CURRICULUM	38			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major			
MAJOR	34						
MINOR	18						
SUPPORTING COURSES	9						
ELECTIVES	29						
TOTAL	128						

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Science

- Math -

2012-2013

Secondary Education

CORE CURRICULUM	38	COMP	GRD	MAJOR PROGRAM COURSES	34	COMP	GRD
Tier I				MTH 201 Calculus I	4		
ENG 101 Composition	3			MTH 202 Calculus II	4		
FYS First Year Seminar (any #)	1			MTH 203 Calculus III	4		
COM 212 Speech for Prof	0			MTH 242 Statistics	3		
PED activity class	1			MTH 266 College Geometry	3		
Tier II				MTH 342 Mathematical Statistics	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			MTH 350 Abstract Algebra	3		
MTH (Requirement fulfilled by Math courses in Major)	0			MTH 360 Linear Algebra	3		
ELA Exp the Liberal Arts (any number)	3			MTH 450 Differential Equations	3		
ETH 200 Ethics	3			MTH 495 Senior Seminar	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			MTH elective	3		
Fine Arts (any Art, Music or Theater)	3			SUPPORTING COURSES	9		
HPS (any history course)	3			COM 212 Speech for Professionals	3		
PSY 101 General Psychology	3			BIS 143 Intro to Programming: C++	3		
Tier III				BIS 211 Intro to Programming: COBOL I	3		
MTH/SCI (Requirement fulfilled by Math courses in Major)	0			SECONDARY EDUCATION MINOR	41		
PHL (any Philosophy course)	3			EDU 101 Intro to Education	3		
THL (any Theology course)	6			EDU 201 Tech. & Inst.Mat. In Classroom	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			PSY 203 Adolescent Psychology	3		
				EDU 312 Ed. Psych.& Measurement	3		
SUMMARY				EDU 315 Assessment for Learners	2		
MATH MAJOR	34			EDU 351 Teaching Reading: Mid.&Sec	3		
SUPPORTING COURSES	9			EDU 360 Teaching MID/SEC Students	3		
CORE CURRICULUM	38			EDU 375 Human Rel. in Multi-Cult.Soc.	3		
SECONDARY EDUCATION	41			EDU 427 Hist., Phil. & Trends in Educ.	3		
ELECTIVES	6			EDU 472 Student Teaching: Sec	10		
TOTAL	128			EDU 495 Student Teaching Sem	2		
				SPE 101 Intro to Special Educ.	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

Medical Interpreting

The Center for Transcultural Learning (CTL) and the Department of Spanish grant credits to students who complete the required courses for a Certificate of Medical Interpretation. This certificate program is designed as a series of interconnected modules that cover different aspects and levels of Medical Interpreting. Students who complete the program will be either prepared to take the certification exam of the National Board of Certification for Medical Interpreters or at least have taken the minimum of 40 contact hours of training included among the requisites for taking that exam of certification.

Certificate

- Medical Interpreting -

2012-2013

MAJOR PROGRAM COURSES	12	COMP	GRD
MDI 100 Foundations of Interpreting	3		
MDI 110 Musculoskeletal, Cardio and Digest. Sys.	3		
MDI 120 Reproductive and Respiratory Systems	3		
MDI 130 Medical Terminology	3		
SUMMARY	12		
NOTES/SUBSTITUTIONS/WAIVERS			

Medical Technology (MDT)

The medical technology 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. College of Saint Mary offers two degree programs in this area:

1. Bachelor of Science in Medical Technology (3 + 1).
2. Bachelor of Science in Chemistry or Biology (4 + 1).

Upon completion of the college course work, both programs require one year (12 months) of professional education in an approved medical technology school.

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 she can receive the baccalaureate degree in medical technology 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 technology 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 and/or the medical technology director at College of Saint Mary. 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. Upon graduation, students are eligible to take national certifying examinations.

Fees for the professional year vary with each clinical institution. These fees are paid directly to the institution. A nominal fee rather than the regular tuition is paid to College of Saint Mary during the professional year to cover the administrative and academic work involved with the student and affiliating institution.

Graduate students with a bachelor's in chemistry and/or biology may be eligible for a degree in medical technology by the satisfactory completion of MDT 364 and a year of professional education in an approved school of medical technology.

BIO 364 is taken on campus at College of Saint Mary during the first three years. Medical technology courses offered during the professional clinical rotation may vary slightly depending upon the institution but generally the contents of the courses and credit hours are similar to those given below.

Bachelor of Science

- Medical Technology -

2012-2013

CORE CURRICULUM	38	COMP	GRD	MAJOR PROGRAM COURSES	40	COMP	GRD
Tier I				BIO 110 General Biology	3		
ENG 101 Composition	3			BIO 111 General Biology Lab	1		
FYS First Year Seminar (any #)	1			BIO 300 General Microbiology	3		
COM 212 Speech for Prof	3			BIO 301 Gen. Microbiology Lab	1		
PED activity class	1			BIO 250 Zoology or BIO 266 Botany	3		
Tier II				BIO 251 Zoo Lab or BIO 267 Bot Lab	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	0			BIO 330 Genetics	3		
MTH (Requirement fulfilled by Math courses in Major)	0			BIO 331 Genetics Lab	1		
ELA Exp the Liberal Arts (any number)	3			BIO 491 Advanced Topics in Biology	4		
ETH 200 Ethics	3			CHM 110 General Chemistry	4		
ENG 102 English Comp II	3			CHM 111 General Chemistry Lab	1		
Fine Arts (any Art, Music or Theater)	3			CHM 112 General Chemistry	4		
HPS (any history course)	3			CHM 113 General Chemistry Lab	1		
PSY 101 General Psychology	3			CHM 230 Organic Chemistry I	4		
Tier III				CHM 231 Organic Chem Lab I	1		
MTH/SCI (Requirement fulfilled by Math courses in Major)	0			CHM 232 Organic Chemistry II	4		
PHL (any Philosophy course)	3			CHM 233 Organic Chem Lab II	1		
THL (any Theology course)	6						
				SUPPORTING COURSES	20		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			BIO 364 Immunology	3		
				MTH 114 College Algebra	3		
SUMMARY				MTH 115 College Trig	3		
CORE CURRICULUM	38			MTH 242 Statistics	3		
MAJOR	40			PHY 202/203 Gen Physics I/Lab	4		
PROFESSIONAL STUDY	29			PHY 204/205 Gen Physics II/Lab	4		
SUPPORTING COURSES	20						
ELECTIVES	1			PROFESSIONAL YEAR OF STUDY	29		
TOTAL	128			HOSPITAL:			
				CITY:	STATE:		
				ENROLLED:			
				EDUCATIONAL COORDINATOR:			

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

Military Science

Army Reserve Officers' Training Corps (MIL)

The Army Reserve Officer's Training Corps (ROTC) program was established at College of Saint Mary in February 1975, when the College concluded an agreement to provide the program of instruction with the military science department of Creighton University. This makes College of Saint Mary the first women's college in the western United States to offer Army ROTC to its students.

The ROTC program is prepared and presented by the military science department of Creighton University and the U.S. Army under an independent contract with College of Saint Mary.

Program Objectives

The program provides training designed to qualify students for an Army Commission while also preparing them for civilian executive and management positions. Hence, the student may earn a commission while earning an academic degree in a discipline of her choice. Leadership training is the core of the Military Science program and is required each semester. It is accomplished, in part, through a leadership laboratory conducted each week and field exercises held each semester. The Basic Course develops an understanding of teamwork and leadership techniques. Leadership is enhanced through practical application in drill, leader reaction exercises and tactical exercises in field situations. Additionally, there are opportunities for optional adventure training in Helicopter Rappelling and Air Assault, Airborne and Mountain Survival Training. Advanced course students plan, organize and conduct the Basic Course leadership program, thereby enhancing their management and supervisory skills. Further growth is achieved through field exercises and enrichment activities, Ranger Training, Physical Training, and Cadet Troop Leadership Training.

Advanced Course

Although Military Science Courses may be taken for credit by any student, only those students formally enrolling in and successfully completing the Advanced Course will receive a commission. If selected for and enrolled in the Advanced Course, the student must agree to complete the remaining two years of ROTC and to accept a commission, if offered, upon completion of the course.

Each Advanced Course student must attend a 32-day Advanced Camp, normally during the summer between their junior and senior year. Advanced Camp consists of the practical application of the instruction and skills learned at Creighton, with emphasis on leadership and physical fitness. Students are paid travel expenses to and from camp as well as a daily working salary. All accommodations, clothing, equipment, and food are provided.

Army Reserve/Army National Guard Simultaneous Membership Program (SMP)

The ROTC Program is normally a four-year program; however, under the Simultaneous Membership Program (SMP), qualified juniors (those who are veterans or those who have successfully completed three years of Junior ROTC or Basic Training with a reserve or national guard unit) may, upon the approval of the Profession of Military Science (PMS), enter the Advanced Course and earn a commission. The student may apply for Active Duty with the U.S. Army upon graduation.

Qualified SMP students may apply for scholarships under the Guaranteed Reserve Forces Duty Scholarship program. This is a two-year scholarship that could be worth nearly \$38,400. Other scholarships may also be available. In addition to the \$350 per month and

the Reserve unit pay, SMP students are still eligible for selected Montgomery GI Bill college assistance programs. Total monetary entitlements for even a non-scholarship SMP student during the two-year program could exceed \$28,000

Special Opportunities

Students who have completed 12 months of service in one of the U.S. Armed Services and have achieved junior standing may, upon approval of the PMS, be granted credit for the Basic Course and enroll in the Advanced Course. ROTC credit earned at other universities is transferable to Creighton.

Numerous associated and allied programs and extracurricular activities are available to ROTC students. CTLT (Cadet Leadership Training) and NSTP (Nurse Summer Training Program) are great examples of opportunities available to ROTC students. During the summer after junior year, ROTC students are given the opportunity to travel to various Army Posts throughout the world. These are designed to broaden their knowledge and understanding of the military profession and to allow them to acquire and develop new skills.

ROTC Scholarships

Four- and three-year scholarships are available to all high school seniors who apply and are selected to receive these scholarships while they attend an institution offering a four-year Army ROTC program.

ROTC students who gain acceptance to a professional school in the medical field are eligible to apply for the Uniformed Services Health Professions Scholarship Program, which pays the recipient a monthly stipend plus tuition and other academic expenses. These scholarships are offered in medicine, osteopathy, and psychology (Ph.D., clinical or counseling). Students desiring graduate and professional education are permitted to apply for deferment of service obligation resulting from their ROTC enrollment until the completion of such additional studies. This educational delay is open to those pursuing advanced medical, legal, and seminary professions. Feel free to call if there are any questions at (402) 280-1155/2828.

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 is prepared and presented by the aerospace studies department at the University of Nebraska at Omaha and the United States Air Force under an independent contract with College of Saint Mary.

The department of aerospace studies is a regular instructional department of the University of Nebraska at Omaha and functions according to the rules and policies of the University and those of the U.S. Air Force. The Air Force ROTC program is open to both men and women and is designed to develop the skills and attitudes vital to the professional Air Force officer. Upon successful completion of the Air Force ROTC program and graduation from the College of Saint Mary, cadets are commissioned second lieutenants, U.S. Air Force. Instruction includes a two-year basic course (General Military Course — GMC) and a two-year advanced course (Professional Officer Course — POC). Students already in college may qualify to join ROTC without completing all four years. Call the detachment for more information.

A number of Air Force ROTC College Scholarships, covering tuition, books, and fees, are available to outstanding cadets. For complete information on the Air Force ROTC program, contact the Department of Aerospace Studies at (402) 554-2318.

Aerospace Studies

Aerospace Studies on all levels are presented to Air Force ROTC students as professional courses designed to enrich their overall academic experience. The academic curriculum of Air Force ROTC consists of two distinct courses. The General Military Course (GMC) covers the freshman-sophomore academic years and is designed to introduce the student to the Air Force. The Professional Officer Corps (POC) covers the junior-senior academic years, and provides opportunities to hone leadership skills in preparation for active duty.

The courses are open to all full-time students. Textbooks and uniforms are furnished at government expense. All students are provided leadership experience through participation in an accompanying leadership laboratory. All courses also include voluntary trips to various Air Force installations throughout the United States. 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. Entering freshmen should register for AES 131 and AES 001 during registration.

Music (MUS)

The music department offers courses that develop vocal and/or instrumental performance abilities as well as knowledge of music history and theory. Ensemble experience is gained by participation in the College of Saint Mary Chorus.

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 Director of Music 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 Fine arts credit in Tiers II and III of the core curriculum.

Music Minor

A minimum of 18 hours including MUS 118, 119, 346, 347, two semesters of MUS 247 and 4 semesters of applied music, attaining at least intermediate level (MUS 210-229)
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MUSIC COURSES TAKEN FOR NO CREDIT

Select music courses, to be determined by Fine Arts Director, may be taken as not-for-credit, instead of as a graded course. The following process should be followed: 1) Fill out add/drop form (Express Center), 2) Obtain the signature of the Fine Arts Director, and 3) Return the form to Express Center with a payment of \$50. The Registrar Office enters the course on the student's schedule with zero credits and a grade of NC. A course may be changed to no credit any time during the semester by a written request to the Registrar's Office with no additional charge. Courses may not be changed from NC to credit after the 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. Private lessons will be 30 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 Director of Music for information.

Natural Science (SCI)

Major and Field Endorsement, Grades 7-12

The natural science field endorsement qualifies the student to teach general science, physical science, chemistry, biology, physics and earth science in grades 7-12. The endorsement requires 50 credit hours of course work in natural sciences and students may choose between a chemistry emphasis or a biology emphasis.

**Bachelor of Science – Natural Science Sec Ed Endorsement – 2012-2013
Chemistry Emphasis**

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	55	COMP	GRD
Tier I				BIOLOGY FIELD	12		
ENG 101 Composition	3			BIO 110 General Biology	3		
FYS First Year Seminar (any #)	1			BIO 111 General Biology Lab	1		
COM 212 Speech for Prof	3			BIO 330 Genetics	3		
PED activity class	1			BIO 331 Genetics Lab	1		
Tier II				BIO 250/251 Zoology/Zool Lab OR	3		
Science Life/Environmental	0			BIO 266/267 Botany/Botany Lab	1		
MTH 114 College Algebra	3			CHEMISTRY FIELD	29		
ELA Exp the Liberal Arts (any number)	3			CHM 110 General Chemistry	4		
ETH 200 Ethics	3			CHM 111 General Chemistry Lab	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			CHM 112 General Chemistry II	4		
Fine Arts (any Art, Music or Theater)	3			CHM 113 General Chemistry II Lab	1		
HPS (any history course)	3			CHM 232 Organic Chem II	4		
PSY or SOC	3			CHM 233 Organic Chem II Lab	1		
Tier III				CHM 230 Organic Chemistry I	4		
MTH 115 Trigonometry	3			CHM 231 Organic Chemistry I Lab	1		
PHL (any Philosophy course)	3			CHM 340 Biochemistry	4		
THL (any Theology course)	6			CHM 341 Biochemistry Lab	1		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			CHM 473 Research in Chemistry	4		
SECONDARY EDUC MINOR	41			PHYSICS FIELD	4		
EDU 101 Intro to Education	3			PHY 100 Intro to the Physical Sciences	3		
EDU 201 Integ. Comp. In Classroom	3			PHY 101 Intro to the Physical Sciences Lab	1		
PSY 203 Adolescent Psychology	3			EARTH SCIENCE FIELD	10		
EDU 312 Educ. Psychology & Meas.	3			BIO 268 Environmental Biology	3		
EDU 315 Assessment of Learners	2			BIO 269 Environmental Biology Lab	1		
EDU 351 Teaching Reading: Mid/Sec	3			PHY 160 Physical Geology	3		
EDU 360 Teaching Mid/Sec. Methods	3			PHY 164 Introduction to Meterology	3		
EDU 375 Hum. Relations in Mulit-Cult.	3			SUMMARY			
EDU 427 Hist.,Phil.,&Trends in Educ.	3			CORE CURRICULUM	44		
EDU 472 Student Teaching: Sec	10			MAJOR	55		
EDU 495 Student Teaching Sem	2			SECONDARY EDUC MINOR	41		
SPE 101 Intro to Special Educ	3			TOTAL	140		

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

Developmental courses cannot be counted toward graduation requirements

**Bachelor of Science – Natural Science Sec Ed Endorsement – 2012-2013
Biology Emphasis**

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	50	COMP	GRD
Tier I				BIOLOGY FIELD	25		
ENG 101 Composition	3			BIO 110 General Biology	3		
FYS First Year Seminar (any #)	1			BIO 111 General Biology Lab	1		
COM 212 Speech for Prof	3			BIO 330 Genetics	3		
PED activity class	1			BIO 331 Genetics Lab	1		
Tier II				BIO 250/251 Zoology/Zool Lab	4		
Science Life/Environmental	0			BIO 266/267 Botany/Botany Lab	4		
MTH 114 College Algebra	3			BIO 340/341 Biochemistry/Lab	5		
ELA Exp the Liberal Arts (any number)	3			BIO 473 Capstone Project	4		
ETH 200 Ethics	3			CHEMISTRY FIELD	15		
ENG (any except for 262, 320, 322, 363, and 495)	3			CHM 110 General Chemistry	4		
Fine Arts (any Art, Music or Theater)	3			CHM 111 General Chemistry Lab	1		
HPS (any history course)	3			CHM 112 General Chemistry II	4		
PSY or SOC	3			CHM 113 General Chemistry II Lab	1		
Tier III				CHM 230 Organic Chemistry I	4		
MTH 115 Trigonometry	3			CHM 231 Organic Chemistry I Lab	1		
PHL (any Philosophy course)	3			PHYSIC FIELD	4		
THL (any Theology course)	6			PHY 100 Intro to the Physical Sciences	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			PHY 101 Intro to the Physical Sciences Lab	1		
SECONDARY EDUC MINOR	41			EARTH SCIENCE FIELD	10		
EDU 101 Intro to Education	3			BIO 268 Environmental Biology	3		
EDU 201 Integ. Comp. In Classroom	3			BIO 269 Environmental Biology Lab	1		
PSY 203 Adolescent Psychology	3			PHY 160 Physical Geology	3		
EDU 312 Educ. Psychology & Meas.	3			PHY 164 Introduction to Meteorology	3		
EDU 315 Assessment of Learners	2			SUMMARY			
EDU 351 Teaching Reading: Mid/Sec	3			CORE CURRICULUM	44		
EDU 360 Teaching Mid/Sec. Methods	3			MAJOR	50		
EDU 375 Hum. Relations in Multit-Cult.	3			SECONDARY EDUC MINOR	41		
EDU 427 Hist.,Phil.,&Trends in Educ.	3			TOTAL	135		
EDU 472 Student Teaching: Sec	10						
EDU 495 Student Teaching Sem	2						
SPE 101 Intro to Special Educ	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

Nursing (NUR)

Nursing education at College of Saint Mary began in 1969 with the establishment of the Associate of Science in Nursing (ASN) Program. In 1979, a plan was implemented to enable licensed practical nurses to earn an Associate of Science Degree in Nursing. In 1983, the Bachelor of Science in Nursing (BSN) Program was added. The Associate of Science in Nursing Program is approved by the Nebraska State Board of Nursing. The BSN Program is designed for registered nurses (RN) who have completed the ASN Program or transferred in after completion of another basic program in nursing that leads to RN licensure. Both the ASN and BSN Programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC) located at 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, Telephone: 404-975-5000. The Practical Nursing Program (PN) was started in 2004.

All students in the nursing program are subject to the general policies and procedures described in the appropriate sections of this catalog and in the Nursing Student Policies Handbook.

The Programs

Practical Nurse Program (PNC)

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

Practical Nurse Program Outcomes

Upon completion of the PN Program, the student will:

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

Criteria for Admission

1. High school graduate with GPA of 2.0 or GED with appropriate signatures.
2. Official transcripts from all colleges attended.
3. Satisfactory completion of TEAS.
4. Satisfactory completion of basic skills testing in mathematics and English

competency. If not, all developmental courses must be completed with a minimum of a GPA of 2.0 prior to enrolling in practical nursing courses.

5. Prior to program start:
 - a. Completed health record, including immunizations and laboratory results; background check and drug screen
 - b. Current CPR card

Practical Nursing Certificate

2012-2013

SUPPORTING COURSES	7	COMP	GRD	MAJOR PROGRAM COURSES	35	COMP	GRD
BIO 120 Prin. Of Anat & Phy	3			PNC 101 Intro to Practical Nurs	3		
BIO 121 A&P lab OR	1			PNC 102 Med-Surg Prac. Nurs I	3		
BIO 202 Anat & Phy II	3			PNC 103 Med-Surg Prac.Nurs II	3		
BIO 203 Anat & Phy II Lab	1			PNC 104 Maternal/Child Prac. Nursing	2		
				PNC 105 Transition to Prac Nurs. Practice	2		
Prerequisite Course(s) to be taken before starting PN program:				PNC 124 Intro to Pharmacology	3		
ENG 101 English Composition	3			PNC 131 Psychosocial Concepts In Practical Nursing	3		
ENG 099 (if needed by placement test)	(3)			PNC 142 Nutrition	2		
				PNC 143 Integrating Prac. Nurs. Concepts	3		
SUMMARY				PNC 171 Practical Nurs Clin I	3		
MAJOR	35			PNC 172 Med-Surg PN Clinical	3		
SUPPORTING COURSES	7			PNC 173 Med-Surg PN II Clin.	3		
TOTAL	42			PNC 174 Maternal/Child Clinical	1		
				PNC 175 PN Practice Clinical	1		

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

Developmental courses cannot be counted toward graduation requirements.

Associate Degree in Nursing

Students complete a curriculum that includes a combination of nursing, Core Education and supporting courses. 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.

ASN Program Outcomes

Upon completion of the ASN program, the student will:

1. Incorporate an understanding of the identified categories of human functioning into the planned nursing care of individuals with multi-system alterations.
2. Use the nursing process when providing care for individuals with multi-system alterations in human functioning.
3. Use effective communication skills and principles when interacting with the individual client and significant others and in collaboration with other health team members.
4. Apply knowledge of human development when caring for clients and when interacting as a member of the health care team.
5. Use teaching/learning principles as related to self in the educational process, as a member of the health care team and as a provider of client care.
6. Examine the role of the associate degree nurse as a member of the discipline of nursing.
7. Incorporate selected management principles and skills while functioning within the role of the associate degree nurse.
8. Incorporate concepts of family in the provision of nursing care to individual clients.
9. Identify community resources when appropriate for clients.

The Associate Degree program is designed to be completed in one of two tracks: Nursing 2 or Nursing 3. The Nursing 2 track allows the student to complete the ASN degree in two years. The Nursing 3 track allows the student to complete the ASN degree in three years. The plan of study is determined by admission criteria.

The associate degree in nursing plan for the LPN is designed as a day program. Credit for prior nursing education may be achieved through successful passing of the NLN-ACE PN to RN Exams.

Graduates are required to complete a minimum of 72 hours, at least 30 of which must be completed at College of Saint Mary. Graduates of the associate degree program are eligible to apply to take the licensure examination to practice as registered nurses as described in Nebraska statutes relating to nursing, 71-1, 132.14.

High School Applicants: Criteria for Admission to the Nursing Program

ASN Two – Year Track Criteria – Applicant from high school, the following criteria will be used:

Criteria	Data Required
1. High school graduate with cumulative GPA of at least 3.0 (B)	1. Official high school transcript
2. Composite of 23 or better. No other sub score lower than 21.	2. ACT report form recorded on official high school transcript.
3. Complete minimum one semester high school biology and one year high school chemistry.	3. Official high school transcript
4. Evidence of positive references for nursing	4. Two references from employers or school officials

ASN Three-Year Track - Criteria

Criteria	Data Required
1. High School graduate with grade point average of at least 2.75 (C+)	1. Official high school transcript
2. Composite ACT score of 21 or above. No subscore below 19.	2. ACT report form
3. Evidence of positive references for nursing	3. Two references from employers or school officials

FOR PROGRESSION TO NURSING CLASSES: the student must have a CSM college cumulative GPA of 2.5 and have completed a minimum of one science requirement and math elective by the end of Spring semester. A second science requirement must be completed prior to beginning nursing classes. (See Policy 2.6, Progression and Graduation)

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.

ASN Applicant with College Transfer Credit:

Criteria	Data Required
1. Cumulative grade point average of at least 2.75 with a minimum of C in all natural and biological sciences	1. official college transcript
2. Completion of at least 18 semester hours which must include at least two science courses in nursing curriculum. No development classes will be included in the 18 hour requirement.	2. College transcript
3. Successful completion of English and Math requirement	3. College transcript, ACT, and/or placement test score
4. All students will be required to take the Test of Essential Academic Skills (TEAS) exam to determine acceptance to the ASN program if ACT is greater than 2 years old.	4. Test of Essential Academic Skills (TEAS) scores: <ul style="list-style-type: none"> 1. TEAS composite score of 64% 2. TEAS reading sub-score of 78% 3. TEAS exam may be taken only twice in a calendar year. An

	official TEAS score that meets CSM requirements but was taken elsewhere may be accepted if taken within the last two calendar years
5. Evidence of positive references for nursing	5. Two references from employers or school officials
6. The Director of the Nursing Program will consider requests for exceptions and will make final decisions on admission exceptions.	6. All of above (see 1-5)

Current CSM (undeclared) student seeking admission to the ASN program:

Criteria	Data Required
1. Cumulative CSM grade point average of at least 2.75	1. CSM transcript
2. C or better in Anatomy & Physiology I & II and Microbiology	2. CSM transcript
3. C or better in CHM 100 and CHM 100L	3. CSM transcript
4. Successful completion of MTH 112	4. CSM transcript
5. Successful completion of English 101	5. CSM transcript
6. All students will be required to take the Test of Essential Academic Skills (TEAS) exam to determine acceptance to the ASN program. The student is responsible for providing TEAS results to her academic advisor.	6. Test of Essential Academic Skills (TEAS) scores: <ol style="list-style-type: none"> 1. TEAS composite score of 64% 2. TEAS reading sub-score of 78% 3. TEAS exam may be taken only twice in a calendar year. An official TEAS score that meets CSM requirements but was taken elsewhere may be accepted if taken within the last two calendar years
7. Evidence of positive references for nursing	7. Two letters of reference written within one year of the application date
8. The Director of the Nursing Program will consider requests for exceptions and will make final decisions on admission exceptions.	8. All of above (see 1-7)

Prerequisite Requirements for Clinical/Practicum Courses

1. **Performance Standards:** Successful completion of clinical nursing courses depends on the ability to think critically and to use the nursing process, which includes communication, motor, and interpersonal abilities (Nursing Student Policy 1.2). Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.
2. **CPR Certification:** Prerequisite to and concurrent with all clinical and practicum courses. (Nursing Student Policy 1.3).
3. **Health Record Requirements:** Prerequisite to and concurrent with all clinical

- and practicum courses. (Nursing Student Policy 1.3).
4. **Clinical Agency Requirements:** Prerequisite to all clinical and practicum courses. Meet standards set by clinical agency such as investigative background checks and drug screening* (Nursing Student Policy 1.3). *Students must complete the background check form prior to registering for classes.

FOR PROGRESSION TO NURSING CLASSES: the student must have a CSM college cumulative GPA of 2.5 and have completed a minimum of one science requirement and math elective by the end of Spring semester. A second science requirement must be completed prior to beginning nursing classes. (See Policy 2.6, Progression and Graduation)

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.

Undeclared Students must complete a total of eighteen credit hours (these eighteen hours must include two required science courses and math course and will exclude all developmental courses: MTH 098 and ENG 099). Students must maintain a 2.75 CSM GPA (transfer course from other colleges will not count towards GPA) and will then be eligible to complete application process for ASN program.

For progression of LPN applicant to nursing courses, the student must meet the requirements indicated in the "Licensed Practical Nurse to ASN Applicant Criteria" found in the College's Academic Catalog and meet an accepted score on the NLN Advance Challenge Exam (ACE) Book One if the nursing transfer credit is desired. (See Policy 1.7)

Licensed Practical Nurse To ASN applicant:

Criteria	Data Required
1. Graduate of a Practical Nursing Program with a GPA of 2.75	1. Official transcript from practical nursing school, and official high school/GED transcript.
2. Current unencumbered LPN license	2. Verification of Unencumbered current license
3. Evidence of positive references for nursing	3. Two positive references: one work related and one from nursing program, if graduated within last five years; otherwise two work related
4. Required Sciences completed with a "C" or better	4. Official college transcript
5. Successful completion of NLN Advance Challenge Exam (ACE) Book One	5. Official ACE results (79% or above).
6. Successful completion of the Test of Essential Academic Skills (TEAS) exam to determine acceptance to the ASN program if ACT is greater than 2 years	6. Test of Essential Academic Skills (TEAS) scores: TEAS composite score of 64% TEAS reading sub-score of 78% TEAS exam may be taken only twice in a calendar year. An official TEAS score that meets CSM requirements but was taken elsewhere may be accepted if taken within

	the last two calendar years
7.Successful completion of Nursing 144	7.Official CSM transcripts

Graduation

Associate Degree

The Associate 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 who have completed the following requirements:

1. A minimum of 72 hours as prescribed in the curriculum including math and English competency requirements.
2. A minimum of 30 of the last 45 hours at College of Saint Mary.

Bachelor's Degree in Nursing

The BSN nursing curriculum is known in nursing as a ladder program. This means the student will complete the associate degree at CSM, take the licensing examination (NCLEX-RN) and become a licensed RN before continuing to the bachelor's degree level. Transfer students will meet admission criteria for the bachelor's degree listed on the following page.

The nursing course sequence for RN's is designed to be completed either in 12 months or by pursuing part-time study over a longer period of time.

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

BSN Program Outcomes

Upon completion of the BSN program, the student will:

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

Admission to Nursing Programs Policies:

1. Students desiring admission to the ASN or BSN Program apply through Enrollment Services and must meet the CSM admissions criteria, which is articulated in the current Academic Catalog.
2. In addition the general high school course requirements, the ASN nursing applicants are required to have satisfactory completion of one year of high school chemistry and one semester of high school biology.
3. Application materials for the nursing program are processed by Enrollment Services and then submitted to the Nursing Program Directors for review.
4. Applications are review by the appropriate Program Director upon receipt of all of the following:
 - a) Application form
 - b) Official copy of high school transcript or GED with appropriate signatures
 - c) Official school transcripts from all colleges attended
 - d) Official school of nursing transcripts, if student has attended a nursing program
 - e) Results of ACT scores and/ or TEAS scores

- f) Two completed "Nursing Applicant Evaluation Forms" references
5. All students who have graduated from high school within two years of applying for the nursing program will be assessed for entrance into the nursing program based on their GPA from high school and their ACT scores per the policy in the undergraduate catalog.
 6. If the applicant meets the criteria for nursing. Enrollment Services will notify the applicant of her acceptance in writing.
 7. A personal interview may be requested by the appropriate Program Director.
 8. The nursing program reserves the right of admitting only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and person suitability for nursing.
 9. To participate in clinical/practicum courses, the student must have the following on file: a) CPR certificate, b) Clinical Agency Requirements, c) Health Record, and be able to meet Performance Standards (See policy 1.2. and policy 1.3).

CSM'S ASN GRADUATES PROGRESSION DIRECTLY ON TO BSN PROGRAM:

General Criteria	Data Required
1. Graduate with a GPA of 2.5	CSM transcript
2. Registered nurse license in good standing in the state of Nebraska or compact state	2. Verification of unencumbered RN license to ASN/BSN secretary before starting semester

REGISTERED NURSE TRANSFER OR READMIT APPLICANT (GRADUATE OF NLNAC NURSING PROGRAM)

General Criteria	Data Required
1. Graduate of an NLNAC accredited program with a GPA of 2.5	1. Official transcripts from high school, nursing program, and any other colleges attended
2. Registered nurse license in good standing in the state of Nebraska or compact state	2. Verification of unencumbered RN license
3. Evidence of positive references for baccalaureate nursing	3. Two letters of reference - one employment related and one from nursing program, if graduated in last five (5) years; otherwise, two nursing employment related
4. Successful completion of Math and English requirements, ACT Math and English scores of 21 or higher, or completion of college Math and English courses (non-developmental)	4. College transcripts, ACT and/or placement test score

BSN PROVISIONAL APPLICANT (GRADUATES OF DIPLOMA OR NON - NLNAC NURSING PROGRAM)

Criteria	Data Required
1. Graduate of a diploma or non-NLNAC accredited ADN program	1. Official transcript from high school, nursing program, and any other colleges

	attended
2. Composite college GPA of 2.5*	2. Official transcripts from Nursing Program and any other colleges attended
3. Validation of prior credit through successful completion of NUR 372	3. Validation of nursing credit by successful completion of NUR 372
4. Registered nurse license in good standing in the state of Nebraska or compact state	4. Verification of unencumbered RN license
5. Evidence of positive references for baccalaureate nursing	5. Two letters of reference – one work related and one from nursing program, if graduated in last five (5) years; otherwise, two work related
6. Successful completion of English and Math requirement	6. College transcripts, ACT and/or placement test scores

* Provisional and seeks admission to the BSN program with a GPA below 2.5:

a. Admitted as provisional student

b. Must achieve 2.5 GPA for minimum of 15 hours, included in those 15 hours must be NUR 372, MTH 242, and BIO 366.

c. If the fifteen (15) hours are achieved with a 2.5 GPA or greater, the student is accepted into the BSN program unconditionally and then must meet criteria as previously established to continue.

