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G R A D U A T E

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A C A D E M I C C A T A L O G

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Academic Calendar

August 2016:

Wed. 10	Graduate Student Orientation, 5:30 p.m.
Sat. 13	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Sun. 14	Soccer/Volleyball/CSM Advantage/MLL Move-in Day (MLL 12-2 p.m. and CSM Advantage 3-5 p.m.)
Mon. 15	PHYSICIAN ASSISTANT STUDIES CLASSES BEGIN
Sat. 20	MS in ORGANIZATIONAL LEADERSHIP CLASSES BEGIN
Sun. 21	New Students Move-In 1-3 p.m. and Returning Students 3-5 p.m.
Sun. 21 – Fri. 26	Welcome Days
Sun. 21	Ed.D. CLASSES BEGIN
Mon. 22 - Tue. 23	Advising/Registration for Students
Wed. 24	DAY and EVENING CLASSES BEGIN
Sat 27 – Sun. 28	PLG CERT_CLASSES BEGIN (See weekend dates at end)

September 2016:

Sat. 3	Labor Day Weekend – no classes
Mon. 5	LABOR DAY HOLIDAY, COLLEGE CLOSED
Mon. 12	<i>Opening Convocation: Dedication of the 2016-17 Academic Year – 1:00 p.m.</i>
Mon. 12	CSM Founder's Day, Start of Mercy Week
Fri. 16 – Sun. 18	Homecoming Weekend
Sat. 24	Mercy Day, Mercy Week ends

October 2016:

Thu. 13– Wed. 19	Mid-Term Week
Thu. 20 – Fri. 21	FALL BREAK – NO CLASSES

November 2016:

Thu. 17	Graduate Symposium
Wed. 23 – Sun. 27	THANKSGIVING VACATION FOR STUDENTS
Thu. 24– Fri. 25	THANKSGIVING HOLIDAY, COLLEGE CLOSED
Sat. 26	Thanksgiving Holiday - NO CLASSES

December 2016

Mon. 12–Thu. 15	FINAL EXAMS
Sat. 17	BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m. GRADUATE RECEPTION, Dining Hall, 6:00 p.m. GRADUATION (Commencement and EdD/Master Candidate Hooding) Lied Fitness Center, 7:30 p.m. (<i>location and times subject to change</i>)
Mon. 19	CHRISTMAS VACATION FOR STUDENTS BEGINS
Sat. 24 – Mon. Jan. 2	CHRISTMAS BREAK, COLLEGE CLOSED

SPRING SEMESTER:

January 2017:

Tue. 3	College Offices Open
Sat. 7	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Sat. 14 – Sun. 15	PLG CERT_CLASSES BEGIN
Sun. 15	Ed.D. CLASSES BEGIN
Mon. 16 – Tue. 17	Advising/Registration for New Students
Wed. 18	<u>DAY and EVENING CLASSES BEGIN</u>

February 2017:

March 2017:

Mon. 6 - 10 Mid-Term Week
Mon. 13- Fri. 17 SPRING BREAK

April 2017:

Thu. 13 College closes at 5:00 p.m. for Easter Break—no night classes
Fri. 14 - Mon. 17 Easter Break - NO CLASSES
Fri. 14 GOOD FRIDAY, COLLEGE CLOSED
Thu. 20 Spirit of Service Day (no day classes held)

May 2017:

Wed. 3 Student Scholars' Day/Graduate and Faculty Poster Symposium (No Classes)
Mon. 8 Recognition Day
Mon. 15- Thu. 18 Final Exam Week
Sat. 20 BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m.
CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.
MASTERS HOODING CEREMONY, Lied Fitness Center, 7:30 p.m.
(times subject to change)
Sun. 21 GRADUATION, Century Link Center, 10:30 a.m.
(times subject to change)

SUMMER SESSIONS:

May 2017:

Sat. 13 - Sun. 14 PLG CERT CLASSES BEGIN
Sat. 27 Memorial Day Weekend - NO CLASSES
Sun. 28 DOCTOR OF EDUCATION (Ed.D) PROGRAM BEGINS
Mon. 29 MEMORIAL DAY HOLIDAY, COLLEGE CLOSED
Tue. 30 SUMMER SESSION 1 BEGINS (3 week or 9 week classes)
Tue. 30 PRACTICAL NURSING PROGRAM BEGINS

June, 2017:

Mon. 5 Ed.D 2016 RESIDENCY WEEK (June 5-7)
Sun. 11 Ed.D 2017 RESIDENCY WEEK (June 11-15)
Fri. 16 Session 1 (3 Week Classes) End
Mon. 19 Session 2 Begins (June 19 to July 28)

July, 2017:

Tue. 4 INDEPENDENCE DAY HOLIDAY, COLLEGE CLOSED
Mon. 10 Ed.D 2015 RESIDENCY WEEK (July 10-14)
Fri. 28 Summer Session 1 and 2 End

August, 2016:

PLG CERT Meeting Dates 8/27-28, 9/10-11, 9/24-25, 10/8-9, 10/22-23, 11/5-6, 11/19/20, 12/3-4
1/14/15, 1/28-29, 2/11-12, 2/25-26, 3/11-12, 3/25-26, 4/8-9, 4/22-23
5/13-14, 6/3-4, 6/17/18, 6/24-25, 7/8-9, 7/22-23, 8/5-6

Introduction

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

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

Mission

College of Saint Mary is a Catholic University providing access to education for women in an environment that calls forth potential and fosters leadership.

Consistent with the works, values and aspirations of the Sisters of Mercy, this mission inspires us to:

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

Philosophy of Graduate Education

Graduate programs at College of Saint Mary arise from society's need for individuals prepared as multi-dimensional leaders. Graduate programs support the CSM mission and are characterized by advanced educational processes whereby the capabilities and leadership potential of the individual are more fully developed. These educational processes are designed to provide experiences necessary to foster development as scholars, researchers, and effective communicators; to think critically and creatively, evaluate scholarly literature, solve problems, and improve practices in their fields and/or organizations. College of Saint Mary masters and doctoral graduates possess skills necessary to provide leadership in a variety of settings, to work collaboratively with others and to make ethical decisions and judgments.

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 Assistant Dean for Retention Programs, (402) 399-2366.

History

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

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

As the Mercy community of Omaha grew, the Sisters continued to dream of the day they could educate their own Sisters to carry on the work of Catherine McAuley. They wanted a college where they could provide an education to women desiring to become teachers and health care providers. Catherine had said, "No work of charity is more productive for 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 seventeen colleges/universities in the U.S. founded by the Sisters of Mercy.

Campus

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

offices. Physician assistant, nursing and occupational therapy laboratories are located on the ground floor and computer laboratories are located on the second floor.

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

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

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

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

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

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

Declaration of Open Discourse

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

Each member of the campus community is encouraged to:

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

Leadership Qualities

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

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

Becoming "values-driven" means developing a high level of integrity and honesty and 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.

Degrees Offered

Doctor of Education

- Educational Leadership

Master of Arts in Teaching

- Emphasis in Elementary Education
- Emphasis in Secondary Education
- Emphasis in Special Education

Master of Science in Education

- Emphasis in Curriculum and Instruction
- Emphasis in Early Childhood Education

Master of Science in Nursing

Master of Science in Organizational Leadership

Master of Science in Physician Assistant Studies

- Five-year combined Bachelor degree in Human Biology or other major with the required prerequisites/Master of Science in Physician Assistant Studies.
- Master of Science in Physician Assistant Studies for students with bachelor or higher degree

Master in Occupational Therapy

- Five year combined undergraduate/master's program

Post Baccalaureate Certificate in Paralegal Studies (must hold Bachelor degree in some field)

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

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 three instructional labs as well as a general use lab. The Computer lab hours can be found on the University website at <https://my.csm.edu/Services/Technology>.

All Graduate students who use computers at CSM must abide by any federal or state laws, as well as CSM regulations, policies and rules. Specific regulations governing the usage of Internet accounts are part of the account agreement. General policies for using the computer labs are posted on the CSM web site.

Online Learning Management System

Canvas Learning Management System (LMS) is utilized for all courses. Canvas allows our instructors to take a creative and student-focused approach to their instruction through the use of discussion boards, dropboxes, integrated content, online rubrics, and electronic grading. Students requiring assistance with Canvas 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. The myCSM portal also contains information on all CSM divisions and departments, forms, links to information, documentation and training guides. Students should use their CSM network login to access the portal. Students requiring assistance with myCSM are encouraged to visit my.csm.edu or Email PCHELP@csm.edu.

Tegrity Lecture Capture System

Tegrity lecture capture service allows instructors to automatically capture, store, and index classes for later review by students online, or on mobile devices. When reviewing content, students can bookmark and make notes within a record for future use. 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 CSM buildings, classrooms and public spaces including the plaza and many other outdoor areas. Students requiring assistance with the wireless network are encouraged to visit my.csm.edu or Email PCHELP@csm.edu.

Library

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

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

The collection includes a variety of print and electronic resources: books, journals, and databases covering all subjects taught at CSM. Databases and electronic journals are accessible to members of the CSM community both on and off site. The Library shares its online catalog with other colleges and universities in eastern Nebraska. CSM students and faculty may borrow materials from these libraries on presentation of a CSM ID card.

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

Admissions

All applicants desiring admission to College of Saint Mary graduate programs apply through Enrollment Services and must meet the CSM graduate admissions requirements detailed below. To apply on-line go to: <http://www.csm.edu>.

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

1. Completed College of Saint Mary Graduate Program application form
2. Official transcripts with the graduation date of undergraduate degree for master's programs and master's degree for doctorate programs. (Must provide certified translations for non-English transcripts.) Other college transcripts may be required as determined for certification or transfer credit.
3. Proof of English competency for international students for whom English is not the first language. Applicants must demonstrate English competency by accomplishing **at least one** of the following:
 - Test of English as a Foreign Language (TOEFL):
an Internet based score of 80 or above
 - Test of Written English (TWE): a score of 4 or above; or
 - ESL Language Center: completion of Level 9
4. Resumé
5. \$30 non-refundable application fee.
6. Submission of program specific requirements.

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

If an applicant has deficiencies in meeting the admission requirements for a graduate program, the Program Director may submit to the Graduate Admission Committee the application materials for those applicants who do not clearly meet admission standards. Based upon a recommendation from the Graduate Admission Committee the Associate Dean for Graduate Studies may approve provisional admission of applicants who do not meet admission criteria or prerequisite requirements. Prerequisites must be completed for full admission.

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

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

Program Specific Additional Admission Requirements

Doctor of Education (EDD)

Current or past teaching certificate and/or a Bachelors or Master's degree in the field of education

Completed College of Saint Mary Graduate Program application

Official transcripts from institution(s) accredited to award master's degrees

Minimum GPA of 3.0 in Master's Degree

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

Resumé

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

Prerequisite Master's level courses in Research Methods and Research Statistics (determined by transcript evaluation)

Those who do not have a degree in education but are seeking professional development/leadership positions in businesses or corporations are required to complete Master's level courses in Educational Psychology and Classroom Technology in addition to Research Methods and Research Statistics. Acceptable prerequisite courses will be determined by transcript evaluation.

Master of Science in Nursing (MSN)

Current, unencumbered Registered Nursing license in Nebraska or compact state

Scholarly writing that demonstrates the ability to do graduate level work

Evidence of earned BSN

Completion of background check

Minimum GPA of 3.0 in Bachelor's Degree

Contact information for two professional references

Master of Science in Organizational Leadership (MSOL)

Bachelor's degree

Professional Writing Sample or Professional or Scholarly Writing

Interview with Program Director

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

Minimum GPA of 3.0 in Bachelor's Degree

Master of Science in Education

Minimum GPA of 3.0 in Bachelor's Degree

Official transcripts for accredited bachelor's degree in Education--Applicants who have completed the requirements for certification with a bachelor's degree at graduation may be eligible for admission.

Verification of teaching certificate (current or lapsed) (Endorsement in Elementary Education required for ECE Emphasis)

Copy of passing Praxis II scores if not licensed in Nebraska

Contact information for two professional references familiar with the applicant's educational experiences with students

Master of Science in Physician Assistant Studies

Current College of Saint Mary Pre-PA Students:

Current CSM students accepted as pre-PA students are assigned to a specific future PAS cohort upon admission as a pre-PA student and will have a guaranteed seat in their assigned PAS cohort as long as all progression requirements are followed and the applicant meets the minimum technical standards for the PAS program. College of Saint Mary does not offer advanced placement for the PAS program.

Acceptance and Progression Requirements:

Students with pre-PA status will be assigned to an appropriate level (1-3) based on previous coursework and available seats.

Once assigned an appropriate level (1-3), students with pre-PA status may not change levels without permission from the PAS Program Admissions and Progression Committee.

Summer coursework may be required for some students to complete levels 1-3 on schedule.

Immunology must be taken in level 4 and cannot be transferred into the program or taken in an earlier level.

The PAS program begins with level 4, at which time your status will be changed to PAS (level 4) student if all of the following criteria are successfully met:

- Minimum cumulative PAS prerequisite GPA* of 3.0 on a 4.0 scale
- All PAS prerequisite coursework must be completed within the last 7 years from the year starting the PAS program (level 4), except for General Chemistry and Developmental/Lifespan Development Psychology
- Full-time (12 credits) status maintained through all levels
- Possess or have the capability to earn a Bachelor's degree by the start of the second semester of the Master of Science in Physician Assistant Studies program (MSPAS)

(Level 4). Courses taken in the first semester of the PAS program may count as electives towards a CSM Bachelor's degree.

- Ability to complete all MSPAS matriculation requirements within 6 months of entry into level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Must meet the minimum technical standards for the PAS program
- Achieve all PAS program admission criteria and follow the PAS admissions process and decisions
- Ability to meet college admission criteria to attend College of Saint Mary as a graduate student
- Healthcare experience preferred but not required

Any violation in the progression criteria above will result in the loss of your cohort seat in the PAS program. You will be able to complete your current program of study and may reapply to the PAS program (level 4).

Any violation of progression criteria may be appealed to the Admissions and Progression Committee for review, decision recommendation, and VPAA approval.

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

*Prerequisite GPA – Cumulative GPA of all PAS program prerequisite courses

College of Saint Mary Non Pre-PA Applicants:

The College of Saint Mary PAS program may admit up to 30 students in each yearly cohort. The seats in the PAS cohorts will be filled with current CSM students classified as pre-PA students. Additional applicants will be considered for seats that remain open at the beginning of the PAS program (level 4). Those applicants selected will begin as graduate students and upon successful completion of the PAS program, will receive a M.S. in Physician Assistant Studies degree. College of Saint Mary does not offer advanced placement for the PAS program.

Admission requirements for non-pre-PA applicants (all requirements must be met):

- A baccalaureate degree from a United States regionally accredited college or university
 - A baccalaureate degree from outside the United States will be accepted if the student can document equivalency of a U.S. bachelor's degree through a foreign transcript evaluation service and completion of an additional 24 credit hours in biology or chemistry departments at a U.S. regionally accredited college or university prior to application.
- Minimum cumulative PAS prerequisite GPA* of 3.0 on a 4.0 scale
- All PAS prerequisite coursework must be completed within the last 7 years from the year starting the PAS program (level 4), except for General Chemistry and Developmental/Lifespan Development Psychology

- Preference will be given to prerequisite coursework completed at 4-year institutions through biology and chemistry departments.
- Healthcare experience preferred but not required
- Must meet the minimum technical standards for the PAS program
- Ability to complete all MSPAS matriculation requirements within 6 months of entry into level 4. This includes requirements for immunizations, tuberculosis screening, physical examination, criminal background check, urine drug screening, and health insurance requirements.
- Achieve all PAS program admission criteria and follow the PAS admissions process and decisions
- Ability to meet college admission criteria to attend College of Saint Mary as a graduate student
- CSM alumni, previous Master's degree, military service, and fluency in a second language will receive special consideration on the application evaluation
- College of Saint Mary PAS program does not offer advanced placement

*Prerequisite GPA – Cumulative GPA of all PAS program prerequisite courses

Prerequisite coursework must be completed within the last 7 years from the year starting the PAS program (level 4), except for General Chemistry and Developmental/Lifespan Development Psychology

General Chemistry with lab

- Two semesters in a sequenced course

Developmental/Lifespan Development Psychology

Human Anatomy and Physiology with lab (minimum 10 semester credits)

- Minimum of one semester of each or two semesters of a combined sequenced course

Statistics

Abnormal Psychology

The following must be completed at 4-year institutions through biology and chemistry departments.

Organic Chemistry with lab

- Two semesters in a sequenced course

Microbiology with lab

Genetics

Pathophysiology or upper-level Biology course

Biochemistry

- Acceptable course must at a minimum require Organic Chemistry 1 as a prerequisite

***Prerequisite GPA – Cumulative GPA of all PAS program prerequisite courses**

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

MSPAS Technical Standards:

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

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

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

Observation:

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

Communication:

A student must be able to communicate effectively, sensitively, and rapidly in English with patients and members of the health care team. A student must be able to elicit information

from patients, perceive nonverbal communications, speak intelligibly, hear sufficiently, and describe changes in mood, activity and posture. Communication includes not only speech, but writing, reading, interpreting tables, figures, graphs and computer literacy.

Sensory and Motor Coordination and Function:

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

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

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

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

Intellectual, Conceptual, Integrative and Quantitative Abilities:

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

Behavioral and Social Attributes:

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

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

PAS Admissions Process and Decisions:

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

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

PAS Application Process

1. Apply On-Line
2. Submit Application Fee
3. Submit required transcripts
 - a. If CSM pre-PA applicant, high school and college transcripts if applicable
 - b. All other applicants require college transcripts
 - c. Official GRE or MCAT scores
4. Submit Names, Phones and email Addresses of 3 References
5. Submit any previous medical and clinical experiences and extra- and co-curricular activities (form attached to electronic application)
6. Submit essay (attach to electronic application)
7. Review of application by the PAS Admissions and Progression Committee
8. If selected, participate in an on-campus interview with the PAS Admissions and Progression Committee. Initial application review and interview may occur prior to receiving all application materials. The PAS program technical standards attestation form must be signed during the interview stating the ability to meet all required technical standards.
9. Admission decision by the PAS Admissions and Progression Committee following a complete application and interview.

Master of Arts in Teaching (MAT)

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

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

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

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

Minimum GPA of 2.75

Resumè

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

Additional Program Requirements

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

Master of Science in Education

Completion of Legal Clearance self-report.

Adherence to the Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education.

Master of Science in Nursing:

Nursing program requirements include CPR, Clinical Agency Requirements, and Health Requirements.

CPR Requirement

- A current American Heart Association: Health Care Provider CPR card, Red Cross: Professional Rescuer CPR card, or American Safety & Health Institute: BLS for Healthcare Providers is required to participate in a lab/clinical course. Expense incurred by the student in connection with the CPR requirement is the responsibility of the student.

Clinical Agency Requirements

- Investigative Consumer Report (Background Check)
 - All students must complete a background check as partial fulfillment of clinical agency contracts. This process must be completed prior to beginning nursing courses.
 - Students will complete the application for background check as stipulated by nursing program.
 - Results of the background check will be given to the nursing Program Director.
 - If there is concern that the findings have a rational connection and/or pose a liability risk to nursing faculty or clinical agencies, findings will be brought to the Associate Dean.

- If findings indicate a rational connection and/or pose a liability risk to nursing, the student may be denied admission to nursing or be dismissed from the nursing program.
- Drug Screening
 - Students entering nursing will be required to undergo drug testing (5-panel or higher) as required by clinical contract. Current students will be required to repeat drug screening for reasonable cause (probable cause) when at least two licensed healthcare professionals believe that a nursing student is impaired as a result of the use or abuse of illegal drugs, controlled substances and/or alcohol. Reasonable cause exists when:
 - i. actions or appearance are out of the ordinary and unusual to the normal behavior patterns of an individual and could indicate the presence of an intoxicating substance.
 - ii. behavior is such that it presents a danger to the safety of other students, faculty, clients, staff and/or member of the public.
 - Refusal to submit to a drug screen when there is reasonable cause is grounds for the Graduate Policies Committee to dismiss the student from the program.
 - If the drug screen is positive, the individual will be given an opportunity to list all medications currently being taken and to name the prescribing physician.

Health Requirements

- The following policies and procedures have been identified to meet health requirements of clinical agencies. The student must be physically and mentally able to engage in clinical practice to ensure the safety of clients, self, peers, faculty, and staff. These requirements will facilitate maintenance of our health as professionals and that of our clients.

Policies:

- Every student in the MSN program is required to have current health records prior to beginning nursing courses. Health records will be maintained through either the student's CSM admission record or through CSM's designated health services office.
- Students who stop out and are readmitted to the program must submit another health record, current to within six months.
- Additional immunizations or health screening may be required as needed to meet clinical agency requirements.
- The student is responsible for any expense incurred in completing this process.
- Failure by the student to submit health records as required will result in missed lab/clinical days.
- All items on the medical form must be filled in for the record to be considered complete.
- Immunizations must be current and the report must include the dates they were given, in order to meet clinical agency requirements. Students are to update immunizations when the Center for Disease Control and the Health Department and/or clinical agencies require doing so.
- Students are responsible for updating their health records annually with the CSM designated health services office.

Procedures:

- The CSM Nursing Program Director or the CSM designated health services office shall:

- Review the medical form for completeness and content.
- Notify student of any deficiencies.
- Issue a clearance form/card to the student that includes an expiration date.
- Share information that may affect the student's ability to function in the classroom or clinical area with appropriate faculty.
- The Program Director or designee shall:
 - Inform prospective or new students of the necessity of meeting the health requirement.
 - Notify Advisors, Instructors, and/or students of any deficiencies or special needs.
- Faculty/Staff shall:
 - Allow students to come to the lab/clinical area with a valid health clearance form/card.
 - Refer students without a clearance form/card to the CSM Nursing Program Director or CSM designated health services office and not allow students to come to lab/clinical until proof of current/valid health clearance form/card is received.
 - Furnish the information that the student is in compliance with CSM health requirements to clinical agencies as needed.
- The student shall:
 - Maintain a valid health clearance form/card.
 - Show valid health clearance card at designated times.

Master of Science in Organizational Leadership

Students who have not earned a bachelor's degree in business leadership or business administration may be required to complete a three credit survey course (MOL 599) prior to the beginning of the master's degree program. This decision is made at the discretion of the program director upon evaluation of official transcripts.

Master of Science in Physician Assistant Studies:

Following admission but prior to the first day of classes, all students must complete:

Criminal Background Check

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

Students with any record of misdemeanors or felonies must meet with the Program Director of the PAS program to determine the appropriate course of action. Results of the background check may impact the student's ability to participate in SCPE's and, ultimately, his/her future ability to obtain a professional license and be employable. If details of the findings indicate a liability risk to the PAS program or the inability to participate in the required SCPEs, the student may be dismissed from the PAS program or their admission status in the program revoked. Acceptance into and completion of the program does not guarantee licensure.

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

Immunization Requirements

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

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

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

Hepatitis B

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

Measles, mumps, and rubella

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

Varicella (Chickenpox)

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

Diphtheria/Tetanus/Pertussis

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

Meningococcal vaccine

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

Seasonal influenza

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

Tuberculosis (TB) screening

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

Health Insurance Requirements

All students must provide proof of health insurance prior to matriculation and must have an active policy throughout the entire PAS program. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure

evaluation and treatment). CSM does not assume responsibility for health-care-related costs arising from the illness or injury of a student.

History and Physical Examination Requirements

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

Physical Health Requirements

- Matriculated PAS students must have a history and physical examination completed by a licensed physician (M.D. or D.O.), PA-C, or NP within 6 months of matriculating into the PAS program stating no restrictions for participation in supervised clinical practice experiences (SCPE's).

Physical Health Evaluation Protocol

- The student must be evaluated and have the history and physical examination form provided by the CSM PAS program completed by a licensed physician (M.D. or D.O.), PA-C, or NP.
- The student may use his/her own licensed medical provider or the CHI Health/Alegent Creighton Occupational Health Services located in the Bergan Mercy Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus by Bergan Mercy Hospital.
- The student will submit all documentation to the CHI Health/Alegent Creighton Occupational Health Services located in the Bergan Mercy Medical Building One, 7710 Mercy Road, Suite 124, near the CSM campus by Bergan Mercy Hospital. The PAS program and college will not accept any documentation directly from the student to maintain health privacy of the student.
- CHI Health/Alegent Creighton Occupational Health Services will maintain permanent copies of the student's health record. PAS program faculty and staff will not have access to the student's health record.
- CHI Health/Alegent Creighton Occupational Health Services will provide the PAS program the final page of the history and physical examination form signed by the examining licensed medical provider stating no restrictions regarding the PAS program defined physical health requirements.
- The student must sign a record release form, so that the final page stating no restrictions may be forwarded to the PAS program and future clinical sites for supervised clinical practice experiences (SCPE's).

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

Master of Arts in Teaching

1. Show proof of liability insurance through SEAN membership for both clinical experiences.
2. Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required Praxis II content test and received the required passing score.

Additional Admission Information:

International Students

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

- International student application form.
- Non-refundable application charge.
- Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be translated into English by a recognized evaluation service.
- Certificate of Financial Responsibility (to be sent directly to the College from the applicant's bank).
- Student must meet the following language requirements: a score of 80 on the TOEFL iBT (internet-based test) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- CSM English placement test or transfer of English Composition with a "C" or better.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) charge (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for visa interview.

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

Readmission

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

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

Any new admissions requirements in place at the time of readmission will be applicable.