Prerequisite Requirements for Clinical/Practicum Courses

1. **Performance Standards:** Successful completion of clinical nursing courses depends on the ability to think critically and to use the nursing process, which includes communication, motor, and interpersonal abilities (Nursing Student Policy 1.2). Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.
2. **CPR Certification:** Prerequisite to and concurrent with all clinical and practicum courses. (Nursing Student Policy 1.3)
3. **Health Record Requirements:** Prerequisite to and concurrent with all clinical and practicum courses. (Nursing Student Policy 1.3)
4. **Clinical Agency Requirements:** Prerequisite to all clinical and practicum courses. Meet standards set by clinical agency such as investigative background checks and drug screening* (Nursing Student Policy 1.3)
*Students must complete the background check form prior to registering for classes.

Progression in the Program

In order to progress from one semester to the next, the student must complete the program of study in the prescribed sequence. A student who fails a nursing course will be required to repeat that course before progression to the next level of the nursing curriculum. The student must maintain an overall cumulative grade point average of 2.5, earn a minimum grade of C in all natural and biological science courses, math, general psychology and general ethics, and earn a C or SA in each nursing course. A grade below C or an UN in a

nursing course is considered failing. When a student is not successful in one component of the nursing course, both components are repeated. The student must comply with the nursing program policies and the ethical standards of the nursing profession.

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

Graduation

Bachelor's Degree

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

1. A minimum of 128 hours as prescribed in the curriculum.
2. A minimum of 30 of the last 45 hours at College of Saint Mary.

BSN core requirements may be exempt for those students who transfer at least 15 hours or more from another institution into College of Saint Mary, have successfully completed the course of study for the Associate Degree in Nursing at College of Saint Mary; and have been licensed as a registered nurse by the State Board of Nursing. Students must have a philosophy and theology elective. Any remaining hours to meet the 128-hour BSN degree are to be selected in consultation with the program director.

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

Associate/Bachelor of Science in Nursing 2012-2013

PROGRAM OF STUDY FOR HIGH SCHOOL STUDENT OR TRANSFER CREDITS <15

ASN requirements are in gray BSN include all 128 credits

CORE CURRICULUM	49	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
Tier I				ASN Major	36		
ENG 101 Composition	3			NUR 110 Nursing Concepts	1		
FYS First Year Seminar (any number)	1			NUR 211 Nursing Concepts	1		
Communications (Public Speaking)	3			NUR 212 Nursing Concepts	1		
PED activity class	1			NUR 213 Nursing Concepts	1		
Tier II				NUR 100 Intro to Nurs Theory	4		
CHM 100 Fundamentals of Chem.	3			NUR 170 Intro to Nurs. Clin.	4		
CHM 100L Lab	1			NUR 201 Nurs Lifespan Theory	4		
CHM 101 Recitation (optional)	1			NUR 224 Pharmacology	2		
MTH 242 Statistics*	3			NUR 271 Nurs Lifespan – Clin.	3		
ETH 200 Ethics	3			NUR 202 Nurs Lifespan Theory	4		
ENG (any except for 262, 320, 322, 363, and 495)	3			NUR 272 Nurs Lifespan - ClinI	3		
Fine Arts (any Art, Music or Theater)	3			NUR 253 Complex Nurs Theory	4		
HPS (any history course)	3			NUR 273 Complex Nurs - ClinI	4		
PSY 101 General Psychology	3			Upper Division Major	25		
Tier III				NUR 372 Health Assessment	3		
PHL (any Philosophy course)	3			NUR 438 Nrsng Theories & Resch	4		
THL (any Theology course) (3 ASN)	3 + 3			NUR 452 Pop. Based Comm. Hlth	3		
ELA Exp the Liberal Arts (any #)	3			NUR 453 Lead&Mgmt in Hlth Care	3		
SOC 101 Introduction to Sociology	3			NUR 455 Prof. Roles Issues in Nrs	3		
MTH 112 is prerequisite/ concurrent for CHM 100 and MTH 242 (for BSN curriculum)	(3)			NUR 463 Nursing Mgt & Leadership	2		
SUPPORTING FIELD/MINOR				NUR 472 Pr: Pop.Based CommHlth	3		
Natural Sciences met with supporting courses				NUR 494 Capstone Seminar	4		
SUMMARY (ASN)				ASN SUPPORTING COURSES	12		
CORE CURRICULUM	24			BIO 200 Anat & Phy I	3		
MAJOR	36			BIO 201 Anat & Phy I Lab	1		
SUPPORTING COURSES	12			BIO 202 Anat & Phy II	3		
TOTAL	72			BIO 203 Anat & Phy II Lab	1		
SUMMARY (BSN)				BIO 230 Microbiology	3		
CORE CURRICULUM	49			BIO 231 Microbiology Lab	1		
MAJOR	61			BSN SUPPORTING COURSES	6		
SUPPORTING COURSES	18			BIO 366 Pathophysiology	3		
TOTAL	128			Interdiscip.Cultural elective	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.**

Associate/Bachelor of Science in Nursing 2012-2013

PROGRAM OF STUDY FOR TRANSFER STUDENTS WITH 15 OR MORE TRANSFER CREDITS.

ASN requirements are in gray BSN include all 128 credits

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
Tier I				ASN Major	36		
ENG 101 Composition	3			NUR 110 Nursing Concepts	1		
Communications (Public Speaking)	3			NUR 211 Nursing Concepts	1		
				NUR 212 Nursing Concepts	1		
Tier II				NUR 213 Nursing Concepts	1		
CHM 100 Fundamentals of Chem.	3			NUR 100 Intro to Nurs Theory	4		
CHM 100L Lab	1			NUR 170 Intro to Nurs. Clin.	4		
CHM 101 Recitation (optional)	1			NUR 201 Nurs Lifespan Theory	4		
MTH 242 Statistics*	3			NUR 224 Pharmacology	2		
ETH 200 Ethics	3			NUR 271 Nurs Lifespan – Clin.	3		
PSY 101 General Psychology	3			NUR 202 Nurs Lifespan Theory	4		
Tier III				NUR 272 Nurs Lifespan - ClinI	3		
PHL (any Philosophy course)	3			NUR 253 Complex Nurs Theory	4		
THL (any Theology course) (3 ASN)	3 + 3			NUR 273 Complex Nurs - Cllin	4		
SOC 101 Introduction to Sociology	3			Upper Division Major	25		
General Education Electives	15			NUR 372 Health Assessment	3		
MTH 112 is prerequisite/ concurrent for CHM 100 and MTH 242 (for BSN curriculum)	(3)			NUR 438 Nrsng Theories & Resch	4		
SUPPORTING FIELD/MINOR				NUR 452 Pop. Based Comm. Hlth	3		
Natural Sciences met with supporting courses				NUR 453 Lead&Mgmt in Hlth Care	3		
				NUR 455 Prof. Roles Issues in Nrs	3		
SUMMARY (ASN)				NUR 463 Nursing Mgt & Leadership	2		
CORE CURRICULUM	23			NUR 472 Pr: Pop.Based CommHlth	3		
MAJOR	36			NUR 494 Capstone Seminar	4		
SUPPORTING COURSES	12			ASN SUPPORTING COURSES	12		
ELECTIVE	1			BIO 200 Anat & Phy I	3		
TOTAL	72			BIO 201 Anat & Phy I Lab	1		
SUMMARY (BSN)				BIO 202 Anat & Phy II	3		
CORE CURRICULUM	47			BIO 203 Anat & Phy II Lab	1		
MAJOR	61			BIO 230 Microbiology	3		
SUPPORTING COURSES	18			BIO 231 Microbiology Lab	1		
TOTAL	128			BSN SUPPORTING COURSES	6		
				BIO 366 Pathophysiology	3		
				Interdiscip.Cultural elective	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.**

Associate/Bachelor of Science in Nursing 2012-2013

PROGRAM OF STUDY FOR SECOND DEGREE (Student already has bachelor degree)

ASN requirements are in gray BSN include all credits

CORE CURRICULUM	19	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
Tier II				ASN Major	36		
CHM 100 Fundamentals of Chem.	3			NUR 110 Nursing Concepts	1		
CHM 100L Lab	1			NUR 211 Nursing Concepts	1		
CHM 101 Recitation (optional)	1			NUR 212 Nursing Concepts	1		
MTH 242 Statistics*	3			NUR 213 Nursing Concepts	1		
ETH 200 Ethics	3			NUR 100 Intro to Nurs Theory	4		
PHL (any Philosophy course)	3			NUR 170 Intro to Nurs. Clin.	4		
THL (any Theology course) (3 ASN)	3 + 3			NUR 201 Nurs Lifespan Theory	4		
MTH 112 is prerequisite/ concurrent for CHM 100 and MTH 242 (for BSN curriculum)	(3)			NUR 224 Pharmacology	2		
SUMMARY ASN				NUR 271 Nurs Lifespan – Clin.	3		
CORE CURRICULUM	11			NUR 202 Nurs Lifespan Theory	4		
MAJOR	36			NUR 272 Nurs Lifespan - ClinI	3		
SUPPORTING COURSES	12			NUR 253 Complex Nurs Theory	4		
TOTAL	59			NUR 273 Complex Nurs - Clin	4		
				Upper Division Major	25		
SUMMARY BSN				NUR 372 Health Assessment	3		
CORE CURRICULUM	20			NUR 438 Nrsng Theories & Resch	4		
MAJOR	61			NUR 452 Pop. Based Comm. Hlth	3		
18	12			NUR 453 Lead&Mgmt in Hlth Care	3		
TOTAL	93			NUR 455 Prof. Roles Issues in Nrs	3		
				NUR 463 Nursing Mgt & Leadership	2		
				NUR 472 Pr: Pop.Based CommHlth	3		
				NUR 494 Capstone Seminar	4		
				ASN SUPPORTING COURSES	12		
SECOND DEGREE STUDENTS MAY USE TRANSFER CREDIT TO MEET REQUIREMENTS, BUT MUST EARN A MINIMUM OF 30 CSM CREDITS				BIO 200 Anat & Phy I	3		
				BIO 201 Anat & Phy I Lab	1		
				BIO 202 Anat & Phy II	3		
				BIO 203 Anat & Phy II Lab	1		
				BIO 230 Microbiology	3		
				BIO 231 Microbiology Lab	1		
				BSN SUPPORTING COURSES	6		
				BIO 366 Pathophysiology	3		
				Interdiscip.Cultural elective	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.**

Associate/Bachelor of Science in Nursing 2012-2013

LPN (PRACTICAL NURSING) TRANSFER STUDENTS

ASN requirements are in gray BSN include all 128 credits

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
Tier I				ASN Major	36		
ENG 101 Composition	3			LPN Credit for Nur 100/110/170	9		
Communications (Public Speaking)	3			NUR 211 Nursing Concepts	1		
				NUR 212 Nursing Concepts	1		
Tier II				NUR 213 Nursing Concepts	1		
CHM 100 Fundamentals of Chem.	3			NUR 201 Nurs Lifespan Theory	4		
CHM 100L Lab	1			NUR 224 Pharmacology	2		
CHM 101 Recitation (optional)	1			NUR 271 Nurs Lifespan – Clin.	3		
MTH 242 Statistics*	3			NUR 202 Nurs Lifespan Theory	4		
ETH 200 Ethics	3			NUR 272 Nurs Lifespan - Clinl	3		
PSY 101 General Psychology	3			NUR 253 Complex Nurs Theory	4		
Tier III				NUR 273 Complex Nurs - Cllin	4		
PHL (any Philosophy course)	3			Upper Division Major	25		
THL (any Theology course) (3 ASN)	3 + 3			NUR 372 Health Assessment	3		
SOC 101 Introduction to Sociology	3			NUR 438 Nrsng Theories & Resch	4		
General Education Electives	15			NUR 452 Pop. Based Comm. Hlth	3		
MTH 112 is prerequisite/ concurrent for CHM 100 and MTH 242 (for BSN curriculum)	(3)			NUR 453 Lead&Mgmt in Hlth Care	3		
SUPPORTING FIELD/MINOR				NUR 455 Prof. Roles Issues in Nrs	3		
Natural Sciences met with supporting courses				NUR 463 Nursing Mgt & Leadership	2		
				NUR 472 Pr: Pop.Based CommHlth	3		
SUMMARY (ASN)				NUR 494 Capstone Seminar	4		
CORE CURRICULUM	23			ASN SUPPORTING COURSES	12		
MAJOR	36			BIO 200 Anat & Phy I	3		
SUPPORTING COURSES	12			BIO 201 Anat & Phy I Lab	1		
ELECTIVE	1			BIO 202 Anat & Phy II	3		
TOTAL	72			BIO 203 Anat & Phy II Lab	1		
SUMMARY (BSN)				BIO 230 Microbiology	3		
CORE CURRICULUM	47			BIO 231 Microbiology Lab	1		
MAJOR	61			BSN SUPPORTING COURSES	6		
SUPPORTING COURSES	18			BIO 366 Pathophysiology	3		
TOTAL	128			Interdiscip.Cultural elective	3		
				Nur 144 Bridging LPN to ASN	3		

Some courses may be counted in more than one category. The student must still complete the specific total hours for graduation by taking additional electives. **Developmental courses cannot be counted toward graduation requirements.**

Bachelor of Science in Nursing 2012-2013

BSN Transfer (already holds RN License)

CORE CURRICULUM	12	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
MTH 242 Statistics*	3			Basic Nursing Courses or	36		
PHL (any Philosophy course)	3			Validation Credits			
THL (any Theology course)	6			Upper Division Major	25		
MTH 112 is prerequisite/ concurrent MTH 242	(3)			NUR 372 Health Assessment	3		
				NUR 438 Nrsng Theories & Resch	4		
				NUR 452 Pop. Based Comm. Hlth	3		
SUMMARY				NUR 453 Lead&Mgmt in Hlth Care	3		
CORE CURRICULUM	12			NUR 455 Prof. Roles Issues in Nrs	3		
MAJOR	61			NUR 463 Nursing Mgt & Leadership	2		
SUPPORTING COURSES	6			NUR 472 Pr: Pop.Based CommHlth	3		
ELECTIVES	49			NUR 494 Capstone Seminar	4		
TOTAL	128			BSN SUPPORTING COURSES	6		
				BIO 366 Pathophysiology	3		
				Interdiscip.Cultural elective	3		

BSN Articulation agreement from 2 year college (already holds RN License) – 43 credits required at CSM

CORE CURRICULUM	12	COMP	GRD	MAJOR PROGRAM COURSES	61	COMP	GRD
MTH 242 Statistics*	3			Basic Nursing Courses or	36		
PHL (any Philosophy course)	3			Validation Credits			
THL (any Theology course)	6			Upper Division Major	25		
MTH 112 is prerequisite/ concurrent MTH 242	(3)			NUR 372 Health Assessment	3		
				NUR 438 Nrsng Theories & Resch	4		
Choice (ART, BIO, COM, ENG, HPS, MTH, MUS, PHL, SOC, THL, WST)	3			NUR 452 Pop. Based Comm. Hlth	3		
SUMMARY				NUR 453 Lead&Mgmt in Hlth Care	3		
CORE CURRICULUM	15			NUR 455 Prof. Roles Issues in Nrs	3		
MAJOR	61			NUR 463 Nursing Mgt & Leadership	2		
SUPPORTING COURSES	6			NUR 472 Pr: Pop.Based CommHlth	3		
MINOR OR SUPPORTING FIELD	18			NUR 494 Capstone Seminar	4		
ELECTIVES	28			BSN SUPPORTING COURSES	6		
TOTAL	128			BIO 366 Pathophysiology	3		
				Interdiscip.Cultural elective	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.**

Occupational Therapy (OTH)

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

The Program

The combined Bachelor/Master in Occupational Therapy (OT) is a five-year program.

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

Program Objectives

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

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, phone (301) 652-AOTA (www.aota.org). Graduates of the program will be eligible to sit for the national certification examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice. State licenses are typically based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination, attain state licensure, or complete fieldwork.

Admission to Occupational Therapy

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

High school graduates with no college credits must meet the following

criteria:

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

College transfer students must meet the following criteria:

1. Completion of 12 credits required in the occupational therapy program. Developmental courses cannot be counted toward fulfillment of this 12-hour requirement. A minimum grade of C is required for successful transfer.
2. One required science course must be included in the above mentioned 12 hours.
3. A cumulative college GPA of 3.0.

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

Progression in the Program

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

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

Requirements for Clinicals/Fieldwork Practicums

1. Performance Standards:
Successful completion of fieldwork courses depends on the ability to think critically and to use the occupational therapy process, which includes communication, motor and interpersonal abilities.
Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.
2. CPR Certification:
Prerequisite to and concurrent with all fieldwork courses.
3. Investigative Background Report:
A background check is required of all students prior to fieldwork/clinical experiences. The background report is your responsibility to set up and purchase.

4. Health Record Requirements:
Prerequisite to and concurrent with all fieldwork courses. The OT Program requires additional immunizations, drug, or health screenings as needed to meet clinical agency requirements. In addition, the student must show proof of personal medical insurance prior to clinical assignment. The student is responsible for any expense incurred in completing this process. The student may be stopped out of fieldwork courses at any time if not in compliance with this policy.
5. After 128 hours of coursework has been completed and before graduate level classes, students will receive a Bachelor in Rehabilitation Studies. The MOT Degree will be awarded after successful completion of all coursework.

Combined Bachelor/Master in Occupational Therapy Degree. Second degree seeking students who already have a bachelor degree can receive the Bachelor in Rehabilitation Studies degree, if and only if they complete the major sequence, graduate courses and core curriculum.

Master in Occupational Therapy/Bachelor in Rehabilitation Studies 2012-2013

CORE CURRICULUM*	41	COMP	GRD	MAJOR PROGRAM COURSES		COMP	GRD
Tier I				Undergraduate Courses	57		
ENG 101 Composition	3			OTH 101 Introduction to OT	3		
FYS First Year Seminar (any #)	1			OTH 201 Found of Health Care	3		
COM 101 Oral Communication Skills	3			OTH 303 Found of Therapeutic	3		
PED activity class	1			OTH 315 Life Span-Early	2		
Tier II				OTH 325 Life Span-Adoles.	2		
SCI Life/Environment	0			OTH 326 Occup Performance Cap.&Media	2		
MTH 242 Statistics	3			OTH 335 Life Span Early Lab	1		
ETH 200 Ethics	3			OTH 336 Occ Performance Cap.&Media Lab	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			OTH 327 Psychosocial Issues in OT	3		
Fine Arts (any Art, Music or Thr)	3			OTH 337 Psysoc Iss in OT Lab	1		
HPS (any history course)	3			OTH 345 Life Span Adoles Lab	1		
PSY 101 General Psychology	3			OTH 363 Movement Lab	1		
Tier III				OTH 364 Cognition Percept Lab	1		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Crs)	0			OTH 373 Fieldwork Seminar	1		
PHL 350 Healthcare Ethics	3			OTH 375 Level 1A Fieldwork	1		
THL (any Theology course)	6			OTH 475 Level 1B Fieldwork	1		
ELA Exp the Liberal Arts (any #)	3			OTH 415 Life Span-Adult	3		
SOC (any Sociology class)	3			OTH 435 Life Span - Adult Lab	1		
SUPPORTING COURSES	14			OTH 416 Occ Explor and Intervention	3		
BUS 323 Mgmnt Concepts: Thry&Appl.	3			OTH 446 Occ. Exploration & Intervention Lab	1		
OTH 233 Psychosocial Group Dyns	2			OTH 417 Health Promotion	3		
PSY 220 Lifespan Dev.	3			OTH 438 Assessment of Perf	2		
PSY 240 Research Methods	3			OTH 425 Life Span-Elderly	3		
PSY 410 Abnormal Psychology	3			OTH 445 Life Span-Elderly Lab	1		
				OTH 437 Educational Principles	3		
SUPPORTING FIELD	18			OTH 428 Splinting Princ & Prac Lab	2		
BIO 200 Anatomy & Physiology I	3			OTH 448 Assistive Tech Princ & Prac	2		
BIO 201 Anatomy & Physiology Lab	1			OTH 450 Occupation Seminar	1		
BIO 202 Anatomy & Physiology II	3			OTH 476 Level 1C Fieldwork	1		
BIO 203 Anatomy & Physiology Lab	1			OTH 490 Principles of OT Res	3		
OTH 362 Kinesiology	3			Graduate Courses	35		
OTH 365 Neuroscience	3			OTH 526 Life Span Patterns	3		
CHM 100 Fundamental of Chem	3			OTH 540 Community Based OT	2		
CHM 101 Fund. Of Chem Lab	1			OTH 621 Physical Agent Modalities	3		
ELECTIVES				OTH 651 Advd Theory-Clinical Reasoning	3		
SUMMARY				OTH 652 OT Mgmt & Ldrship	3		
CORE CURRICULUM	41			OTH 673 Fieldword Seminar	1		
UNDERGRAD MAJOR	57			OTH 693 OT Research Capst	5		
GRADUATE MAJOR	35			OTH 674 Fieldwork IIA(Jan- Mar)	6		
SUPPORTING COURSES	14			OTH 675 Fieldwork IIB(April- June)	6		
SUPPORTING FIELD	18			OTH 676 Fieldwork IIB (Optional)	3-6		
TOTAL	165			OTH 690 OT Research	3		
BACHELOR IN REHABILITATION STUDIES	130						

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.**

2nd Degree - Master in Occupational Therapy/Bach in Rehabilitation Studies 2012-2013

CORE CURRICULUM*	15	COMP	GRD	MAJOR PROGRAM COURSES		COMP	GRD
MTH 242 Statistics	3			Undergraduate Courses	57		
PSY 101 General Psychology	3			OTH 101 Introduction to OT	3		
PHL 350 Healthcare Ethics	3			OTH 201 Found of Health Care	3		
THL (any Theology course)	6			OTH 303 Found of Therapeutic	3		
Theology required if student seeks BRS degree—not required if only pursuing master's degree					2		
SUPPORTING COURSES	14			OTH 315 Life Span-Early			
BUS 323 Mgmt Concepts:Thry&Appl.	3			OTH 325 Life Span-Adoles.	2		
OTH 233 Psychosocial Group Dyn	2			OTH 326 Occup Performance Cap.&Media	2		
	3			OTH 335 Life Span Early Lab	1		
PSY 220 Lifespan Dev.				OTH 336 Occ Performance Cap.&Media Lab	1		
PSY 240 Research Methods	3			OTH 327 Pysocial Issues in OT	3		
	3			OTH 337 Pysoc Issues in OT Lab	1		
PSY 410 Abnormal Psychology				OTH 345 Life Span Adoles Lab	1		
SUPPORTING FIELD	18			OTH 363 Movement Lab	1		
BIO 200 Anatomy & Physiology I	3			OTH 364 Cognition Percept Lab	1		
BIO 201 Anatomy & Physiology Lab	1			OTH 373 Fieldwork Seminar	1		
BIO 202 Anatomy & Physiology II	3			OTH 375 Level 1A Fieldwork	1		
BIO 203 Anatomy & Physiology Lab	1			OTH 475 Level 1B Fieldwork	1		
OTH 362 Kinesiology	3			OTH 415 Life Span-Adult	3		
OTH 365 Neuroscience	3			OTH 435 Life Span - Adult Lab	1		
CHM 100 Fundamental of Chem	3			OTH 416 Occ Explor and Intervention	3		
CHM 101 Fund. Of Chem Lab	1			OTH 446 Occ. Exploration & Intervention Lab	1		
ELECTIVES				OTH 417 Health Promotion	3		
SUMMARY				OTH 438 Assessment of Performance	2		
CORE CURRICULUM	15			OTH 425 Life Span-Elderly	3		
UNDERGRAD MAJOR	57			OTH 445 Life Span - Elder Lab	1		
GRADUATE MAJOR	35			OTH 437 Educational Principles	3		
SUPPORTING COURSES	14			OTH 428 Splinting Princ & Prac Lab	2		
SUPPORTING FIELD	18			OTH 448 Assistive Tech Princ & Prac	2		
TOTAL	139			OTH 450 Occupation Seminar	1		
BACHELOR IN REHABILITATION STUDIES	102			OTH 476 Level 1C Fieldwork	1		
				OTH 490 Principles of OT Res	3		
				Graduate Courses	35		
				OTH 526 Life Span Patterns	3		
				OTH 540 Community Based OT	2		
				OTH 621 Physical Agent Mod	3		
				OTH 651 Advd Theory-Clinical Reasoning	3		
				OTH 652 OT Mgmt & Ldrship	3		
				OTH 673 Fieldwork Seminar	1		
				OTH 693 OT Research Cap	5		
				OTH 674 Fieldwork IIA(Jan-mar	6		
				OTH 675 Fieldwork IIB(ApR-Jun	6		
				OTH 676 Fieldwork IIB (Opt)	3-6		
				OTH 690 OT Research	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.

Paralegal Studies (LAW)

Upon completion of the Paralegal Studies program majors will:

- Demonstrate comprehensive understanding of selected areas of substantive and procedural law.
- Demonstrate an understanding of the paralegal profession and its ethical dimensions
- Demonstrate effective legal research and writing skills

The Paralegal Studies Program will be recognized as a center of excellence for paralegal education.

The CSM Paralegal Program is approved by the American Bar Association. The paralegal generally works as part of a legal team in a law office, in government, or in a corporate or business setting. The paralegal functions as a case coordinator, researcher, one who interviews clients and witnesses, accumulates evidence, and prepares legal documents. The paralegal is involved in virtually all aspects of the legal process but they work under the supervision of an attorney. According to the American Bar Association, law offices of all sizes and in all practice categories are employing more paralegals than ever before.

The student is introduced to the various topics in law and to the culture of the legal profession. In fact, the student receives instruction in many of the same areas that are required in most law schools, although paralegals are not attorneys and are not authorized to practice law.

Transfer students are expected to take the majority of their credit hours of their major courses at College of Saint Mary. Transfer credits will be evaluated carefully to assure comparability in nature, content and level of credit. Transfer credits in the student's major will be limited to fourteen hours for bachelor students, nine hours for associate students and six hours for Certificate students. The College only accepts transfer credits in law courses from American Bar Association approved schools.

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

College of Saint Mary offers three routes to a career in the paralegal field: bachelor's degree program, associate degree program, and a certificate program for individuals who hold a bachelor's degree in another field and want to earn a certificate in paralegal studies.

Paralegal studies majors may not complete more than 6 hours of required course work in their major, supporting courses or CORE curriculum requirements by independent study.

Students graduating with a degree or certificate in paralegal studies must have at least in C in all LAW courses.

Note: Some courses will have a service-learning component.

Minors also available for nursing majors.

A paralegal studies major may obtain a minor in any of several fields, including medical science. See the Director of the Paralegal Studies Program for information.

Students in this major may not apply more than six (6) hours of independent study credit or more than nine (9) hours of a combination of independent study, directed readings, or internship credit toward degree completion.

Pre-Law Studies

A number of our CSM graduates wish to continue their education by attending law school. We have designed the following courses of study that will assist a student in that endeavor.

Students who elect to follow a "Pre-Law Studies" curriculum will choose among four majors: Paralegal, Humanities, English or Business. Students will complete courses totaling 30 or more credit hours in the chosen major. The Pre-Law curriculum is completed in addition to the required courses in the student's major and minor. The Pre-Law courses cannot be used as a concentration area for Business Administration majors or as credit for a paralegal certificate. Students will be required to take 17 hours in LAW courses: LAW 110, 200, 210, 220, 300 and 310.

Associate of Arts

- Paralegal Studies -

2012-2013

CORE CURRICULUM	26	COMP	GRD	MAJOR PROGRAM COURSES	29	COMP	GRD
Tier I				LAW 101 Intro to Paralegal	3		
ENG 101 Composition	3			LAW 110 The Legal Environment	3		
FYS First Year Seminar (any number)	1			LAW 200 Legal Research & Writing I	3		
COM 101 Oral Communication Skills	3			LAW 210 Legal Research & Writing II	3		
PED activity class	1			LAW 220 Law Office Administration	3		
Tier II				LAW 230 Litigation I	3		
MTH 112 Intermediate Algebra	3			ANY 3 OF FOLLOWING	9		
ETH 200 Ethics	3			LAW 300 Torts	3		
SOC 101 Introduction to Sociology	3			LAW 310 Advanced Bus Law	3		
Tier III				LAW 320 Estates, Trust, Tax Law & Prob	3		
MTH/SCI (Math class higher than MTH 114 or any Biology, Chemistry, or Physical Science)	3			LAW 330 Real Estate Law	3		
ELA	3			LAW 340 Contracts	3		
THL (any Theology course)	3			LAW 350 Family Law	3		
				ANY 2 OF THE FOLLOWING	2		
ELECTIVES				LAW 410, 430, 440, or 450	1		
				SUPPORTING COURSES	12		
SUMMARY				ACC 161 Principles of Acctting I	3		
CORE CURRICULUM	26			COM 210 Interpersonal Comm.	3		
MAJOR	29			HSV 231 Interviewing Skills	3		
SUPPORTING COURSES	12			ONE OF THE FOLLOWING			
				PHL 105 Principles of Reasoning	3		
TOTAL	67			PHL 220 Business Ethics	3		

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Arts

- Paralegal Studies -

2012-2013

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	44	COMP	GRD
Tier I				LAW 101 Introduction to Paralegal	3		
ENG 101 Composition	3			LAW 110 The Legal Environment	3		
FYS First Year Seminar (any number)	1			LAW 200 Legal Research & Writing I	3		
COM 101 Oral Communication Skills	3			LAW 210 Legal Research & Writing II	3		
PED activity class	1			LAW 220 Law Office Administration	3		
Tier II				LAW 230 Litigation I	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			LAW 231 Litigation II	3		
MTH 242 Statistics	3			LAW 300 Torts	3		
ELA Exp the Liberal Arts (any number)	3			LAW 310 Advanced Business Law	3		
ETH 200 Ethics	3			LAW 320 Estates, Trust, Tax Law & Prob	3		
ENG Literature	3			LAW 330 Real Estate Law	3		
Fine Arts (any Art, Music or Theater)	3			LAW 340 Contracts	3		
HPS (any history course)	3			LAW 350 Family Law	3		
SOC 101 Introduction to Sociology	3			LAW 490 Legal Seminar	3		
Tier III				LAW ELECTIVE (OPTIONAL)			
MTH/SCI (Math class higher than MTH 114 or any Biology, Chemistry, or Physical Science)	3			LAW 470 Paralegal Internship (May be substituted for LAW 490)	3		
PHL (any Philosophy course)	0			LAW 410, 430, 440, or 450 (choice of 2)	2		
THL (any Theology course)	6			SUPPORTING COURSES	18		
PSY/SOC 235 Social Psychology	3			ACC 161 Principles of Accounting I	3		
ELECTIVES	4			BIS 220 Adv. Computer Applications	3		
SUMMARY				COM 210 Interpersonal Comm.	3		
CORE CURRICULUM	44			HSV 231 Interviewing Skills	3		
MAJOR	44			PHL 105 Principles of Reasoning	3		
MINOR	18			PHL 220 Business Ethics	3		
SUPPORTING COURSES	18			MINOR	18		
ELECTIVES	4			Choose any minor in catalog			
TOTAL	128			SECOND MAJOR (optional)			
				Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			

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

Post Baccalaureate Certificate

- Paralegal Studies -

2012-2013

CORE CURRICULUM SUPPORTING COURSES	3	COMP	GRD	MAJOR PROGRAM COURSES	26	COMP	GRD
Any one of the following:				LAW 101 Introduction to Paralegal	3		
BIS 220 Adv. Bus. Applications OR	3			LAW 200 Legal Research & Writing I	3		
HSV 231 Interviewing Skills OR	3			LAW 210 Legal Research & Writing II	3		
ACC 161 Principles of Accounting	3			LAW 220 Law Office Administration	3		
				LAW 230 Litigation I	3		
				LAW 231 Litigation II	3		
				AND 2 OF THE FOLLOWING	6		
				LAW 300 Torts	3		
SUMMARY				LAW 310 Advanced Business Law	3		
MAJOR	26			LAW 320 Estates, Trust, Tax Law & Prob	3		
SUPPORTING COURSES	3			LAW 330 Real Estate Law	3		
TOTAL	29			LAW 340 Contracts	3		
				LAW 350 Family Law	3		
				ANY 2 OF THE FOLLOWING	2		
				LAW 410, 430, 440, or 450	1		

A person pursuing a Certificate in Paralegal Studies who already holds a Bachelor Degree, as stated below, is eligible for LAW 470 Paralegal Internship as a law elective.

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

Developmental courses cannot be counted toward graduation requirements

Philosophy (PHL)

The philosophy program, inspired by Socrates and guided by the mission of College of Saint Mary, seeks to encourage learning, self-reflection, and personal growth by challenging students to explore their most basic assumptions and emphasizing the importance of seeking the truth rather than accepting the status quo. Philosophy forces students to see things from unfamiliar perspectives, and thus opens their minds to new ways of understanding the world.

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

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

The Core requirement is met by taking ETH 200 (Tier II Ethics) and any other core approved philosophy course.

Philosophy Minor

18 hours to be approved by the philosophy program director and the Arts and Sciences division chairperson.

Physical Education (PED)

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

Physical Education Minor

18 hours including 6 hours from PED 123-155, 208, 308, and 12 additional hours approved by the program director.