Second Master's Degree

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

Transfer Policies

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

Program	Total Required Credits	Residency Credits
MSN	36	24
MSOL	36	24
MSE	36	24
MAT (ELD/SPE)	36-57	24-38
MSPAS	88	88
Ed.D.	87	36

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

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

Credit allowance for graduate courses is considered on an individual basis. The program of study will be developed based on accepted transfer college credits. The following materials may be requested: course syllabi; results of standardized tests; college catalog; and a sample of previous course work. *Credit for prior learning may be accepted but is subject to review for eligibility and is limited to 10% of the overall credit hours.*

Transfer Procedure:

1. Enrollment Services shall:
 - A. Secure application materials and submit them to the Program Director.
 - B. Send a letter to the applicant stating the admission decision after review by the Program Director.
 - C. Inform the applicant of her/his advisor's name and refer her/him to the advisor for registration.
2. The Program Director shall:

- A. Review applicant materials for: satisfactory completion of required courses; academic standing and GPA; course deficiencies, if any; course content and competencies; and letters of recommendation.
 - B. Arrange for an interview with the applicant as deemed necessary.
 - C. Make recommendations to the Graduate Admission Committee regarding the applicant's eligibility should a prospective student not meet the minimum admissions criteria.
 - D. Meet with the student to develop and discuss a preliminary plan of study. (A copy is given to the student and the original is placed in the student's folder.)
3. The Registrar shall finalize the transcript for transferable credit of courses.
 4. The Associate Dean for Graduate Studies shall approve doctoral plans of study.

Tuition Deposit Requirement:

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

Tuition Deposit Refunds:

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

Financial Aid

Students who receive outside scholarships, vocational rehabilitation, veteran benefits, 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 **Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov** 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 department.

Types of Financial Assistance

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

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

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

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.

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 paperwork by March 15. CSM's school code is 002540. Financial aid awards are based on the anticipated hours of enrollment indicated by the student at the time she/he files the FAFSA. 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. A Satisfactory Academic Progress (SAP) review is completed annually at the end of spring term and/or at the end of summer term, if the student receives financial aid for summer enrollment. SAP requirements for financial aid recipients are defined below.

Qualitative standard

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

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

Pace standards

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

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

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

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 who have not completed 67% of the cumulative credit hours attempted at CSM will be notified that they are in danger of becoming ineligible for financial aid at the subsequent SAP review. Academic records are not reviewed mid-year relating to the maximum time frame of 150% of the program requirements.

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

Disbursement of Aid

For all types of financial aid, including all types of federal, state, and institutional grants and loans, disbursement begins the business day after the last day to add or drop classes with a 100% tuition 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 (see note below)
- Student is enrolled in an eligible degree or certificate seeking program
- Student is enrolled in the same number of credits on which their financial aid eligibility is based

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

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

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

Student Appeals

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

Financial Aid Rights and Responsibilities

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

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

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

Responsibilities: Students have the responsibility to do the following:

1. Complete the FAFSA each year after January 1 and after filing the previous year's taxes
2. Accept or Declined aid funds on NetPartner, the Financial Aid Portal
3. Provide correct information (misreporting on the FAFSA and the Direct Loan and PLUS Loan Master Promissory Notes is a violation of Federal law)
4. Read and understand all forms that are being signed
5. Keep copies of all the forms for their own records
6. Accept the responsibility for all agreements that are signed
7. Perform the work that is agreed upon when accepting a work-study position
8. Be aware of, and comply with, deadlines for application and reapplication for aid
9. Be aware of the federal Return of Title IV Funds policy
10. Be aware of Financial Aid Satisfactory Academic Progress requirements and maintain those requirements

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

College of Saint Mary Return of Title IV Funds

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

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

The refund amount is determined using Return of Title IV Funds on the Web, located on the FAA Access Web site. This is a Department of Education Website, which helps the Financial Office calculate and manage the Return of Title IV funds. If you received less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you. CSM will return any unearned Title IV funds it is responsible for returning as soon as possible but no later than 45 days after the date the school determined the student withdrew, and offer any post-withdrawal disbursement of loan funds within 30 days of that date. Institutional data is collected from the institution and student information is entered on the website which calculates the Return of Title IV funds according to DOE's Student Assistant General Provisions. The following is the calculation process performed by Return of Title IV funds on the Web.

1. Determine institutional charges (institutional charges include tuition 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. The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period (as determined in step three), you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of your payment period, you earn all the assistance that you were scheduled to receive for that period.

5. If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. This occurs in very rare cases. If your Post-withdrawal disbursement includes loan funds, you must give your permission before loan funds can be disbursed. Your Post-withdrawal disbursement of grant funds may automatically be used for tuition, fees, and room and board charges.
6. The *percent* of unearned Title IV aid is calculated by subtracting the percentage of earned Title IV aid (step four) from 100%. The *amount* of unearned Title IV aid is calculated by multiplying the amount of Title IV aid received and subject to return (step two) by the percentage of unearned Title IV aid. The amount of unearned Title IV aid must be returned.
7. If you receive excess Title IV aid that must be returned, CSM must return a portion of the excess equal to the lesser of either your institutional charges (step one) multiplied by the percentage of unearned Title IV aid (step six), or the entire amount of excess funds. Any refund amount is applied in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, Direct PLUS Loan (Graduate Student), Direct PLUS Loan (Parent), Federal Pell Grant, Federal SEOG, and TEACH Grant.
8. Title IV aid returned by CSM will likely result in a balance due on your CSM student account for which you must make satisfactory repayment arrangements with the Express Center.
9. If CSM is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Parent PLUS Loan) repay in accordance with the terms of the promissory note. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds. This occurs in very rare cases, most of the time, CSM is required to return the grant and/or loan funds (steps seven and eight).

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

Tuition

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

Graduate Programs Tuition and Charges 2016-2017 Academic Year

Tuition

Master of Science in Education – <i>per credit hour</i>	\$ 295
Master of Science in Nursing – <i>per credit hour</i>	570
Master of Arts in Teaching – <i>per credit hour</i>	635
Master of Science in Organizational Leadership – <i>per credit hour</i>	405
Master in Occupational Therapy – <i>per semester</i>	14,977
Master of Science in Physician Assistant Studies – <i>per credit hour</i>	852
Doctor of Education – <i>per credit hour</i>	775
Post Baccalaureate Certificate in Paralegal Studies – <i>per credit hour</i>	465
Teaching Endorsement – <i>per credit hour</i>	635
Audit while graduate student – <i>per credit hour (1/2 tuition charge)</i>	

Financial Charges

Late Payment-Charge – <i>per month</i>	60
Payment Plan Charge – <i>per semester</i>	40
Late Semester Financial Arrangements Charge– <i>per semester</i>	100
Return/Reissue Check Charge– <u>per check</u>	25

Special Rates

Catholic Educators: For full-time educators working in Catholic Schools, who already have a baccalaureate degree and are pursuing an advanced degree or additional endorsements, the tuition charge will be half of the program tuition rate. Master of Science in Education students are not eligible for this discount.

Alternatives for College Credit

Credit for exam or challenge exam – <i>per credit hour</i>	\$ 120
Portfolio Assessment – <i>per credit hour</i>	120

Payment Options

Methods of Payment

The following methods of payment are accepted by the College of Saint Mary: cash or check in person or by mail, automated withdrawal from checking/savings account (ACH) or Credit/Debit Card (MasterCard, Discover, Visa and American Express accepted). These payment plans are done through www.csm.edu/sfa. Note: A convenience charge of 2.75% is charged for all credit/debit card transactions.

Payment in Full

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

Payment Plan

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

Plan Type	Fall		Spring		Summer	
	Enroll By	Pmt Months	Enroll By	Pmt Months	Enroll By	Pmt Months
6 month	05/25/16	Jun - Nov	11/23/16	Dec- May	12/23/16	Jan-June
6 month					01/26/17	Feb-July
5 month	06/23/16	Jul - Nov	12/23/16	Jan - May	02/19/17	Mar-July
4 month	07/27/16	Aug - Nov	01/26/17	Feb - May	03/25/17	Apr-July
3 month	08/25/16	Sep - Nov	02/19/17	Mar - May	04/26/17	May-July
2 month	09/24/16	Oct - Dec			05/24/17	June-July
2 month					6/23/17	July-Aug

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

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

Corporate Deferred

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

These ACH or credit/debit card payments will be withdrawn on February 5th for the Fall Semester, July 5th for the Spring Semester, or September 5th for the Summer Sessions.

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

College of Saint Mary Refund Policy

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

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

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

Refunds are calculated as follows:

Packaged Rate (MOT)
(12 or more CREDITS)

Dropping below 12 credit hours but is still enrolled

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

Courses Scheduled for Full Semester

(Including 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%

Paralegal Certificate/MSOL

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 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%

On-Line Summer Classes

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

Campus Store Vouchers

Students whose financial aid exceeds the total amount of their tuition and other charges may apply for Campus Store credit on their campus card when they SFA for an amount no

greater than the anticipated credit balance. This credit will be created by the application of financial aid on the student's account. Any funds left on a student's campus card bookstore account when student refunds are issued will be taken off, and a check will be issued. This anticipated credit can be used for books only in the Campus Store.

Payments of Excess Financial Aid

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

Past Due Student Accounts

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

Delinquent Student Accounts

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

Holds on Student Accounts

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

- Past due or delinquent account
- Fines (library, parking, athletic equipment, etc.)
- Insufficient funds
- Default on student loan (Federal Direct Loan, Perkins, Nursing, etc.)
- Incomplete student loan exit counseling

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

Student Development

The Student Development team provides a variety of opportunities for CSM students to become involved in campus life which attends "to the development of mind, body and spirit." Students are encouraged to participate in the many co-curricular programs and activities that enhance learning, including leadership development.

CSM Achievement Center

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

Services include:

- Individual and small group tutoring
- Testing services
- Specialized academic support workshops and academic skill building
- Writing assistance
- Professional math tutoring
- Single parent success resources and programming
- Accommodations for students with disabilities who self-identify (ADA)
- Learning style assessment and planning
- Career exploration and advising
- Job preparation assistance and resume review
- On-line academic preparation resources
- Mentoring programs for African American and Single Parent students
- Additional support for first generation students

Counseling

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

Health Care

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

to the emergency room or to an immediate care facility. The closest facility to the university is located at Applewood Clinic, 9717 Q Street, and the phone number is 402-537-1704.

Lied Fitness Center

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

Campus Ministry/Faith Opportunities

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

Children on Campus

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

Code of Conduct

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

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities including its public service functions or other authorized activities on University premises;
2. Abuse of any person on University-owned or University-controlled property, or at University sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person, including self;
3. Intentionally harassing any person in such a way as to interfere with that person's emotional, or academic pursuits; creating a hostile, abusive, coercive or intimidating environment; and/or slander or defaming another's character; this includes on-line/digital communication;

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

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

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

Judicial Process

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

Appeal Process

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

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

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

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

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

The standards and procedures set forth in this document are those the University normally applies to conduct matters. The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus and community. This includes the right to suspend, expel, or request the withdrawal of a student at any time,

with or without specific charge or hearing, subject only to the student's right to request review of the decision.

Copyright Laws

Section 107 of the FEDERAL COPYRIGHT LAW REVISION OF 1978 provides that "fair use" of a copyrighted book, including use by reproduction in copies, for purposes such as "teaching (including multiple copies for classroom use), scholarship, or research, is NOT an infringement of copyright." The four statutory criteria used to determine whether use made of a work in a particular case is fair use include:

1. the purpose and character of the use, including whether such use is of commercial nature or is for non-profit education uses;
2. the nature of the copyrighted work;
3. the amount used in relation to the whole; and
4. the effect of the use upon the potential market for, or value of, the copyrighted work.

Alcohol and Drugs

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

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

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

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

As it is stated in our mission, CSM calls us to pay attention to the development of mind, body, and spirit. There are numerous, serious health risks associated with the use of illicit drugs and alcohol. Substance abuse, when left untreated, may lead to damaged vital organs such as the liver, brain, and kidneys. For more detailed information regarding the health risks associated please see Appendix C. These effects, more often than not, lead to poor academic performance, loss of jobs, arrests, arguments with family and friends, and serious accidents. Consequently, when appropriate, CSM will refer students to the CHI Health Bergan Mercy Counseling Assistance Program (CAP) for an evaluation. The CHI Counseling Assistance Program is located at 7500 Mercy Road Omaha, NE 68124. 24-hour telephone number (402) 398-5566. Toll Free 1-888-847-4975. Students will be expected to follow through with the recommendations CAP may suggest.

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

Tobacco-Free Campus Policy

As a women's University, College of Saint Mary has a special responsibility to lead efforts in recognizing and addressing smoking as a significant issue affecting women's health. CSM also has a responsibility to its employees and students to provide a safe and healthy environment. Research findings show that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. In addition to causing direct health hazards, smoking contributes to institutional costs in other ways, including fire damage, cleaning/maintenance costs, and costs associated with student and employee absenteeism, health care, and medical insurance. Consequently, ALL TOBACCO PRODUCTS, INCLUDING E-CIGARETTES/E-VAPORS ARE PROHIBITED IN ALL CAMPUS BUILDINGS AND ANYWHERE ON CAMPUS PROPERTY. College of Saint Mary will pursue avenues to provide free, accessible tobacco cessation treatment on campus—and will publicize the availability of such resources. College of Saint Mary asks its faculty, staff and student leaders to become advocates for the above policy to ensure a safe and healthy environment for all who study, work, or visit the campus.

General Student Information

Fire Evacuation Plan

If a fire alarm sounds, the Omaha city fire department and safety and security will be responding to the affected building. Every building on campus including the residence halls are connected directly to safety and security by electronic monitoring. If you notice a fire in your building, you should still contact both the safety and security department at 402-670-8848 and 911 for Omaha fire.

When a fire or other evacuation alarm sounds, every person must follow these procedures:

- Take your keys and CSM ID with you, if you have time.
- Carefully and calmly exit via the closet fire exit route.
- **DO NOT USE THE ELEVATORS.**
- Check each door for heat or hazard prior to opening. If your door feels hot or the exit path is hazardous, remain in the building.
- If there is a designated fire exit through your window, use it.
- Leave the room door closed.
- Stay low to the floor and cover your mouth with a wet cloth to make breathing easier in smoky conditions.
- If you notice that individuals cannot negotiate the exit, move them laterally away from any obvious danger to a safe place.
- Persons with disabilities, such as those who cannot walk or must be assisted down the stairs, may elect to remain in the building until emergency personnel arrive.
- Report the status and location of anyone remaining in the building to campus responders (Safety and Security) and public officials (Police, Fire). Repeat this message often.

Stay together at a safe distance (100 yards, upwind) from the building until Campus Safety and Security indicates you can return to the building.

In The Event of a Fire:

If you notice a fire: Alert others in the immediate area and activate the nearest fire alarm on your way out of the building.

- Call 911 and state that you wish to report a fire. (You do not need to dial 9 first) State your name, building name, street address (7000 Mercy Road), street intersection (72nd Street and Mercy Road), office number, location of fire, extent of fire, and your telephone number. Then call Safety and Security by dialing "1" on campus phones or on your cell phone at 402-670-8848.
- Do not fight a fire if you have not been trained or are unsure about what type of fire extinguisher to use. Most portable extinguishers are appropriate for only small contained fires, such as a fire in a wastebasket.
- Remember to never fight a spreading or growing fire and never block your escape.
- Close doors to help prevent the fire from spreading.
- Advise emergency personnel about the size and location of the fire.
- Do not re-enter a building that is on fire.
- Advise emergency personnel if you know that someone is in the building.

The Alarm May Not Sound Continuously:

- If by some chance the alarm stops, continue the evacuation and warn others who may attempt to enter the building after the alarm stops.
- Leave the building and move at least 100 yards up wind away, leaving the driveways and walkways open for arriving police and fire equipment.
- DO NOT enter the building until given the all-clear from the Fire Department.
- Someone familiar with the situation and who knows the area involved should meet the fire department. Someone with keys, which may be needed to allow firefighters access to affected areas, should make him/herself available upon arrival of the fire department.
- Notify firefighters on the scene if you suspect someone may be trapped inside the building.

Evacuation Procedures

The evacuation procedures shall be as follows:

- Never Ignore a Fire Alarm!
- It shall be the responsibility of every person to immediately leave campus buildings whenever the fire alarm is activated or a fire emergency exists.
- All students, faculty, and staff are required to leave the building and remain outside until the emergency is over. No one shall restrict or impede the evacuation.
- Feel the door from top to bottom
 - If hot, Stay calm and do not open door, see tips below for if you are trapped.
 - If door is cool, crouch low and open door slowly. Close door quickly if smoke or fire is present. If clear, exit via nearest stairwell. Stay low if smoke conditions exist.
- If you encounter heavy smoke in stairwell, go back and use an alternate route.
- Never use an elevator during a fire.
- Once outside of building go directly to a safe assembly point

- **100 yards, upwind away from the building**
- Keep away from power lines, poles, gas lines

If You Are Trapped

- Stay calm. There are many things you can do to protect yourself.
- If possible, go to a room with an outside window and use a flashlight or light to get people's attention.
- Close the door between you and the fire. Stuff the cracks around the door with towels, rags, or bedding and cover vents to keep the smoke out of the room.
- Use your cell phone or a land line to call the fire department and tell them exactly where you are. Do this even if you can see fire trucks on the street below.
- Wait at window and signal for help with a flashlight, if you have one, or by waving a sheet or other light-colored cloth.
- Be patient. Rescuing all the occupants of a residence hall can take some time.

Do Not Jump from the Room - Any rescue attempts will be made by the Fire Department.

If You Are On Fire:

- **Stop, Drop, and Roll** - If your clothes catch on fire, Stop, Drop, and Roll, wherever you are. Rolling smothers the fire.



Using a Fire Extinguisher

If a slight fire seems controllable, instantly contact the Omaha Fire Department and Safety and Security Department at CSM. Never try to fight even a small fire until the alarm system has been activated, evacuation has begun, and the fire department has been called. Then only if you have been trained, promptly direct the charge of the fire extinguisher toward the base of the flame. Ideally you should have one person make the emergency phone calls while the trained person uses the fire extinguisher. When using an extinguisher, always have a clear escape route at your back. If the fire doesn't die down immediately or starts to spread, leave at once.

Multi-purpose ABC fire extinguishers are located throughout all the university buildings and residence halls for use by trained persons on most types of small fires.

When using a fire extinguisher use the P.A.S.S. method:

P - Pull the pin.

A - Aim.

S - Squeeze the trigger.

S - Sweep the fire.

From a safe location (Assembly point) call 911 and be prepared to give:

- Building Name
- Floor
- Room Number
- Type of Incident

Tornado Warning Plan

A Tornado Warning means that a tornado has been sighted or indicated by weather radar in the general area. **Action taken in case of TORNADO WARNING AT CSM:** When the alert is given (typically a siren or by CSM Text Alert) everyone will leave the area they are in and go directly to their designated area of shelter. Do not go outside! Listen to the Weather Radio for updates, which can be found in every designated shelter area on campus. Once the National Weather Service allows the warning to expire, you are free to leave your designated area of shelter. Be sure that you are alert and looking in your immediate area for debris, glass, or downed power lines.

Designated Shelter Areas

- Hill-Macaluso Hall -Evacuate to the ground floor and/or CSM tunnel system
- Walsh Hall-Evacuate to the ground floor north hallway and/or CSM tunnel system
- Hixson-Lied Commons-if safe to do so, evacuate through the North doors and enter Walsh Hall. Once inside of Walsh hall enter the tunnel system. If it is not safe, remain in the HLC and go into the women's or men's restroom. Stay away from windows!
- Madonna Hall-Evacuate to CSM tunnel system
- Lied Fitness Center-Evacuate to the lowest level hallway. Use both the restrooms and locker rooms as needed.
- Mercy Hall- if safe to do so evacuate through the North doors and enter Walsh Hall. Once inside of Walsh hall enter the tunnel system or remain in the ground floor. If it is not safe remain in Mercy Hall and evacuate to the basement landing which is located on the north side of the building. Stay away from windows!
- Lozier Hall-Evacuate to CSM tunnel system or ground floor hallway. Stay out of the rooms on the East side of the hallway.
- Spellman Child Development Center-evacuate to the kitchen, teachers bathrooms, lactation room, and staff LRC Room based on classroom

Weather Radio Locations

- Hill-Macaluso Hall -Ground floor near break room and or tunnel
- Walsh Hall-Tunnel near the storage rooms
- Hixson-Lied Commons-Library staff lunch room, and Achievement Center
- Lozier Tower-Ground Floor, McAuley, near computer center
- Madonna Hall-Tunnel
- Lied Fitness Center-Ground floor near coaches locker room
- Mercy Hall-Basement landing in north stairwell, mounted to the step
- Spellman Child Development Center-kitchen storage area

If you are in a structure off of Campus:

- Go to a pre-designated shelter area such as a safe room, basement, storm cellar, or the lowest level of a building.
- If there is no basement, go to the center of an interior room on the lowest level (closet, interior hallway) away from corners, windows, doors and outside.
- Put as many walls as possible between you and the outside.
- Get under a sturdy table and use your arms to protect your head and neck.
- Do not open windows.
-

If you are outside without shelter:

- Lie flat in a nearby ditch or depression and cover your head with your hands. Do not get under an overpass or bridge because these structures can intensify the wind.
- Never try to outrun a tornado in a car or truck if you are in urban or congested areas. Instead, leave the vehicle immediately for safe shelter.
- Watch out for flying debris. Flying debris from tornadoes causes the most fatalities and injuries.

I.D. Card

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

Immunization Requirements

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

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

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

In addition to the above immunization measles requirement for all students, 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.

Library and Graduate Student Usage

Reference service is available to individuals and groups at any time during normal library hours. Students may also schedule appointments with reference librarians as needed. Assistance is also available via the **Ask A Librarian** link on the library web page.

Graduate students may borrow books for 28 days and videos for 7 days. Borrowed materials may be renewed either at the Circulation Desk, by phone at (402) 399-2471, or by using the **My Library Account** feature in the online catalog. A fine of \$0.10 per day will be assessed for each item which is not returned on, or before, the date due. Fines accrue until the item is returned to the library.

Graduate students are responsible for borrowed library materials and should report the loss of any item to a member of the library staff as soon as possible. Materials not returned within two months of the date due will be considered lost. Borrowers who lose an item will pay the replacement cost plus a \$15 processing fee. Library charges may be submitted to Financial Services for collection if necessary. Registration and transcript holds may be placed on students with outstanding fines.

Reciprocal borrowing privileges: The College of Saint Mary participates in reciprocal borrowing agreements with other Nebraska college and university libraries. A graduate student with a valid CSM ID may borrow materials directly from these libraries. The rules of the lending institution apply to these materials.

The Library's Interlibrary Loan Department is available to assist graduate students in obtaining books and articles from other libraries across the nation. This service is available at no extra charge. Graduate students are responsible for all replacement costs of lost or damaged interlibrary loan materials. Costs are set by the lending library. Replacement costs of interlibrary loan materials will be collected at the CSM Library. Registration and transcript holds may be placed on students with any outstanding interlibrary loan replacement costs.

Meals

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

Medical Emergencies

In any emergency, it is important to stay calm and, if necessary, help keep others calm. If you come across someone who appears to be injured, remember:

- **DO NOT** approach persons injured by electrocution or toxic exposure unless they are clearly away from the hazard.

- **DO NOT** move a seriously injured person unless they are in an unsafe area. If the victim must be moved, move as a unit, always supporting the head and neck.
- **DO NOT** bend or twist the injured person's body.
- **Please** contact Safety and Security at 402-670-8848 or by dialing "1" on any campus phone after calling 911. All Safety and Security Officers at CSM are trained in CPR/AED/First Aid, and are skilled to assist. Someone must remain with the student and, if possible, others should be asked to stand at the main entrance of the building to direct emergency personnel.

Please be prepared to give the 911 dispatcher the following information:

- Location of the emergency
- What happened?
- Number of persons injured
- Is the injured person conscious?
- Is the injured person breathing?
- Is there severe bleeding?
-

AED Location	Building
Walsh	2 nd Floor Near Room 220
Mercy Hall	1 st floor near Room 112
Hixson-Lied Commons	Near Room 126
Lied Fitness Center	Lower level near Room 3
Hill-Macaluso Hall	1 st Floor near Gross Conference Center

- If you are injured on campus please contact Safety and Security so that an injury report can be filed.
- Please Contact Safety and Security to file an injury report if you're injured off campus during a CSM Event.
- It is the personal responsibility of each student to provide her own transportation for medical emergencies as well as for routine doctor appointments, dental appointments, etc. CSM employees cannot be responsible for transportation of medically ill students.
- Any expenses incurred are the sole responsibility of the student.
- The Vice President for Student Development must be notified of any incident.

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.

Safety and Security

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

Solicitation and Promotion

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

Student Parking/Vehicle Policy

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

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

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

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

Academic Policies

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/his 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 Appeals

Academic Appeal 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.

Contact the Office of Academic Affairs to obtain an appeal form.

The pre-appeal process for an Academic Appeal is as follows:

- 1) Discuss the matter of appeal with the instructor, if applicable.
- 2) Discuss the matter of appeal with the appropriate Program Director.
- 3) Discuss the matter of appeal with the appropriate Associate Dean.

If the matter of appeal is then not resolved, submit a written appeal (forms are available on myCSM, Resources, Division of Academic Affairs, Academic Forms) to the Graduate Student Policies Committee.

It is the responsibility of the Graduate Student Policies Committee to evaluate each case confidentially and fairly and to develop a course of action that will resolve the matter. The Graduate Student Policies Committee will notify the party whose decision/action is being appealed and schedule a hearing in which both parties have an opportunity to state their side of the case. The committee may ask either or both parties to return for additional questions, if necessary. The committee will make a decision within two weeks of the time of the hearing.

The Graduate Student Policies Committee will make a recommendation to the Associate Dean for Graduate Programs who will make the final decision.

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, and including in a paper sentences or ideas taken from a source without giving credit to that source. Cheating is giving or receiving information or using materials in exams, assignments, and projects which it is not allowed. Examples of cheating include copying from another person during an exam, and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor expects to be accomplished by the student alone.

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

Academic Evaluation

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

A grade of Incomplete may be used in circumstances when, for serious and unforeseen reasons beyond the student's control, she/he 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 or on myCSM, Campus Services, Registrar's Office,

Forms. The student must have achieved a passing grade at the time of application and must have completed the majority of assigned work for the course. The student must apply at least two weeks before the end of the semester. If extenuating circumstances prevent applying within two weeks, document this on the application and consideration will be given to waive the two-week deadline. Some courses do not allow for the grade of Incomplete.