Bachelor of Science

**Health and Physical Education -
K-12 Teaching Endorsement**

2012-2013

CORE CURRICULUM	43	COMP	GRD	MAJOR PROGRAM COURSES	48	COMP	GRD
Tier I				BIO 362 Kinesiology	3		
ENG 101 Composition	3			ECE 236 Physical Dev. & Creative Movement	2		
FYS First Year Seminar (any #)	1			PSY 200 Child Psychology	3		
Communications (COM 101, 212, or 225)*	0			PSY 203 Adolescent Psychology	3		
PED activity class	0			PED 101 Lifetime Health & Act	1		
Tier II				PED _____ Activity Course	1		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			PED 160 Nutrition	3		
MTH 114 College Algebra	3			PED 165 Safety, First Aid & CPR Ch. & Youth	3		
ETH 200 Ethics	3			PED 210 Individual & Group Sports	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			PED 235 Aquatics	3		
Fine Arts (any Art, Music or Theater)	3			PED 245 Mind, Body & Spirit Development	3		
HPS (any history course)	3			PED 315 Health & Fitness Assessment	3		
PSY 101 General Psychology	3			PED 357 Tching Elem. Health & PED	3		
Tier III				PED 358 Tching Secondary Health & PED	3		
MTH/SCI (Math class higher than MTH 114 or any biology, chemistry, or physical science)	3			PED 360 Adapted Physical Education	3		
PHL (any Philosophy course)	3			PED _____ Exercise Physiology	3		
THL (any Theology course)	6			PED 496 Research Seminar	3		
ELA Exp the Liberal Arts (any #)r)	3						
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			EDUCATION MINOR K-12	45		
SUPPORTING COURSE	3			EDU 101 Intro to Education	3		
COM 212 Speech for Prof*	3			EDU 201 Tech in Classroom	3		
				EDU 312 Educ. Psych.& Measur	3		
SUMMARY				EDU 315 Assessment of Lrners	2		
CORE CURRICULUM	43			EDU 350 TeachRead: El & Mid	4		
MAJOR	48			or EDU 351 TeachReadMid/Sec			
MINOR	45			EDU 342 Children's Literature	3		
SUPPORTING COURSE	3			OR ENG 262 Young Adult Lit re			
TOTAL	139			EDU 360 Teaching Middle/Sec School	3		
				EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 Hist/Phil & Trends/ Ed	3		
				EDU 470 Stud Teach: Primary	5		
				OR EDU 471 tdTeach:Intermed			
				EDU 472 Stud Teach:Sec	5		
				EDU 495 Stud Teach Sem	2		
				SPE 101 Intro to Special Educ.	3		
				SPE 240 Guid.&Class Mgmt	3		

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

Psychology (PSY)

Psychology is the scientific study of human mental processes and behavior. Psychology professionals fit into two broad categories. Applied psychologists are dedicated to helping people with psychological or social problems. These psychologists spend the majority of their time interacting with clients, and work mainly in private practice, schools, hospitals, and clinics. Research psychologists are dedicated to understanding all facets of behavior, including cognitive processes, social interactions, human development, the influence of biology on psychology, and even the study of animals. All of these areas contribute to a complete understanding of the psychology of the human being.

The Program

Students can pursue a Bachelor of Arts degree in Applied Psychology and Human Services, or a Bachelor of Arts degree in Psychology. Either of the two degrees prepares the student well for graduate school, and the Applied Psychology and Human Services degree is specifically designed for the student interested in starting her career in the helping professions immediately upon graduation.

Program Requirements

The student must maintain good academic standing, which means that the student must maintain a GPA of 2.0 or better. In addition, Psychology majors must receive a grade of "C" or better in all psychology courses and an overall GPA of 3.0 or better in all psychology courses to remain in the program. Should a student attain a grade below "C" in any psychology course, the student will have one opportunity to repeat the course at College of Saint Mary in order to raise her grade.

A significant component of successful work in the field of applied psychology is the ability to work effectively with others on an interpersonal level. Prior to beginning HSV 377, each student will be assessed as to whether or not she possesses the appropriate personal attributes required for the field.

Minor in Psychology

(18 semester hours): PSY 101 and 15 semester hours of additional psychology courses approved by both the student's advisor and the Psychology Program Director.

Bachelor of Art - Applied Psychology and Human Services - 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	51	COMP	GRD
Tier I				Psychology Courses	33		
ENG 101 Composition	3			PSY 101 General Psychology	core		
FYS First Year Seminar (any number)	1			PSY 200 or 220 Developmental PSY	3		
Communications (COM 101, 212, or 225)	3			PSY 233 Group Process and Theory	3		
PED activity class	1			PSY 240 Research Methods	3		
Tier II				PSY 242 Statistics	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			PSY 332 Counseling Theory	3		
MTH 114 College Algebra*	3			PSY 350 Cultural Psychology	3		
ETH 200 Ethics	3			PSY 410 Abnormal Psychology	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			PSY 440 An Integrative Approach to Psychology	3		
Fine Arts (any Art, Music or Theatre)	3			PSY elective	3		
HPS (any History course)	3			PSY elective	3		
PSY 101 General Psychology	3			PSY 492 Senior Seminar	3		
Tier III				Human Services Courses	18		
MTH/SCI (Math class higher than MTH 114 or any Biology, Chemistry, or Physical Science)	3			HSV 101 Intro to Human Services	3		
PHL (any Philosophy course)	3			HSV 230 Attitudes and Values	3		
THL (any Theology course)	6			HSV 231 Interviewing Skills	3		
ELA Exp the Liberal Arts (any number)	3			HSV 377 Fieldwork Experience I	3		
SOC 101 Introduction to Sociology	3			HSV 378 Fieldwork Seminar I	2		
ELECTIVES	21			HSV 477 Fieldwork Experience II	3		
				HSV 478 Fieldwork Seminar II	1		
SUMMARY				SUPPORTING COURSES	9		
CORE CURRICULUM	47			BUS 323 Management Concepts	3		
MAJOR	33			SOC OR PSY OR HSV elective	3		
MINOR	18			SOC OR PSY OR HSV elective	3		
SUPPORTING COURSES	9						
ELECTIVES	21			SECOND MAJOR (optional)			
TOTAL	128			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
*Students at Lincoln Campus may count PSY 242 as math requirement and add 3 more credits to electives.	47						

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Art - Psychology - 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	34	COMP	GRD
Tier I							
ENG 101 Composition	3			PSY 101 General Psychology	core		
FYS First Year Seminar (any number)	1			PSY 200 or 220 Developmental PSY	3		
Communications (COM 101, 212, or 225)	3			PSY 240 Research Methods	3		
PED activity class	1			PSY 242 Statistics	3		
Tier II				PSY 235 Social Psychology	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			PSY elective (200 level)	3		
MTH 114 College Algebra	3			PSY 301 Experimental Research	3		
ETH 200 Ethics	3			PSY 302 Experimental Research Lab	1		
ENG (any except for 262, 320, 322, 363, and 495)	3			PSY elective (300 or 400 level)	3		
Fine Arts (any Art, Music or Theater)	3			PSY elective (300 or 400 level)	3		
HPS (any History course)	3			PSY 410 Abnormal Psychology	3		
PSY 101 General Psychology	3			PSY 440 An Integrative Approach to Psychology	3		
Tier III				PSY 492 Senior Seminar	3		
MTH/SCI (Math class higher than MTH 114 or any Biology, Chemistry, or Physical Science)	3						
PHL (any Philosophy course)	3			MINOR	18		
THL (any Theology course)	6			Choose any minor in catalog			
ELA Exp the Liberal Arts (any number)	3						
SOC 101 Introduction to Sociology	3			SUPPORTING COURSES	9		
ELECTIVES	20			(6 hours from SOC, 6 hours from HSV, PSY, or SOC)			
SUMMARY				SOC OR PSY OR HSV elective	3		
CORE CURRICULUM	47			SOC OR PSY OR HSV elective	3		
MAJOR	34			SOC 101 Introduction to Sociology	core		
MINOR	18			SOC (any # except for 101)	3		
SUPPORTING COURSES	9						
ELECTIVES	20			SECOND MAJOR (optional)			
TOTAL	128			Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			

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

Sociology (SOC)

Sociology is the scientific study of groups, institutions, and societies with a focus on how they are organized and how they change. Sociologists attempt to build theories and discover uniformities about societies, communities, institutions, organizations, small groups, interpersonal relations, social movements, social classes, and social conflicts. Knowledge of these social forms and processes provides both an enriched liberal arts education and preparation for various professions.

The sociology department, in cooperation with other departments, offers a social science major for teaching endorsement. The department also offers a minor in sociology.

Minor in Sociology

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

Bachelor of Art – Social Science Secondary Education – 2012-2013

CORE CURRICULUM	38	COMP	GRD	MAJOR PROGRAM COURSES	60	COMP	GRD
Tier I				HPS 110 American Government	3		
ENG 101 Composition	3			HPS 131 History of U.S. to 1865	3		
FYS First Year Seminar (any #)	1			HPS 132 History of U.S. Since 1865	3		
COM 212 Speech for Prof	3			HPS 160 World Geography	3		
PED activity class	1			HPS 210 American Foreign Policy	3		
Tier II				HPS 260 Regional Geography	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			HPS 349 Nazi Germany	3		
MTH 114 College Algebra	3			HPS 375 Western Civ. To 1500	3		
ELA Exp the Liberal Arts (any number)	3			HPS 376 Western Civ. Since 1500	3		
ETH 200 Ethics	3			HPS History Elective	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			HPS U.S. History Elective	3		
Fine Arts (any Art, Music or Theater)	3			HPS/SOC/PSY/ECO/Anthro.	6		
HPS (any history course)	0			ECO 131 Macroeconomics	3		
PSY 101 General Psychology	0			ECO 133 Microeconomics	3		
Tier III				PSY 101 General Psychology	3		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Courses)	3			PSY elective	3		
PHL (any Philosophy course)	3			SOC 101 Introduction to Sociology	3		
THL (any Theology course)	6			SOC/Anthro Elective	6		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	0			SECONDARY EDUCATION MINOR	41		
				EDU 101 Introduction to Education	3		
ELECTIVES				EDU 201 Tech.&Inst.Mat. In Classroom	3		
SUMMARY				PSY 203 Adolescent Psychology	3		
CORE CURRICULUM	38			EDU 312 Educ. Psych. & Measurement	3		
MAJOR	60			EDU 315 Assessment of Learners	2		
MINOR	41			EDU 351 Teaching Reading Mid/Sec.	3		
TOTAL	139			EDU 360 Teaching Mid/Sec. Methods	3		
				EDU 375 Human Rel. In Multi-Cult.Soc.	3		
				EDU 427 Hist., Phil & Trends in Educ	3		
				EDU 472 Student Teaching: Sec	10		
				EDU 495 Student Teaching Sem	2		
				SPE 101 Intro to Spec.Educ.	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

Spanish (SPN)

Students entering CSM and wishing to enroll in basic Spanish courses should enroll according to their previous experience with the language. The following are the placement guidelines in the Department of Spanish:

- No prior knowledge of Spanish at all: the student should register in SPN 111.
- One year in high school completed: the student should take SPN 112, but not SPN 111 unless she has taken the high school language course 4 years or more previously, or has received a grade lower than C in the last course taken.
- Two years in high school completed: the student should take SPN 211, but not SPN 111 or SPN 112 unless she has taken the high school language courses 4 years or more previously, or has received a grade lower than C in the last course taken.
- Three years in high school completed: the student should take SPN 212, but not SPN 111, SPN 112 or SPN 211 unless she has taken the high school language courses 4 years or more previously, or has received a grade lower than C in the last course taken.
- Four years in high school completed or the student is a native speaker: she should take any course above SPN 212.
- If you are not comfortable with the class level that is being recommended to you by your advisor, please see the Spanish program director.

Spanish Minor

The Spanish program offers students the opportunity to learn and improve language proficiency, as well as cultural awareness. Courses with an emphasis in medicine and business are offered to meet the needs of professional programs that have a need for bilingual graduates.

Courses

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

Spanish Minor

The Spanish minor has a prerequisite of first year Spanish language (111 & 112). After successfully completing those first year courses, the student will take 18 hours to include SPN 211 and SPN 212 (6 credits); SPN 321 and SPN 322 (6 credits); and 6 credits of their choice from among the other available courses listed in the catalog. Students whose native language is Spanish or who have had four or more years of High School Spanish can test out of SPN 211 and SPN 212 by passing a comprehensive exam administered by the Spanish Program. Please speak with the Program Director if you wish to take advantage of this opportunity.

Bachelor of Art – Spanish Secondary Education – 2012-2013

CORE CURRICULUM	44	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Tier I				SPN 211 Intermediate Spanish I	3		
ENG 101 Composition	3			SPN 212 Intermediate Span II	3		
FYS First Year Seminar (any #)	1			SPN 321 Conversation	3		
COM 212 Speech for Prof	3			SPN 421 Advanced Conversation	3		
PED activity class	1			SPN 322 Grammar and Composition	3		
Tier II				SPN 333 Literature for Child & Youth	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			SPN 495 Research Seminar	3		
MTH 114 Algebra or MTH 242 Statistics	3			SPN 499 Independent Study	3		
ELA Exp the Liberal Arts (any number)	3			12 HOURS FROM THE FOLLOWING:			
ETH 200 Ethics	3			SPN 351 Civilization & Culture I	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			SPN 352 Civilization & Culture II	3		
Fine Arts (any Art, Music or Theater)	3			SPN 411 Survey Literature I	3		
HPS (any history course)	3			SPN 412 Survey Literature II	3		
PSY 101 General Psychology	3			SPN 444 Study Abroad	12		
Tier III				SUPPORTING COURSE	3		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Courses)	3			ENG 320 Linguistics for Teachers	3		
PHL (any Philosophy course)	3			SECONDARY EDU MINOR	44		
THL (any Theology course)	6			EDU 101 Intro to Education	3		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	0			EDU 201 Tech.&Inst.Mat. In Classroom	3		
				PSY 203 Adolescent Psychology	3		
ELECTIVES	1			EDU 312 Educ. Psych. & Measurement	3		
SUMMARY				EDU 315 Assessment of Learners	2		
CORE CURRICULUM	44			EDU 351 Teaching Reading Mid/Sec.	3		
MAJOR	36			EDU 360 Teaching Mid/Sec. Methods	3		
MINOR	44			EDU 375 Human Rel. In Multi-Cult.Soc.	3		
SUPPORTING COURSE	3			EDU 427 Hist., Phil & Trends in Educ	3		
ELECTIVES	1			EDU 472 Student Teaching: Sec	10		
TOTAL	128			EDU 495 Student Teaching Sem	2		
				SPE 101 Intro to Spec.Educ.	3		
				SPE 240 Classroom Management	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

Special Education (SPE)

Persons with this endorsement may teach children and youth who are mildly and/or moderately disabled who are verified as per 92 NAC 51 as students with specific learning disabilities, speech language impairments (language verification only), mental handicap: mild, mental handicap: moderate behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multi-categorical programs.

Requirements for the Mildly/Moderately Handicapped Endorsement are the following: SPE 101/501, 220/520, 222/522, 240/EDU 540, 331/531, 333/533, 373/573 430/530, 470 or 471/571, 495/595, and 496. These hours are taken in addition to required hours for obtaining elementary education or middle/secondary school certification.

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

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

Intensive reading and writing experiences are integrated into all Teacher Education courses.

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

Minor: A minor in special education is available upon completion of 18 hours in special education course work as assigned by the special education advisor.

Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, student teaching and certification requirements).

Bachelor of Science – ECE/ELD/Special Education – 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	34	COMP	GRD
Tier I				PSY 200 Child Psychology	3		
ENG 101 Composition	3			ECE 231 Play, Creat & Artis.Dev. In ECE	2		
FYS First Year Seminar (any #)	1			ECE 232 Language Arts in ECE	2		
COM 200 Spch for El Tchrs	3			ECE 233 Health, Safety and Nutrition	2		
PED activity class	1			ECE 234 Mth, Sci & Soc Stud. In ECE	2		
Tier II				ECE 235 Observ. & Assess. In ECE	2		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			ECE 236 Phys. Dev. & Creat. Movement	2		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			ECE 242 Admin. ECE Programs	3		
ELA Exp the Liberal Arts (any number)	3			ECE 334 Curr. Planning in ECE	3		
ETH 200 Ethics	3			ECE 343 His. Trends in ECE	3		
ENG Literature	3			SPE/ECE 470 Student Teaching:	5		
Fine Arts (any Art, Music or Theater)	3			SPE/ECE 495 Student Teaching: Seminar	2		
HPS (any history course)	3			SPE/ECE 496 Research Sem	2		
PSY 101 General Psychology	3			ELEMENTARY EDUCATION MAJOR	44		
Tier III				EDU 101 Introduction to Ed.	3		
Physical/Earth Science	3			EDU 201 Tech. & Inst. Mat in Classroom	3		
PHL (any Philosophy course)	3			EDU 312 Educ. Psych. & Msrmt	3		
THL (any Theology course)	6			EDU 315 Assessment of Lnrs	3		
HPS (any history course)	3			EDU 342 Children's Literature	3		
ELECTIVES				EDU 350 Teaching Reading: El. & Mid.	3		
SPECIAL EDUCATION END.	21			EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
SPE 101 Introduction to Spec. Education	3			EDU 355 Teaching Math: El. & Mid.	3		
SPE 220 Nat. & Eff. Mid/Mod Han.	3			PED 357 Health & Phys. Educ. Methods	3		
SPE 222 Inter. Mat. & Assess	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
SPE 240 Guid. & Class Mgmnt	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
SPE 331 Instr. Strat/Rem. Main	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
SPE 333 Pol./Prog. For Except.	3			SPE 430 Diag. & Eval of Reading	3		
SPE 373 Critical Issues in SPED	3			EDU 470 Student Teaching: Primary -or-	5		
SUMMARY				EDU 471 Student Teaching: El. & Mid.	5		
CORE CURRICULUM	47			SUPPORTING COURSES	3		
DOUBLE MAJOR	78			MTH 112 Inter Algebra or above	3		
SPEC ED ENDORSEMENT	21						
SUPPORTING COURSES	3						
TOTAL	149						

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Science – Elementary Education/Special Education – 2012-2013

CORE CURRICULUM	47	COMP	GRD	MAJOR PROGRAM COURSES	47	COMP	GRD
Tier I				EDU 101 Introduction to Education	3		
ENG 101 Composition	3			PSY 200 Child Psychology	3		
FYS First Year Seminar (any #)	1			EDU 201 Tech. & Inst. Mat in Classroom	3		
COM 200 Spch for El Tchrs	3			EDU 312 Educ. Psych. & Measurement	3		
PED activity class	1			EDU 315 Assessment of Learners	3		
Tier II				EDU 342 Children's Literature	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			EDU 350 Teaching Reading: El. & Mid.	3		
MTH 114 College Algebra or MTH 262 Numbers & Geometry	3			EDU 353 Teach. Nat&Soc.Sci.:El. & Mid.	3		
ELA Exp the Liberal Arts (any number)	3			EDU 355 Teaching Math: El. & Mid.	3		
ETH 200 Ethics	3			PED 357 Physical & Health Ed	3		
ENG Literature	3			EDU 372 Integ.Fine Arts Inst.in Classrm	3		
Fine Arts (any Art, Music or Theater)	3			EDU 375 Human Rel. in Multi-Cultural Society	3		
HPS (any history course)	3			EDU 427 Hist., Phil. & Trends in Educ.	3		
PSY 101 General Psychology	3			SPE 430 Diag. & Evaluation of Reading	3		
Tier III				EDU 470 Student Teaching: Primary OR	5		
Physical/Earth Science	3			EDU 471 Student Teaching: El. & Mid.	5		
PHL (any Philosophy course)	3			SPECIAL EDUCATION MAJOR	31		
THL (any Theology course)	6			SPE 101 Introduction to Spec. Ed.	3		
HPS (any history course)	3			SPE 220 Nat. & Eff. Mild. & Mod. Hand. Con.	3		
ELECTIVES				SPE 222 Assess. of Diverse Learners	3		
SUPPORTING COURSE	3			SPE 240 Guid. & Class Management	3		
MTH 112 Inter. Algebra or higher	3			SPE 331 Instr. Strat. For Diverse Learners	3		
SUMMARY				SPE 333 Spec. Ed. Law & Ethics	3		
CORE CURRICULUM	47			SPE 373 Critical Issues in Spec. Education	3		
ELEMENTARY MAJOR	47			SPE 470 Student Teaching: Primary -or-	5		
SPECIAL EDUCATION MAJOR	31			SPE 471 Student Teaching: El. & Mid.	5		
SUPPORTING COURSE	3			SPE 495 Student Teaching Seminar	2		
TOTAL	128			SPE 496 Research Seminar	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

Theology (THL)

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. 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.

A major in theology can provide the student with theological background helpful to the following professions: CCD/Sunday school instructor, Director of Religious Education, campus ministry, youth ministry, theology/religion instructor in a parochial/private school system, parish/Church work, Catholic journalism, etc. In addition, a major provides the academic background for graduate studies in theology.

Study in theology is both rewarding and fascinating for students because of contemporary cultural interest in both spirituality and religion. In addition, theology addresses the central questions regarding human existence, God, meaning and purpose, suffering, sin/evil and so complements any current or later study in other disciplines.

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 seeks to honor and engage 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

Bachelor degree-seeking students are required to take 6 hours of theology to satisfy Core Curriculum requirements. Students should verify that a particular course fulfills the Core Curriculum requirement and that they have taken any required prerequisites.

The Core Curriculum requires two courses or six (6) credits in Theology. One of these courses must be at the 200 level or above to count for Core.

Associate degree-seeking students are required to take 3 hours of theology to satisfy Core Curriculum requirements. Students should verify that a particular course fulfills the Core Curriculum requirement and that they have taken any required prerequisites.

Major Sequence:

Students seeking a major in theology 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 of theology, as approved by the Program Director. These 36 credit hours include the senior theology research project that is completed under the supervision and guidance of an assigned member of the Theology Program. Students with a double major will be required to successfully complete a senior research project under the direction of assigned faculty from each program. Unless they are double majors, all theology majors are required to obtain a minor in another discipline.

Major Sequence (teaching, K-12):

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 of theology, as approved by the Program Director. These 36 credit hours include the senior theology research project that is completed under the supervision and guidance of an assigned member of the Theology Program.

These theology majors seeking a teaching endorsement are also subject to all the requirements of the Education Program. During registration such students are required to also consult with the Education Program in addition to consultation with the Theology Program. The supporting course for theology students seeking a teaching endorsement is PSY 203.

Theology Minor

18 credit hours. Students are encouraged to consult with a member of the Theology Program so as to most effectively choose courses that pertain to their interests and purposes.

Bachelor of Art - Theology - 2012-2013

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Tier I				Required (18 credits)			
ENG 101 Composition	3			Old Testament: THL _____	3		
FYS First Year Seminar (any #)	1			New Testament: THL _____	3		
COM (Public Speaking)	3			Moral: THL _____	3		
PED activity class	1			Systematics: THL _____	3		
Tier II				Theology Electives (18 credits.)			
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			Research Seminar: THL 495	3		
MTH 114 or 242 (College Algebra or Statistics)	3			THL _____	3		
ELA Exp the Liberal Arts (any number)	3			THL _____	3		
ETH 200 Ethics	3			THL _____	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			THL _____	3		
Fine Arts (any Art, Music or Theater)	3			THL _____	3		
HPS (any history course)	3			THL _____	3		
PSY/SOC/ECO (any number)	3			THL _____	3		
Tier III				TOTAL THEOLOGY CREDITS: 36			
MTH/SCI (any BIO, CHM or MTH numbered over 114 course)	3			MINOR 18			
PHL (any Philosophy course)	3			GENERAL ELECTIVES 33			
THL (see major)	0			SECOND MAJOR (optional)			
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3						
SUMMARY				Minimum of 30 credits beyond first major —must complete all major courses and supporting courses specified for second major.			
CORE CURRICULUM	41						
MAJOR	36						
MINOR	18						
Electives	33						
TOTAL	128						

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

Developmental courses cannot be counted toward graduation requirements

Bachelor of Art – Theology K-12 Teaching Endorsement – 2011-2012

CORE CURRICULUM	41	COMP	GRD	MAJOR PROGRAM COURSES	36	COMP	GRD
Tier I				Required (18 credits)			
ENG 101 Composition	3			Old Testament: THL _____	3		
FYS First Year Seminar (any #)	1			New Testament: THL _____	3		
COM (Public Speaking)	3			Moral: THL _____	3		
PED activity class	1			Systematics: THL _____	3		
Tier II				Spirituality: THL _____	3		
Science Life/Environmental (BIO 100, 110, 120, 164, 250, 266, 268, 300, 345, 400)	3			Research Seminar: THL 495	3		
MTH 114 or 242 (College Algebra or Statistics)	3			Theology Electives (18 credits.)			
ELA Exp the Liberal Arts (any #)	3			THL _____	3		
ETH 200 Ethics	3			THL _____	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			THL _____	3		
Fine Arts (any Art, Music or Theater)	3			THL _____	3		
HPS (any history course)	3			THL _____	3		
PSY/SOC/ECO (any number)	3			THL _____	3		
Tier III							
MTH/SCI (any BIO, CHM or MTH numbered over 114 course)	3			GENERAL ELECTIVES	3		
PHL (any Philosophy course)	3						
THL (see major)	0			EDUCATION MINOR K-12	51		
Choice (ELA, ENG, HPS, PHL, PSY, SOC THL, WST) (any course)	3			EDU 101 Intro to Education	3		
				EDU 201 Tech in Classroom	3		
				PSY 200 Child Psychology	3		
				PSY 203 Adoles. Psychology	3		
SUMMARY				EDU 312 Educ. Psych.& Measurement	3		
CORE CURRICULUM	41			EDU 315 Assessment of Learners	2		
MAJOR	36			EDU 350 TeachRead: El & Mid	4		
MINOR (Education)	51			or EDU 351 TeachReadMid/Sec			
Electives or Second Major	3			EDU 342 Children's Literature	3		
TOTAL	131			OR ENG 262 Young Adult Lit re			
				EDU 360 Teaching Middle/Sec School	3		
				EDU 375 Human Rel. in Mul/Cult.Soc.	3		
				EDU 427 Hist/ Phil & Trends/ Ed	3		
				EDU 470 Stud Teach: Primary	5		
				OR EDU 471 StdTeach:Intermed			
				EDU 472 Stud Teach:Sec	5		
				EDU 495 Stud Teach Sem	2		
				SPE 101 Intro to Special Educ.	3		
				SPE 240 Guid.&Class Management	3		

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

Developmental courses cannot be counted toward graduation requirements

Theatre (THR)

The theatre curriculum is designed to give students a broad introduction to various aspects of the theatrical arts. All THR courses are approved for fine arts credit in Tiers II and III of the Core Curriculum.

Theatre courses develop communication, presentation, and interpersonal skills that are useful in many careers.

Women's Studies (WST)

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

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

Women's Studies Minor

Eighteen credit hours of courses designated WST must be completed. Of these 18 credit hours, at least 12 must be beyond General Education requirements.

Course Descriptions

Accounting

ACC 161 Principles of Accounting I (3)

Introduces the principles, concepts and applications of accounting as a business decision-making tool. Focus is on the understanding and completion of the accounting cycle and producing and analyzing basic financial statements. An introduction to a computerized accounting program is also included. Prerequisite: MTH 098

ACC 162 Principles of Accounting II (3)

Continues the development of the concept that accounting is a decision-making tool. Emphasis is on basic cost accounting and managerial decision techniques. Additional work with a computerized accounting program is pursued. Prerequisites: ACC 161 or permission of program director. Recommended: MTH 112.

Art

ART 200 Introduction to Art (3)

A non-studio course designed to acquaint the student with basic components of the visual arts and architecture.

ART 202 Survey of Art History (3)

A survey of the development of the visual arts from prehistoric period to the 15th century.

ART 204 Survey of Art History (3)

A survey of the development of the visual arts from the 15th century to the early 20th century.

ART 206 American Art History (3)

A study of the evolution of American art within a historical context. Artistic movements as well as the work of individual artists are presented in light of historical and cultural trends.

ART 208 Women in Art (3)

A study of the role and work of women artists from the Middle Ages to the present in an effort to foster an appreciation for the contributions of women to art which have been largely overlooked. (Also listed as WST 208.)

ART 211 Color and Design (3)

Basic introduction to the elements and principles of visual expression both for the design student and for the individual who wishes to develop an understanding of art. Studio six hours per week.

ART 213 Basic Drawing (3)

Designed to expand the student's conceptual range and capacity for critical and personal vision. Basic problems are designed to experiment with a wide range of materials and techniques. Studio six hours per week.

ART 215 Beginning Painting (3)

An introduction to basic techniques of painting with acrylic. Emphasis on representational subject matter, primarily landscapes and still life. Studio six hours per week.

ART 217 Ceramics (3)

Techniques in hand building, wheel throwing, glazing and decoration. Emphasis on functional and aesthetic design. Studio six hours per week.

ART 223 Printmaking (3)

A study of materials and techniques involved in the fundamental processes of silk-screening and relief printmaking. Studio six hours per week.

ART 225 Jewelry (3)

Techniques of metal work adapted to three-dimensional design. Cutting, soldering and casting techniques are explored. Students work with silver, bronze, and copper metals. Studio six hours per week.

ART 227 Sculpture (3)

An exploration of different materials, such as wood, clay, plaster, and plastics. Emphasis is placed on learning various casting techniques and use of tools. Studio six hours per week.

ART 250 Production Art (3)

This course will touch briefly on the various aspects of preparing art for reproduction (primarily lithoprinting). This would include layout, design, typography, and actual production (keyline, paste-up). Also included will be problem solving with photography and illustration as it pertains to production.

ART 287 Experimental Course (3)

Media and techniques of this course will vary from semester to semester in line with current trends.

ART 313 Advanced Drawing (3)

Advanced students will work out problems with the instructor that will use sound drawing skills with thought-provoking problems in composition and individual expression. Studio six hours per week. Prerequisite: department approval.

ART 315 Advanced Painting (3)

This course serves as an opportunity for the serious painter to study in-depth. Students will work closely with the instructor in developing a structured experience, balanced with an opportunity for personal exploration. Studio six hours per week. Prerequisite: departmental approval.

ART 333 Photography (3)

Introduction to basic concepts, processes and techniques of black and white photography including camera use, exposure, darkroom procedures, lighting and its controlled application. Studio six hours per week.

ART 360 Teaching of Art (3)

See Education 360.

ART 391 Independent Project (1-2-3)

Individual projects carried out by the student under faculty direction. Prerequisite: departmental approval.

ART 495 Senior Thesis (3)

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

The College reserves the right to keep for its permanent collection one piece of student work completed under its direction. An exhibition in the Hillmer Art Gallery is a privilege reserved for those students whose works meet standards established by the art department. Studio six hours per week. Prerequisite: departmental approval.

BIOLOGY

BIO 100 Survey Biology (3)

Survey of fundamental concepts of biology relating how those concepts influence or may influence the student's life. Designed primarily for non-science majors. Lecture meets 3 hours per week.

BIO 101 Survey Biology Laboratory (1)

An introduction to biological methods using microscopic and gross investigations of plants and animals. Lab meets 3 hours per week.

BIO 110 General Cellular Biology (3)

A study of the basic principles of biology. Course topics will focus on cellular principles, metabolism, and genetics. Lecture meets 3 hours per week. No prerequisites.

BIO 111 General Cellular Biology Laboratory (1)

A hands-on investigation of cellular principles, metabolism, and genetics. Lab meets 3 hours per week.

BIO 120 Principles of Anatomy and Physiology (3)

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

BIO 121 Principles of Anatomy and Physiology Lab (1)

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

BIO 188 Experimental Course (3)

The subject matter and method of this course will vary in keeping with current trends.

BIO 192 Scientific Methods (1)

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

BIO 200 Anatomy and Physiology I (3)

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

BIO 201 Anatomy and Physiology I Lab (1)

Application of anatomical and physiological concepts in a laboratory setting. Microscopic analysis of select tissues will be coupled with cadaver inspection, models, dissections, and laboratory exercises to develop a better understanding of the body systems covered in BIO 200. Lab meets 2 hours per week. Concurrent enrollment in BIO 200 is required.

BIO 202 Anatomy and Physiology II (3)

This course will cover the structure and function of cardiovascular, immune, respiratory, digestive, renal, and reproductive systems, as well as metabolism and homeostatic control. Prerequisite: BIO 200/201 and CHM 100. Concurrent enrollment in BIO 203 is required.

BIO 203 Anatomy and Physiology II Lab (1)

Application of anatomical and physiological concepts in a laboratory setting. Microscopic analysis of select tissues will be coupled with cadaver inspection, models, dissections, and laboratory exercises to develop a better understanding of the body systems covered in BIO 202/ Lab meets 2 hours per week. Concurrent enrollment in BIO 202 is required.

BIO 225 Personal Nutrition (3)

This course will offer students an additional choice for the general education science requirement. Topics will include digestion and absorption of nutrients, minimum daily requirements and functions of carbohydrates, fats, proteins, vitamins and minerals. Students will also study the safety and function of food additives, "fad" diets, weight management, the role of nutrition in good health and fitness, genetically modified foods, and world hunger.

BIO 230 Microbiology (3)

A study of the general and medical bacteriology, immunology, virology, mycology, and parasitology. Lecture meets 3 hours per week. Prerequisite or concurrent enrollment in CHM 100 or equivalent, or higher.