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

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

Copies of the completed application will be filed with the Registrar's Office, instructor, academic 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 or designee. The Vice President for Academic Affairs or designee 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 grade 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 which are not removed will become an "F".

In addition, if a student receives an incomplete grade in a course where theory and practicum/internship/preceptorship components must be taken concurrently, both grades will be recorded as incomplete until successful completion of the requirements. For some programs that have a cohort model, incomplete grades are not allowed.

The final course grade for all courses shall consist of a letter grade, except for EDL 999, Dissertation, which will receive a P/F grade. The course objectives derived from the program outcomes of the curriculum for the program are the criteria for evaluating student achievement in both the theory and practicum/internship/preceptorship courses.

Americans with Disabilities Act (ADA)

Satisfactory completion of graduate coursework and ultimate success in the graduate programs depends on the ability to think critically and to complete work independently. Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner.

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.

If a student has a certifiable learning or physical disability and requires special accommodations, she/he should contact 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 all requests will be handled confidentially.**

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

Academic Year and Semester Hours

The academic year is divided into two semesters of 15 weeks each and a summer session. CSM requires that 1) faculty shall ensure that the time involved in student learning per credit hour is the equivalent to that needed to attain the learning outcomes in comparable courses; 2) learning outcome equivalency may be achieved through multiple course modalities; 3) credit hour equivalencies are to be based on documented qualitative and quantitative expectations for the learning outcomes; and 4) student learning outcome equivalencies reflect differences in delivery methods, quality of instruction and interaction, degree of supervision, measurements of student work, academic disciplines, academic calendars, and degree levels.

The following minimum guidelines shall be followed. Where direct instruction and faculty to student interaction occurs, an "hour" consists of the normal fifty minute periods set by the college.

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

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

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

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

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

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

Internship/preceptorship/field experience/clinical experience(student teaching) courses - a semester credit hour consists of at least 45 hours of supervised internship and/or related activities during the instructional period. If a program has specialized accreditation the field experience should follow the guidelines of the accrediting organization unless that amount is less than the stated hours above. Private music lessons and recital courses - a semester credit hour consists of the equivalent of at least one half hour per week of direct faculty instruction or supervision as well as sufficient student practice to meet the learning outcomes during the instructional period.

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

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

Attendance

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

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

University-Authorized Absence for University-Sponsored Activities: In addition to a

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

The following groups are included: (1) participants in university-sponsored curricular and co-curricular activities led by faculty and/or staff; and (2) 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, 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. 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 or his advisor to take classes appropriate for the requirements in the curricular and 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 in accordance with the policy of the faculty without penalty. 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. The Academic Programs can determine acceptable parameters for "reasonable make-up work" for their faculty.

Physician Assistant Studies program (Levels 4 and 5) - University-Authorized Absence:
Due to the intensity of the didactic material during the entire PAS program, students are strongly encouraged to discuss with their academic advisor whether or not it is wise for them to participate in outside employment or intercollegiate athletics. The student will not be excused from any class activities or examinations for employment or CSM athletic practice. Students will be excused during the didactic year for CSM athletic events if they are an athlete participating in the event. Unexcused absences, as described in the PAS Program Handbook, will result in a professionalism citation, which could result in a grading point deduction for the course or dismissal from the program.

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

Unexcused absences as described in the PAS Program Handbook will result in removal from the clinical site, a failing grade for the course, and possible dismissal from the program.

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

Authorship Guidelines

Scholarly Presentations and Publications

Faculty and former doctoral students may share authorship for presentations and/or publications as a result of, and subsequent to, the completion of the dissertation. The degree of contribution on the part of faculty members will determine authorship. In addition, acknowledgements may be cited for professionals who contributed significant but not substantial input.

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

Non-contributing authorship should be avoided i.e., unexpected authorship or gifted authorship when a person has not provided substantial contribution.

Use of student work

Permission should be obtained and attribution should be given when faculty use student work for other programmatic or institutional use (not professional publication).

Permission should be obtained and attribution should be given when faculty use student work in their own professional presentations or publications.

Credit to other organizations

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

Permission from other sources

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

Audits

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

Cancelled Classes

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

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

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 completed study program. However, the maximum number of portfolio credits for the Ed.D. program is 6, with approval from the Program Director and Vice President for Academic Affairs or designee.
3. Credits by alternate means are not considered among the credits to be taken in residence (except for credit by portfolio).
4. All requirements for credit granted by alternate means must be completed prior to the beginning of the final semester before graduation.
5. After completion of a challenge, 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 and credit by portfolio assessment. Individuals must be enrolled as students at College of Saint Mary to take advantage of these options. Some graduate programs do not accept credit for prior learning. Check with the Program Director.

Credit by Challenge Examination

Students may earn credit without formal enrollment in courses, subject to availability of this option in specific departments. Courses must be approved by the program director 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 or on myCSM, Campus Services, Registrar's Office, Forms, obtain written approval from her/his academic advisor and the program director, 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 through Portfolio Development and Assessment

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

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

1. The student meets with the advisor and the instructor to review the course.
2. If the advisor and/or instructor believes the experiences appear to have involved college learning, the advisor completes a Request for Portfolio Credit form including whether the student will get a letter grade or prefers the Pass/Fail option (only used for elective credit), obtains required signatures, and forwards it to the Portfolio Program Coordinator.

The Request for Portfolio Credit form is available in the Express Center or myCSM.

3. All portfolios will be presented in a manner consistent with the academic discipline for which the portfolio is prepared.

The portfolio may be a written paper or other substantive project or product that demonstrates graduate level learning as assessed by a faculty review and consistent with the rigor appropriate to that discipline. Any form of portfolio should demonstrate academic excellence with respect to its development, presentation, and delivery.

A portfolio will generally consist of the following minimum requirements:

--A title page which shall list the course(s) being petitioned together with student contact information including name, address, and telephone numbers (work and home);

--A Table of contents;

--Resume;

--Statement of learning goals;

--Supporting documentation (In the event of projects or products that cannot be reduced to writing, photographs, drawings, source codes, or other evidence may be submitted at the discretion and direction of the faculty reviewer to fulfill this

requirement.)

4. The Reviewer's evaluation and grading will be added to the portfolio and submitted to the Portfolio Program Coordinator.
5. The final grade will be entered by the faculty reviewer assigned to the portfolio during final grade entry for the semester in which the portfolio is completed.
6. The portfolio will be kept on file with the documentation for 30 days after the grade has been posted. When credit is accepted, a letter or pass/fail grade will be given as stipulated in the course petition.
7. Restrictions:

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

--a course that is a prerequisite for a course already taken

--an equivalent graduate course already taken

--certain restricted courses (please see the program coordinator for restricted courses)

Students must be degree-seeking or seeking certification or recertification and be currently enrolled at College of Saint Mary to seek portfolio credit. A time limit of one traditional semester for completion is allowed. The college policy for incomplete grades may be applied if requested. Students have the opportunity to develop portfolios throughout their academic careers at College of Saint Mary, but credits earned may not exceed 10% of the total credit hours required for their degree. However, the maximum number of portfolio credits for the Ed.D. program is 6, with approval from the Program Director and Vice President for Academic Affairs or designee.

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

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

Failing/repeating Courses

The academic expectation is that all graduate students will earn superior grades. A student is required to achieve a minimum grade point average of "B" (GPA 3.0) in all graduate courses to be allowed to progress to the next semester of coursework. Students in the Master of Science in Organizational Leadership and Master of Arts in Teaching programs may earn only one "C" during the program of study. Students in the MOT program will follow the policies and procedures as outlined in the Occupational Therapy Student Manual. The Physician Assistant program will follow the academic standards, remediation, and

deceleration policies defined in the PA Program Handbook.

Whenever a student receives a "C" or lower in a graduate course, the Office of Academic Affairs will be notified. The Graduate Student Policies Committee makes a recommendation concerning the student's progression in the program. This recommendation is sent to the Associate Dean for Graduate Programs for a final decision. A letter stating the final decision is sent to the student by the Associate Dean for Graduate Programs.

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

Family Educational Rights and Privacy Act

College of Saint Mary is in compliance with the Family Educational Rights and Privacy (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/his college career. Where more than one student is involved in a record, the student may have the information concerning only herself or himself and that will be transmitted orally.

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

Student Record

Academic record
Department record
Financial record
Health record
Financial Aid record
Graduation requirements checklist
Individual Plan of Study
Approval of Research Proposal
Approval of Comprehensive
Evaluation

Administrator

Registrar
Advisor or Program Director*
Student Billing**
CHI Health
Financial Aid Director**
Academic Advisor
Registrar
Registrar
Registrar

* 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 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 students' education records and personally identifiable information (PII) contained in such records — including Social Security Numbers, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to the student's records and PII without the student's 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 education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student 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 Reports

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

Graduate Assistantships

A graduate assistant is a fully admitted graduate student who receives a stipend in exchange for specific services that the student provides. A graduate assistant usually works directly with one or more faculty. Any fully admitted graduate student taking six or more graduate hours is eligible; however, exceptions may be made by the Graduate Student Policies Committee. There is generally no special consideration given for financial need. Employment is usually made based on specific qualifications and skills of the individual.

The application for assistantships is available on the Graduate Programs community site on myCSM at the following link: <https://my.csm.edu/communities/graduate>. To be considered for a position, fully admitted graduate students must submit a copy of their completed *Graduate Assistantship Application Form* online as well as other required materials. Complete instructions are available on the website.

Graduate Program Requirements

Once a student is admitted to the Graduate Program, the student must complete requirements designated by each program in order to be granted a degree.

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>

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

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. A leave of absence in the Master of Arts in Teaching (MAT) program is limited to one semester. Any exception would be approved by the MAT program director. Leaves will not be granted retroactively. Permission for a leave of absence requires the approval of the advisor, the Program Director and the Vice President for Academic Affairs or designee although the final decision for approving a LOA lies with the major or program in which the student is enrolled at the time of the application. Students should check with their major advisor or the Program Director BEFORE applying for the LOA to ascertain if their program allows students to apply for a LOA. If courses are to be taken at another institution during the leave of absence, the student must consult the Vice President for Academic Affairs to secure permission for transient study, and provide the Registrar's office with transcripts upon his/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. Physician Assistant Studies (PAS) students who take a leave of absence must follow the policies and procedures for deceleration related to the leave of absence defined in the PA program handbook.

To qualify, a student must satisfy the following criteria:

- Be registered during the Fall/Spring semester immediately prior to the beginning of the leave;
- Have a cumulative GPA of at least 3.0—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 his/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/

Non-degree seeking students

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

1. Student will contact the Registrar's Office to register.
2. Student will complete an information sheet with basic contact and demographic information, provide transcripts (unofficial copies are acceptable) to verify degree and prerequisite coursework, and fill out a registration form.
3. Registrar's Office will contact program director for approval.
4. Registrar's Office will register student and mail grade report.
5. Student may request transcript via college process.

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

Policy for Repeating Courses

A student may remove a C, D or F grade from the GPA by repeating the course if the academic action taken allows her/him to stay in the program. 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.

Professional Conduct

Inherent in the professions are values demonstrated through professional conduct. Examples of professional values include demonstrating a commitment to one's profession, demonstrating cooperation and collaboration, exhibiting intellectual and personal integrity and adhering to graduate program and practicum/internship/preceptorship agency policies.

These categories serve as examples by which the student may be evaluated in the area of professional conduct.

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

a. Professional Conduct

A. Commitment to the Profession:

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

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

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

A. Others' welfare:

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

B. Cooperation and collaboration:

1. The student interacts professionally with faculty, staff, community members, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and authority for clarification. (Faculty > Program Director > Associate Dean > Vice President for Academic Affairs.) The student's written work is accurate, has a professional appearance, and is completed according to standards of the community agency and College of Saint Mary.
2. The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive criticism.
3. The program director reserves the right to adjust assignments as warranted by objectives, facility requests and faculty availability. Any changes which

substantially affect a student's schedule will be communicated to the student by the program director.

C. Intellectual and personal integrity:

1. The student exhibits intellectual and personal integrity by readily acknowledging mistakes and/or oversights, and takes action to correct the situation. The student is honest and truthful when interacting with others and in completing written work. The student completes his/her own work, not representing anyone else's work as being his/her own. The student identifies group collaboration on projects when appropriate. Refer to the Policy on Academic Honesty in the Graduate Program Catalog.
2. The student is expected not to enter any learning environment if impaired by physical or mental illness, medication or substance abuse, or any other problem that could jeopardize her/him or others.
3. Any student who is asked to vacate a facility by duly authorized personnel of the facility is subject to a recommendation of immediate dismissal from the University by the Graduate Student Policies Committee. Decisions of dismissal may be appealed in accordance with Graduate Program Catalog policy.

d. Consequences of Unprofessional Conduct

A. Initial action

1. If displaying unprofessional conduct, the student will be sent from the classroom, practicum/internship/preceptorship or laboratory setting by the instructor or designated authority. The instructor will then notify the Program Director. The Program Director will notify other college officials as deemed necessary. Appropriate documentation will be completed.

B. Follow-up

1. The Program Director and any other college officials as deemed necessary will review any violation of the Code of Conduct. The student has the responsibility to follow appropriate communication channels within two weeks of documentation of the incident in an attempt to resolve the situation. The student will be notified if she/he may return to the classroom or practicum/internship/preceptorship setting. If warranted, the situation may be brought to the Graduate Student Policies Committee for review. The student will be notified of the committee decision.

C. Consequences

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

Progression and Graduation

All graduate students are required to maintain a cumulative grade-point average of 3.0. Failure to maintain a 3.0 cumulative grade-point average will result in dismissal from the program in which a student is enrolled and the College of Saint Mary.

In addition to the requirement regarding cumulative grade-point average, other specific program requirements include the following.

For students in the Ed.D., MSE, and MSN programs:

1. Failure to earn a B- or better in any course will result in dismissal from the program and the College of Saint Mary.

For students in the MAT and MSOL programs:

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

A student who has been dismissed from a program and the College of Saint Mary may submit an appeal requesting that the dismissal be overturned. An appeal of a dismissal must be filed no later than thirty (30) days after the end of the semester in which the student was dismissed. In order to appeal a dismissal, a student must submit a letter (electronic submissions are required) that outlines the rationale for the appeal to the Associate Dean of Graduate Studies, who will then forward it to the Policies Committee of the Graduate Council. The decision of the Policies Committee regarding the appeal is final.

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

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

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

- A. The chair of the Doctoral Committee prepares the exam with input from members of the committee. The examination may take a variety of formats: take-home, on campus, a combination of the two formats above, or other formats approved by the Doctoral Committee.
- B. The exam should assess the extent to which the student meets the core competencies of the program of study.
- C. The format is a synthesis of course work and is not limited to the content of a single course but rather covers the entire program of study and integrates concepts from a variety of topics.

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

Program Completion Time-Frame

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

Completion of the program of study within eight years is expected for the doctorate degree. It is required that doctoral students remain continuously enrolled during dissertation work. Any extensions to this time frame may result in repeating coursework

as recommended by the Graduate Student Policies Committee and approved by the Vice President for Academic Affairs or designee. Completion of Research (Proposal 1: Generating a Proposal and Research and Proposal 2: Data Collection and Analysis) are required before a dissertation student may seek research approval from his/her doctoral committee. Following the proposal courses, a student may have one semester to seek and gain research approval from his/her doctoral committee. After research is approved by the committee, students are eligible to begin taking Dissertation 999 credit hours. A maximum of six semesters of Dissertation 999 credit hours are allowed. By the end of the sixth semester of Dissertation 999, a student must gain approval for her or his written dissertation and successfully defend the dissertation.

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

Registration

All currently enrolled students and new students register via on-line registration. The Registrar's Office registers cohort programs. All students must meet with their advisors to discuss their registrations. The advisor then authorizes the student to register on-line. The student may register and make any changes to her/his 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 is only permitted if the student has attended the first class meeting.

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 email 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; requests can also be made on-line through the Department of Education Student Clearinghouse using a credit card. (<http://www.csm.edu/transcript>). 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.

Withdrawal

Withdrawal vs. Drop: A student has a specific period of time at the beginning of a class when they may drop the class. The class then disappears from their transcript. After the end of the “add/drop period”, if the student does not want to complete the course, it is a withdrawal and the course stays on the transcript with a grade of W.

A student officially withdrawing from the University during an academic term is to obtain a withdrawal slip from the Registrar’s Office or the Express Center. The student’s Academic Advisor must sign the withdrawal slip. A student must visit with Financial Aid (if applicable) so they are aware of any financial repercussions. Refunds are determined by the date of the official withdrawal. A withdrawal is considered official when the written notice, after being signed by the designated personnel, is returned to the Registrar’s Office. If a student does not withdraw from classes, the student will receive failing grades on the transcript. A student who voluntarily withdraws from a graduate program is not assured of readmission.

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 course) is the point when 80% of the course is complete. See examples below:

Course Length	Drop Deadline	Withdrawal Deadline
15 weeks	End of 1 st week of classes	End of 12 th week
12 weeks	End of 1 st week of classes	End of 10 th week
10 weeks	Before the 1 st class meeting of each course or within 48 hours after the end of the first class meeting (except for 1 day courses).	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 dropping from a one-credit seminar is 5:00 p.m. the day before the course begins.

Withdrawal due to Major Medical Issues—Medical Hardship Policy

College of Saint Mary recognizes that major documented medical issues may make it necessary for a student to withdraw from one or more classes during a semester. If this situation occurs, the student should meet with the Director of Student Accounts to obtain information to develop a plan to manage the financial burden that may be incurred. If approved, this plan may allow her to re-take the same number of credits from which she withdrew with no additional tuition charge, provided these classes are taken during the same semester, within one year of withdrawal. Documentation should be submitted to the Director of Student Accounts within two weeks of the official withdrawal. The Medical Hardship Committee will make the final determination about accommodations.

Doctor of Education (Ed.D.)

The Ed.D. Program at the College of Saint Mary fosters academic excellence and leadership in a high quality educational environment. The Ed.D. is designed to prepare masters educated health professionals, educators and others as leaders in P-12 education, higher education, continuing education, professional development, patient education and other health education related positions. The Ed.D. program emphasizes educational theories and concepts, leadership, research and scholarly work to prepare leaders in their educational arena.

Program Description: Curricular Overview of the Doctor of Education Program

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

Cognates (9 hours minimum)

Leadership in Educational Organizations (EDL 823)

Educational Leadership Practicum (EDL 879)

Ethics and Educational Leadership (EDL 824)

Research Tools (15 hours)

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

Advanced Statistics (EDL 842)

Qualitative Research (EDL 866)

Quantitative Research (EDL 864)

Research Proposal I (EDL 959)

Research Proposal II (EDL 969)

Major Study (15 hours minimum).

Education coursework may include:

Seminars in Doctoral Studies I, II, and III (EDL 811, 812, and 813)

Teaching and Learning Theories (EDL 845)

Curriculum, Assessment, and Quality Improvement (EDL 821)

Technology Leadership (EDL 837) or

Teaching and Learning Concepts (EDL 855)

Adult Learning Theory (EDL 856)

Dissertation Readings (EDL 869)

Dissertation (12 hours minimum)

Graduation Requirements

A minimum of 87 credits is needed to complete the degree.

Comprehensive Evaluation - When the coursework has been substantially finished and before the research proposal classes, a comprehensive evaluation **must be passed**. The Doctoral Committee will supervise this requirement.

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

**COLLEGE OF SAINT MARY
DOCTOR OF EDUCATION- EDUCATIONAL LEADERSHIP (EDL)
ONLINE/RESIDENCY COURSE SEQUENCING
COURSES RUN FOR EIGHT WEEKS**

<u>Summer I</u> Courses begin last Sunday of May Residency: Third week of courses (Sun-Thurs) 6 Credits	<u>Fall I</u> Courses begin third Sunday in August with a one-week break between sessions. 7 Credits	<u>Spring I</u> Courses begin second Sunday of January with a one-week break between sessions. 7 Credits
<p>EDL 811 Doctoral Seminar I (1)</p> <p>EDL 845 Teaching and Learning Theories (2)</p> <p>EDL 821 Curriculum, Assessment, and Quality Improvement</p> <p>Concurrent Courses</p>	<p style="text-align: center;">Session I: EDL 812 Doctoral Seminar II (1)</p> <p style="text-align: center;">EDL 856 Adult Learning Theories</p> <p style="text-align: center;">Session II: EDL 866 Qualitative Research</p>	<p style="text-align: center;">Session I: EDL 824 Ethics in Educational Leadership (1)</p> <p style="text-align: center;">EDL 864 Quantitative Research</p> <p style="text-align: center;">Session II: EDL 842 Advanced Statistics</p>
<u>Summer II</u> Courses begin last Sunday of May Residency: Second week of courses (Mon-Wed) 4-7 Credits	<u>Fall II</u> Courses begin third Sunday in August with a one-week break between sessions. 6 Credits	<u>Spring II</u> Courses begin second Sunday of January with a one-week break between sessions. 6 Credits
<p>EDL 813 Doctoral Seminar III (1)</p> <p>EDL 837 Technology Leadership OR EDL 855 Teaching and Learning Concepts</p> <p>Elective—optional</p> <p>Concurrent Courses</p>	<p style="text-align: center;">Session I: EDL 823 Leadership in Educational Organizations</p> <p style="text-align: center;">Session I and Session II: EDL 869 Dissertation Readings</p>	<p style="text-align: center;">Session I: EDL 879 Educational Leadership Practicum</p> <p style="text-align: center;">Session I and Session II: EDL 959 Research Proposal I: Generating a Research Proposal (this course is 16 wks. with a one week break in the middle)</p>

<i>Comprehensive Examination and Practicum Planning</i>	<i>Comprehensive Examination</i>	
<u>Summer III</u> Courses begin last Sunday of May Residency: Seventh week of course (Mon-Wed) 3 Credits	<u>Fall III</u> Courses begin third Sunday in August with a one-week break between sessions. 6 Credits	<u>Spring III</u> Courses begin second Sunday of January with a one-week break between sessions. 6 Credits
EDL 969 Research Proposal II: Data Gathering/Analysis	Session I and Session II: EDL 999 Dissertation (this course is 16 wks. with a one week break in the middle)	Session I and Session II: EDL 999 Dissertation (this course is 16 wks. with a one week break in the middle)
<i>Research Proposal Approval Meeting</i>		<i>Dissertation Submitted Oral Defense</i>

All courses are 3 credit hours unless indicated.

Master of Arts in Teaching (MAT)

CSM Teacher Education Graduate Faculty are committed to a creative academic environment for scholarship, research, teaching and learning that promotes the mission of College of Saint Mary for all students. Graduate education programs follow affirmative action guidelines and are extended to people of all races, religions, cultures, ages, and handicapping conditions. Professional leadership is emphasized throughout the program.

The mission of the Graduate Teacher Education Program at College of Saint Mary is to improve society through education. This goal is achieved through excellent teaching, modeling, research and service. Students are prepared to serve diverse populations as teachers, educational leaders, and researchers. Candidates are prepared to advance knowledge, inform policy, and improve practice. As teachers, scholars, and learners, faculty and students engage in collaborative school and community improvement efforts. The fundamental goal of the program is to improve society, encourage creativity, and to promote social justice.

Students with a bachelor's degree and are interested in teaching can earn a Master's Degree and NE certification in the following grade levels and programs.

K-6 elementary education and K-12 ESL

College graduates who want to teach elementary school (grades K-6) can earn their Nebraska teaching certificate, an ESL endorsement, and Master's degree through College of Saint Mary's Master of Arts in Teaching (MAT) elementary education program. This program is an accelerated program with course offerings on Saturdays* and can be completed in two years. *Fall semester start date only.*

K-6 Elementary Education + K-6 Special Education

College graduates who want to teach elementary school (grades K-6) can earn their Nebraska teaching certificate, a K-6 special education endorsement, and Master's degree through College of Saint Mary's Master of Arts in Teaching (MAT) elementary education program. This program is an accelerated program with course offerings mostly on Saturdays* and can be completed in two years. *Fall semester start date only.*

5-9 Middle level or 7-12 Secondary

College graduates who want to teach high school (grades 7-12) or middle school (grades 5-9) can earn both their Nebraska teaching certificate and Master's degree through College of Saint Mary's Master of Arts in Teaching (MAT) program. This program is an accelerated program with course offerings on Saturdays and can be completed in one year plus a semester of student teaching. *Fall or spring start date.*

7-12 Special Education Subject Endorsement

College graduates who want to teach Special Education (grades 7-12) can earn both their Nebraska teaching certificate and Master's degree through College of Saint Mary's Master of Arts in Teaching (MAT) program. This program is an accelerated program. This endorsement can stand alone with no other content.