BIO 231 Microbiology Laboratory (1)

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology. Lab meets 3 hours per week.

BIO 245 Introduction to Field Biology (3)

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. Lecture and lab meet 4 hours per week.

BIO 250 Zoology (3)

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

BIO 251 Zoology Laboratory (1)

A hands-on laboratory investigation of the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals. Special attention will be given to animals that are parasites of humans. Lab meets 3 hours per week.

BIO 265 Forensic Science (4)

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

of the techniques used in recovery, replication, and analysis of DNA. Lecture and lab meet 4 hours per week.

BIO 266 Botany (3)

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

BIO 267 Botany Laboratory (1)

A hands-on laboratory investigation of the classification, morphological, life cycles, and ecological diversity of plants. Lab meets 3 hours per week.

BIO 268 Environmental Biology (3)

Study of the basic principles and concepts of the biology of populations, communities, and ecosystems as they relate to environmental sustainability and biodiversity. Environmental threats to biodiversity and environmental sustainability including use of water, mineral, and energy resources and threats from pollution and climate change will be explored. Lecture meets 3 hours per week.

BIO 269 Environmental Biology Laboratory (1)

A hands-on laboratory investigation of the principles and concepts of environmental science laboratory techniques. Lab meets 3 hours per week.

BIO 271 Practicum (1-4)

A supervised program in which the student may gain practical experience by participating in an off-campus program in conjunction with a hospital, school system or community agency. Prerequisite: permission of the instructor.

BIO 292 Research Design (1)

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

BIO 300 General Microbiology (3)

A study of the basic principles of microbiology. Topics covered will include the history of microbiology including classic experiments, microbial structure and function, nutrition, growth, control, metabolism, and genetics of microbes. Diverse microbial organisms will be covered and include viruses, bacteria, archaea, fungi, algae, and protozoa. Microbial roles in symbiotic relationships, the environment, and the food industry will be discussed. Biotechnology involving microbes will also be covered. This course is designed for upper level biology majors and minors but is appropriate as a Tier III core science course as well. Concurrent enrollment in the associated laboratory, BIO301, is required. Prerequisite: BIO 110/111. Lecture meets 3 hours per week.

BIO 301 General Microbiology Lab (1)

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology, growth conditions, genetics, and basic biotechnology will be conducted. Lab meets 3 hours per week.

BIO 310 Advanced Anatomy and Physiology I (4)

This course will cover the chemical organization, cellular organization and tissue organization of the body. Using an organ system based approach students will learn the

anatomy and physiology of the integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Students will gain an in-depth understanding of the physiology of osseous tissue, muscle contraction and nerve function and conduction, as well as familiarity with the anatomy of neural pathways and CNS regional specialization. Lecture meets 3 hours 20 minutes per week. Prerequisites: CHM 100 (not concurrent)

BIO 311 Advanced Anatomy and Physiology I Lab (1)

Lab meets 2 hours per week.

BIO 312 Advanced Anatomy and Physiology II (4)

Application of advanced anatomical and physiological concepts in a laboratory setting. Microscopic analysis of select tissues will be coupled with cadaver inspection, models, dissections, and laboratory exercises to develop a better understanding of the body systems covered in BIO 310 and 311. Prerequisite: BIO 310/311

BIO 313 Advanced Anatomy and Physiology II Lab (1)

Lab meets 2 hours per week.

BIO 330 Genetics (3)

An introduction to the basis of inheritance from molecular to organismal level with emphasis on the role of genetics in evolution and adaptation to the environment, as well as considerable human application. Lecture meets 3 hours per week. Prerequisite: BIO 110, 111, MTH 114.

BIO 331 Genetics Laboratory (1)

A study of basic genetic principles with the aid of a variety of organisms and online lab exercises. The laboratory requires considerable independent work. Prerequisite: concurrent enrollment in BIO 330 or permission. Lab meets 3 hours per week.

BIO 340 Biochemistry (4)

Structure and function of proteins (and enzymes), lipids and carbohydrates are discussed. Energetics of biochemical reactions and enzyme kinetics are included. Lecture meets 4 hours per week. Prerequisite: Advanced standing in chemistry curriculum including successful completion of the following courses or equivalent or permission: CHM 232/233 or permission of the instructor. (Also listed as CHM 340.)

BIO 341 Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab meets 3 hours per week. Prerequisite: concurrent enrollment in BIO 340 or permission of the instructor. (Also listed as CHM 341.)

BIO 345 Field Biology (3)

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. Lecture and lab meet 4 hours per week.

BIO 361 Teaching of Biology (3)

See Education 360.

BIO 364 Immunology (3)

A study of the nature and theory of antigen-antibody interaction, mechanisms of immunity, principles and procedures of serodiagnosis. Prerequisites: BIO 110/111 or permission of the instructor. (Also listed as MDT 364.) Lecture meets 3 hours per week.

BIO 366 Pathophysiology (3)

Deals with the disruption of normal physiology with the alterations, derangements, and mechanisms involved in disruption and how they manifest themselves as signs, symptoms, physical and laboratory findings. General methods of treatment will also be covered. Prerequisites: BIO 202 and 203 or permission of the instructor. Lecture meets 3 hours per week.

BIO 390 Molecular Biology (3)

Structure, function and regulation of genes and gene products are discussed extensively using both eucaryotic and procaryotic systems. Cell structural/functional relationships are stressed. Special emphasis is placed on biotechnology as it is employed in understanding cell structure and regulation of cellular physiology. Lecture meets 3 hours per week. Prerequisite or concurrent enrollment in BIO 110/111, 250/251, 266/267 or departmental approval.

BIO 391 Molecular Biology Lab (1)

Application of basic methods and techniques of biotechnology. Gene cloning, identification, and mutagenesis techniques are emphasized. Methods employed are southern blots, northern blots, western blots, DNA isolation, RNA isolation, plasmid and viral cloning vectors, and chromatography. Lab meets 3 hours per week. Concurrent enrollment in BIO 390, or departmental approval.

BIO 392 Scientific Literacy (1)

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

BIO 400 Introduction to Toxicology (3)

The basic principles of toxicology covered will include measuring toxicity and assessing risk, how toxins are absorbed, distributed, metabolized and excreted by the human body, carcinogenesis and teratogenesis, response of different organ system to toxins, ecological and environmental issues. Specific toxins or classes of toxins will be covered as appropriate for each topic. A list of specific toxins that might be discussed includes but is not limited to heavy metals, benzene, pesticides, nitrates, tetrodotoxin, mustard gas, nerve gases, venoms, ricin or other compounds that appear in the news. Lecture meets 3 hours per week. Prerequisite: BIO100/101 or BIO110/111.

BIO 420 Directed Readings in Biology and Medicine (1-3)

An overview of selected readings in biology and/or medicine designed to give the student a general knowledge of the topics at the level of present day research. Prerequisite: permission of the instructor.

BIO 460 Gross Anatomy (5)

The course will offer a small number of students (capped at 6) an opportunity to learn macroscopic (gross) anatomy using the cadaver as a teaching tool. Modeled after medical school gross anatomy, the students begin the semester with an intact cadaver and, over the course of the semester, work their way through dissecting the entire body. "Class time" is really dissection time, as students learn by identifying structures, tissue planes and the relationships between them using the dissection guide, cadaver and anatomy atlases as resources. Class time is also used to present information to each other as well as to the course instructor (part of assessment). The course requires a significant time commitment on the part of the student – they will be in the lab dissecting for at least 4-5 hours per week (often times more). In addition, students are responsible for a wide range of anatomic terms and structures, so study time is also a significant requirement of the course. This course is perfect for the student who enjoyed anatomy and wants to take their understanding of the structure of the body to the next level. Prerequisite: C or better in BIO 200 and BIO 202.

BIO 465 Advanced Forensic Science (4)

This course will examine advanced topics and lab techniques used in forensic science. Topics will include study of human and skeletal remains, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, toxicology and DNA analysis & profiling. Students will cap the course off by giving oral and poster presentations on a real forensic case they researched. Lecture and lab meet 4 hours per week. Prerequisite: BIO 265.

BIO 473 Capstone Project (1-4)

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

BIO 491 Advanced Topics in Biology (1-4)

An independent project enabling a student to gain some expertise in an area of interest. Prerequisite: permission of the program director.

BIO 492 Scientific Communication (1)

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

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

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

BUS 150 Personal Finance (3)

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

BUS 212 Employment Law (3)

This course will provide students with an overview of the legal aspects under Federal and state law of employment discrimination, including Title VII, the Equal Pay Act, disability statutes, and sexual harassment. This course will also address employment issues found in worker's compensation law, the Americans with Disabilities Act, the Fair Labor Standards Act, OSHA, family leave acts, and the legal issues involved in interviewing, hiring, discipline, and firing. Prerequisite: BUS/LAW 110 and sophomore standing.)

BUS 226 Personnel Supervision (3)

Study of the principles of authority and responsibility, delegation and communication; organization charts, job descriptions, policies and procedures; employee motivation, discipline and performance evaluation.

BUS 230 Principles of Electronic Commerce (3)

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

BUS 231 Interviewing Skills and Case Management (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. The documentation, reporting and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as COM and HSV 231.)

BUS 233 Group Process: Theory and Practice (3)

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

BUS 242 Statistics (3)

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

BUS 300 Business Writing (3)

Being successful in business requires an ability to communicate effectively in writing. This course focuses on appropriate techniques for framing and communicating various types of information. Prerequisite: ENG 101.

BUS 317 Business Analytics (3)

This course is an introduction of the use of data driven, analytical, and computing approaches for effective business decision making. Students will be introduced to the fundamentals of business analytics, the role of analytics in business performance, and the tools that can be used to perform analytics in different business functions. The course will provide a foundation for students to develop skills in these areas and enhance their knowledge and marketability.

BUS 321 Financial Management (3)

A study of the principles governing the financial operations of business, the tools of financial analysis, the methods of financing an organization, capital budgeting, mergers, reorganizations, and bankruptcy. The role of accounting information in the financial management process is emphasized. Prerequisites: ACC 161, 162, and MTH 112. Recommended: MTH 242.

BUS 322 Investments (3)

The purpose of this course is to enable the student to gain an understanding of various financial investments from an individual and, to a lesser degree, an institutional viewpoint. Techniques of analysis of stocks, bonds, and other investments will be studied. The student will also develop an appreciation of the importance of different financial models and markets of the American free enterprise system.

BUS 323 Management Concepts: Theory and Application (3)

The study of the fundamental principles and techniques employed in the administration and management of organizations. Management functions, including planning, organizing, staffing, directing, coordinating, reporting and budgeting, are covered as well as leadership, interpersonal relations and decision-making. A discipline-specific research project ties application to theory. Prerequisite: 30 semester hours

BUS 325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management.. (Also listed as PSY and SOC 325.)

BUS 327 Human Resources Management (3)

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

BUS 328 Leadership (3)

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

BUS 329 Business Communication (3)

Communication is essential for all business professionals. Business Communication teaches students to communicate their ideas through writing, presenting, and interpersonal discussions. Students are introduced to current business communication technologies and techniques, and to longstanding principles for communicating individually. Students will create several written assignments, give a variety of business presentations, and develop interpersonal communication skills.

BUS 330 Project Management (3)

This course will provide the student with an understanding of methods and practices in the field of project management. Project and program management is one of the fastest growing professions in today's business world. This course will study the functions involved in project and program management and allow the student to develop a full understanding of every aspect needed to become a competent project management professional. Students will use project management software for an assigned project during the semester. Prerequisite: BUS 323 or permission of the program director. (Also listed as BIS 330).

BUS 331 Money and Banking (3)

A descriptive and analytical study of the basic principles of money, banking, and finance as they are related to business and public policy. A study of the creation of the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: ECO 131. Recommended: MTH 112. (Also listed as ECO 331.)

BUS 334 Principles of Marketing (3)

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

BUS 335 Consumer Behavior (3)

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

BUS 336 Principles of Advertising (3)

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

BUS 338 Public Relations (3)

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

BUS 339 Sales (3)

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

BUS 340 Employee Training and Development (3)

Students are introduced to the methods of assessing employee training needs, designing curriculum and training materials, techniques for delivering training in an appropriate fashion and evaluating results of training efforts in terms of subsequent contributions to an organization.

BUS 345 Employee Relations (3)

The goal of this course is to help develop the knowledge, skills, and understanding needed in a productive work environment. The course will also include the study of unionization and collective bargaining in the public and private sectors, the mediation and arbitration process, and current issues in labor relations.

BUS 347 Business Research Methods (3)

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

BUS 348 Risk Management (3)

An introduction and analysis of various aspects of risk management, where risk is encountered in individual life, as well as in business. Risks from operations, investment, credit, liquidity, and capital are discussed. A significant focus is on risk reduction and transfer mechanisms, including insurance and how it is applied in the individual, public, and private organizational environments. Prerequisites: BUS 321.

BUS 391 Independent Study (1-3)

Special interest project undertaken and developed by the student. Prerequisite: departmental approval.

BUS 397 Partnership Internship (2)

The internship is an actual work experience in a business organization, using business management techniques. The intern is provided the opportunity to incorporate classroom learning with practical experience at the work site. The Partnership Internship must be completed with an affiliated company for at least 2 credits hours.

BUS 410 International Business (3)

This course will study the world of international business and gain insight on global thinking. It will focus on seven main concepts; globalization, cultural differences, global politics, international trade and investment, international management and strategic management. Prerequisites: BUS 101, BUS 334, and ECO 131 or the equivalents.

BUS 417 Advanced Business Analytics (3)

This course is a continuation of the Business Analytics course. It focuses on the sophisticated use of analytics in organizations as they perform strategy identification, effective decision making and successful execution of strategies. The students will learn how to apply technologies such as Microsoft Excel application to solve complex business problems.

BUS 423 Entrepreneurship (3)

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

BUS 429 Strategic Communication (3)

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

BUS 450 Retirement Planning (3)

For students interested in financial planning, this course is designed to provide preparation on financial issues of retirement: income planning, Social Security, Medicare, long-term care insurance, distributions from retirement plans, guardianships, conservatorships, durable powers of attorney and living trusts. The implications of employee benefits related to retirement will also be covered. Prerequisite: BUS 322.

BUS 452 Estate Planning (3)

This course provides finance students with a comprehensive review of estate planning topics such as estate and gift taxes, various issues related to trust planning and administration, property ownership issues, life insurance, private annuities, postmortem tax planning and charitable giving. Prerequisite: BUS 322.

BUS 453 Marketing Research (3)

A study of the fundamental techniques of marketing research, including questionnaire construction, determination of market potentials, sampling theory, interpretation of results and report presentation. Prerequisite: BUS 334 and MTH/PSY/BUS 242 or permission. (Also listed as PSY 453)

BUS 454 Production/Operations Management (3)

The myriad of decisions made at all levels of a service or manufacturing organization should foster its long-term goals. This integrative course focuses on strategic, tactical and operational decision-making techniques. Decision-making areas covered include: service design, facility location, inventory, procurement, just-in-time, MRP I and II, project planning, and total quality management. Prerequisites: ACC 162, and MTH 242.

BUS 455 Financial Strategy Simulation (3)

Decisions in the finance department affect every level of an organization. This comprehensive simulation course provides students the opportunity to analyze the impact of various financial decisions. Prerequisites: BUS 321, BUS 322, MTH 242

BUS 460 HR strategy (3)

A key element of an organization's success is its human capital. This course will cover the role HR management plays in establishing business policies and in fulfilling competitive strategies. Students will develop a strategic HR plan as one outcome of the course. Prerequisites: BUS 212, BUS 327, BUS 340, and BUS 345 or permission of the program director.

BUS 492 Directed Readings (1-3)

An individual study course designed to allow a student to pursue special interests within the field of business. Prerequisite: departmental approval.

BUS 493 Career Exploration (Job Shadowing) (1)

This course provides a student with real-world experience through our business partnerships. The student is expected to go through career exploration by being attached with a person currently pursuing a career the student has an interest in. The career exploration class is planned and coordinated by the student's academic advisor and the supervisor of the partnering organization.

BUS 496 Business Policies Seminar (4)

A study of business problems from a top management perspective. Actual business situations are studied via the case study method. Students are involved in preparation of an industry study that is related to cases being studied. Prerequisites: 21 hours BUS and senior standing or permission.

BUS 497 Internship II (2)

The internship is an actual work experience in a business organization, giving students an opportunity to incorporate classroom learning with practical experience. Prerequisite: permission of the program director. **Requirements for permission:**

1. Enrollment in the bachelor of science in business administration program;
2. Enrollment in the last year of course work, or permission of the BSA program director;
3. GPA of 3.0 in business administration 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. Two letters of recommendation from CSM faculty—preferably one written by a BUS professor and one by outside source knowledgeable of work abilities;
2. Current resume;
3. Written statement of the applicant's qualifications, goals and objectives for the internship program;
4. Interview with the business administration program director and advisor.

Business Information Systems

BIS 101 Introduction to Computers (3)

This is an introductory course in the theory and use of computers. Students will learn how hardware, software, and people work together in an information society. Students with minimal skills will learn to enhance their personal productivity and problem solving skills by applying information technologies to problem situations and by designing and using small information systems for individuals and groups. This prerequisite course enables students to improve their skills as knowledge workers. The emphasis is on personal productivity concepts using functions and features in computer software such as spreadsheets, presentation graphics, and word processing. Topics explored will include the difference between system software and application software, computer files and data storage, computer architecture, local area networks, and the Internet. Labs, both in class and self-directed, provide hands-on experience with the Internet, word processing, spreadsheet, and presentation applications. Computer lab work outside of class is required. Prerequisite: None.

BIS 104 Computers in Education (3)

This is an introductory course in the theory and application of computers in education. Students will learn how hardware, software, and people work together in an information society. Labs, both in class and self-directed, provide hands-on experiences with the Internet, word processing, spreadsheet, and presentation applications. Computer lab work outside of class is required. Prerequisites: None.

BIS 140 Programming Concepts (3)

This course provides an introduction to elementary computer programming. It lays a foundation for subsequent language specific programming languages that are taught in later courses. The course presents object oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications using data structures including indexed files. It includes the use of logical and physical structures for both programs and data. Programming in traditional and visual development environments that incorporate event-driven, object-oriented design is explored. Language independent topics include variables, expressions, statements, sequential execution, selection, iteration, subroutines, simple data structures, structured programming, algorithm development, and debugging. Prerequisite: BIS 101 or BIS 220.

BIS 143 Application Programming using C++ (3)

This course provides an introduction to elementary computer programming using the C++ language. Topics covered include variables, expressions, statements, sequential execution, selection, iteration, subroutines, simple data structures, structured programming, algorithm development, and debugging. Prerequisite: BIS 140 or a programming language.

BIS 190 Special Topics in Information Systems (3)

This course is designed to teach students about current industry driven technologies and new technologies as they appear. Prerequisite: None

BIS 211 Structured Programming I - COBOL (3)

This is an introductory course in the application of COBOL. The course presents the student with generalized techniques for analyzing, designing and developing computer programs using COBOL. This course emphasizes structured design and modularization. Students are introduced to design aides such as pseudo code, structured flow charts and hierarchical charts. Prerequisite: BIS 140 or BIS 143 or a programming language.

BIS 212 Structured Programming II – COBOL (3)

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

BIS 214 Visual BASIC and GUI Design (3)

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

BIS 215 HTML and Web Page Design (3)

This is an introductory course in the design and development of HTML-based web pages. Since creating web pages involves both an understanding of good design principles and a strong knowledge of the tools used to create pages, the class has a dual focus. First, the

course provides coverage of the Hypertext Markup Language (HTML) and how it can be directly used to create simple and advanced pages. Second, students will learn what constitutes good page design. The course also includes extensive coverage of computer imaging. Prerequisite: BIS 101 or BIS 220 or a programming language.

BIS 220 Advanced Business Applications (3)

This is a course in the theory and use of information systems as a tool for organizing, analyzing, and presenting information in a variety of modern professional environments, such as accounting, marketing, productions, sales, etc. Topics include data and information flow throughout the information system: data management using database creation and manipulation, data analysis using spreadsheets, data presentation using multimedia presentation graphics software and desktop publishing, and the integration of Internet resources into each area. Prerequisite: BIS 101 or basic computer literacy skills as determined by CSM self-evaluation form.

BIS 221 Fundamentals of Information Systems (3)

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

BIS 230 Principles of Electronic Commerce (3)

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

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

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

BIS 244 Advanced Visual Basic (3)

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

BIS 330 Project Management (3)

This course will provide the student with an understanding of methods and practices in the field of project management. Project and program management is one of the fastest

growing professions in today's business world. This course will study the functions involved in project and program management and allow the student to develop a full understanding of every aspect needed to become a competent project management professional. Students will use project management software for an assigned project during the semester. Prerequisite: 20 credit hours or permission of the BIS Program Director. (also listed as BUS 330).

BIS 331 Database Systems (3)

This course presents theoretical and practical aspects of database management systems. Students will gain experience with a relational Database Management System (DBMS). Course work includes analyzing database requirements, designing a relational database using the normalization process, and implementing the design using a relational database application. This course covers information systems design and implementation within a database management system environment. Conceptual, logical, and physical data models, and modeling tools; models for databases: relational; design tools; data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; data conversion and post implementation review. Prerequisite: BIS 140 or programming language.

BIS 332 Advanced Database Concepts (3)

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

BIS 350 Hardware and Software Architecture (3)

This course provides technical topics related to computer systems with emphasis on the components, functions, and relationships between hardware architecture, systems software, applications software, and their implementation in the business setting. Principles and application of computer hardware and software will be presented through lecture of the theoretical underpinnings, installation, configuration, and operational laboratory experiences. Prerequisite: BIS 101 or BIS 220.

BIS 355 Application Programming: C (3)

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

BIS 360 Computer Networks (3)

The focus of the course is on the technological and managerial implications of hardware, software, and communications as they relate to information systems networking. Students will gain in-depth experience of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW. Data communication and telecommunication concepts, models, standards, and protocols will be studied. Installation, configuration, systems integration and management of infrastructure technologies will be practiced in the laboratory. This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. The students study the ISO OSI Reference Model in-depth. Prerequisite: BIS 350 .

BIS 365 Information Systems Security (3)

The course encompasses all areas of security including: personnel security, security regulations, physical security, transmission security, risk analysis, emission security, and cryptographic security. Prerequisite: BIS 350.

BIS 380 Information Systems Theory and Practice (3)

Students who have constructed personal information systems will be exposed to the theory of the Information Systems discipline. Application of these theories to the success of organizations and to the roles of management, users, and IS professionals are presented. This course provides an understanding of organizational systems, planning, and decision process, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and practice essential for providing viable information to the organization and outlines the concepts of IS for competitive advantage. Prerequisite: BIS 143 or BIS 211 or BIS 331.

BIS 391 Independent Study (Optional) (3)

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

BIS 461 Systems Analysis and Design (3)

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

BIS 470 Internship (3-6)

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

Requirements for acceptance to BIS 470:

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

Application includes the following:

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

BIS 480 Information Resources Management (3)

This course lays the foundation for the Capstone course. Students will extend their knowledge by evaluating cases, implementing an information system in an emerging

systems environment. A wide variety of case studies are used to provide students with the skills to evaluate and provide solutions to a variety of problems in different situations. This course covers physical design and implementation of information systems applications in response to business problems. Prerequisites: BIS 230 and BIS 331.

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

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

BIS 493 Current Topics in Business Information Systems (3)

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

Business Leadership and Management

BLM 210 Practice of Leadership (3)

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

BLM 220 Business Communication (3)

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

BLM 230 Dynamics of Organizational Behavior (3)

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

BLM 240 Teambuilding & Group Process (3)

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

BLM 250 Human Resource Management (3)

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

BLM 310 Marketing Management (3)

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

BLM 320 Business Statistics (3)

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

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

BLM 330 Negotiation & Conflict Management (3)

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

BLM 340 Legal Environment of Business (3)

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

BLM 350 Leading Projects in Contemporary Organizations (3)

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

BLM 410 Action Research (4)

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

BLM 415 Financial Management (3)

A study of the principles governing the financial operations of business, the tools of financial analysis, the methods of financing an organization, capital budgeting, mergers, reorganizations, and bankruptcy. The role of accounting information in the financial management process is emphasized.

BLM 420 Critical and Systems Thinking (3)

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

BLM 425 Operations Management (3)

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

BLM 430 Strategic Management (3)

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

BLM 435 Capstone Entrepreneurship (4)

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

BLM 440 International Business (3)

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

BLM 445 Managerial Economics (3)

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

BLM 450 Management Information (3)

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

BLM 455 Organization Development and Change (3)

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

Chemistry

CHM 100 Fundamentals of Chemistry (3)

Principles of inorganic, organic and biochemistry that is relevant to health care professions. Lecture meets 3 hours per week. Prerequisites: MTH 112 or concurrent enrollment or an ACT of 24 as well as concurrent enrollment in CHM 100L.

CHM 100L Fundamentals of Chemistry Lab (1)

Lab meets 2 hours a week. Prerequisite: Co-enrollment in CHM 100.

CHM 101 Fundamentals of Chemistry Recitation (1)

Students will be allowed to work on difficult concepts under the direction of a faculty member. No new material will be covered. Prerequisites: Co-enrollment in CHM 100.

CHM 102 General Chemistry Survey (3)

A survey of essential fundamental concepts of general chemistry for non-chemistry majors. Lecture meets 3 hours per week. Prerequisite: Successful completion of math competency or permission of the instructor.

CHM 104 Organic Biochemistry Survey (3)

A survey of fundamental concepts of organic and biochemistry for non-chemistry majors. Lecture meets 3 hours per week. Prerequisite: CHM 102 or equivalent.

CHM 110 General Chemistry (4)

A detailed, problem-oriented study of the fundamental principles that govern chemical processes and reactions. Topics include (but are not limited to): Stoichiometry, redox reactions, thermodynamics, atomic structure and chemical bonding, properties of gases, reactions in aqueous solution and intermolecular attractions. Lecture meets 4 hours per week. Prerequisites: Concurrent enrollment in MTH 114 or permission of the instructor.

CHM 111 General Chemistry I Laboratory (1)

A series of experiments designed to demonstrate some of the theoretical principles discussed in CHM 110, through the employment of a variety of laboratory techniques. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 110

CHM 112 General Chemistry II (4)

A continuation of the problem-oriented study of chemical principles, theory and phenomena begun in CHM 110. Topics include (but are not limited to): electrochemistry, kinetics and equilibrium, spontaneity and entropy, orbital hybridization and molecular structure, solution chemistry, acids, bases and buffers. Lecture meets 4 hours per week. Prerequisites: Successful completion of CHM 110/111

CHM 113 General Chemistry II Laboratory (1)

A series of experiments designed to complement the material covered in CHM 112, through the use of a variety of laboratory techniques. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 112

CHM 220 Analytical Chemistry (4)

The theory of modern methods of quantitative analysis. Lecture meets 4 hours per week. Prerequisites: CHM 232/233

CHM 221 Analytical Chemistry Laboratory (1)

Application of the theory of quantitative analysis. Lab will include volumetric, gravimetric, and instrumental methods. Lab: Lab meets 3 hours per week. Prerequisites: CHM 232/233.

CHM 230 Organic Chemistry I (4)

An introduction to the language of organic chemistry, and the theoretical principles that govern organic reactions. Structures and nomenclature of organic compounds, mechanisms of organic reactions, and many types of different organic reactions will be introduced. Lecture meets 4 hours per week. Prerequisites: CHM 112/113

CHM 231 Organic Chemistry Laboratory I (1)

An introduction to the techniques of separation, isolation and purification of organic compounds. Use of various techniques for identification of organic compounds will be introduced. Techniques applied through the preparation of various organic compounds. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 230

CHM 232 Organic Chemistry II (4)

A continuation of the study of organic reactions and their mechanisms. The theory of organic compound synthesis will be introduced, as will the use of spectroscopy as an analytical tool. Lecture meets 4 hours per week. Prerequisites: CHM 230/231

CHM 233 Organic Chemistry Laboratory II (1)

A continuation of the study of organic reactions, isolation and purification of organic compounds, and identification of those compounds through use of chemical and spectroscopic techniques. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 232

CHM 340 Biochemistry (4)

Structure and function of proteins (and enzymes), lipids and carbohydrates are discussed. Energetics of biochemical reactions and enzyme kinetics are included. Lecture meets 4 hours per week. Prerequisites: CHM 232/233 (also listed as BIO 340).

CHM 341 Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 341. (Also listed as BIO 341.)

CHM 342 Special Topics in Biochemistry (2)

Advanced topics in biochemistry are discussed including hormonal action, organ interrelationships in metabolism in mammals, and the major principles of molecular biology. Format: primarily a discussion/seminar course for advanced students. Prerequisite: CHM 340

CHM 361 Instrumental Analysis (3)

This course explores the physicochemical basis and operation of instrumentation used in qualitative and quantitative analysis. Sampling considerations, data processing and

analysis, and instrumental configuration will be discussed for atomic and molecular spectroscopies (UV-Vis, FTIR, and fluorescence), chromatography, electrophoresis, and mass spectrometry. Prerequisites: CHM 232/233 or permission of the instructor.

CHM 362 Instrumental Analysis Lab (1)

A hands-on course aimed at training students in the use and maintenance of modern scientific instruments as well as interpretation of the data acquired. Prerequisites: CHM 232/233 or permission of the instructor.

CHM 450 Physical Chemistry (4)

An introduction to the scientific states and structure of matter, thermodynamics, thermochemistry, equilibrium, kinetics, and quantum theory. Lecture meets 3 hours per week. Prerequisites: CHM 232/233 or permission of the instructor.

CHM 451 Physical Chemistry Laboratory (1)

Laboratory experiments are selected to demonstrate physical chemistry principles by employing a variety of laboratory techniques. Lab meets 3 hours per week. Prerequisite: Taken concurrently with CHM 450.

CHM 473 Research in Chemistry (1-4)

Under the guidance of a faculty member, the student will complete a research project. The results of the research must be written in scientific style as a thesis and approved by two faculty members. A seminar presentation of the student's thesis is required for graduation. Prerequisite: departmental approval.

CHM 491 Independent Study (2-4)

An independent project is selected under the direction of a faculty member. A research paper must be written in suitable scientific style reporting the results of the project. Offered each semester. Prerequisites: advanced standing and departmental approval.

CHM 495 Chemistry Seminar (2)

An integration of special topics that have been approached from different points of view in various courses. Required of seniors whose field of concentration is chemistry. Prerequisites: CHM 232/233.

Communication

COM 100 Survey of Communication (3)

A survey of human interaction on the levels of interpersonal, group, and mass communication. Areas of study include the nature of communication; the perceptions, attitudes, and strategies which influence interaction; the individual as an effective participant in the communication process.

COM 101 Oral Communication Skills (3)

This course focuses on the development of effective skills in oral presentations. It includes the preparation and delivery a variety of oral presentations.

COM 140, 240, 340 (1) Intercollegiate Forensics. Students participating on CSM's Speech Team may register for one hour of college credit per semester, with a limit of 6 hours of credit (two credits at each level). Prerequisite: Permission of the Program Director based on recommendation of the Forensics Coach.

COM 150 News Writing and Reporting (3)

Theory and practice of writing and reporting for print media, including the nature of news, forms, and techniques in gathering and writing news.

COM 160 News Editing (3)

Evaluation, editing, and production of news for print layout. Fundamentals of page design and headline writing, as well as elements of typography and printing.

COM 200 Speech for Elementary Teachers (3)

Theory and practice of communication in elementary education situations. Areas of study include planning and participation in interviews, conducting personal conferences, small group discussions, creative dramatics, public speaking, and other speech activities pertinent to the elementary school.

COM 202 Speech for Language Arts Teachers (3)

Theory and practice of communication in language arts education situations. Areas of study include planning and participation in interviews, conducting personal conferences, small group discussions, creative dramatics, public speaking, and other speech activities pertinent to the middle and secondary school Language Arts instruction.

COM 210 Interpersonal Communication (3)

Interpersonal communication is defined as the symbolic process of creating meaning between 2 persons who have an established relationship. In this course, students will examine both processes and theories of interpersonal communication, as well as critically reflect on their own interpersonal skill competencies. Students will be asked to explore interpersonal communication in their personal relationships, the media, and communication research.

COM 212 Speech for Professionals (3)

Theory and practice of communication in professional situations. Areas of study include communication theory and job-seeking skills in addition to individual and group presentations.

COM 225 Advanced Public Speaking (3)

This course will focus on public speaking in its various forms and seek to polish skills in the preparation, delivery, and evaluation of public speeches. Prerequisite: COM 212 or permission of the instructor.

COM 231 Interviewing Skills and Case Management (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. The documentation, reporting, and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as BUS 231 and HSV 231.)

COM 233 Group Process Theory and Practice (3)

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

COM 306 Intercultural Communication (3)

This class will link the study of communication with the study of culture. It will seek to develop understanding of other cultures and insight on how to effectively communicate with others of cultural backgrounds different than our own Prerequisites: ENG 101 and sophomore standing. . (Also listed as ELA 306 and Graduate level of COM/ELA 506.)

COM 330 Gender and Communication (3)

This course is designed to examine the construction of gender through communication, grounded on the premise that *all* we create--including gender--is accomplished through communication. It examines how (and why) masculinity and femininity are socially constructed and maintained. (Also listed as WST 330.)