**Master of Arts in Teaching
Plan of Study**

MAJOR PROGRAM COURSES	42	COMP	GRD
EDU 501/SPE 510 Technology in the Classroom	3		
EDU 512 Educational Psychology and Measurement	3		
EDU 520 Lifespan Development	3		
EDU/SPE 527 History, Philosophy and Trends in Educ.	3		
EDU 551 Reading in the Content Area	3		
EDU 552 Writing in the Content Area	3		
EDU 560 Teaching Middle School and Secondary Students*	3		
EDU 575 Human Relations	3		
EDU 571 OR 572 Student Teaching	3		
EDU/SPE 595 Student Teaching Seminar	3		
ENG 562 Literature for Young Adults for Teachers (Mid & Language Arts Only (online) *	3		
EDU 552 Writing in the Content Area*	3		
EDU 662 Research Methods	3		
SPE 501 Introduction to Special Education	3		
SPE 540 Guidance and Classroom Management	3		
*Not taken for Special Education			
Prerequisites:			
Bachelor's Degree			
Grade point: 2.75			
Praxis Core assessment			
Background Check with One Source			
Endorsement(s) (Middle/Secondary) – Credits required for endorsements differ between middle and secondary. See program director for more information.			
Business Marketing Information Technology			
Biology			
Chemistry			
English			
English Language Arts			
Mathematics			
Science			
Social Science			
Special Education			
World Language – Spanish			
Endorsement(s) K-12			
Art			
Health & PE			

Religious Education			
ESL			
Information Technology			
Coaching			
Middle Secondary + 7-12 Reading (MATRDG)			
EDU 590 Critical Issues in Literacy	3		
ENG 520 Linguistics for Teachers	3		
SPE 530 Diagnosis and Remediation of Reading	3		
Elementary Education (MATELD)			
ENG 520 Linguistics for Teachers	3		
EDU 550 Teaching Reading & Language Arts ELD & MID	4		
EDU 553 Teaching Natural & Social Science ELD & MID	3		
EDU 555 Teaching Mathematics ELD & MID	3		
EDU 557 Teaching Health & Physical Education ELD & MID	3		
EDU 576 Integrating Fine Arts in Classroom ELD & MID	3		
EDU 562 Children's Literature	3		
SPE 530 Diagnosis & Remediation of Reading	3		
ESL (MATESL)			
EDU 515 Teaching ESL Students	3		
EDU 525 Assessment of ESL Students	3		
EDU 520 Linguistics for Teachers	3		
EDU 573 ESL Practicum	3		
Special Education (MATSPE)			
EDU 552 Writing in the content area			
SPE 520 Learners with Mildly/Moderately Handicapping Conditions	3		
SPE 522 Assessment Techniques for Diverse Learners	3		
SPE 533 Legal and Ethical Issues in Special Educ.	3		
SPE 573 Critical Issues in Special Education	3		
SPE 531 Inclusive Practices	3		
SPE 530 Diagnosis & Remediation of Reading	3		
SPE 560 Transitions and Life Skills	3		
SPE 575 Critical Issues II in Secondary Alternative Program	3		
Elementary and Special Education K-6 (MATESP)			
EDU 550 Teaching Reading & Language Arts ELD & MID	4		
EDU 553 Teaching Natural & Social Science ELD & MID	3		
EDU 555 Teaching Mathematics ELD & MID	3		

EDU 562 Children's Literature	3		
EDU 576 Integrating Fine Arts in Classroom ELD & MID	3		
PED 560 Adaptive PE	3		
SPE 530 Diagnosis & Remediation of Reading	3		
SPE 520 Learners with Mildly/Moderately Handicapping Conditions	3		
SPE 522 Assessment Techniques for Diverse Learners	3		
SPE 533 Legal and Ethical Issues in Special Educ.	3		
SPE 573 Critical Issues in Special Education	3		
SPE 531 Inclusive Practices	3		
K-6 Elementary and Early Childhood (MATECD)			
ECE 621 Curriculum Design and Program Planning	3		
ECE 631 Play and the Integrated Early Childhood Curriculum	3		
ECE 632 Advanced Language Development & Literacy in Early Childhood	3		
ECE 634 Early Childhood Education Theories and Practices	3		
ECE 635 Observation, Documentation and Assessment in Early Childhood Education	3		
ECE 642 Early Childhood Program Organization and Leadership	3		
EDU 550 Teaching Reading & Language Arts ELD & MID	3		
EDU 553 Teaching Natural & Social Science ELD & MID	3		
EDU 555 Teaching Mathematics ELD & MID	3		
EDU 576 Integrating Fine Arts in Classroom ELD & MID	3		
EDU 562 Children's Literature	3		
SPE 530 Diagnosis & Remediation of Reading	3		

Master of Science in Education (MSE)

CSM Teacher Education Graduate Faculty are committed to a creative academic environment for scholarship, research, teaching and learning that promotes the mission of College of Saint Mary for all students. Graduate education programs follow affirmative action guidelines and are extended to people of all races, religions, cultures, ages, and handicapping conditions. Professional leadership is emphasized throughout the program.

The mission of the Graduate Teacher Education Program at College of Saint Mary is to improve society through education. This goal is achieved through excellent teaching, modeling, research and service. Students are prepared to serve diverse populations as teachers, educational leaders, and researchers. Candidates are prepared to advance knowledge, inform policy, and improve practice. As teachers, scholars, and learners, faculty and students engage in collaborative school and community improvement efforts. The fundamental goal of the program is to improve society, encourage creativity, and to promote social justice.

Program Description

The Master of Science in Education Program with emphasis in curriculum and instruction offers advanced studies for knowledgeable, reflective practitioners to work with all students in P-12 educational settings. Course work is designed to provide opportunities for educational practitioners to clarify their professional goals and improve pedagogy in their teaching practices. The program includes course work in educational research, human learning, assessment, curriculum, leadership, and educational technology.

Students may choose options for additional coursework to earn certification in special education and English as a Second Language.

**Master of Science in Education
Curriculum and Instruction Emphasis
Plan of Study**

MAJOR PROGRAM COURSES	62	COMP	GRD
EDU 603 Teacher Leadership (online)	3		
EDU 621 Curriculum Design and Program Planning	3		
EDU 632 Assessment and Evaluation Strategies	3		
EDU 667 Urban Education	3		
EDU 662 Research Methods	3		
EDU 695 Capstone Project	6		
CONTENT COURSES			
EDU 612 Learning in Educational Settings	3		
EDU 675 Diversity and Education (online)*	3		
EDU 655 Teaching Practice Self Study	3		
EDU 651 Technology Integration in Instruction	3		
EDU 674 Special Projects*	3		
TOTAL	36		

*Electives for students seeking certification in endorsement tracks

**Master of Science in Education
Early Childhood Education (ECE) Emphasis
Plan of Study**

MAJOR PROGRAM COURSES	18	COMP	GRD
EDU 603 Teacher Leadership (online)	3		
ECE 621 Curriculum Design and Program Planning(see below)	0		
EDU 632 Assessment and Evaluation Strategies	3		
EDU 667 Urban Education	3		
EDU 662 Research Methods	3		
EDU 695 Capstone Project	6		
CONTENT COURSES	18		
ECE 621 Curriculum Design and Program Planning	3		
ECE 631 Play and the Integrated Curriculum	3		
ECE 632 Advanced Language Development & Literacy in Early Childhood	3		
ECE 634 Early Childhood Education Theories & Practices	3		
ECE 635 Observation, Documentation & Assessment in Early Childhood Education	3		
ECE 642 Early Childhood Program Organization & Leadership	3		
TOTAL	36		

Master of Science in Nursing (MSN)

MSN Program Mission: The Master of Science in Nursing Program (MSN) at College of Saint Mary fosters academic excellence and leadership in a high quality educational environment. The MSN program is designed to prepare Bachelor of Science in Nursing (BSN) graduates as educators and leaders in higher education, continuing education, staff development, and patient education. The MSN program emphasizes ethics, critical thinking, research, and evidence-based practice to prepare leaders in nursing education as an advanced nursing role. This degree provides a foundation for future certification in nursing education and an educational doctoral degree.

Upon completion of the MSN program, the student will:

1. facilitate learning by applying evidence-based theories and strategies in a variety of settings.
2. influence the development and socialization of the learner.
3. utilize evidence-based assessment and evaluation strategies to enhance learning with select populations.
4. participate in developing and evaluating curriculum design that supports the evidence-based practice of nursing, and reflects societal and health care trends/issues.
5. model leadership roles that advance quality nursing care, promote change and innovation, and influence the growth of the nursing profession.
6. contribute to the scholarship of nursing education through the critique and utilization of research, and dissemination of evidence-based practice.
7. integrate an understanding of ethical and legal issues, and culturally sensitive evidence-based strategies relevant to nursing education.
8. appreciate the pursuit of nursing practice excellence through lifelong learning and professional engagement in order to foster professional growth and development.

Program Description

The total hours for the MSN program are 36 semester credit hours.

Core courses (9)

research, theories and critical issues, and academic integrity (ethics)

Major courses (18)

six educational courses specifically relating to preparing the graduate for the advanced practice role of nurse educator

Cognate courses (6)

statistics and leadership.

Major project (3)

provides the MSN student an opportunity to apply the knowledge, skills, and values acquired throughout the MSN program.

Graduation Requirements

Major Project - The major project experience is under the direction of the graduate faculty. The expectation for the major project is to further develop an interest derived from the

MSN studies. Students will be expected to plan and implement a substantial educational endeavor and present the project in a scholarly manner. Research Components - Students must demonstrate beginning skills in qualitative and quantitative research methods. Students should have experiences in designing, conducting, interpreting and communicating research. Residency Requirements - 24 of the 36 hour MSN program must be taken at College of Saint Mary.

The MSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326: Phone (404) 975-5020, <http://www.acenursing.org/>.

**Master of Science in Nursing
Plan of Study**

Course	Course No.	Title	Credit Hour	Grade
Core Curriculum (9)				
NUR	562	Research Methods	3	
NUR	568	Theories and Critical Issues in Nursing	3	
PHL	624	Academic Integrity	3	
Major Study- Education (18)				
NUR	531	Directed Readings in Nursing Education	3	
NUR	569	Teaching and Learning Theories and Concepts	3	
NUR	621	Curriculum Design and Program Planning	3	
NUR	632	Assessment and Evaluation Strategies in Education	3	
NUR	637	Teaching Strategies and Technology in Nursing Education	3	
NUR	655	Practicum in Nursing Education	3	
Cognates (6)				
EDU	723	Leadership in Educational Organizations	3	
EDU	642	Research Statistics	3	
Project (3)				
NUR	659	Major Project in Nursing	3	
Total Credit hours for MSN			36	

Master of Science in Organizational Leadership (MSOL)

This 36 credit hour graduate program is committed to the growth and development of women as leaders in all societal domains, for the ultimate benefit of employees, employers, customers, clients, and organizations as a whole.

Mission Statement

The Master of Science in Organizational Leadership program at the College of Saint Mary is designed to prepare graduates for the practice of leadership in the non-profit and for-profit sectors. The program experience fosters the development of personal awareness, content knowledge, and skills valuable in organizational leadership. Emotional intelligence and human capacity building skills are developed to maximize personal influence and organizational achievement. In an environment of academic excellence, the program provides a foundation in critical thinking, best practices in leadership, and functional organizational concepts in order that graduates will have the breadth of knowledge needed to advance their companies and lead change in today's complex society.

Program Overview: The program is designed to facilitate professional and personal development of students through experiential and active learning that is relevant and transferable to the organizations in which they work or desire to work. Areas of emphasis in this degree are authentic leadership, emotional intelligence, advancing team capacity through boundary spanning leadership, building human capacity, employee engagement practices, and the dynamics of influence and power. Students will explore the processes involved in building learning organizations, collecting and using assessment data, integrating systems thinking, influencing culture and leading change, and researching and applying best practice data in leadership effectiveness.

Graduates will be able to impact their organizations in a variety of ways that will contribute to employee and organizational growth, revitalization and success.

Themes threaded throughout the curricular experience include: self as an authentic leader, behaviors, strengths and outcomes in effective leadership, ethics, critical thinking, written and verbal communication, and building positive and influential relationships.

Graduates will be able to impact their organizations in a variety of ways that will contribute to employee and organizational growth, revitalization and success.

Program Goals: It is intended that graduates of the Master of Organizational Leadership program will:

- 1) Utilize reflective and self-management skills to build and demonstrate effective social intelligence competencies;
- 2) Analyze the impact of gender in leadership within our current and future societies;
- 3) Assess situations for leadership needs and create strategies for organizational success.
- 4) Articulate self, in both oral and written communication, in ways that enhance leadership effectiveness and /or is appropriate for scholarly endeavors;
- 5) Manage self and organizational agendas with a sound ethical foundation.
- 6) Build collaborative intra- and inter-agency teams/work groups;

- 7) Assess organizational process, systems, and culture, and collaboratively create and implement strategies for organizational growth;
- 8) Demonstrate skill as a capable consumer of research by seeking leadership best practice data and writing a review of the literature; and
- 9) Build a broad foundation for sustainable and influential leadership practice;

Program Design: The Master of Science in Organizational Leadership program is designed in a cohort format which capitalizes upon the experience and support of fellow students.

Program Features: The content, administration, and implementation of this program were designed specifically to meet the needs of working professionals. Features of this program include:

- Cohort format, providing students the added value of learning from, and with, other professionals consistently from course to course
- 8-week accelerated courses; 16 month program
- Facilitated by faculty who are noted leaders in their areas of expertise, and who maximize the classroom time to deliver the greatest impact
- Opportunities to meet, learn from and network with leaders and professionals from around the Metro area
- Enhances participant self-awareness, self-management, self-determination, and intentional decision-making through experiential learning
- Integrates learning through the development of practical leadership skills combined with intellectual depth and rigor
- Fosters student personal and individual exploration and application of curricular themes through professional coaching experiences
- Thesis option available

**Master of Science in Organizational Leadership
Plan of Study**

MAJOR PROGRAM COURSES	36	COMP	GRD
*MOL 599 Survey of Bus Concepts	(4)		
MOL 600 Leadership & You	3		
MOL 605 Leadership Theory and Application	3		
MOL 610 Statistics in Leadership Studies	3		
MOL 615 Research Design in Leadership Studies	3		
MOL 620 Human Capacity Building	3		
MOL 625 Boundary Spanning Team Leadership	3		
MOL 630 Ethics and Conflict Management	3		
MOL 635 Organizational Theory and Design	3		
MOL 640 Financial Decision Making	3		
MOL 645 Organizational Behavior	3		
MOL 650 Building Organizational Capacity	3		
MOL 655 Organizational Culture and Change	3		
TOTAL:	36		
Optional Thesis: MOL 690	6		
TOTAL:	42		

*MOL 599 Survey of Business Concepts (4) *(This module is required of all students who have not earned a bachelor's degree in business administration or business leadership or who have not completed a series of required business courses from an accredited institution.)*

This module cannot be used to meet the 36-hour degree requirement and will be taken the summer prior to beginning the program.)