COM 365 Mass Media and Society (3)

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

COM 380 Experimental Course (3)

The context and method of this course will vary in accord with current needs and interests. May be repeated for credit or non-credit.

COM 390 Independent Study (3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

COM 460 Communication Internship (3)

This course will use opportunities for on-the-job experiences in the communication field. Prerequisite: permission of program director.

COM 495 (3) Coordinating Seminar. A senior project supervised by a faculty member in the program. The project may be research-based or creative, depending on the interests of the student and decided with the supervising faculty member. Prerequisite: Permission of the Program Director.

Early Childhood Education (ECE)

ECE 101 Introduction to Education (3)

See Education 101.

ECE 231 Play, Creativity, and Artistic Development in Early Childhood Ed (2)

Students select, plan, organize, and evaluate art, music, and drama experiences for children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Play and creativity in the learning environment is emphasized. Includes one hour per week field placement requirement. Concurrent courses: ECE 233 and 235.

ECE 232 Language Arts in Early Childhood Education (2)

Students select, plan, organize, and evaluate activities that facilitate language skills development in reading, writing, speaking, and listening. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and

pedagogy. Theories in language acquisition are presented. Includes one hour per week field placement requirement. Concurrent courses: ECE 234 and 236.

ECE 233 Health, Safety, and Nutrition in Early Childhood Education (2)

Students learn to plan programs that ensure the health, safety, and nutrition of young children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Basic information on managing accidents and injuries, identifying child abuse, and planning health, safety, and nutrition education are included. Includes one hour per week field placement requirement. Concurrent courses: ECE 231 and 235.

ECE 234 Teaching Math, Science, and Social Studies in Early Childhood Education (2)

Students select, plan, organize, and evaluate activities that facilitate learning of mathematical and scientific concepts and social awareness in young children. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes one hour per week field placement requirement. Concurrent courses: ECE 232 and 236.

ECE 235 Observation and Assessment In ECE (2)

Students learn to observe and assess children objectively, analyze their learning habits, and provide for meeting the needs of children. Includes one hour per week field placement requirement. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Concurrent courses: ECE 231 and 233.

ECE 236 Physical Development and Creative Movement (2)

Students select, plan, organize, and evaluate activities that facilitate physical development of young children through physical activity, creative movement, and dance. Students learn to plan and conduct lessons consistent with Nebraska Early Learning Guidelines and K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes discussion of both fine and gross motor development. Includes one hour per week field placement requirement. Concurrent courses: ECE 232 and 234.

ECE 242 Administering Early Childhood Education Programs (3)

Students learn the duties and responsibilities of administrators of early childhood programs. These include preparation, implementation, and evaluation of educational objectives, selection, supervision and evaluation of staff members, budgeting processes, food and health services, discussion of laws and regulations, and development of parent education and community participation. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 334 Curriculum Planning in Early Childhood Education (3)

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

ECE 342 Children's Literature (3)

See EDU 342.

ECE 343 History and Trends in Early Childhood Education (3)

Students evaluate history and philosophical theories and current trends in education and gain experience in applying theories. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 470 Student Teaching: Early Childhood Education (5)

Supervised teaching experience under the direction of a college faculty member and a classroom teacher in the student's teaching area. Prerequisite: permission. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 495 Student Teaching Seminar (2)

See EDU 495. (Also listed as SPE 495.)

ECE 496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. (Also listed as EDU and SPE 496.)

Child Life Studies (CHL)

CHL 337 The Hospitalized Child (3)

This course is designed to help students understand the procedures, illnesses and stress that are experienced by children and families during hospitalization. This course will emphasize both theory and practice in working with children and families for professionals in non-medical areas.

CHL 472 Child Life Practicum Experience(3)

The major purpose of this course is to provide students with a supervised practicum experience to gain clinical skills for working with pediatric patients and their families. Clinical experiences will be gained in the areas of child life programming, emotional responses to the healthcare experience, therapeutic interventions, family centered care, diagnostic and treatment information, documentation methods, and interdisciplinary communication.

Economics (ECO)

ECO 131 Macroeconomics (3)

Introduction to economic principles, problems, and policies with an emphasis on Gross National Product, income, and employment. Problem areas such as inflation and depression are discussed as well as the effect of government monetary and fiscal policies.

ECO 132 Microeconomics (3)

This course investigates the process of production and distribution within the economy. The effects of different market structures upon product price and output as well as the determinants of the demand for labor and other resources are examined. Microeconomics deals with the problems faced by individual firms and households, including consumption, the distribution of wealth, and the price mechanism.

ECO 150 Personal Finance (3)

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

ECO 331 Money and Banking (3)

A descriptive and analytical study of the basic principles of money, banking and finance as they are related to business and public policy. A study of the creation of the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: ECO 131. Recommended: MTH 112. (Also listed as BUS 331.)

ECO 387 Experimental Course (1-3)

A course not regularly scheduled but may be offered according to the needs of the student. Subject matter will vary accordingly.

ECO 391 Independent Study (1-3)

Directed readings and an independent project allow the student to explore a specific area of economics. Prerequisite: departmental approval.

ECO 494 Directed Readings - Economics (1-3)

An individual study course designed to allow a student to pursue special interests within the field of economics. Prerequisite: departmental approval.

Education (EDU)

EDU 101 Introduction to Education (3)

Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 101.)

EDU 201 Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, production and organizational software, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 240 Guidance and Classroom Management (3)

Students learn techniques, models and psychological theories related to managing individual and small and large group learning activities. Practical methods are emphasized that enhance self-control and provide healthy classroom environments. Common behavior problems of pre-K through grade 12 students and exceptional children and assessment

techniques are addressed. Effective collaboration in teams and communication skills with students, families and professionals are emphasized. A 20-hour service-learning component provides experience in implementation of the knowledge and skills learned in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 240 and SPE 240)

EDU 312 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including cognitive, language, psychosocial, and moral development. Discussion centers on thinking skills, problem solving, and motivation in the classroom. Students learn strategies used in assessment and evaluation of learning. Field experiences include 20 hours in an environment that matches the level of learners of the anticipated certification. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as PSY 312.)

EDU 315 Assessment of Learners (3)

Assessments and tests are an essential part of the instructional process. When designed and used appropriately, they can effectively evaluate and enhance student learning and inform instruction. This course is designed to introduce students to key concepts and issues in classroom assessment and large-scale, standardized educational assessment.

EDU 342 Children's Literature (3)

Students interact with a wide variety of children's literature that is representative of ethnic and cultural diversity. Critical appraisal in light of significant authors and illustrators, quality of writing and appropriateness of topic to age and/or experience level are emphasized. Techniques and procedures for promoting lifelong reading habits are explored. A service-learning project is a requirement in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 342.)

EDU 350 Teaching Reading and Language Arts (4)

Instruction centers on theoretical background, Nebraska and National Standards in Reading and Language Arts. Content emphasizes organization of programs, effective teaching methodologies, and varied instructional materials for all students in elementary and middle school literacy settings. Techniques for enhancing literacy skills, verbal and written expression are emphasized. Directed practicum of 40 hours is provided in local schools. Appropriate technology is integrated into instruction of content and pedagogy.

EDU 351 Teaching Reading: Middle and Secondary Schools (3)

This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and National Standards and assessment techniques used in middle and secondary settings. Clinical activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Implementation of knowledge of this curriculum is achieved in a directed reading practicum of 40 hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 353 Teaching Natural and Social Sciences: Elementary and Middle (3)

Study combines content methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

Implementation of content and methodologies presented in “hands on” activities is achieved in practicum experiences of 32 hours and in planning and teaching units of study.

EDU 355 Teaching Mathematics: Elementary and Middle (3)

Students learn current trends and strategies in teaching elementary and middle level math, including content, methodology, and appropriate materials. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of teaching strategies is achieved in practicum experiences of 32 hours.

EDU 357 Teaching Health and Physical Education (3)

Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are presented in physical education segments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 360 Teaching Middle School and Secondary Students (3)

The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments for these students. Instruction explores teaching methods, learning styles, motivation, teaming and classroom management, planning and presenting techniques, and student evaluation. Students complete a teaching practicum of 40 hours in a middle or secondary school.

EDU 372 Integrating Fine Arts Instruction Into the Classroom (3)

Designed to provide prospective teachers with practical implementation of integrating fine arts: art, music, drama and dance (visual and performing arts) into the classroom curriculum. Basic concepts and instructional techniques of each area will be examined with an emphasis of infusion into the academic curriculum. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 375 Human Relations in a Multicultural Society (3)

Students identify characteristics of various ethnic groups that relate to learning, working, and living in our pluralistic society. Students develop strategies for assisting people in living jointly in our pluralistic society. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 415 Teaching ESL (3)

A course focused on exploring instructional methods and materials to teach English as a Second Language (ESL). Methods and materials will be evaluated for age appropriateness and cultural sensitivity. (Graduate Level EDU 515)

EDU 425 Assessment of ESL Learners (3)

Designed to acquaint educators with assessment instruments and evaluation procedures including language proficiency testing, entry and placement procedures, theories of second language acquisition, and selection, development, and evaluation of curriculum based on language proficiency. (Graduate Level EDU 525)

EDU 427 History, Philosophy and Trends in Education (3)

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions center on all levels of education from preschools to secondary schools. Students prepare a major research paper. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisites: EDU 350 or 351, or permission.

EDU 430 Diagnosis and Evaluation of Reading (3)

This course is designed to provide teachers with assessment procedures for students on an achievement spectrum from below grade level to above grade level and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. 40 hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisites: EDU 350. (Also listed as SPE 430.)

EDU 450 Content and Practice for Substitute Teachers (1)

To provide prospective substitute teachers with information regarding procedures, classroom content and management, diversity issues, and expectations to help them achieve success within substituting. The subject matter and methods for this course vary from semester to semester in light of current trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: 60 semester hours.

EDU 470 Student Teaching: Primary (5 or 10)

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

EDU 471 Student Teaching: Intermediate/Middle (5 or 10)

See Education 470. Prerequisite: permission.

EDU 472 Student Teaching: Secondary (5 or 10)

See Education 470. Prerequisite: permission.

EDU 473 ESL/K-12 Practicum (3)

A practical experience teaching English as a Second Language in an age-appropriate setting under supervision. *Prerequisites:* ESL Methods, Assessment of ESL Learners and foreign language competency. (Graduate Level EDU 573)

EDU 481 Experimental Course (3)

The subject matter and methods for this course vary from semester to semester in light of current trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 482 Special Topics (3)

The subject matter and methods for this course vary from semester to semester in light of current trends.

EDU 490 Directed Readings: Reading and Writing (3)

Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: EDU 350 or 351 or permission.

EDU 491 Independent Study (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

EDU 495 Student Teaching Seminar (2)

The student teacher seminar is to provide an opportunity and environment for student teachers and college faculty to share and discuss problems, success, teaching methods, and innovations of mutual interest. Student teachers are encouraged to share their ideas, insights and observations, for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organizational skills and ethical behaviors for successful employment in a teaching career. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

EDU 496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE and SPE.)

English (ENG)**ENG 099 Developmental English (3)**

English 099 is a basic writing course, designed to introduce students to college writing and prepare them for the similar, but more demanding, writing of English 101, the entry-level writing course. Students who pass the course are able to write a developed, unified, and cohesive expository essay. Placement in this course is determined by ACT scores or placement examination.

ENG 101 Composition (3)

Instruction and practice in the fundamentals of effective written composition, critical reading, and writing. Prerequisite: successful completion of English Placement Exam or ENG 099.

ENG 102 Advanced Composition (3)

Continued instruction and practice in critical reading and writing, and research techniques. Prerequisite: ENG 101. Can be substituted for Eng 101 if certain requirements are met: ACT scores of 26 in English, plus satisfactory writing sample during the first week of class.

ENG 103 Research Paper (1)

A course that will provide instruction and practice in the process of writing a research paper. Must have completed the equivalent of the rhetorical part of ENG 101 but lack the research paper experience.

ENG 105 Introduction to Literature: Short Story and Drama (3)

An introduction to the major forms of short story and drama. By a study and analysis of works, students will discover the characteristics of these two genres. Prerequisite: ENG 101.

ENG 106 Introduction to Literature: Novel and Poetry (3)

An introduction to the major forms of the novel and poetry. By the study and analysis of works, students will come to a better understanding of these two genres. Prerequisite: ENG 101.

ENG 202 World Literature: Studies in the Novel (3)

A selective study of significant novels by American, British, Asian, African, or European novelists. Study will include the characteristics of fiction. Prerequisite: ENG 101.

ENG 203 World Literature: Studies in Poetry (3)

A selective study of the structure, form, and meaning of poetry from a variety of world cultures. Prerequisite: ENG 101.

ENG 204 World Literature: Studies in the Short Story (3)

A study of the theory and practice of the short story as illustrated by works of 19th, 20th and 21th century writers from around the world. Prerequisite: ENG 101.

ENG 210 Writing Literary Non-Fiction I (3)

An intermediate reading and writing workshop in various kinds of personal narrative prose—memoir, essay, profile, journal, blog. Prerequisite: ENG 101

ENG 212 Creative Writing I (3)

An intermediate reading and writing workshop in poetry. Prerequisite: ENG 101

ENG 231 American Literature I (3)

A study of the major forms, works, themes, and writers in American literature from colonial times to 1865. Prerequisite: ENG 101.

ENG 232 American Literature II (3)

Selected readings from 20th and 21st century American writers, focusing on the diversity of modern American literature. Prerequisite: ENG 101.

ENG 241 British Literature: Beowulf to the Neoclassic (3)

Literary movements, genres, and works from Beowulf through the 18th century. Prerequisite: ENG 101.

ENG 242 British Literature: Romantics Through Modern (3)

A survey of the literature of 19th and 20th century England. Selections from a variety of genres will be analyzed. Prerequisite: ENG 101.

ENG 251 World Literature I (3)

Selected readings in ancient Greek literature and in the European literature of the Middle Ages. Prerequisite: ENG 101.

ENG 252 World Literature II (3)

Selected readings in European, African, South American, and Asian literature from the Renaissance to the present. Prerequisite: ENG 101.

ENG 255 Contemporary Literature (3)

A study of representative works from 1950 to the present. Includes a variety of genres and themes. Prerequisite: ENG 101.

ENG 257 Women and Film (3)

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

ENG 258 Contemporary Drama (3)

An exploration of contemporary drama: its structure, its ideas, and its direction. Plays by important playwrights from around the world will be analyzed for their relevance to modern issues and for their artistic merit. Prerequisite: ENG 101.

ENG 262 Literature for Young Adults for Teachers (3)

This course includes the study of some traditional and contemporary works written for or about young adults. The works studied will be evaluated for their artistic merit and for their insights into the adolescent stage of human development. Prerequisite: ENG 101. Does not fulfill Core curriculum requirement. For Education majors only.

ENG 263 Science Fiction (3)

An investigation of a genre of increasing importance in a technological world and how it relates to changing social structures and values. Prerequisite: ENG 101.

ENG 266 Images of Women in Literature (3)

Women have been stereotyped (and have played stereotypes) in life; these traditional images are reflected in literature. The study of these images of women is through writings from various places around the world and from different time periods. Prerequisite: ENG 101. (Also listed as WST 266.)

ENG 310 Writing Literary Non-Fiction II (3)

An advanced reading and writing workshop in contemporary prose forms. Prerequisite: ENG 210 or departmental approval.

ENG 312 Creative Writing II (3)

An advanced reading and writing workshop in poetry. Prerequisite: ENG 101 or departmental approval.

ENG 320 Linguistics for Teachers (3)

A study of the structure of the English language. Includes units on lexicography, semantics, and dialects. Prerequisite: ENG 101. Does not fulfill Core curriculum requirement. (Graduate Level ENG 520)

ENG 322 The English Language (3)

A survey of the stages of development of the English language from Anglo-Saxon to contemporary English. Prerequisite: ENG 101. Does not fulfill Core curriculum requirement.

ENG 343 Shakespeare (3)

Shakespeare as a dramatist and poet. A reading of representative plays, including comedy, tragedy, history, and romance. Prerequisite: ENG 101.

ENG 344 British Romantic Literature (3)

An exploration of the terms "Romanticism" and "romantic" through close readings of the poetry and prose of William and Dorothy Wordsworth, Percy Bysshe and Mary Shelley, John Keats, Lord Byron, William Blake, and Samuel Taylor Coleridge. Prerequisite: ENG 101.

ENG 345 Victorian Literature (3)

A study of the shorter fiction written by major British authors during the reign of Queen Victoria (1837-1901), and of its enduring claims on our attention today. Prerequisite: ENG 101.

ENG 346 Women's Spiritual Journeys in Literature (3)

A study of 20th century American narratives by women that explore the nature of women's spiritual experiences. Prerequisite ENG 101. (Also listed as WST 346.)

ENG 355 Women/Novels/Film (3)

A study of the respective narrative systems of film and novels, featuring modern American novels and films. Prerequisite ENG 101 (Also listed as WST 355.)

ENG 356 American Memoir (online) (3)

An intensive study of 20th century American memoir. Prerequisite: ENG 101.

ENG 357 Studies in Authors: British (3)

An intensive study of selected genres, themes, movements, or authors in modern and contemporary British literature. Prerequisite: ENG 101.

ENG 358 Studies in Authors: World (3)

An intensive study of several significant world authors grouped according to a common theme or genre. Prerequisite: ENG 101.

ENG 365 World Literature: Myth and Fantasy (3)

An investigation of myth and fantasy, both sacred and secular, as "equipment for living." Prerequisite: ENG 101.

ENG 368 Women Writers (online) (3)

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

ENG 381-389 Experimental Courses (3)

The subject matter and method of these courses will vary from semester to semester in line with current trends.

ENG 490 Honors Reading (1-3)

Independent reading in an area of special interest carried out under faculty direction. Prerequisite: departmental approval.

ENG 491, 492 Independent Study (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

ENG 493, 494 Independent Writing Project (1-3)

Individualized writing projects supervised by the English faculty. Prerequisites: departmental approval, ENG 101 and 310 or 312.

ENG 495 Coordinating Seminar (3)

In-depth study on selected topic under the direction of an English faculty member and presentation of the seminar paper at the annual Symposium. Senior English majors only. Prerequisite: departmental approval.

Experiencing the Liberal Arts (ELA)**ELA 203 The Detective Novel and Society (3)**

This course is designed to make students aware of the cultural richness and depth to be found in the detective novel. It will focus on the question of what can be learned about our culture and other cultures from the reading of these novels. The works to be studied and compared deal with broader issues than the traditional "whodunits." Some of those larger considerations are gender issues, historical situations, social commentary, ethnic differences, and religious customs. Prerequisites: ENG 101 and sophomore standing.

ELA 204 Drugs and American Society (3)

The course will explore both the attitudes and the practices of Americans regarding the use of intoxicating drugs. This phenomenon will be considered from a variety of perspectives; historical, biological, psychosocial and philosophical. Such study will provide perspective on many current drug-related issues. Prerequisites: ENG 101 and sophomore standing.

ELA 205 Music Around the World (3)

This class will combine the disciplines of anthropology and music to expose students to a broad understanding of people in various societies and cultures. Prerequisite: ENG101 and sophomore standing.

ELA 207 Pulp Law (3)

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

ELA 208 Breathtaking Decisions-Life and Death Issues in Bioethics (3)

This course adjudicates selected contemporary issues in bioethics. Issues addressed in the course include cloning, stem cell research, contraception, abortion, Assisted Reproductive Technology (ART), and genetic engineering from the natural law, personal perspective that grounds the Catholic moral tradition. The procedural method of the course models for the student the integration of theory and practice that is essential to sound moral decision-making. Prerequisite: ENG 101 and sophomore standing.

ELA 266 Finding Your Voice (3)

In this course students will become acquainted with the way in which people respond to voice quality and tone, thus providing them with creative options for asserting themselves or otherwise participating in all areas of verbal interaction. Students will explore voice physically, psychologically and socially and will study voice in the contexts of the dramatic arts, literature, psychology, and anthropology. Through written papers, monologues and interviews, students will learn the intricacies of vocal exchange, learning that the way a statement is made is just as important as the words that comprise it.

ELA 302 A.B.U.S.E. - Awareness, Beliefs, Understanding, Strategies and Empowerment (3)

This course will explore the concept of human abuse as it relates to women from a psychological and health perspective. It will assist students to understand how abuse has impacted men's, women's, and children's roles, relationships, self-esteem, and their ability to adapt to societal expectations. Content areas include an historical overview, media, and treatment. Prerequisites: ENG 101 and sophomore standing.

ELA 303 Visiting the Past (3)

This course will utilize the vehicles of imagination and scholarship to engage in a sort of time travel. The disciplines of history and anthropology will be combined to provide the information and insights necessary to understand the lives of human beings in other times and places. Three questions will be central to the course: What was it like to be alive? How did the people of that time and place make their lives meaningful? How does an understanding of people in another time and place affect the views of our own lives? Prerequisites: ENG 101 and sophomore standing. (Junior standing recommended.)

ELA 304 American Cinema (3)

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

ELA 305 Women of the Americas: Freedom, Justice, Equality, Respect (3)

The study of women in Canada, the United States, and Latin America. Issues of hierarchy and liberation, poverty and opportunity, gender and protest, and exploitation and justice in various ethnic groups will be discussed. Prerequisites: ENG 101 and sophomore standing. (Junior standing recommended.)

ELA 306 Intercultural Communication (3)

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

ELA 307 Open-Eyed Justice: The Changing Face of Conflict Resolution in USA (3)

This course will examine the history of European, British and American law as well as the Nebraska Dispute Resolution Act and formal methods of conflict resolution. The hypothesis that interest-based conflict resolution is occurring because of the feminization of the work force and legal profession will be posed. Prerequisites: ENG 101 and sophomore standing.

ELA 308 Stories We Live By: How Myth Shapes Our Lives (3)

Explores the nature of myth and the role that these cultural stories play in literature, music, other disciplines, and in our own lives. Students will identify and examine women's roles in stories and women's scholarship in this field. Students will seek to discover their own cultural, family, and personal myths. Prerequisites: ENG 101 and sophomore standing. (Junior standing recommended.)

ELA 309 Narratives of the Holocaust (3)

Personal narratives are used in this course to study the shattering impact that Nazi policies of extermination had upon the lives of individual human beings. By combining the study of history and literature, students are given the opportunity to examine both the historical

context of the Holocaust and the ways in which particular women and men used writing in the service of both historical memory and personal survival. Prerequisites: ENG 101 and sophomore standing.

ELA 310 Utopia: From Women's Points of View (3)

This course is designed to introduce students to the concept of utopian worlds, particularly ideal worlds from women's points of view. The course will deal with the following topics: Utopian worlds, patriarchy, concepts of God, desire for immortality, uses of power, and uses of language. Prerequisites: ENG 101 and sophomore standing. (Also listed as WST 311.)

ELA 315 Self, Society, and Service (3)

This course explores the concepts of volunteering and service as they relate to individuals and the community from health perspectives. The mental and physical health of members of our society is affected by their occupational and leisure activities. These activities should begin at a young age so patterns of positive health promotion are established throughout the lifespan. Involvement in community service provides meaning and purpose in people's lives. Such qualities may in turn have protective effects on health outcomes. Volunteering offers opportunities for persons to help solve critical community needs, develop new skills, and open alternative career paths. These opportunities, in turn, reinvigorate the health of the community and promote satisfaction among community members. The content areas will include but not be limited to a historical overview of service and volunteerism, the benefits to individuals and the community, current trends, life-span efforts, occupational opportunities, and the concept of service-learning. This is a web-enhanced course. Prerequisite: ENG 101 and sophomore standing.

ELA 320 Liberty and Justice (3)

Examines the protection of individual freedoms through the Constitution and the Bill of Rights. Students will critically evaluate the legal and moral issues inherent in the personal rights embodied in the Bill of Rights. Students will be provided with a background in legal and moral theory and terminology and will use such knowledge to discuss the importance of protecting and promoting individual freedom in modern society.

ELA 325 Experiencing Latin American Cultures (3)

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

First Year Seminar (FYS)

FYS 101 Science and Social Issues (1)

This seminar will offer students the opportunity to explore the social issues presented by the implementation of scientific knowledge and advancements. Students will critically examine how science can benefit and/or harm societies and the environment.

FYS 102 Earth Wisdom (1)

This seminar will focus on the work of various writers and filmmakers that imparts "Earth Wisdom". The following question will be addressed: how can people live in a way that is nourishing and respectful to the land, to wildlife, to the well-being of the human community, and to the spiritual sustenance of all?

FYS 103 Music and Poetry (1)

This seminar explores the unique relationship between poetry and music and the ways in which these art forms complement and enrich each other.

FYS 104 How Art Made the World (1)

This seminar is an introduction to the history of art and its influence on the development of culture. Students will be exposed to the processes of art making through a historical look at human creativity.

FYS 105 Historical Texts and the Movies (1)

The seminar will study the benefits and hazards of using film as a primary source for the study of an historical period. Students will think critically about how movies can both enlighten and mislead us about the past.

FYS 106 The Psychology of Prejudice (1)

This seminar will involve the exploration and study of prejudice, including stereotyping and discrimination. Students will critically examine their own perspectives and biases, as well as those of diverse others.

FYS 107 Rhyme and Reason (1)

This seminar will be a study of contrasts between the language of poetry (Rhyme) and scientific prose (Reason) or the relation between language and thought, one of the oldest mysteries we know of in every civilization and culture. The seminar will focus on ways of thinking that are so common that they are taken for granted, for example, the naming of things.

FYS 108 Being a Global Citizen (1)

This seminar will explore how to integrate cross-cultural experiences into a plan of study with the ultimate goal of becoming a global citizen. Today's students must prepare themselves for these activities by learning new languages, being open to exchange experiences and seeking to broaden their horizons. Women need to be encouraged to take advantage of these opportunities during their academic preparation so as to be open to life-changing events.

FYS 109 D1 Women and the Law (1)

This seminar will explore the evolution of the legal protection and empowerment of women in the United States. Students will study current legal issues that directly affect the lives of women in American society. Students will become more aware of women's legal issues and will critically analyze whether such laws are applied in a fair and consistent manner.

FYS 110 Science and Sustainability (1)

This seminar will explore the current state of the global environment and the concept of sustainability in order to increase the students' understanding of the earth's limited capacity to support all forms of life and to provide for the needs of human society. Students will investigate opportunities to reduce negative environmental impacts and formulate innovative improvements.

FYS 111 The Mercy Mission (1)

This seminar will discuss the historical reference of Catherine McAuley and the roots of the Mercy Mission in Ireland and how these factors influence and relate to College of Saint Mary today. The seminar will also include an in depth study of the Irish heritage of the Mercy Mission.

FYS 112 Women as Leaders (1)

This seminar will focus on women's roles in leadership in the 21st century. Students will be introduced to the history and issues of women in leadership and the steps to becoming leaders. Students will also have the opportunity of determining their personal leadership styles.

FYS 114 Women of Courage (1)

This seminar will examine the lives and works of women throughout history who have exhibited courage in the face of injustice or social needs. History does not frequently record the deeds of women, therefore, the deeds of many of them have not been taught. Their examples, however, can be sources of courage for women today.

FYS 115 Financial Literacy & Stewardship (1)

This seminar is built on the premise that life is filled with choices which reflect personal values. Those who have the skill-sets to identify good choices and take advantage of them have the power to better their lives and positively affect the society around them. This seminar provides students with a foundation in career life-planning and goal-setting. Students will explore methods to balance action with good financial decisions.

History and Political Science (HPS)**HPS 110 American Government (3)**

An overview of the Federal government, including the study of its executive, legislative and judicial branches and their relationships to each other. Current issues in foreign and domestic policy are also dealt with in the course.

HPS 131 History of the United States to 1865 (3)

An inquiry into how, by studying the origins of the United States of America, we can better understand American society, culture, and politics today. Special attention is given to the topic of the witch trials in Salem, the role of key personalities in American politics, the American Revolution, slavery, and the Civil War. The course also seeks to shed light on our own day-to-day living by contrasting contemporary culture with that of Antebellum America.

HPS 132 History of the United States since 1865 (3)

This course surveys the remarkable story of America's rise to becoming a world superpower and the consequences of this new role for both Americans and others throughout the globe. Emphasis is placed upon the following: Reconstruction and the post-Civil War industrial boom, America's becoming an imperial power with the Spanish American War; the decision to fight in World War I; our response to Japan's attack on Pearl Harbor in 1941 and Hitler's declaration of war on the U.S.; assessment of the origins and significance of the Cold War, including our involvement in Korea and Vietnam; and the development of what we recognize today as "modern" American life, including critical assessment of the civil rights and general cultural upheavals of the 1960's and their continued influence on our lives today. This course includes instruction in effective use of the Internet as a tool for historical study.

HPS 160 World Geography (3)

This is a course in cultural geography. In essence, it is an investigation into how we may better understand our own society by studying other nations and cultures.

HPS 210 American Foreign Policy (3)

Investigation into the origins, practice, and consequences of American foreign policy. Special attention is given to World War II, the Cold War, and Vietnam.

HPS 236 History of the Sixties (3)

To identify and to understand the political, social and cultural developments of the sixties in their historical context. After establishing this context, students are challenged to think through just how the legacies of the sixties have affected us for good or ill in the 21st century.

HPS 240 History of Women in Europe (3)

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

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

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

HPS 260 Regional Geography (3)

An in-depth study of the physical and cultural geography of one particular region of the world.

HPS 280 Experimental Course (3)

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

HPS 349 Nazi Germany (3)

A study of the political, social, and cultural forces behind Hitler, Nazi Germany, and the murders of 11 million people.

HPS 360 Teaching of Social Studies (3)

See Education 360.

HPS 375 Western Civilization to 1500 (3)

Survey of the intellectual and cultural roots of Western civilization from the ancient Sumerians to the Renaissance. Major topics covered include the origins of several contemporary aspects of our culture, including monotheism, democracy, Christianity and the nation-state.

HPS 376 Western Civilization since 1500 (3)

Survey of the major cultural, political, and social movements in the Western world since 1500. Major topics include the Reformation, Counter-Reformation, Scientific Revolution, the Enlightenment, the French Revolution, and the growth of industrialization and nationalism in the 19th and 20th centuries.

Human Services (HSV)**HSV 101 Survey of Human Services (3)**

Involves the history, theories, ethical principles, and values of human services. Students will also explore specific areas of the human services field through experience in the community.

HSV 230 Attitudes and Values (3)

Requires the student to examine herself, her values and belief systems, and the effect of her belief system on the perception of and interaction with others. (Also listed as HSV 230.)

HSV 231 Interviewing Skills (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. The documentation, reporting, and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as BUS and COM 231.)

HSV 236 Alcohol and Substance Abuse (3)

Examines the current research and findings on alcohol and substance abuse regarding causes and treatments. Physical and psychological effects of substance abuse on the person, in addition to the consequences for the family and society, are reviewed. The major intervention and therapeutic models are discussed and evaluated. (Also listed as HSV 236.)

HSV 377 Fieldwork Experience I (3)

Introduces students to the knowledge, skills, and personal development that happen in the human services setting. Skills focus on understanding the human service organization and the various roles and functions of human service workers. Course requires completion of 175 Fieldwork Hours. Prerequisites: HSV 231 and PSY 233. To be taken concurrently with HSV 378.

HSV 378 Fieldwork Seminar I (2)

Problems, solutions, ethical issues, and other interesting situations experienced in HSV 377 will be discussed. To be taken concurrently with HSV 377.

HSV 424 Marriage and Family Counseling (3)

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

HSV 477 Fieldwork Experience II (3)

Engages the student in addressing and solving more complex problems in service delivery. Greater autonomy and responsibility in the human services setting is expected of the student during this course. Course requires completion of 175 Fieldwork Hours. Prerequisites: HSV 377 and HSV 378. To be taken concurrently with HSV 478.

HSV 478 Fieldwork Seminar II (1)

Problems, solutions, ethical issues, and other interesting situations experienced in HSV 477 will be discussed. To be taken concurrently with HSV 477.

Humanities**HUM 495 Coordinating Seminar (3)**

An advanced interdisciplinary research project under the direction of a faculty member from one of the student's areas of specialty. Prerequisite: departmental approval and senior standing.

Mathematics (MTH)**MTH 098 Developmental Math (3)**

Includes basic concepts of the real number system, polynomials, first-degree equations and inequalities, algebraic functions, exponents, radicals, graphing linear functions, and an

introduction to quadratic functions. Placement in this course is determined by ACT scores or placement examination.

MTH 112 Intermediate Algebra (3)

An extension of the basic algebraic concepts includes first- and second-degree equations and inequalities, and systems of linear equations. Prerequisite: satisfactory PSAT or ACT score, satisfactory score on Math Competency Exam, or C or better in MTH 098, or permission of program director.

MTH 114 College Algebra (3)

A study of functions, graphs, linear systems, and matrices. Prerequisite: C or better in MTH 112, or three years of high school mathematics including advanced algebra, or permission of program director.

MTH 115 College Trigonometry (3)

A study of the circular functions and their graphs, trigonometric functions, trigonometric identities and equations, and applications of trigonometry. Prerequisite: C or better in MTH 114 or equivalent.

MTH 201 Calculus I (4)

A study of limits and continuity, differentiation of algebraic functions, and elementary integration with applications. Prerequisite: C or better in MTH 115 or equivalent.

MTH 202 Calculus II (4)

A continuation of MTH 201 including the differentiation of transcendental functions and methods of formal integration with applications, and an introduction to sequences and series. Prerequisite: C or better in MTH 201 or equivalent.

MTH 203 Calculus III (4)

The study of calculus of several variables including vectors, partial derivatives, multiple integrals and Green's theorem. Prerequisite: MTH 202

MTH 242 Statistics (3)

Collection and tabulation of data, averages and measures of dispersion, correlational and regression analysis, probability and sampling, and hypothesis testing. Prerequisites: C or better in MTH 112, or permission of program director. (Also listed as BUS and PSY 242.)

MTH 262 Numbers and Geometry with Applications (3)

A study of number systems with applications in geometry and probability. This course is designed primarily for elementary education majors.

MTH 266 College Geometry (3)

Axiomatic systems, introduction to non-Euclidean geometry, and projective geometry. Prerequisite: MTH 201.

MTH 288 Experimental Course (1-3)

The subject matter of this course will vary from semester to semester in line with current trends.

MTH 342 Mathematical Statistics (3)

The study of the theory and applications of statistics using a traditional Calculus based approach. Topics include finite and continuous distributions, inferences estimation, and regression. Prerequisite: MTH 202.

MTH 350 Abstract Algebra (3)

An introduction to modern algebra, including groups, rings, integral domains, and fields. Prerequisite: MTH 201.

MTH 360 Linear Algebra (3)

A study of finite dimensional vector spaces, linear transformations, matrices, eigenvalues, and eigenvectors. Prerequisite: MTH 201.

MTH 367 Teaching of Mathematics (3)

Principles, objectives, methods, and functions of teaching mathematics are emphasized. (Also listed as EDU 360.)

MTH 450 Differential Equations (3)

Methods of solution and applications of common types of differential equations. Prerequisite: MTH 202.

MTH 491 Advanced Topics in Mathematics (1-4)

Allows students to pursue an in-depth study of an area of mathematics that they would not be exposed to otherwise.

MTH 495 Mathematics Seminar (1)

Student investigation and presentation on topics not included in the usual mathematics offerings. MTH 202 and departmental approval.

Medical Interpreting (MDI)**MDI 100 Foundations of Interpreting (3)**

Foundations of Interpreting introduces basic concepts in interpreting, including professional specific terminology, the various settings in which interpreters work, and the role of the interpreter.

MDI 110 Musculoskeletal, Cardio and Digest. Sys. (3)

This course is designed to provide current Medical Interpreters or persons who wish to begin a career in medical interpreting with skills pertaining to interpreting in health care settings. The course will present a foundation for medical interpreter ethics, an overview of the US healthcare system, and familiarize the students with the vocabulary used to describe some of the main body systems, as well as with some medical procedures within the context of real-life triadic encounters. This course covers the first half of the Art of Medical Interpreting textbook.

MDI 120 Reproductive and Respiratory Systems (3)

Medical Interpreting: Reproductive and Respiratory Systems is designed to provide current Medical Interpreters or persons who wish to begin a career in medical interpreting with skills pertaining to interpreting in health care settings. The course will present a foundation for medical interpreter ethics and an overview of the US healthcare system, familiarization with terms describing body systems and medical procedures in the context of real-life triadic encounters. This course covers the second half of the Art of Medical Interpreting textbook.

MDI 130 Medical Terminology (3)

Medical Terminology is a beginning, entry-level course that will cover medical terminology via asynchronous discussions in class, text reading assignments, homework problems, and

assessments. Emphasis will be to recognize, evaluate and deduce meanings of medical words by applying word-building rules. Study will be directed to define word parts, apply word-building rules to form words from suffixes, prefixes and roots in the combining form. An additional focus of study will be to define and use words pertaining to the digestive system, reproductive systems, cardiovascular and respiratory systems, blood, lymphatic and immune systems, musculoskeletal system and skin, sense organs, endocrine system, oncology, radiology, nuclear medicine, radiation therapy, pharmacology and psychiatry.

Medical Technology (MDT)

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

Military Science (Not offered on CSM campus)

MIL 100 Leadership Laboratory I (0)

Leadership Laboratory provides initial and advanced military leadership instruction in military courtesy, first aid, and practical field training exercises. Functions and responsibilities of leadership positions are developed through cadet command and staff positions. Required with enrollment in MIL 101, MIL 102, and MIL 103. May be repeated one time.

MIL 101 Introduction to Officer Professionalism I (1)

Examination of the role of the commissioned officer in the United States Army. Discussion focuses upon officer career opportunities, role of the officer, responsibilities of and basis for the armed forces, and sources of officer commissioning.

MIL 102 Introduction to Officer Professionalism II (1)

Continuation of MIL 101. Further examines the role of the commissioned officer in the U.S. Army. Focuses on customs of the service, role of the Army, Army Reserve, and Army National Guard; organization of the Army; branches of the Army; and leadership principles for the junior officer.

MIL 103 Foundation of Officership and Basic Leadership (2)

This course is an introduction for nursing students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give accurate insight into the Army Profession and the officer's role within the Army. Prerequisite: Nursing students only.

MIL 200 Leadership Laboratory II (0)

This second-year leadership laboratory parallels MIL 211/212 classroom instruction, reinforcing concepts learned in class with practical hands-on training exercises and activities. Training is focused on more advanced individual and collective small unit skills such as small unit leadership and tactics doctrine, land navigation, basic rifle marksmanship, and drill ceremonies. Required with enrollment in MIL 211, MIL 212, and MIL 213. May be repeated one time.

MIL 202 United States Military History (3)

A study of the theory and practice of war beginning in colonial times through the military engagements and peacekeeping operations of the 1990s. Emphasis is on United States participation in these military operations.

MIL 205 ROTC Leadership Training Camp (3)

Six weeks of preparatory training at Fort Knox, Kentucky. Travel pay and salary stipend provided through the Military Science Department. The student is not obligated to any military service as a result of attending Leadership Training Camp. Camp graduates are eligible to enroll in Advanced Military Science courses. Students are also eligible to compete for full tuition two-year scholarships. Prerequisite: Director Consent.

MIL 207 Fundamentals of Army Ranger Training (2)

Course designed to challenge the individual in leadership, physical endurance, special operations and small-unit tactics. Competitive area success would lead to regional championship participation at Fort Lewis, Washington.

MIL 208 Advanced Army Ranger Training (2)

Continuation of MIL 207.

MIL 211 Basic Individual Leadership Techniques I (1)

Course designed to develop student leadership and critical individual skills. Training is basic in nature and includes leadership techniques, written and oral communication, rifle marksmanship, fundamentals of land navigation, and physical fitness. Prerequisite: MIL 101, 102, or Director Consent.

MIL 212 Advanced Individual Leadership Techniques II (1)

Continues the development of student leadership and critical individual military skills. Training focuses on advanced military skills and includes orienteering, field survival skills, operations, and training. Prerequisite: MIL 211.

MIL 213 Military Science and Leadership (2)

Nurse cadet only. This course compresses Military Science II year into one semester. It is designed to develop students' knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, students develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Prerequisite: MIL 103.

MIL 300 Leadership Laboratory III (0)

This laboratory parallels MIL 301/302 classroom instruction and places the student in leadership positions within the cadet corps, providing greater challenges in order to build confidence and enhance mastery of individual skills. Activities focus on honing military skills and mastery of small unit leadership and tactics in preparation for MIL 351, ROTC National Advanced Leadership Camp in Fort Lewis, Washington. Required with enrollment in MIL 301 and 302. May be repeated one time.

MIL 301 Fundamentals of Small Unit Tactics and Leadership (3)

Course designed to introduce the Advanced Course military science student to the technical skills required to become an effective small unit leader. Includes fundamentals of terrain navigation, oral and written communication skills, basic troop leading procedures, and an introduction to opposing forces capabilities, organization and equipment. Includes field training exercise. Prerequisite: MIL 211, 212, or Director Consent.

MIL 302 Advanced Small Unit Tactics & Leadership II (3)

Course involves the study and application of small unit tactics with emphasis on planning and organizing principles learned in MIL 301. Designed to develop the self-confidence and leadership abilities as well as the technical competence needed by the Advanced Course student to complete Advanced Camp Training conducted at Ft. Lewis, Washington. Includes field training exercises. Prerequisite: MIL 301.

MIL 351 Leadership Development Assessment Course (3)

The ROTC cadet attends five weeks of intensive leadership and management training. The training is conducted during the summer months between the junior and senior years at Fort Lewis, Washington. The student's ability to lead her unit and to plan and conduct military small unit operations is thoroughly evaluated. Travel pay and salary stipend provided through the Department of Military Science. Prerequisite: MIL 301 and MIL 302.

MIL 352 ROTC Nurse Summer Training (3)

A three-week, 120-hour clinical assignment with an Army Nurse Corps preceptor at an Army hospital in the U.S. or overseas. Available to ROTC nursing students with at least one clinical nursing course, follows successful completion of MIL 351. The student receives travel pay and salary stipend through the Military Science Department. Improved clinical skills and self-confidence that comes with experience will enhance performance in nursing curriculum and Military Science. Prerequisite: MIL 301 and 302, Director Consent.

MIL 400 Leadership Laboratory IV (1)

Laboratory designed to allow senior cadets to demonstrate mastery of leadership and tactical skills developed throughout their cadet career in preparation for becoming commissioned Army officers. The cadet battalion staff plans, resources, and executes training for the MIL 100, 200, and 300 labs. Additionally charged with the leadership development and assessment of the underclassmen, with a focus on the junior class in preparation for Leadership Development Assessment Course at Fort Lewis, Washington in the summer. Required with enrollment in MIL 401 and MIL 402. May be repeated one time.

MIL 401 Military Professionalism and Ethics I (2)

Seminar on contemporary problems facing junior officers dealing with ethics and military professionalism. Standards of conduct are explained and applied to practical simulations utilizing the ethical decision-making process. Prerequisite: MIL 301 and 302 or Director Consent.

MIL 402 Military Management Seminar II (2)

Leadership and management problems involved in the operation of a small unit including personal affairs, military justice, moral and social duties and obligations of a military officer. Prerequisite: MIL 401.

MIL 493 Directed Independent Readings I, II (2)

Directed readings course designed to consider an issue or field of interest to society in general and the military in particular. Prerequisite: Director Consent.

MIL 494 Directed Independent Study and Seminar I (2)

Directed study course designed to consider an issue or field of interest to the society in general and the military in particular. Prerequisite: Director Consent.

MIL 495 Directed Independent Study and Seminar II (2)

Directed research in Military Science to meet the individual needs of the student. Course focuses on developing practical application of special interest subjects in a student-initiated project. Prerequisite: Director Consent.

AES 001 Leadership Laboratory (0)

Leadership Laboratory courses (LLABs) include a study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. LLABs also include interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets.

AES 131, AES 132 Foundations of the United States Air Force I & II (1,1)

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES 231, AES 232 The Evolution of USAF Air and Space Power I & II (1,1)

These courses are designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the courses cover a time period from the first balloons and dirigibles to the space-age global positioning system of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the courses examine several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, these courses provide students with a knowledge level understanding for the general element and employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES 311, AES 312 Air Force Leadership Studies I & II (3)

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AES 411, AES 412 National Security Affairs/Prep for Active Duty I & II (3)

These courses examine 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 is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

In addition to the above courses, Air Force ROTC awards credit through summer field training exercises:

Two hours of credit are granted to students who complete four weeks of training at selected Air Force bases. Travel pay and salary stipend provided. The student is not obligated to any military service as a result of attending field training. Graduates of camp are eligible to enroll in the Professional Officer Course (POC) and compete for two-year Air Force ROTC scholarships.

Three hours of credit are granted to students who complete six weeks of training at selected Air Force bases. Training is designed for students with no military experience, training, or education. Travel pay and salary stipend provided. The student is not obligated to any military service as a result of attending field training. Graduates of camp are eligible to enroll in the Professional Office Course (POC).

Music (MUS)**MUS 100 Beginning Piano (1)**

Prerequisite: MUS 108 and MUS 109 or permission of the program director.

MUS 101 Beginning Organ (1)**MUS 102 Beginning Voice (1)****MUS 103 Beginning Violin (1)****MUS 104 Beginning Guitar (1)****MUS 105 Beginning Trumpet (1)****MUS 106 Beginning Flute (1)****MUS 117 Beginning Tuba (1)****MUS 120 Beginning Oboe (1)**

MUS 121 Beginning Cello (1)

MUS 126 Beginning Trombone (1)

MUS 127 Beginning Bassoon (1)

MUS 129 Beginning Clarinet (1)

MUS 108 Class Piano I (2)

Beginning level instruction in piano is offered in a digital computer lab. This course is designed for students with no previous musical background. Daily practice is expected of all students.

MUS 109 Class Piano II (2)

Beginning level instruction in piano is offered in a digital computer lab. This course will allow students who have completed Class Piano I to continue piano studies in a second semester class.

MUS 118 Musicianship I (3)

A general introduction to the language of music intended to help the student gain fluency in reading and understanding conventional musical notation. Fundamental theoretical concepts (melodic and rhythmic notation, intervals, scales, meter, tonality) are studied and rudimentary applied skills (ear training, sight singing, keyboard harmony) are developed.

MUS 119 Musicianship II (3)

An introduction to the harmonic theory of the common practice period. The course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear training, sight singing and keyboard harmony are simultaneously cultivated. Prerequisite: MUS 118 or its equivalent.

MUS 204 Music of the People (3)

A listening course which explores types of folk music, instruments and dances important to people of specific cultures and countries throughout the world.

MUS 205 Women in Music (3)

(Also listed as WST 205.)

MUS 206 Music of Western Civilization (3)

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Classical masterworks from all style periods are studied.

MUS 208 History of Jazz and Rock (3)

An historical survey of the development of jazz and rock from their beginning to the present.

MUS 210 Intermediate Piano (1)

Prerequisite: MUS 100 or its equivalent and permission of the instructor.

MUS 211 Intermediate Organ (1)

Prerequisite: MUS 101 or its equivalent and permission of the instructor.

MUS 212 Intermediate Voice (1)

Prerequisite: MUS 102 or its equivalent and permission of the instructor.

MUS 213 Intermediate Violin (1)

Prerequisite: MUS 103 or its equivalent and permission of the instructor.

MUS 214 Intermediate Guitar (1)

Prerequisite: MUS 104 or its equivalent and permission of the instructor.

MUS 215 Intermediate Trumpet (1)

Prerequisite: MUS 105 or its equivalent and permission of the instructor.

MUS 216 Intermediate Flute (1)

Prerequisite: MUS 106 or its equivalent and permission of the instructor.

MUS 217 Intermediate Tuba (1)

Prerequisite: MUS 117 or its equivalent and permission of the instructor.

MUS 220 Intermediate Oboe (1)

Prerequisite: MUS 120 or its equivalent and permission of the instructor.

MUS 221 Intermediate Cello (1)

Prerequisite: MUS 121 or its equivalent and permission of the instructor.

MUS 226 Intermediate Trombone (1)

Prerequisite: MUS 126 or its equivalent and permission of the instructor.

MUS 227 Intermediate Bassoon (1)

Prerequisite: MUS 127 or its equivalent and permission of the instructor.

MUS 229 Intermediate Clarinet (1)

Prerequisite: Music 129 or its equivalent and permission of instructor.

MUS 247 CSM Chorus (NC, 1)

Sacred and secular choral literature in a variety of styles is learned and performed. The CSM Chorus performs for campus events, concerts, and off-campus events each semester. 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. Students may re-elect this course every semester. Open to all students.

MUS 310 Advanced Piano (1)

Prerequisite: MUS 210 or its equivalent and permission of the instructor.

MUS 311 Advanced Organ (1)

Prerequisite: MUS 211 or its equivalent and permission of the instructor.

MUS 312 Advanced Voice (1)

Prerequisite: MUS 212 or its equivalent and permission of the instructor.

MUS 313 Advanced Violin (1)

Prerequisite: MUS 213 or its equivalent and permission of the instructor.

MUS 314 Advanced Guitar (1)

Prerequisite: MUS 214 or its equivalent and permission of the instructor.

MUS 315 Advanced Trumpet (1)

Prerequisite: MUS 215 or its equivalent and permission of the instructor.

MUS 316 Advanced Flute (1)

Prerequisite: MUS 216 or its equivalent and permission of the instructor.

MUS 317 Advanced Tuba (1)

Prerequisite: MUS 217 or its equivalent and permission of the instructor.

MUS 320 Advanced Oboe (1)

Prerequisite: MUS 220 or its equivalent and permission of the instructor.

MUS 321 Advanced Cello (1)

Prerequisite: MUS 221 or its equivalent and permission of the instructor.

MUS 326 Advanced Trombone (1)

Prerequisite: MUS 226 or its equivalent and permission of the instructor.

MUS 327 Advanced Bassoon (1)

Prerequisite: MUS 227 or its equivalent and permission of the instructor.

MUS 329 Advanced Clarinet (1)

Prerequisite: MUS 229 or its equivalent and permission of the instructor.

MUS 346 History of Music I (3)

A survey of music and its development in Western civilization from earliest examples through the Baroque period. Emphasis is given to representative musical works and styles and to the understanding of musical concepts in relation to their historical and cultural background.

MUS 347 History of Music II (3)

A survey of music and its development in Western civilization from the Classical period through the present day. Emphasis is given to representative musical works and styles and the understanding of musical concepts in relation to their historical and cultural background. Prerequisite: MUS 346

MUS 348 Twentieth Century Music (3)

Study of the forms and styles of classical music from Debussy to the present, including impressionism, serialism, neo-classicism, minimalism, aleatoric music, electronic music, and music in traditional major-minor systems.

MUS 349 Masterpieces of Sacred Music (3)

A survey of compositions for chorus and orchestra that have achieved the status of musical and spiritual masterpieces. Musical examples from the Middle Ages through the present will be studied.

MUS 357 CSM Singers (1)

CSM Singers is a select choral ensemble whose members are chosen by audition from students enrolled in CSM Chorus. Students will have the opportunity to develop advanced choral skills, explore additional choral repertoires, and perform in concerts both on and off

campus. In order to register for this course, a student must also register for MUS 247 (CSM Chorus) during the same semester.

Prerequisites: One previous semester of MUS 247 (or its equivalent) and permission of the instructor.

MUS 375 The American Musical (3)

A music appreciation course that also includes the dramatic and artistic elements of the musical. From an historical perspective, the students study the development of the American musical from 1866 to the present. Through readings, video viewing, and music listening, the students learn about this uniquely American style of performance that has derived from jazz, folk, and opera.

MUS 380 Experimental Course (3)

The subject matter and methods of this course will vary from semester to semester in line with current trends.

MUS 391 Independent Study (1-2-3)

Individual projects carried out by a student under faculty direction. Prerequisite: departmental approval.

Nursing (NUR)

Practical Nursing (PNC)

PNC 101 Introduction to Practical Nursing I (3)

This theory course introduces nursing content that focuses on basic concepts and skills related to categories of normal human functioning including growth and development, selected alterations in categories of human functioning, nursing process, teaching/learning and professional development related to the care of adult clients. Concurrent with: PNC 171, BIO 120/121 or BIO 202/203.

PNC 102 Medical-Surgical Practical Nursing I (3)

This theory course expands the knowledge of health promotion of the young, middle and older adult, as well as the adaptation by the client to acute and chronic illnesses. The student will continue to use the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations in categories of human functioning and health. The selected alterations in categories of human function that will be studied include protection (Integumentary and Endocrine), sensory/perceptual (Eyes and Ears), nutrition and elimination (Gastrointestinal), growth and development (Endocrine), and fluid-gas transport (Cardiovascular and Respiratory). Prerequisites: PNC 101, 171, BIO 120/121 OR BIO 202/203. Concurrent with PNC 172, PNC 142, PNC 124 or NUR 224

PNC 103 Medical-Surgical Practical Nursing II (3)

This theory course expands the knowledge of health promotion of the young, middle and older adult, as well as the adaptation by the client to acute and chronic illnesses. The student will continue to use the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations

in categories of human functioning and health. The selected alterations in categories of human function that will be studied include protection (Immune), sensory/perceptual (Neurological), elimination (Renal), growth and development (Reproduction), and fluid-gas transport (Hematology and Renal). Practical nursing care surrounding emergent and urgent care situations will also be discussed. Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124 or NUR 224. Concurrent with: PNC 173, PNC 123, PNC 113 and PNC 133.

PNC 104 Maternal-Child Practical Nursing (2)

This theory course expands knowledge of health promotion and disease process throughout the lifespan. Normal pregnancy experience along with selected alterations, care of the normal newborn with selected alterations, and health and illness of children and adolescents will be explored in this course. The student will expand the use of the nursing process to include health assessment, alterations in selected bodily functions, pharmacological and nutritional management of disease process and utilization of spiritual and culturally sensitive nursing interventions to assist individuals and families to adapt to alterations across the lifespan. Prerequisites: BIO 120 & 121 or BIO 202 & 203, PNC 101, 131, & 171.

PNC 105 Transition to Practical Nursing Practice (2)

Content for this course will address issues that have broad implications in the practice of nursing for licensed practical nurses. As manager of care for selected clients, the student will address principles related to coordination of care, prioritization, evidence based practice, and quality improvement. Role transition from student to the entry level of practical nursing practice will be discussed. Prerequisites: BIO 120 & 121 or BIO 202 & 203, PNC 101, 102, 104, 124, 131, 171, 172, & 174

PNC 124 Introduction to Pharmacology (3)

This theory course involves the study of selected classes of drugs, which includes: names, uses, mechanism of actions, systemic effects, adverse effects, compatibilities, contraindications, and nursing implications. Specific examples of drugs will be used as models to explain various classes and how they can be incorporated into each phase of the nursing process. Specific analysis of the biochemical and physiological effects of drugs on selected normal and alterations in categories of human functioning will be examined. Prerequisites: BIO 120/121 or BIO 202/203.

PNC 131 Psychosocial Concepts in Practical Nursing (3)

Content for this course will address therapeutic and interdisciplinary communication concepts as well as the management of clients with normal psychosocial functioning and selected common psychiatric and behavioral conditions. The student will explore the practical nurses' role in the implementation of interventions that assist individuals of various cultural and spiritual backgrounds to adapt to healthy functioning. Concurrent with: PNC 171, BIO 120/121 or BIO 202/203.

PNC 142 Nutrition (2)

This theory course will focus on the concepts of nutrition therapy and assist the student to understand and apply nutrition therapy with nursing interventions to assist selected clients to adapt to alterations in human functioning and health. Prerequisites: PNC 101,171 Concurrent with: PNC 102, 172, PNC 124 or NUR 224.

PNC 143 Integrating Practical Nursing Concepts (3)

This theory course will build on previous knowledge of selected alterations in categories of human functioning with the focus of integrating practical nursing concepts. This course will address physiological integrity of individuals with acute and chronic diseases across the lifespan, with a focus on basic care and comfort, pharmacological and parenteral therapies

and a reduction of risk potential. The course will expand on the nursing process using a variety of active teaching strategies. Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124 or NUR 224. Concurrent with: PNC 103, 105, 173, 175

PNC 171 Practical Nursing Clinical I (3)

This beginning-level clinical nursing course will focus on the initial skills needed to care for the client. The clinical laboratory and long-term care will be used as practice settings. *(14 hours per week plus prelab.)*

Concurrent with: PNC 101, BIO 120/121 or BIO 202/203

PNC 172 Medical-Surgical Practical Nursing I (3)

This clinical nursing course will focus on applying the skills needed to care for selected adult clients. The long-term care area will be used as the practice setting. *(16 clinical hours per week plus prelab.)*

Prerequisites PNC 101, 171 Concurrent with: PNC 102, 142, PNC 124 or NUR 224

PNC 173 Medical-Surgical Practical Nursing II (3)

This clinical nursing course will focus on applying the skills needed to care for selected adult clients. Long-term care with skilled units and acute hospital sites will be used as practice setting. *(16 clinical hours per week plus prelab.)*

Prerequisites: PNC 102, 172, 142, PNC 124 or NUR 224. Concurrent with: PNC 103, 105, 143, 175.

PNC 174 Maternal-Child Practical Nursing Clinical (1)

This clinical nursing course will focus on applying the skills needed to care for selected clients across the life span from fertilization through young adult. Acute-care, clinics, daycares, and schools will be used as practice settings. *(6-12 clinical hours per week)*

Prerequisites PNC 101, 171. Concurrent with: PNC 102, 142, PNC 124 or NUR 224

PNC 175 Transition to Practical Nurs Prac Clinical (1)

This clinical nursing course will focus on applying the skills needed to act as manager of care for selected clients. The student will apply principles related to coordination of care and selected safety and infection control principles. Long term care facilities and clinics will be used as practice settings. *(6-12 clinical hours per week)* Prerequisites: PNC 102, 172, 142, PNC 124 or NUR 224. Concurrent with: PNC 103, 105, 143, 173.

Nursing (NUR)

NUR 100 Introduction to Nursing - Theory (4)

This course will provide the theoretical framework upon which subsequent nursing courses will build. Concepts related to human functioning will be introduced. Nursing process, communication techniques, and physical assessment skills will be developed. Concurrent courses: NUR 110 and 170. Prerequisite or concurrent: BIO 200/201; CHM 100, 100L; Math elective

NUR 110 Nursing Concepts I (1)

Nursing Concepts 110 is a beginning level course which introduces the student to nursing and the nursing curriculum. Topics include nursing as a profession and the role of the nurse on the health care team. The basic principles of growth and development, family, nursing process, communication, and legal/ethical concerns will be addressed as they relate to the beginning nursing student. Concurrent courses: NUR 100 and 170.

NUR 144 Bridging LPN to ASN - Theory (3)

A course designed for LPNs articulating into the ASN program. Concepts of human function and nursing process provide the integrating elements for this bridge course. The role of the nurse in the health care system and the role of the student as a self-directed learner are discussed. Prerequisite: Current unencumbered LPN license, successful completion of NLN Advance Challenge Exam (ACE) Book One (79% or higher), and must successfully complete 2 required sciences (with a C or better) before taking NUR 144. (CHM 100/100L/101 or BIO 200/201 or BIO 230/231 or BIO 202/203)

NUR 150 Leveraging Your Success in Nursing – Theory (2)

This elective Nursing course assists students to attain knowledge and skills necessary to critically think about nursing concepts and medication administration. Students will learn different techniques to solve medication administration problems, learn to utilize a medication handbook, and read medication labels all with hands on practical components. It is individualized to meet the student's specific learning needs. Prerequisite: Program Director Permission Required.

NUR 161 Building Nursing Success (Learning Circle I) – Theory (1)

This elective Nursing course assists first-level students to attain knowledge and skills necessary to promote critical thinking about nursing concepts and to begin correlating them with practice. Individual and group activities are a part of course content. Students work alone and collaboratively to participate in active learning exercises that are designed to augment their understanding and knowledge of theory/clinical content as well as to promote critical thinking. Activities include, but are not limited to, unfolding case studies, NCLEX review questions, think-pair-share, developing care plans, and role-playing activities. This course provides a small-group learning environment which promotes remediation, group discussion, and collaboration. Concurrent Courses: NUR 100/170

NUR 170 Introduction to Nursing - Clinical (4)

This beginning-level clinical nursing course will focus on the initial skills needed to care for the client. The clinical laboratory and nursing home facilities will be used as practice settings. Concurrent courses: NUR 100, 110. Prerequisite or concurrent: BIO 200/201; CHM 100/CHM 100L.

NUR 201 Nursing through the Lifespan - Theory (4)

The focus of this intermediate level course is nursing care of the client from birth through middle adulthood. The nursing student will assist the client to maintain essential life functions and adapt to alterations in human functioning. This course builds upon knowledge and skills acquired in beginning level courses. Prerequisites: NUR 110, NUR100/170, BIO 200/201, CHM 100/100L. Concurrent: NUR 211 or NUR 212, and NUR 271. Prerequisite or Concurrent: NUR 211 or NUR 212, and BIO 202/203.

NUR 202 Nursing through the Lifespan - Theory (4)

The focus of this intermediate level course includes both physical and psychosocial nursing care of clients from adulthood through the aging process. The nursing student will examine methods to assist the client to maintain essential life functions and to adapt to alterations in human functioning while building upon previous knowledge. Concurrent: NUR 211 or NUR 212, and NUR 272. Prerequisites: NUR 110, 100/170, BIO 200/201, CHM 100/100L. Prerequisite or Concurrent: NUR 211 or NUR 212, and BIO 202/203.

NUR 211 Nursing Concepts II (1)

This course further develops content in Nursing Concepts 110 related to curriculum outcomes. Principles of human development across the lifespan are presented as related to

communication and teaching learning styles, family and cultural issues, and community resources. Class content can be applied in concurrent nursing clinical courses. The Student Professional Portfolio continues to serve as a measurement of student development in the nursing curriculum. Concurrent courses: NUR 201 and 271, or 202 and 272. Prerequisites: NUR 110, 100, and 170.

NUR 212 Nursing Concepts III (1)

This course further develops content presented in previous Nursing Concepts courses. Ethical principles are discussed as they relate to professional growth and client care. Issues related to the scope of nursing practice will be presented and discussed from the perspective of legal, ethical, and professional responsibility. Class content is applied in concurrent clinical courses. The Student Professional Portfolio continues to serve as a measurement of student development in the nursing curriculum. Concurrent courses: NUR 201/271 or 202/272. Prerequisites: ETH 200, NUR 211 (or ASN/BSN Program Director Permission).

NUR 213 Nursing Concepts IV (1)

Content for this proficient level course will address issues that have broad implications in nursing. As manager of care for selected clients, the student will address ethical/legal issues related to changes in nursing care. Role transition from student to the entry level of nursing practice will be discussed. Concurrent courses: NUR 253 and 273. Prerequisites: NUR 110, NUR 211, NUR 212.

NUR 222 Building Nursing Success (1)

This course assists students to attain knowledge and skills necessary for nursing courses. It is individualized to meet the student's specific needs. Prerequisite: ASN/BSN Program Director Approval).

NUR 224 Pharmacology (2)

This course focuses on the study of the classes of drugs, their uses, and mechanism of action, systematic effects, adverse effects and contraindications. Specific examples of drugs will be used as models to explain various classes of drugs and how they can be incorporated into each phase of the nursing process. Prerequisites: BIO 200/201, CHM 100/100L, and NUR 100/170. Concurrent: NUR 201/271 or NUR 202/272. Prerequisite or concurrent: BIO 202/203

NUR 253 Complex Nursing - Theory (4)

Complex Nursing is the proficient level ASN course. Multi-system alterations in human functioning will be explored with emphasis on prioritization of comprehensive nursing care. Independent functions of the nurse are explored to allow further development of the associate degree nurse's role, while building upon knowledge acquired in previous courses. Concurrent courses: NUR 213 and NUR 273. Prerequisites: All intermediate level nursing courses and all required sciences.

NUR 261: Nursing Through the Lifespan I-Learning Circle II - Theory (1)

This elective Nursing course provides the opportunity for students to attain knowledge and skills necessary to critically think about course concepts with a focus on nursing through the lifespan from birth to middle adulthood. Individual and group activities are incorporated as part of the interactive learning environment. Concurrent courses: NUR 201/271 and NUR 211 or NUR 212. Prerequisites: NUR 100/170 and NUR 110.

NUR 262: Nursing through the Lifespan II-Learning Circle II – Theory (1)

This elective Nursing course provides the opportunity for students to attain knowledge and skills necessary to critically think about course concepts presented in the Intermediate Medical-Surgical and Psychiatric nursing components of NUR 202/272. Individual and group activities are incorporated as part of the interactive learning environment. Concurrent courses: NUR 202/272 and NUR 211 or NUR 212
Prerequisites: NUR 100/170 and NUR 110

NUR 263: Building Nursing Success-Learning Circle III – Theory (1)

This elective nursing course assists students to enhance knowledge and skills necessary to critically reason and correlate theory/clinical nursing concepts. Students work collaboratively and participate in active learning exercises in order to augment their understanding of knowledge of theory/clinical content. Activities are designed to promote critical thinking and processing of knowledge. Activities include but are not limited to unfolding case studies, NCLEX review questions, think-pair-share, and role-playing activities. This course provides a small group learning environment which promotes remediation, group discussion and collaboration. Concurrent courses; NUR 253/273 and NUR 213

NUR 271 Nursing through the Lifespan - Clinical (3)

The focus of this clinical nursing course is on application of knowledge and expansion of the nursing process. Emphasis will be on human development of the individual and the nurse as a teacher. Opportunities for clinical experiences may include maternity environments, pediatric facilities, and other selected acute-care and outpatient settings. This course builds upon knowledge and skills acquired in beginning level theory and clinical courses. Students will be expected to draw on this knowledge and these skills to successfully complete this course. Concurrent courses: NUR 201, NUR 211 or NUR 212,. Prerequisites: NUR 110, and NUR 100/170, BIO 200/201, and CHM 100/CHM 100L. Prerequisite or Concurrent: NUR 211 or NUR 212, and BIO 202/203.

NUR 272 Nursing through the Lifespan - Clinical (3)

The focus of this intermediate level clinical nursing course is on application of knowledge and expansion of the nursing process. Emphasis will be on human development and communication with adults and the elderly. Opportunities for clinical experiences may include; mental health facilities, acute/extended care environments, and selected community settings. Students will be expected to draw upon knowledge and skills acquired in previous courses to successfully complete this course. Concurrent courses: NUR 202, NUR 211 or NUR 212,; Prerequisites: NUR 110, NUR 100/170, BIO 200/201, and CHM 100/100L. Prerequisite or Concurrent: NUR 211 or NUR 212, and BIO 202/203.

NUR 273 Complex Nursing - Clinical (4)

The focus of this proficient level clinical nursing course is on comprehensive nursing care for selected clients with multi-system alterations in human functioning in a variety of settings. Clinical opportunities to use selected management skills are provided. This course builds upon knowledge and skills acquired in all previous courses. Students will be expected to draw upon previously acquired knowledge and skills to successfully complete this course. Concurrent courses: NUR 213, 253. Prerequisites: all intermediate level nursing courses and all required sciences.

NUR 355 Internship (1)

This elective clinical course places intermediate students in a clinical setting under the direction of a Registered Nurse preceptor. Students will apply the nursing process to multiple clients with predictable outcomes. Sites and supervisions are individual arranged. Prerequisites: NUR 100/170 (or their equivalent), NUR 110 (or it's equivalent), faculty recommendation, and interview/acceptance by contractual facility.

NUR 372 Nursing Assessment (3)

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

NUR 438 Nursing Theories and Research (4)

The focus of this baccalaureate-level nursing course is to provide an overview of nursing theories, prepare the RN to become a consumer of research, and apply nursing research at the baccalaureate level. There is an introduction to steps in the research process. The basic components of qualitative and quantitative research designs are examined. Theories of nursing are introduced as a basis for professional nursing practice. The purpose of nursing research is examined in relationship to theory development in nursing. This course fosters the practical application of the research, incorporating knowledge of statistics from a previous course. Ethical considerations in nursing research and the role of nursing research in health care are discussed. The critique process is introduced and used for the evaluation of nursing research from the consumer's perspective. Prerequisite: current and unencumbered RN licensure. Prerequisite or concurrent: MTH 242 or equivalent, BIO 366, NUR 372, or permission of ASN/BSN Program Director.

NUR 452 Population Based Community Health (3)

This upper-division course builds on creative learning in nursing, humanities, and natural and applied sciences. The content of the course focuses on health promotion, health maintenance, and prevention of illness and injury for individuals, families, other groups, and communities. Additionally, concepts related to public health organization, epidemiology, and vital statistics are integrated throughout the course. Prerequisite: current and unencumbered RN licensure. Concurrent: NUR 472. Prerequisite or concurrent: MTH 242 or equivalent, BIO 366, NUR 438, and NUR 372, or permission of ASN/BSN Program Director.

NUR 453 Leading and Managing in Health Care (3)

This baccalaureate nursing course provides the student with an opportunity to apply select leadership and management principles to nursing. Students examine select social, political, legal, ethical, and communication factors that influence nursing and the health care system. Prerequisite: current and unencumbered RN licensure, MTH 242, and NUR 438, or permission of ASN/BSN Program Director. Concurrent: NUR 463

NUR 455 Professional Roles and Issues in Nursing (3)

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

and a literature search related to a topic in nursing serves as the foundation for both. Prerequisites: current and unencumbered RN licensure.

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

This baccalaureate nursing course provides the student with an opportunity to apply select leadership and management principles to nursing. Students examine select social, political, legal, ethical, and communication factors which influence nursing and the health care system. Concurrent with: NUR 453. Prerequisite: current and unencumbered RN licensure, MTH 242, and NUR 438, or permission of ASN/BSN Program Director.

NUR 472 Practicum: Population Based Community Health (3)

The practicum component of population-based community Health Nursing provides the R.N. student the opportunity to function with individuals, families, and other groups and communities to develop competency in recognizing and working with actual and potential health problems evolving from basic human needs. Concurrent with: NUR 452. Prerequisite: current and unencumbered RN licensure. Prerequisite or concurrent: MTH 242, NUR 438, and BIO 366, or permission of ASN/BSN Program Director.

NUR 494 Capstone Seminar (4)

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

Occupational Therapy (OTH)

OTH 101 Introduction to Occupational Therapy (3)

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

OTH 201 Foundations of Health Care (3)

This course is designed to teach OT students basic knowledge of medical language, knowledge concerning health care system, delivery, and documentation of OT services. Students will learn the language of medicine, including basic roots, prefixes, suffixes, combining forms and abbreviations, definition of selected medical, surgical, and therapeutic terms. Students will also learn reimbursement mechanisms within health care related services, policy, advocacy and documentation of such services. Prerequisites: OTH 101

OTH 233 Psychosocial Group Dynamics (2)

This course focuses on group work in occupational therapy. This course is designed to provide basic understanding of groups through didactic and experimental learning. Development of group protocols and management of groups are practiced. Critical facets of group functioning are studied and experienced to apply key concepts that are relevant to in groups: boundaries, limit setting, empathy, development, cohesiveness, conflict

management, and co-leadership. These concepts will be examined in a variety of groups to help students to understand critical events which occur in any type of large or small group. Theories of group work are also examined. Prerequisites: OTH 101

OTH 303 Foundation of Therapeutic Reasoning (3)

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

OTH 315 Life Span - Early (2)

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

OTH 325 Life Span – Adolescence (2)

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

OTH 326 Occupational Performance Capacity and Media (2)

The course facilitates the exploration of the occupational nature of humans by analyzing the variety of performance skills and client factors necessary for task completion. Areas of study include motor, process and communication/ interaction skills. Emphasis is placed on activity and task analysis as it relates to an individual's chosen roles and routines. Prerequisite: OTH 101; Take concurrently with OTH 336 Occupational Performance Capacity and Media Lab

OTH 327 Psychosocial Issues in OT (3)

This is an opportunity to evaluate therapeutic approaches and strategies for the prevention, intervention, and management of psychosocial needs in a variety of contexts. Knowledge of DSM IV classifications, psychotropic medications, and multicultural issues are basic to the OT's interaction with other mental health providers. Standardized and non-standardized methods will be used to analyze the client's occupational performance, personal causation, values, and interests. Synthesis of programs for personal adjustment will include occupations, group approaches, and community integration efforts. Prerequisites: OTH 303, PSY 410, OTH 233

OTH 335 Life Span – Early Lab (1)

This lab course focuses more specifically on the domains of concerns for the pediatric occupational therapist, i.e. the occupational performance of children in settings appropriate to their age (birth – 21 years) and / or abilities. The student will learn to make astute observations of typically developing children in both unstructured and structured settings – which will serve as a basis for understanding the unique characteristics of children with neuro-motor, musculoskeletal, and neuro-muscular impairment commonly encountered in pediatric practice. Laboratory component of OTH 315 Life Span Early; to be taken concurrently.

OTH 336 Occupational Performance Capacity and Media Lab (1)

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

OTH 337 Psychosocial Issues in OT Lab (1)

Concepts and theories of group formation, development, structure, and leadership introduced in earlier courses are expanded and practiced as they apply across the lifespan. The use of groups in occupational therapy, with special emphasis on activity-based groups is examined and demonstrated. Prerequisites: OTH 233; should be taking concurrently with OTH 327.

OTH 345 Life Span – Adolescence Lab (1)

This lab course will focus on the tangible (the child's performance capacity) and intangible (volition, multi-cultural considerations, legislation, systems) factors that influence development during infancy and early childhood. Commonly encountered diagnoses that affect children prenatally through early childhood will be discussed to gain an understanding of how these conditions affect occupational role performance at each stage of development. Conceptual models for prevention, intervention, and management are explored to assist in understanding client needs and team management of conditions. Laboratory component of OTH 325 Life Span Adolescence; to be taken concurrently.

OTH 362 Kinesiology (3)

This course is an in-depth study of the musculoskeletal system with emphasis on anatomical, biomechanical, and physiological components. Principles of functional human motion will be analyzed. Performance capacity will be assessed through muscle palpation, range of motion measurement and manual muscle testing. Prerequisites: BIO 200/201 and BIO 202/203.

OTH 363 Movement Lab (1)

This laboratory course is an in-depth study of the musculoskeletal system with emphasis on anatomical, biomechanical and physiological components. Principles of functional human motion will be analyzed. Performance capacity will be assessed through muscle palpation, range of motion measurement and manual muscle testing. Prerequisites: BIO 200/201 and BIO 202/203.

OTH 364 Cognitive and Perceptual Lab (1)

This experiential course is the 2nd of two courses that facilitates student exploration of occupational performance by analysis of its components including the areas of sensorimotor, cognition, cognitive integration, perception, and vision. These components will be examined along with their effects on context. Emphasis is on perceptual, cognitive, social and cultural components. Prerequisite: OTH 363

OTH 365 Neuroscience (3)

Course emphasis is the organization and function of the nervous system related to movement science. Course content will include the foundations of neuroscience, application of neuroanatomy and neurophysiology to clinical syndromes and behaviors typically seen in the practice of rehabilitation therapies. Prerequisites: BIO 200 and BIO 202.

OTH 373 Fieldwork I Seminar (1)

This seminar course prepares the student for level I fieldwork experiences, orientates the student to the OT Fieldwork Manual, assists students in getting requirements for fieldwork completed and discusses professional issues. Note writing, interpersonal communication, portfolio development, professional behavior checklist and issues pertaining to fieldwork will also be covered. Prerequisite: Junior status.

OTH 375 Fieldwork Level IA (1)

Practicum experience designed to place students in a clinical setting to enrich didactic course work. Students will have an opportunity to enhance skills in observation, interview, and task analysis. Focus will be on observational and documentation skills. Integrates a seminar format with clinical interaction. Discussion of student experiences will be fostered to maximize and compare information/observations gained. In addition, development of professional skills and behaviors will be addressed during seminar sessions. Concurrent with OTH 315. Prerequisite: OTH 373

OTH 415 Life Span - Adult (3)

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

OTH 416 Theories of Motor Learning (3)

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

OTH 417 Health Promotion (3)

This course examines the link between health, prevention of health problems, increased life satisfaction, and behavior patterns and lifestyles. The role of the occupational therapist as an educator is investigated and skills in patient education are developed. Emphasis is placed on the role of the occupational therapist in wellness prevention and healthy lifestyles. The OT's focus is purposeful and meaningful occupations; balance of rest, work, and play; and healthy interaction with the environment. Strategies and interventions include joint protection, ergonomics, work simplification, and well elderly programs. Prerequisites: OTH 303, OTH 326

OTH 425 Life Span - Elderly (3)

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

support a treatment plan leading to occupational adaptation for the elderly individual.
Prerequisite: OTH 415

OTH 428 Splinting Principles and Practice Lab (2)

This laboratory course will integrate the use of biomechanical principles with the knowledge of occupational therapy practice. Emphasis is given to the development and refinement of OT skills for designing, selecting, and fabricating orthotic devices and to enhance work, self care and play. Prerequisites: OTH 415, OTH 362

OTH 435 Life Span – Adult/Lab (1)

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

OTH 437 Educational Principles (3)

This course provides the foundation for systematically designing, implementing, and evaluating learning experiences used in the education of clients, family and caregivers, students, colleagues, community members and self. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities. Prerequisite: OTH 415, Senior Status.

OTH 438 Assessment of Performance Lab (2)

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

OTH 445 Life Span – Elderly/Lab (1)

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

OTH 446 Theories of Motor Learning Lab (1)

Specific treatment approaches related to motor control will be demonstrated, practiced and assessed. To be taken concurrently with OTH 416. Prerequisite: OTH 362, OTH 362, OTH 365.

OTH 448 Assistive Technology Principles and Practice (2)

This course will integrate the use of biomechanical principles with the knowledge of occupational therapy practice. Emphasis is given to the development and refinement of OT skills for adapting tools, equipment, environments, low technology equipment, and activities for therapeutic use. Designing, selecting, and fabricating assistive technology devices to enhance work, self-care, and play. Prerequisites: OTH 415, OTH 362

OTH 450 Occupation Seminar (1)

This course is a reflection on the meaning and use of occupation in the discipline of occupational therapy. Student will take a historical and international look at occupation. Prerequisite: OTH 101

OTH 475 Fieldwork Level IB (1)

The practicum experience allows for reinforcement of clinical skills, professional behaviors, and integration of occupational therapy theory into practice. Focus will be on continuing to develop observational and treatment, planning skills, as well as development of clinical

reasoning skills. This course integrates a seminar format with clinical on experience. Seminars will focus on discussion of the students' experience with different settings and conditions.

OTH 476 Fieldwork Level IC (1)

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

OTH 490 Principles of Occupational Therapy Research (3)

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

OTH 526 Life Span Patterns (3)

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

OTH 540 Community Based OT (2)

This course gives students the opportunity to design and provide client centered services to address unmet needs for individuals, groups, or programs experience in community settings or nontraditional/ emerging areas of practice. Emphasis is placed on problem analysis and critical thinking. This course incorporates a seminar format to discuss aspects of the experience, reinforce professional behaviors and to prepare for the transition to Level II Fieldwork. Prerequisites: OTH 417, OTH 475, Graduate Status

OTH 595 Advance Study in OT (1-3)

This graduate level course requires the student to research literature on a specific topic related to OT or to complete an additional level 1. Fieldwork assignment of their choice. Topics and/or projects will be selected in conjunction with the graduate faculty. This course will reinforce information learned throughout the curriculum. Prerequisite: Enrollment in the occupational therapy program

OTH 621 Physical Agent. Modalities (3)

This course meets the requirement for students to use physical agent modalities after graduation and licensure in the state of Nebraska. Graduate Status

OTH 640 Critical Thinking for OT (3)

This course incorporates the remediation of clinical reasoning and critical thinking to assist the student in the advanced application and evaluation of specific models of practice and frames of reference as related to Occupational Therapy practice. Critical thinking, clinical

reasoning, and high level oral and written communication are emphasized. Application and synthesis of previously learned information in traditional and unique methods allows for the continued development of integration of knowledge and develops a high level of clinical reasoning.

OTH 645 Written Communication for OT (3)

This course incorporates the remediation of clinical reasoning and critical thinking, as related to written communication. This course is designed to further enhance higher level of thinking in graduate level work. Application and synthesis of previously learned information in traditional and unique methods allows for the continued development of integration of knowledge and develops a high level of clinical reasoning in writing.

OTH 651 Advanced Theory – Clinical Reasoning (3)

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

OTH 652 Management and Leadership (3)

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

OTH 673 Fieldwork Seminar (1)

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

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

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

OTH 676 Fieldwork Level IIC (3-6)

This optional fieldwork rotation will take place in an area of student interest or in a specialty area that the student had not experienced on their previous Level II Fieldwork rotations. The student therapist will provide client contact and practical application of OT intervention in a hospital, community agency, school system, or non-traditional setting. This experience will reflect current practice with clients across the lifespan with a variety of diagnosis and will facilitate learning the role of the OT and development of clinical skills, clinical reasoning skills and reflective practice at an entry level.

OTH 690 OT Research (3)

This is the second course in the three-part research progression. This course emphasizes the enhancement of research skills and includes the application of research to OT practice. Emphasis is on consulting with an experienced researcher in relationship to the research design, problem solving and community involvement. Students will complete the practical portion of carrying out their research during this course. Prerequisite: OTH 490

OTH 693 Occupational Therapy Research Capstone (2)

This is the third course in the three-part research progression. Emphasis is on consulting with an experienced researcher in relationship to the research design and analysis, writing skills required for publication or research reports, and securing grant funds. Through a capstone project demonstration of beginning competence in outcome studies or other research is exhibited. It culminates in presentation of the research projects. Prerequisites: OTH 690, Graduate Status.

Paralegal Studies (LAW)

LAW 101 Introduction to Paralegal Studies (3)

This survey course discusses the legal environment, law office procedures, legal ethics including confidentiality, avoiding unauthorized practice of law, professional responsibilities of the paralegal, interpreting statutes, employment opportunities, salary surveys, regulations and other sources of law, paralegal-client relations, and includes a general overview of the paralegal profession.

LAW 110 The Legal Environment (3)

This survey course considers the different substantive areas of the law: the history of the American legal system; a general overview of the type of law applicable to the legal assistant (corporate law, litigation, estate administration, real estate, bankruptcy, torts, contracts, family law, and the like); an introduction to basic legal principles, including the judicial system; a discussion of the court system and the role of the courts-trial and appellate; Federal and state limitations in seeking judicial relief; judicial decision-making; judicial remedies; criminal procedures and legislation; administrative and government law; the sources of the law; and an overview of the elements of a trial.

LAW 200 Legal Research and Writing I (3)

This course emphasizes the basics of legal research methods and good written communication, with an emphasis on precise writing. The course uses a case-study approach for developing organizational, legal style and analytical skills. It is an introduction to the use of research materials in the law library, including WESTLAW, Lexis, Internet basics, and CD-Rom resources. The course also includes familiarization with the preparation of legal memoranda and briefs encountered in the general practice of law, with specific research problems to be completed and researched. Prerequisite: ENG 101. Prerequisite or departmental approval for concurrent enrollment in LAW 110.

LAW 210 Legal Research and Writing II (3)

A continuation of LAW 200. Prerequisite: LAW200.

LAW 220 Law Office Administration and Technology (3)

This course includes a study of administrative systems, file management, docket control, retrieval, time keeping, billing, accounting, dictation, word processing, types of legal fees and their handling, and the role of the attorney, paralegal, legal administrator, and legal secretary in a law office. This course will also include practices in business, corporations, insurance companies and government offices that are relevant to paralegal employment. The use of the technology and software in the law office will be part of this course

LAW 230 Litigation I (3)

This course is an introduction to the civil litigation process, with emphasis on the practice associated with a civil action. Topics covered include: civil procedure, preparation and use of pleadings, discovery, evidence, client interviewing, and investigative techniques. It is recommended that this class be taken as soon as possible after completion of LAW 200. Prerequisites: LAW 110 and 200.

LAW 231 Litigation II (3)

This course is a continuation of LAW 230 with an emphasis on the functions of a paralegal in trial preparation and pretrial and trial procedures including the gathering and organizing of materials, investigating, interviewing, , appellate procedures, preparation of the trial notebook, and assisting during and after a trial. Prerequisite: LAW 230.

LAW 300 Torts (3)

This course is an introduction and overview of intentional torts, negligence, strict liability, product liability, professional negligence, worker's compensation, medical malpractice, and their defenses.

Prerequisite: LAW 200.

LAW 310 Advanced Business Law (3)

This course emphasizes the practice related to formation and operation of sole proprietorships, partnerships, limited partnerships, limited liability corporations, limited liability partnerships, and corporations. It includes partnership agreements and corporate documents, the formation of corporations, corporate financial structures, dividends and liquidations, changes in corporate structure, and the dissolution of corporations. This course also includes incorporation procedures in Nebraska and the preparation and drafting of documents. Prerequisite: LAW 110 and LAW 200. (Also listed as BUS 310.)

LAW 320 Estates, Trusts, Tax Law, Probates (3)

This course includes a study of intestate succession, wills, and trusts with an emphasis on the administration of an estate. It includes the preparation and drafting of wills, trust instruments, and documents related to the probate process. Prerequisite: LAW 200.

LAW 330 Real Estate Law (3)

This course deals with laws and regulations affecting real estate ownership and use, including ownership interests, conveyancing, mortgages, title assurance, landlord-tenant relationships, public and private land-use controls, foreclosures, and the preparation of real estate documents, such as leases, contracts and deeds. Prerequisite: LAW 200.

LAW 340 Contracts (3)

This course is an introduction to principles of contract law with an emphasis on contract interpretations and clear and effective contract drafting and editing. Topics covered include: contract formation, defenses to formation, excuses for performance, various types of contracts, applicable provisions of the Uniform Commercial Code, and remedies for breach of contracts. Prerequisite: LAW 200.

LAW 350 Family Law (3)

This course is an introduction to family law, including the role of the lawyer as counselor. Emphasis is placed on the practical aspects related to divorce, separation, the scope of family law, custody, support, adoption, guardianship, tax consequences, legal rights of women, juvenile law, and interfamily torts. Prerequisite: LAW 200.

LAW 410 Bankruptcy Law (1)

This course introduces the basics of bankruptcy, secured creditors, liquidation and transactions associated with bankruptcy acts, voluntary and involuntary petitions, liens, preferences, the powers of trustee, the rights of creditors and the discharge of bankruptcy. Prerequisite: LAW 200.

LAW 430 Federal Practice and Constitutional Law (1)

This course includes an overview of the U.S. and Nebraska Constitutions and of the Federal court system, Federal rules, and local rules. Prerequisite: LAW 200.

LAW 440 Medical Terminology and Malpractice (1)

This course introduces the relevant terminology and medical/legal questions in civil litigation. Prerequisite: LAW 200.

LAW 450 Special Topics in the Law (1)

For example: Poverty Law, Criminal Law, Environmental Law, Labor Law, Administrative Law, Mediation Law, Worker's Compensation and Insurance Law. Prerequisite: LAW 200.

LAW 470 Paralegal Internship (3)

Those students accepted into the Paralegal Internship Program are placed in a professional legal setting. The internship entails a minimum of 160 on-the-job hours providing the intern with the opportunity to incorporate classroom learning with practical experience at the worksite. Prerequisite: permission of the director. Students must demonstrate suitability for the paralegal profession based on the following factors: academic performance, character and personality, physical and emotional status, dependability, cooperation, and command of oral and written language skills.

Requirements for acceptance to LAW 470:*

1. Enrollment in the certificate, bachelor's, or associate degree in paralegal studies program.
2. Enrollment in the last semester of coursework.
3. Completion of at least 75 percent (65 percent for certificate seekers) of LAW credit hours.
4. Recommended registration in no more than 12 hours in addition to LAW 470.
5. GPA of 2.5 in LAW coursework and a GPA of 2.5 overall.
6. A grade of C or better in all LAW courses.
7. Completion of interview with the director of paralegal studies.
8. Completion and submission of application by:
 - April 1 for fall semester.
 - November 1 for spring semester
 - March 1 for summer semester.

Application includes the following:

1. Two samples of legal writing.
2. Current resume.
3. Completion of program application.

*NOTE: Director reserves the right to waive requirements in exceptional cases. LAW 470 may NOT be taken as an audit course or independent study course. A grade of Incomplete is not available for the paralegal internship.

LAW 490 Coordinating Seminar (3)

This seminar is a capstone course designed to integrate all prior course work with real world experience and case studies. The course includes preparation of a senior project in which the student demonstrates the application of paralegal skills in a practical setting. Prerequisite: senior standing.

Philosophy (PHL)

PHL 105 Principles of Reasoning (3)

This course is designed to help students develop skills in recognizing, constructing, and evaluating arguments. The course covers basic concepts in logic and reasoning including: argument recognition; categorical and propositional logic; and informal reasoning and fallacies.

ETH 200 Moral Reasoning (3)

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

PHL 206 Introduction to Philosophy (3)

This course is an introduction to some of the important problems that have arisen in the history of ideas. Attention is given to both philosophical problems and philosophical methods. Readings developing several philosophical problems are analyzed. Prerequisite: ENG 101 recommended.

PHL 220 Business Ethics (3)

An examination of the most important moral issues that arise in the contemporary world of business. Prerequisite: ENG 101 recommended.

PHL 301 Issues and Trends in Philosophy (1-2-3)

The subject matter and methods of this course will vary from semester to semester. The material will usually be handled in three one-hour modules. A student may elect to take one, two or three of the modules. Prerequisite: ENG 101 recommended.

PHL 310 Philosophy of Women (3)

The question about what it is to be a woman will be the major topic of this study. Selected works of philosophy and related disciplines, both ancient and contemporary, will be critically examined. (Also listed as WST 310.) Prerequisite: ENG 101 recommended.

PHL 315 Ancient Philosophy (3)

(previously PHL 201)

This course examines the beginnings of western philosophy in Ancient Greece. It focuses on the Presocratics and the Golden Age in Athens. Prerequisite: ENG 101 recommended.

PHL 320 Medieval Philosophy (3)

This course will study the Medieval period in philosophy including at least some of the following: Augustine, Boethius, Anselm and Abelard; Islamic and Jewish philosophers;

Maimonides; Scholastic philosophy; Aquinas; and Bonaventure. Prerequisite: ENG 101 recommended.

PHL 325 Early Modern Philosophy (3)

A study of rationalism, empiricism, and critical philosophy from the 16th to 18th centuries, the influence of nationalism, and the age of epistemology. Prerequisite: ENG 101 recommended.

PHL 330 19th & 20th Century Philosophy (3)

This course may include the study of Hegel and reactions to Hegelianism; Marx, Kierkegaard, Schopenhauer and Nietzsche; 20th century philosophy; logical positivism; linguistic analysis; existentialism and recent European developments; as well as American philosophy. Prerequisite: ENG 101 recommended.

PHL 350 Health Care Ethics (3)

Health Care Ethics is an applied ethics course in which students critically apply moral theory to moral problems specifically related to the health care professions. The course includes a review of philosophical moral theories and focuses on the critical analysis of issues in health care ethics through the use of case studies. Prerequisite: ETH/PHL 200 or permission of instructor.

PHL 360 Theories of Knowledge and Reality (3)

This class is focused on the in-depth examination of issues in metaphysics and epistemology. These issues include the nature of knowledge, the problem of perception, the problem of memory, the problem of other minds, the problem of free will, the nature of time, and personal identity. Prerequisite: PHL 101 or PHL 206 (Intro. to Philosophy) or permission of instructor.

PHL 380 Experimental Course (3)

The subject matter of this course will vary from semester to semester in order to study current trends and issues. Prerequisite: ENG 101 recommended.

PHL 391 Directed Readings (2-3)

Under PHL 391 an opportunity is offered the student to do philosophical studies and/or to consider in greater depth a particular problem, philosopher, or historical era on a non-classroom basis. Prerequisites: 3 hours in philosophy and departmental approval. Prerequisite: ENG 101 recommended.

Physical Education (PED)

PED 101 Lifetime Health and Activity (3)

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

PED 104 Varsity Swimming (1)

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

PED 105 Varsity Volleyball (1)

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

PED 107 Varsity Softball (1)

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

PED 108 Varsity Soccer(1)

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

PED 109 Varsity Golf (1)

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

PED 110 Varsity Basketball (1)

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

PED 111 Varsity Cross Country (1)

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

PED 112 First Aid and CPR (1)

Emphasis on prevention, certification and care of common home and school injuries. Student will be certified upon successful completion of the course. This course does not count as a Core Curriculum credit.

PED 123-159 Physical Education Activities (1)

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

- 123 Aerobics
- 124 Badminton/Archery
- 125 Basketball/Volleyball
- 126 Bicycling
- 127 Bowling
- 128 Canoeing
- 129 Dance
- 130 Golf
- 131 Racquetball/Badminton

- 132 Healthy Lifestyles
- 133 Hiking
- 134 Lifetime Sports
- 135 Personal Fitness/Weight Training
- 136 Sailing
- 137 Self Defense for Women
- 138 Soccer/Volleyball
- 139 Softball/Basketball
- 140 Square Dance/Folk Dance
- 141 Beginning/Intermediate Swimming/CPR
- 142 Tennis/Racquet Sports
- 143 Water Aerobics
- 144 Water Sports
- 145 Relaxation Techniques/Stress Management
- 146 Camping
- 147 Advanced Swimming
- 148 Weight Training
- 149 Racquetball/Tennis
- 150 Swimming for Fitness/Variety Aquatics
- 151 Water Safety Instructor/ Lifeguard Training
- 152 Advanced Aerobics
- 153 Fitness for Living
- 154 Outdoor Education/Recreation
- 155 Floor & Water Aerobics
- 157 Yoga
- 158 Pilates

PED 160 Nutrition (3)

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

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

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

PED 208 Lifeguard Training (1)

Red Cross Certification. Prerequisite: Able to swim 500 yards, strong swimmer. This course does not count as Core Curriculum credit.

PED 210 Individual and Group Sports (3)

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

PED 220 Sports Psychology & Theory (3)

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

PED 235 Aquatics (3)

This course is designed to prepare students in assuming the duties and responsibilities of a water safety instructor. The main areas of focus will be accident prevention in and around the water, recognition of a person in distress and a drowning victim, development of an emergency plan and articulation with emergency rescue service. The purpose of this course is to teach those enrolled how to teach the various swimming skills and water aerobics. This would include teaching beginning swimming through emergency water safety as well as providing opportunities for students with special needs. (Students who satisfactorily complete the course will be issued a Water Safety Instructor Certificate.)

PED 245 Mind, Body and Spirit Development (3)

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

PED 308 Water Safety Instructor (1)

Red Cross certification for teaching swimming. Prerequisite: Strong swimming skills including ability to perform all strokes, dives, etc. This course does not count as Core Curriculum credit.

PED 315 Health and Fitness Assessment (3)

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

PED 320 Coaching Athletics (1)

Theory and technique of coaching. Prerequisite: departmental approval.

PED 321 Coaching Theory-Volleyball (1)

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

PED 323 Coaching Theory-Softball (1)

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

PED 340 Exercise Physiology (2)

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

PED 357 Health and Physical Education Methods (3)

Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are presented in physical education segments. (Also listed as EDU 357). Does not fulfill Core Curriculum PE activity requirements.

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

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

PED 360 Adapted (3)

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. Prerequisite: SPE 101 Introduction to Special Education.

PED 470 Physical Education Practicum (5)

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

PED 471 Coaching Practicum-Volleyball (2)

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

PED 473 Coaching Practicum-Softball (2)

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

PED 474 Coaching Practicum-Track and Field (2)

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

PED 475 Coaching Practicum-Basketball (2)

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

PED 496 Research Seminar (3)

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

Physical Science (PHY)

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

PHY 100, 101 Introduction to the Physical Sciences (3, 1)

A correlated presentation of the fundamental principles of the physical sciences for non-science majors. Lecture three hours per week and lab three hours per week, to be taken concurrently.

PHY 160 Physical Geology (3)

A study of the structure and materials of the earth's crust, the development of topographic features by weathering, erosion, volcanism, plate tectonics, and the relationship of the earth to the cosmos. Lecture two hours per week, lab two hours per week.

PHY 162 Descriptive Astronomy (3)

General knowledge of the facts of astronomy, the methods by which they are obtained and the theories which account for them are integrated in light of recent information. Some aspects of space science will be treated in detail. Concepts of meteorology will also be considered. Lecture three hours per week.

PHY 164 Introduction to Meteorology (3)

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 three hours per week.

PHY 202 College Physics I (3)

A study of the fundamental principles of mechanics, thermodynamics, and waves. Lecture meets 3 hours per week. Must be taken concurrently with PHY 203. Prerequisite: MTH 114 and 115, or equivalent.

PHY 203 Physics Laboratory I (1)

A variety of physics laboratory techniques are used to demonstrate the theoretical principles under discussion in the lecture. Lab meets 3 hours per week. Must be taken concurrently with PHY 202 or PHY 212.

PHY 204 College Physics II (3)

A study of the fundamental principles of electricity and magnetism, optics, and modern physics. Lecture meets 3 hours per week. Must be taken concurrently with PHY 205. Prerequisite: Grade of C or better in PHY 202.

PHY 205 Physics Laboratory II (1)

A variety of physics laboratory techniques are used to demonstrate the theoretical principles under discussion in the lecture. Lab meets 3 hours per week. Must be taken concurrently with PHY 204 or PHY 214. Prerequisite: Grade of C or better in PHY 203.

PHY 212 University Physics I (4)

A study of the fundamental principles of mechanics, thermodynamics, and waves, using the tools of calculus. Lecture meets 4 hours per week. Must be taken concurrently with PHY 203. Prerequisite or corequisite: MTH 201 or equivalent.

PHY 214 University Physics II (4)

A study of the fundamental principles of electricity and magnetism, optics, and modern physics, using the tools of calculus. Lecture meets 4 hours per week. Must be taken concurrently with PHY 205. Prerequisite or corequisite: MTH 202 or equivalent.

PHY 360 Modern Atomic and Nuclear Physics (3)

A study of the development and the theories of modern physics. Topics to be covered will include special relativity, atomic and nuclear structures, and forces and atomic and nuclear particles and their properties. Prerequisites: PHY 204; CHM 112 or equivalent. (Also listed as CHM 360.)

PHY 388 Special Topics Course (3)

The subject matter and method of this course will vary from semester to semester in line with current trends, and the needs and interests of students.

PHY 491 Independent Study (1, 3)

Library research project selected under the direction of an instructor. A research paper written in suitable scientific style will be required. Prerequisites: advanced standing and departmental approval.

PHY 499 Directed Readings (1-2-3)

Readings under faculty supervision. Prerequisite: departmental approval.

Psychology (PSY)**PSY 101 General Psychology (3)**

The scientific exploration of human behavior and mental processes. The goal of this course is to survey the basic concepts and research in the field

PSY 200 Child Psychology (3)

The study of physical, cognitive, social, and emotional development from conception through adolescence. Prerequisite: PSY 101. Note: Students cannot get credit for both PSY 200 and PSY 220.

PSY 203 Adolescent Psychology (3)

The study of physical, cognitive, social, and emotional development of the normal adolescent from puberty to young adulthood. The goal of this course is to develop a meaningful workable concept regarding the adolescent period of development. Prerequisite: PSY 101.

PSY 220 Lifespan Development (3)

The study of physical, cognitive, social, and emotional development from conception through old age. Prerequisite: PSY 101. Note: Students cannot get credit for both PSY 200 and PSY 220.

PSY 230 Attitudes and Values (3)

Requires the student to examine herself, her values and belief systems, and the effect of her belief system on the perception of and interaction with others. (Also listed as HSV 230.)

PSY 233 Group Process: Theory and Practice (3)

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

PSY 235 Social Psychology (3)

Examines the psychological forces such as social interaction and cognition underlying human behavior in social situations. The goal of this course is to develop an understanding of the interaction between self-directed behavior and the influence of the social situation. Prerequisite: PSY 101 or SOC 101. (Also listed as SOC 235.)

PSY 236 Alcohol and Substance Abuse (3)

Examines the current research and findings on alcohol and substance abuse regarding causes and treatments. Physical and psychological effects of substance abuse on the person, in addition to the consequences for the family and society, are reviewed. The major intervention and therapeutic models are discussed and evaluated. (Also listed as HSV 236.)

PSY 240 Research Methods (3)

Addresses the basic methods of designing, conducting, and evaluating psychological research. Research ethics and research writing in APA style are also emphasized. Prerequisite: PSY 101. Prerequisite or co-requisite: MTH/PSY 242

PSY 242 Statistics (3)

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

PSY 301 Experimental Research (3)

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

PSY 302 Experimental Research Lab (1)

Lab course taken concurrently with PSY 301.

PSY 312 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including personality, intelligence, motivation, and transfer of learning. Students learn strategies used in measurement and evaluation of learning. (Also listed as EDU 312.)

PSY 325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management. (Also listed as BUS 325 and SOC 325.)

PSY 332 Counseling Theory and Practice (3)

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

PSY 340 Cognitive Psychology (3)

Explores the fundamental processes of the human mind, including memory, attention, problem solving, representation of information, reasoning, and language. Prerequisite: PSY 101.

PSY 342 Psychology of Personality (3)

Address the “whys” of human behavior. Toward this end, the student should develop competencies in addressing the “whys” of human behavior from six philosophical perspectives. Prerequisite: PSY 101.

PSY 344 Forensic Psychology (3)

A major focus of this course will be the psychology of crime and how the system addresses criminal behavior. This course will not allow the student to perform the work of a Forensic Psychologist, but they will be familiar with many of the areas of Forensic Psychological practice. Prerequisite: PSY 101.

PSY 345 Psychology of Learning (3)

Explores theories and research on human and animal learning. The focus of the course is on classical conditioning, operant conditioning, and observational learning. Prerequisite: PSY 101.

PSY 350 Cultural Psychology (3)

Examines the impact of culture on human behavior and mental processes. Students will explore theories and research in psychology from a cross-cultural perspective. Prerequisite: PSY 101.

PSY 355 Human Sexuality (3)

Discusses all aspects of human sexuality including the biological components of human sexuality, the psychological ramifications of sex and sexuality, and cultural influences on sexual behaviors. Frank discussion of sexual issues is necessary to a successful class and should be expected by the student. Prerequisite: PSY 101.

PSY 360 Psychology and Women (3)

Explores issues and life experiences that affect women. Prerequisite: PSY 101.

PSY 365 Physiological Psychology (3)

Explores the complex interaction between the physiological and psychological components of the human being, with an emphasis on brain function and the effects of the body's chemicals on our thoughts and behaviors. Prerequisite: PSY 101 and BIO 100 or higher.

PSY 368 In Their Prime: Men and Women at Mid-life (3)

Considers facets of the lives of adults in their middle years, including physical, cognitive, and emotional development. Prerequisite: SOC 101 or PSY 101. (Also listed as SOC 368.)

PSY 380 Experimental Course (3)

A course not regularly included in the curriculum will occasionally be offered for psychology credit. Subject matter of the course varies. Prerequisite: PSY 101 or permission of the instructor.

PSY 391 Independent Study (1-3)

Allows for an opportunity for students to explore individual interests within the field of psychology under the guidance of a psychology faculty member. Arrangements for independent study are made on an individual basis between the student and the faculty member. This course is offered as needed. Prerequisite: Departmental approval.

PSY 393 Laboratory Research (1-3)

Involves active, faculty-guided research in the field. Students will work under the direct supervision of faculty on a psychological research project and participate in the design, implementation, analysis, and reporting of the research. Students and faculty will agree on

the scope and duration of the work at the beginning of the semester, as well as the amount of credit received. Prerequisite: PSY 240.

PSY 410 Abnormal Psychology (3)

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

PSY 424 Marriage and Family Counseling (3)

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

PSY 440 An Integrative Approach to Psychology (3)

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

PSY 453 Marketing Research (3)

A study of the fundamental techniques of marketing research, including questionnaire construction, determination of market potentials, sampling theory, interpretation of results, and report presentation. Prerequisite: BUS 334 or permission. (Also listed as BUS 453.)

PSY 492 Senior Seminar (3)

Involves completing an independent project of original thought. The student will design a research study and follow it through to completion. The results of the research will be both written and presented to the CSM community at the end of the semester. Prerequisites: 30 hours of psychology, including PSY 101 and PSY 440.

PSY 493 Advanced Lab Research (1-3)

Involves active, faculty-guided research in the field. Students will work under the direct supervision of faculty on a psychological research project and participate in the design, implementation, analysis, and reporting of the research. Students and faculty will agree on the scope and duration of the work at the beginning of the semester, as well as the amount of credit received. Prerequisite: PSY 393.

Sociology (SOC)

SOC 101 Introduction to Sociology (3)

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

SOC 231 Social Problems (3)

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

SOC 235 Social Psychology (3)

Examines the psychological forces such as social interaction and cognition underlying human behavior in social situations. The goal of this course is to develop an understanding of the interaction between self-directed behavior and the influence of the social situation. Prerequisite: PSY 101 or SOC 101. (Also listed as SOC 235.)

SOC 252 Sociology of Leisure (3)

Examines what is leisure time, the ways in which it is used, its function for society, and its consequences as a new institution of industrial society and as a social problem. Prerequisite: SOC 101.

SOC 262 Deviance and Social Control(3)

Discusses what constitutes deviant behavior in American society including the processes involved in defining and distinguishing deviant behavior from normal behavior, and the consequences of labeling particular behaviors and individuals as deviant. Prerequisite: SOC 101.

SOC 263 Topics in Sociology (3)

Topics of special interest will be considered. (Examples: women's issues, collective behavior, urban sociology, sociology of education, minority relations.) Subtitles will be included in course schedules. Course may be repeated under different subtitles. Prerequisite: SOC 101 or permission of instructor.

SOC 305 The Family (3)

Analyzes the family as a social institution by examining the basic history of and social adjustments to marriage, the relationships between family members, and the place of the family in social, economic, and religious institutions. Prerequisite: SOC 101 or permission of the instructor.

SOC 325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communicators and processes, and change management. (Also listed as BUS and PSY 325.)

SOC 368 In Their Prime: Women and Men at Mid-life (3)

Considers facets of the lives of adults in their middle years, including physical, cognitive, and emotional development. Prerequisite: SOC 101 or PSY 101. (Also listed as PSY 368.)

SOC 491 Independent Advanced Research (3)

Involves advanced research in a field of sociology carried out by the student under faculty direction. Prerequisite: A course in the methods of behavioral science research and departmental approval.

Spanish (SPN)

SPN 111 Beginning Spanish I (3)

Spanish 111 is a Beginning Spanish course part one. The student will work on the four language skills: speaking, listening, reading and writing. Multicultural elements are interwoven through the study of the Spanish Language which includes the diverse people that make up the Hispanic society worldwide. Prerequisite: None.

SPN 112 Beginning Spanish II (3)

Spanish 112 is a Beginning Spanish course part two. The student will continue working on the four language skills: speaking, listening, reading and writing. More multicultural elements will be presented through the study of the Spanish Language. Prerequisite: SPN 111 or equivalent or satisfactory placement score.

SPN 141 Spanish for Health Care (3)

This is a Beginning Spanish course designed for those healthcare workers and nursing students who may have little to no knowledge of the Spanish language. Course content will therefore be limited to basic Spanish grammar, basic health-related vocabulary, and simple role-playing activities that would prepare students to engage with and provide essential care to their Hispanic patients. Students interested in a more challenging class should consider signing up for SPN 341. Prerequisite: Permission of instructor.

SPN 211 Intermediate Spanish I (3)

Spanish 211 is designed as a continuation and extension of the materials introduced in the first year of Spanish. It offers a study of grammatical structures and an expansion of vocabulary through an introduction to cultural and literary readings. All skills (reading, writing, listening, and speaking), as well as the three basic fields (grammar, literature, and culture) will be emphasized during the course. Prerequisite: SPN 112 or equivalent or satisfactory placement score.

SPN 212 Intermediate Spanish II (3)

Spanish 212 is designed as a continuation and extension of the materials introduced in the first year of Spanish and in Spanish 211. It offers a further study of grammatical structures and an expansion of vocabulary through an introduction to cultural and literary readings. All skills (reading, writing, listening, and speaking), as well as the three basic fields (grammar, literature, and culture) will be emphasized during the course. Prerequisite: SPN 211 or equivalent or satisfactory placement score.

SPN 321 Spanish Conversation (3)

This course is designed primarily for those students whose native language is not Spanish. As a result, class time will be dedicated to developing the student's spoken Spanish through oral discussions of everyday topics and events. Some emphasis will also be placed on writing as well as pronunciation and general vocabulary building. Prerequisite: SPN 212 or equivalent.

SPN 322 Spanish Grammar and Composition (3)

A systematic study of Spanish morphology, sentence structure, and usage applied to a variety of written discourse styles such as description, narration, and exposition. Prerequisite: SPN 212 or equivalent.

SPN 333 Children and Youth Literature (3)

This course is a survey of traditional and contemporary children's and adolescent literature from Spain and Latin America written originally in Spanish. We will examine picture books, folktales, poetry, theater and novels from a literary/artistic point of view and for their value in education and cultural development. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 341 Emphasis on Medicine (3)

This course is designed as a continuation and extension of the materials introduced in SPN 141 to prepare health care students and professionals to better serve and assist their Spanish-speaking patients. Specific cultural aspects and practices related to health care professionals and patient communication will be addressed. Emphasis on vocabulary

building and linguistic forms related to health care issues. Prerequisite: SPN 212 or equivalent.

SPN 342 Emphasis on Business (3)

Introduction to the terminology and etiquette of business practice in the Spanish-speaking world. Emphasis on appropriate terminology and structures for business letters and other forms of business communication. This course is highly recommended for students majoring/minoring in international business and for those who wish their Spanish major or minor emphasis to be in business. Prerequisite: SPN 212 or equivalent.

SPN 351 Civilization and Culture I (3)

An introduction to the culture and civilizations of Latin America. A study of Latin American historical development and aspects and issues of its social, artistic, intellectual, and political life today. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 352 Civilization and Culture II (3)

An introduction to the culture and civilizations of Spain. A study of physical and human geography, historical development, and major aspects and issues of contemporary Spanish society. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 360 Mid/Sec Methods (3)

(See Education section for further information.)

SPN 411 Survey Literature I (3)

The principal objective of this course is to provide an introduction to the literatures of Spain and Spanish America produced during the last three centuries (XVIII-XX). It will emphasize both the major periods and movements in light of cultural, artistic, social and historical contexts and the methodology for reading those texts through literary analysis appropriate for a variety of genres. Significant literary works will be examined along with the historical context in which they were produced. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 412 Survey Literature II (3)

A panoramic study of Spanish literature from the medieval period through the Spanish Golden Age, the eighteenth, nineteenth and twentieth centuries. Essay, narrative, poetry and drama of particularly prominent writers shall be discussed and read. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 421 Spanish Advanced Conversation (3)

The primary goal of this course is to accommodate the oral competency needs of those students who are either native Spanish-speakers or have an advanced knowledge of the language. Consequently, all written and oral activities will focus on topics like the literature, history, culture, and cinematographic art of the Spanish-speaking world. The ultimate objective here is to prepare students for success in those courses in which the aforementioned topics are the focus. Prerequisite: SPN 321 or equivalent.

SPN 444 Study Abroad Program

Number of courses taken will vary according to foreign institution attended and student preferences. Student may complete no more than 12 credit hours in any approved Study Abroad Program. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

SPN 495 Research Seminar in Spanish (3)

Students evaluate educational research in the Spanish Language Teaching and analyze procedures, logic, and strategies implemented by 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. Papers may be written in English or Spanish. Prerequisite: Senior standing and approval of the student's research project by the instructor.

SPN 499 Independent Study in Spanish (3)

This course provides an opportunity for students to engage in independent research and writing under the supervision of a faculty member. Prerequisite: Senior standing and approval in writing of the student's proposal by the instructor.

Special Education (SPE)

SPE 101 Introduction to Special Education (3)

Designed to provide a general survey of various areas of exceptionality: high ability learners, mental disability, behaviorally impaired, visually impaired, hearing impaired, learning disabled, orthopedically impaired, speech language impairments, autistic, ausbergers, traumatic brain injury, multiple and severely handicapped, physically disabled, and health impaired. History, philosophy and future trends of special education are discussed relevant to educational implications and inclusion/mainstreaming is emphasized for each area of exceptionality. Field trips and speakers are arranged. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 220 Learners with Mildly/Moderately Handicapping Conditions (3)

Students examine learning and analyze strategies used in individual educational programs of mildly and moderately mentally handicapped specific learning disabled, behaviorally impaired, orthopedically impaired, autistic, other health impairments, speech language impaired and traumatic brain injured. Assisting learners in making healthy transitions between special education and regular classrooms along with inclusion is emphasized. Presents historical overview and current literature of mildly/moderately handicapped. Recent legislation and its impact on the regular classroom are emphasized. Individual work with para educators information and the best practices for classroom use. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 222 Assessment Techniques for Diverse Learners (3)

Presents techniques and methods of administering formal and informal assessments. Students analyze learning tasks in visual, auditory, motor, language and behavioral areas. Students examine and practice tying I.E.P. /I.F.S.P. process to assessment. Writing appropriate instructional strategies, goals and materials to implement IEP/IEFP objectives or gifted program objectives based on analysis of learning tasks and instructional needs are presented. Current research regarding effective assessment and remediation strategies across a spectrum of needs is presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 220 &101/501.

SPE 240 Guidance and Classroom Management (3)

Students learn techniques, models and psychological theories related to managing individual and small and large group learning activities. Practical methods are emphasized that enhance self-control and provide healthy classroom environments. Common behavior

problems of pre-K through grade 12 students and exceptional children and assessment techniques are addressed. Effective collaboration in teams and communication skills with students, families and professionals are emphasized. A 20-hour service-learning component provides experience in implementation of the knowledge and skills learned in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 330 Inclusion in early Childhood Classrooms (3)

Adapting environments, equipment and materials to meet social, cognitive, nutritional, physical motor, communication and medical needs of children, birth through 8, with diverse learning needs and disabilities in inclusive settings for young children. Designing and evaluating Individual Education Plans (I.E.P.'s) and/or Individual Family Service Plans (I.F.S.P.'s), supervising paraprofessionals in educational settings.

SPE 331 Instructional Strategies: Inclusive Practices (3)

Students examine and practice tying I.E.P./I.F.S.P process to instruction through modification of curricula. Students practice designing curricula for various areas of exceptionality for special needs populations. Plan strategies for student transitions and training Para Educators. Emphasizes task analysis, individualized instructional strategies and interventions, and use of assistive technology. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 101/501 & 220

SPE 333 Legal and Ethical Issues in Special Education (3)

Students examine processes and use skills necessary for identifying verifying special needs, the I.E.P. /I.F.S.P. process, transition planning, and organizing and maintaining student special education records. This course acquaints students with state and local resources for improving and strengthening educational programs for special populations. National, state, local laws and policies and procedures affecting special populations are emphasized. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instructions of content and pedagogy. Prerequisite: SPE 101/501 & 220

SPE 372 Practicum in the Inclusive Early Childhood Classroom (3)

Supervised classroom experience in inclusive early childhood education classrooms working with children who have a range of disabilities. Students work under the supervision of onsite cooperating teachers and college instructors. Emphasis will be on including children with disabilities in the general classroom environment. Students will complete a minimum of 3 hours per week at their practicum site for a total of 40 hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 330

SPE 373 Critical Issues in Special Education (3)

Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resource rooms, or inclusive settings for a total of 40 hours. Critical issues in Special Education will be investigated, discussed and presented. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 101/501 & 220

SPE 401 Education for High Ability and Talented Learners (3)

This course focuses on defining giftedness and identifying characteristics of talented and gifted children. Analyzing problems and needs of the high ability learners is discussed.

This course acquaints students with appropriate methods and strategies for teaching high ability learners. Appropriate use of instructional technology is integrated into instructions of content and pedagogy.

SPE 430 Diagnosis and Evaluation of Reading (3)

This course is designed to provide teachers with assessment procedures and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. Forty hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 101/501 & EDU 350/551/550

SPE 470 or 471 Student Teaching (4-5)

The culminating experience for recommendation for Special Education Endorsement. Included are opportunities to observe, instruct, participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Student teachers have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: permission.

SPE 495 Student Teaching Seminar (2)

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

SPE 496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE and SPE.)

Theology (THL)

THL 190/290/390 Topics in Theology (3)

These courses are designed to provide the opportunity for students and faculty to explore topics of special interest in Theology. Examples of topics include the following: the Protestant and Catholic Reformations, Spirituality of Justice, Theology of Suffering, and Theology and Literature. These courses also include study abroad independent study as well as internships. Faculty will determine the course number of the Topic in Theology based upon the topic and method of inquiry.

201 Introduction to the Hebrew Scriptures (3)

This course introduces students to the Hebrew Bible as well as the extra books found in the Catholic Old Testament. There will be emphasis on the content of the scriptures as well as

on the study of the ancient world in which they were produced. Such a study will be done through modern methods of biblical interpretation.

THL 202 Introduction to the New Testament (3)

This course will introduce the student to the content of the New Testament as well as the 1st century Middle East world which produced it. There will be historical analysis and an exploration of the text as a document of the Christian faith.

THL 203 Foundations of Catholicism (3)

Beginning with a review of the history of the developing tradition of Catholicism, this course will review the creed (what Catholics believe), the code (to what Catholics are obligated), and the cult (how Catholics reinforce for one another the creed and the code).

THL 209 Ways of Faith (3)

Intended as an introduction to religion, this course will explore topics such as the reality of God, universal forms of religious experience, the implications of evil, the nature of ritual and religious symbolism, and the goals of salvation as evidenced in a variety of different religious traditions in the world.

THL 215 Christian Life and Service (3)

This course engages the student in active theological reflection on everyday Christian life and service in light of Christian scripture, human experience, church tradition, and the contemporary expression of service in the church and the world. Focus will also include the application of these perspectives in light of students' current or vocational careers.

THL 223 Jesus: Yesterday and Today (3)

This course will focus on the basic and traditional Christian beliefs about Jesus. Central to this endeavor will be the exploration of the person of Jesus as reflected in the early Christian Church as well as the examination of early heresies and the development of Christian doctrine. Select discussion will take place on contemporary perspectives.

THL 227 Christian Signs & Symbols (3)

Study of the nature of religious symbols and ritual, in particular Christian rituals and sacraments, in terms of their foundations in human experience and in their history within the Church. This course will also include a comparative study of Christian rituals with other multi-cultural rituals or those of other religions.

THL 310 Approaches to God (3)

This course on prayer in the area of spirituality will be divided into three segments: various ways to approach God; the God who is approached; and the individual who approaches God. The first part of the course will examine different classical and contemporary types of prayer. Each class will provide an experiential dimension of these prayer forms. The second part will study the language, images and metaphors used to speak of God. The third part of the course will utilize a variety of ways that can indicate prayer forms best suited to an individual. Prerequisite: ENG 101

THL 320 Church and Social Justice (3)

The social teachings of the Church have often been depicted as its best kept secret. Church and Social Justice explores the social teachings of the Church and their application to the concrete economic, social, and political problems of the contemporary world. The course focuses on social issues such as poverty, hunger, racism, immigration, war, the environment, and workers' and human rights.

THL 327 Women in the Bible (3)

This course is about women *in* the Bible and women *and* the Bible. It will be based on the study of the rich heritage of the stories of women in the biblical narrative which range from the strong leadership of women to "terror-filled" stories about women. In addition, the course will explore the following questions: What were the general attitudes towards women based on the biblical texts that emerged in a patriarchal world? Through the use of biblical critical methods, what are the modern day attitudes towards women based on biblical texts? And finally, how do we explain the attitudes that women have towards the bible which range from complete rejection to unconditional acceptance? Prerequisite: ENG 101.

THL 354 Christian Spirituality (3)

This course is an academic study of the nature of Christian spirituality as both religious and lived experience. The student will be exposed to the biblical and theological foundations of Christian spirituality, its overall origins and development, and the varieties of Christian spiritualities that have appeared throughout history in both groups and in specific individuals who have been viewed as exemplary of Christian spiritual life.

THL 360 Women in the Christian Tradition (3)

The course examines some of the major doctrines of Christian theology in light of women's experiences and theological reflection. These major doctrines include Christology, creation, sin, redemption, theological anthropology, and the church.

THL 365 Theology and the Environment (3)

This course takes as its starting point an acknowledgment that the planet, a gift from God, is in a state of grave peril because of climate change and other threats. The course draws upon interpretation of central biblical texts on creation, as well as historical and contemporary theology, to construct a contemporary theology and ethics of the environment. Because the course meets in person once every 2 weeks, with an online class in alternating weeks, students who are motivated by independent learning methods and who enjoy use of technology in learning are encouraged to register. Prerequisite: ENG 101.

THL 491 Independent Study (3)

This course provides an opportunity to do advanced study in the field of theology. Prerequisite: approval of Program Director.

THL 495 Theology Research Seminar (3)

Through focused and extensive study on an approved topic of interest, students demonstrate their cumulative ability to research, reflect critically, and think theologically. Presentation of research to faculty members and the public is required. Prerequisite: approval of the Theology Program Director.

Theatre (THR)

THR 101 The Art of the Theatre (3)

This introduction to theatre will acquaint students with each element of the art and discipline of the theatre. The class will explore the development of live performance and touchstone plays. Students will learn about the techniques of acting, directing, and production. Students' examination of this area will be undertaken through attending lectures, play reading and study, reading aloud in class, and visiting a theatre or theatres in various states of production. No prerequisite.

THR 201 Dramatic Literature (3)

Students will study significant plays from the Greek classic through contemporary eras and the historical periods which fostered them. When possible, works discussed will be enhanced by live theatre or audiovisual productions. Prerequisite: THR 101 and ENG 101.

THR 343 Shakespeare in Performance (3)

A careful examination of several Shakespeare texts and the way in which they translate into live theatre. This course is designed to enable students to understand the words, the plots and the theatrical conventions which bring the plays to life. When possible, works discussed will be enhanced by live theatre or audiovisual productions. Prerequisite: THR 101 and ENG 101.

THR 360 Theatrical Production (3)

Theory and practice in the experience of theatre. Study in the philosophy of the form will provide a basis for play selection, casting, directing, and production techniques. Prerequisite: Permission of the instructor.

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

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

WST 205 Women in Music (3)

This course, taught from an historical perspective, focuses on the accomplishments of women as composers and performers from the early days of the Christian church to the present. (Also listed as MUS 205.)

WST 208 Women in Art (3)

A study of the role and work of women artists from the Middle Ages to the present in an effort to foster an appreciation for the contributions of women to art which have been largely overlooked. (Also listed as ART 208.)

WST 240 History of Women in Europe (3)

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

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

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

WST 257 Women & Film (3)

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

WST 260 Women in Christian Tradition (3)

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

WST 266 Images of Women in Literature (3)

Women have been stereotyped (and have played stereotypes) in life; these traditional images are reflected in literature. The study of these images of women is through writings from various places around the world and from different time periods. Prerequisite: ENG 101. (Also listed as ENG 266.)

WST 310 Philosophy of Women (3)

The question about what it is to be a woman will be the major topic of this study. Selected works of philosophy and related disciplines, both ancient and contemporary, will be critically examined. Prerequisite: ENG 101 recommended. (Also listed as PHL 310.)

WST 311 Utopia: From Women's Points of View (3)

This course is designed to introduce students to the concept of utopian worlds, particularly ideal worlds from women's points of view. The course will deal with the following topics: Utopian worlds, patriarchy, concepts of God, desire for immortality, uses of power, and uses of language. Prerequisites: ENG 101 and sophomore standing. (Also listed as ELA 310.)

WST 330 Gender and Communication (3)

This course is designed to examine the construction of gender through communication, grounded on the premise that *all* we create--including gender--is accomplished through communication. It examines how (and why) masculinity and femininity are socially constructed and maintained. (Also listed as COM 330.)

WST 346 Women's Spiritual Journeys in Literature (3)

A study of 20th century narratives that explore the nature of women's spiritual experiences. Prerequisite: ENG 101. (Also listed as ENG 346)

WST 355 Women/Novels/Film (3)

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

WST 360 Psychology and Women (3)

Issues and life experiences that are unique to women are explored, with an emphasis on how those issues affect today's women. Past and current contributions of women to the field of psychology will also be addressed. Prerequisite: PSY 101.

WST 368 Women Writers (online) (3)

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

WST 382 Women and the Bible (3)

This course is about women *in* the Bible and women *and* the Bible, based on the study of the rich heritage of stories of women in the biblical narrative. (Also listed as THL 382)

Administration and Faculty

Senior Leadership Team

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

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

Christine Pharr, Ph.D.
Vice President, Academic Affairs

Greg Fritz
Vice President, Enrollment Services

Sarah Kottich, CPA
Vice President, Finance and
Administration

Jason Degn
Vice President, Institutional Technology

Verlyn Schueler
Vice President, Institutional
Advancement

President's Office

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

Shirley Gunderson
Executive Assistant to the President

Rose Crowley
Volunteer

Office of Mission Integration

Rebecca Hilton
Assistant to the President for Mission
Integration

Victoria Zobrist
Director of Campus Ministry

Academic Affairs

Christine Pharr, Ph.D.
Vice President, Academic Affairs

Kathy Sorrell
Administrative Assistant

Registrar's Office

Debbie Nugen
Registrar and Assistant Dean

Ann Hennen
Associate Registrar

Sarah Erwin
Assistant Registrar for Academic Records

Library

Sara Williams
Library Director

Danielle Kessler
Cataloger

Pam Humphrey, Ph.D.
Associate Dean, Academic Affairs

Robyn Kniffen
Administrative Assistant

Faculty Support

Tracy Abler
Staff Assistant
Health Care Professions

Joyce Baltz
Secretary
Health Care Professions

Arleen Bailey
Secretary
Health Care Professions

Maggi Nall
Faculty Secretary
Professional Studies
Arts & Sciences

Judith Patricia Healy, R.S.M., M.L.S.
Reference/Interlibrary Loan Librarian

Melissa Tiemann
Serials Librarian

Michael Steinbrink, M.L.S.
Reference Librarian

Financial Services

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

Carolyn Ziemann
Administrative Assistant

Kathy Cepuran
Accounts Payable Coordinator

Gizelle Chandran
Accountant

Express Center

Beth Sisk
Director of Financial Aid

Karen Brown
Student Accounts Director

Sara Nordquist-Davis
Assistant Director of Financial Aid

Annetta Lee
Financial Aid Counselor

Rachel Cullen
Student Accounts Assistant

Kelly Petry
Financial Aid Assistant

Liz Proksel
Express Center Assistant

Bridgette Renbarger
Controller

Sarah Marie Livingston
Director of Human Resources

Kim Savicky
Chief Administration Officer

Jenny Landrum
Human Resource Assistant/Financial
Services

Information Center

Katie Fletcher
Campus Information Center Manager and
Facilities Coordinator

Campus Store

Steve Westenbroek
Campus Store Manager

Copy Center

Teresa Morley
Copy Center Specialist

Information Services

Jason Degn

Vice President, Institutional Technology

Jon Henrichs

Telecommunications/Network Manager

Mark Baumgartner

Systems Support Specialist/Computer
Lab Manager

Lisa DeLair

Application Specialist

Jason Schlesiger

Instructional Technology Specialist

Benjamin Volden

Helpdesk/Web Technician

Engineering/Maintenance

Dan Spargen

Director of Engineering

LeRoy Peters

Associate Director of Engineering

Thomas Beach

Groundskeeping

Rich Kottich

Groundskeeping

Matt Sharp

General Maintenance/Painting

Dwayne Berner

General Maintenance/Plumbing

Patricia Chism

Coordinator Custodial Service

Jesse Arrellin

Custodian

Ping Li

Custodian

Sherri Shelton

Custodian

Florida Francisquez

Custodian

Student Development

Tara Knudson Carl, Ph.D.

Vice President for Student
Development/Special Assistant to the
President

Rita Wiley

Administrative Assistant

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Stephanie Struckhoff

Assistant Director of Residence Life

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Director of Single Parent Success

Jennifer Wittstock

Director of Student Leadership and
Organizations

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Director of the Achievement Center

Lisa Johnson

Assistant Director, Achievement Center,
Advising and Career Services

Mary Schlueter

Assistant Director, Achievement Center
Tutoring and Testing

Ed Monnier

Director of Safety and Security

Pete Starr

Assistant Director of Safety and Security

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Director of Athletics

Amy Sauser

Assistant Athletic Director, Head Cross
Country Coach

Sr. Corrine Connelly

Administrative Assistant

Chuck Brewer

Head Basketball Coach
Head Softball Coach

Samantha Hammond

Head Volleyball Coach/Wellness
Coordinator

Shad Beam

Head Soccer Coach/Sports Information
Director

Nicole Stanley

Head Swimming Coach/Aquatics Director

Keri Rodriguez

Head Golf Coach

Jeff Hume

Athletic Trainer

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Ed.D., College of Saint Mary

Cooperating Agencies

Alegent Health: Behavioral Services
6828 N. 72 St., Ste 4300, Omaha, NE
68122

**Alegent Health: Immanuel
Fontenelle**
6901 N. 72 Street, Omaha, NE 68122

Alegent Health: Lakeside
17030 Lakeside Hills Plaza, Omaha, NE
68130

**Alegent Health: Midlands Community
Hospital**
11111 S. 84 Street, Papillion, NE 68046

Alegent Women's Health
7070 Spring Street, Omaha, NE 68106

**Bergan Mercy Child Development
Center**
1919 S. 74 Street, Omaha, NE 68124

Central Iowa Health System
700 E. University Ave, Des Moines, IA
50316

Children's Respite Care Center
14245 Q Street, Omaha, NE 68137

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

Community Alliance North Star
3321 Fontenelle Blvd. Omaha, NE 68104

Douglas County Correctional Center
710 S. 17th St., Omaha, NE 68102

Educational Service Unit #145
PO Box 426, Waverly, NE 68462

Fremont Area Medical Center
450 E. 23 Street, Fremont, NE 68025

Glenwood Resource Center
711 S. Vine, Glenwood, IA 51534

Handprints and Footsteps
5930 Vandervort Drive, Lincoln, NE
68156

**Alegent Health: Bergan Mercy
Medical Center**
7500 Mercy Road, Omaha, NE 68124

**Alegent Health: Immanuel Medical
Center**
6901 N. 72 Street, Omaha, NE 68122

Alegent Health: Mercy Hospital
800 Mercy Dr., Council Bluffs, IA 51503

Alegent Health System
1207 S. 13th Street, Omaha, NE 68108

The Ambassador
1540 N. 72nd Street, Omaha, NE 68114

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

Children's Hospital
8301 Dodge Street, Omaha, NE 68114

Clarkson Hospital
44th & Dewy, Omaha, NE 68106

Community Alliance
4001 Leavenworth St., Omaha, NE
68105

Creighton University Medical Center
601 N. 30th Street, Omaha, NE 68131

Douglas County Youth Center
710 S. 17 St., Omaha, NE 68105

Filmore County Hospital
PO Box 193, Geneva, NE 68361

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

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

Home Access Solutions
1004 Lincoln Rd. Ste. 103, Bellevue, NE
68005

**Jennie Edmundson Memorial
Hospital**

933 E. Pierce, Council Bluffs, IA 51501

Lincoln Regional Center

PO Box 94949, Lincoln, NE 68509-4949

Madonna Rehabilitation Hospital

5401 South Street, Lincoln, NE 68506

Millard Good Samaritan

12856 Deauville Drive, Omaha, NE
68137

Munroe Meyer Institute

985450 Nebraska Medical Center,
Omaha, NE 68198-5450

Nebraska Hospital Association

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

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

2727 S. 144th Street, Omaha, NE 68144

Nye Wellness Center

655 W. 23 St., Fremont, NE 68025

Physicians Clinic, Inc.

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

Project Harmony

7110 F St., Omaha, NE 68117-1014

Risen Sun Christian Village

3000 Risen Son Blvd., Council Bluffs, IA
51503

Sarpy County Cooperative Head Start

701 Olson Drive, Papillion, NE 68046

St. Elizabeth Physician Network

5730 S. 57 St., Lincoln, NE 68516

Kids on the Move

3823 N. 88th Street, Omaha, NE 68134

Loess Hills AEA 13

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

Mary Lanning Hospital

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

Mory's Haven

1112 5th Street, Columbus, NE 68601

**Munroe-Meyer Rehabilitation
Institute**

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

Nebraska Medical Center

987537 Nebraska Medical Center,
Omaha, NE 68198

Nebraska Orthopedic Hospital

2808 S. 143 Plz., Omaha, NE 68144

Open Door Mission

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

ProCare3

13336 Industrial Rd. #105, Omaha, NE
68137

Rehab Visions

11623 Arbor Street, Omaha, NE 68144

Rose Blumkin Home

323 S. 132nd Street, Omaha, NE 68154

St. Elizabeth Community Hospital

555 S. 70 Street, Lincoln, NE 68510

**University of Nebraska Medical
Center**

Emile at 42 St., Omaha, NE