Master of Science in Physician Assistant Studies (MSPAS) *(First group of students to matriculate in Fall 2016)*

Overview

Physician Assistant Studies is a master's level degree curriculum with a focus on the prevailing role of the Physician Assistant (PA) in health care. The PA performs the same functions as a physician but does so under the direction and supervision of a licensed physician. The PA sees patients independently, examines patients, makes diagnoses and treatment decisions, and performs medical procedures (such as suturing, casting, and assisting in surgical procedures). CSM's PAS program provides the didactic scientific foundation, and essential experiences in clinical practice, research and professional services to prepare the PA for this role.

Program Description

The MSPAS degree is a demanding program of study and is full-time only. The program of study begins with didactic instruction in the basic and clinical sciences as applied in medicine (Level IV). Direct patient encounters begin early and will comprise the majority of Level V program of study.

During the clinical phase (Level V), students are required to complete 8 required rotations in Family Practice (2), Internal Medicine, Pediatrics, Women's Health, Psychiatry, General Surgery, and Emergency Medicine. Students will also complete 3 elective rotations. Students are trained in a variety of clinical settings to assure that they are well prepared to practice medicine with excellence as a part of the PA-physician team. Clinical rotations may occur away from the Omaha metropolitan area, according to rotation availability and the student's individual rotation schedule. Students are not required to provide their own clinical sites. Students may arrange some of their rotations; however, a discussion with the program faculty must occur prior to any arrangements being made. Approval is not automatically guaranteed. Students are responsible for their own individual transportation to their clinical rotation sites.

Due to the rigorous nature of the PAS Program during both the didactic and the clinical phases of training, it is advised that students are not employed during their professional training. Employment demands will not justify an excused absence from any academic or clinical requirements of the Program nor will any special accommodations be made.

Experiential Learning Credits/Advanced Placement

Students must complete all components and requirements of the program as CSM students. There are no exemptions or advanced placement from coursework, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential during the professional phase of the program.

Accreditation*

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

The ARC-PA has granted **Accreditation-Provisional** status to the **College of Saint Mary Physician Assistant Program** sponsored by **College of Saint Mary**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Pre-physician assistant status students are currently being accepted and under all circumstances will be eligible to complete a degree in their current program of study.

The ARC-PA can be contacted at ARC-PA, Inc., 12000 Findley Road, Suite 150, Johns Creek, Georgia 30097 Phone: 770-476-1224; Fax: 770-476-1738, www.arc-pa.org.

**Master of Science in Physician Assistant Studies (MSPAS)
Plan of Study**

MAJOR PROGRAM COURSES		COMP	GRD
Graduate Courses	88		
PAS 561 – Cardiopulmonary Pathophysiology	3		
PAS 562 - Gastroenterology and Renal Pathophysiology	3		
PAS 563 - Endocrinology	2		
PAS 564 – Immunology/Hematology	3		
PAS 510 - PA Professional Issues and Ethics	1		
PAS 512 - Clinical Anatomy	4		
PAS 514 - Clinical Science	2		
PAS 516 - Physical Diagnosis	2		
PAS 520 - Healthcare Delivery Systems	1		
PAS 522 - Clinical Neuroanatomy	2		
PAS 523 - Infectious Disease	2		
PAS 524 - Clinical/Preventative/ Laboratory Medicine 1	8		
PAS 525 - Pharmacology 1	3		
PAS 526 - Applied Clinical Practice 1	2		
PAS 530 - Applied Research and Evidence-based Medicine	1		
PAS 534 - Clinical/Preventative/Laboratory Medicine	4		
PAS 535 - Pharmacology 2	3		
PAS 536 - Applied Clinical Practice 2	2		
PAS 538 - Clinical Skills	2		
PAS 660 - Family Practice Rotation 1	3		
PAS 670 - Family Practice Rotation 2	3		
PAS 671 - Internal Medicine Rotation	3		
PAS 672 - Pediatric Rotation	3		
PAS 673 - OB/GYN Rotation	3		
PAS 674 - Emergency Medicine Rotation	3		
PAS 675 - Psychiatry Rotation	3		
PAS 676 - General Surgery Rotation	3		
PAS 677 - Elective Rotation 1	3		
PAS 678 - Elective Rotation 2	3		
PAS 679 - Elective Rotation 3	3		
PAS 690 - Master’s Project	3		
PAS 710 – PA Practice Transition	2		

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

**Master in Occupational Therapy
Plan of Study**

MAJOR PROGRAM COURSES	160	COMP	GRD
Before starting the graduate coursework: Must complete the Bachelor of Rehabilitation Studies OR must hold a bachelor degree AND have successfully completed all of the undergraduate course requirements	128		
Graduate Courses	32		
OTH 540 Community Based OT	3		
OTH 552 Princ of Neuro-Reh II	2		
OTH 555 OT Management	2		
OTH 560 Clinical Reason III	3		
OTH 561 OT Leadshp/Advocacy	2		
OTH 568 Therapeutic Modalities	2		
OTH 576 Level 1C Fieldwork	1		
OTH 590 Princ of OT Resrh II	2		
OTH 593 Princ of OT Resch III	3		
OTH 674 Fieldwork IIA Jan-Mar	6		
OTH 675 Fieldwork IIB Apr-Jun	6		

Post Baccalaureate Certificate in Paralegal Studies (PLG) (Must hold a bachelor's degree in another field)

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

Post Baccalaureate Certificate – Paralegal Studies - 2015-2016

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.

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

Course Descriptions

Doctor of Education in Educational Leadership

Pre-requisites for Ed.D. Program (if not taken in master's program): Research Statistics and Research Methods

EDL 811-813: Doctoral Seminar (3) 811: Inquiry and Communication (1), 812: Critical and Analytical Thinking Skills (1), and 813: Scholarship and Contribution to the Professional Field (1) These experiential graduate level courses introduce the doctoral student to various elements of doctoral education. Doctoral studies are characterized by policies, procedures, and expectations that guide your progress, but are not always understood in the context for the journey. These courses will offer a variety of topics from which to explore in depth, depending on the students' place in the Ed.D. program. Topics may include, but are not limited to, doctoral program policies and procedures, the culture of doctoral education, scholarly writing, publishing, APA format, literature reviews, and annotated bibliographies.

EDL 821: Curriculum, Assessment, and Quality Improvement (3) This graduate level course focuses on designing curriculum in diverse learning environments using evidence-based theories and concepts, as well as relevant standards and criteria for educational evaluation and assessment. Development, implementation, and improvement of an education program for higher education, continuing education, professional development, P-12 education, or patient education is emphasized.

EDL 823: Leadership in Educational Organizations (3) This graduate level course characterizes best practices of leadership in educational institutions. Systems theory and organizational best practices form the framework for this course. Concepts such as accreditation, governance, strategic planning, higher education law and academic quality improvement processes will be studied in a variety of academic organizations to include P-12 education, higher education, professional development, continuing education and patient education. (Cross listed as EDU 723)

EDL 824: Ethics in Educational Leadership (1) This applied ethics course provides the background and tools for ethical decision-making in educational leadership. Students will review philosophical ethics and apply ethical principles and decision-making strategies to ethical dilemmas in educational settings.

EDL 837: Technology Leadership (3) This course examines the role of educational leadership as it relates to the implementation of technology in schools and other educational institutions. Education leaders are responsible for guiding educators and support staff in adapting the school environment for a rapidly changing, technologically-saturated world. Students will be provided theory, gain knowledge, and develop skills necessary to use, evaluate, plan, and implement technologies effectively within a school or school system. Students will also examine issues, including funding, pedagogy, curricular integration, social media, security and ethics, and professional development associated with computers and other technologies.

EDL 842: Advanced Statistics (3) Advanced level course prepares the doctoral student to utilize and interpret statistics for a dissertation. Students will review descriptive and

inferential statistics. The course will focus on ANOVA, multiple regression, and multivariate statistics. Students will be able to run moderately challenging analysis using PASW/SPSS with confidence. 35% of the course will focus on application, including an annotated review of data analysis in health care or education research studies. Students will perform analysis of health care or education related data sets using SPSS.

EDL 845: Teaching and Learning Theories (2) This course is an exploration of historical and current views of human learning. Specifically, a constructivist view of the learner as an active processor of information is examined, with an emphasis on application of theory to practice. An overview of assessment issues is also a part of this course.

EDL 855: Teaching and Learning Concepts (3) This graduate level course examines the role of the educator in health professional programs or business or corporate settings through the application of teaching and learning concepts. Evidence-based teaching strategies to engage learners in inquiry and overt, active learning will be foundational in creating a stimulating learning environment to meet mutually determined outcomes for the individual learner, group, or organization. Application of principles to either higher education, continuing education, professional development, or patient education is expected.

EDL 856 Adult Learning Theory (3) This graduate level course focuses on adult education theories and practices. The course will identify the stages of adult development and explore the concept of andragogy vs. pedagogy. The course will also explore the social context of adult development, considering influences such as gender, race, and culture. Application of principals to higher education, continuing education, and professional development is expected.

EDL 864: Quantitative Research Methods (3) The graduate student will explore various quantitative research designs. Topics include experimental and non-experimental design. Application of quantitative research in P-12 education, higher education, continuing education, professional development or patient education is expected.

EDL 866: Qualitative Research (3) The graduate student will explore various qualitative research traditions. Topics include characteristics of qualitative designs and the major traditions (ethnography, phenomenology, hermeneutics, grounded theory, ethnomethodology, case study, narrative, and historical analysis). Application of the principles of qualitative research to either P-12 education, higher education, continuing education, professional development or patient education is expected.

EDL 869: Dissertation Readings (3) This graduate level course requires the student to conduct a scholarly research literature review specific to a selected aspect of education in a variety of settings (P-12 education, higher education, continuing education, professional development or patient education). Each student will conduct a thorough literature review with depth and breadth. There is the potential that the readings can be useful in defining and designing the literature review for the dissertation. Topics will be selected in conjunction with the graduate faculty.

EDL 879: Educational Leadership Practicum (3)

This graduate level course characterizes best applications of leadership in higher education, professional development, continuing education, P-12 education, or patient

education. The individual leadership role will be analyzed and applied in collaboration with a leadership preceptor in an educational organization. Evidence-based leadership strategies will be developed into a comprehensive plan regarding accreditation, governance, strategic planning, budgets, administrative roles, and quality improvement. Outcomes for the practicum will be mutually determined by the individual learner, the preceptor, and the faculty.

EDL 959: Research Proposal I: Generating a Research Proposal (3) This course prepares the student to identify the dissertation topic, establish the research question(s), complete the literature review and plan the methodology for the dissertation requirement related to P-12 education, higher education, continuing education, professional development or patient education.

EDL 969: Research Proposal II: Data Collection and Analysis (3) This course prepares the graduate student to design and implement appropriate data collection methods to address their specific research questions. The student will plan data analytic techniques most appropriate for the selected research design. It is expected that students will apply data collection and analysis principles for a research proposal relevant to higher education, continuing education, professional development, P-12 education, or patient education. At the completion of the course the student will be prepared to present the proposal to the dissertation committee for approval and subsequently for Institutional Review Board (IRB) approval.

EDL 999: Dissertation (1-12) This course requires the successful doctoral student to complete an original action research dissertation under the supervision of a dissertation committee of graduate faculty and chaired by an expert in the topic of research. Successful students will defend the dissertation orally. The research must meet all standard expectations of doctoral research and have approval of the dissertation committee prior to data collection. (Prerequisites include approval of Research Project and instructor permission).

Education

ECE 621 Curriculum Design and Program Planning (3) Using sound principles of curriculum development and instructional design, implementation and evaluation, students learn to create a meaningful and significant teaching-learning environment for all students. Students will examine effective practices, procedures and theories for the development, implementation and evaluation of quality curriculum. A major focus of the course is the theoretical relationship among curriculum, instruction and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based curriculum and assessment are explored and applied to PK-12 classrooms. Current issues and theories about curriculum are analyzed throughout the course. (Many components of this course are in an on-line format.) Students will examine researched best teaching practices and apply them. Also listed as EDU 621.

ECE 631 Play and the Integrated Early Childhood Curriculum (3) This course will focus on the nature and the value of play as essential to children's social, cognitive, physical, and emotional development. Students will learn the principles of developmentally appropriate practice and be able to plan, organize and evaluate activities, develop curricular plans and set up effective indoor and outdoor learning environments. Appropriate

use of instructional technology is integrated into instruction of content and pedagogy. Students will complete field experiences in early childhood classrooms as part of the course requirements.

ECE 632 Advanced Language Development & Literacy in Early Childhood (3)

Students learn to select, plan, organize and evaluate activities that facilitate language skills development in reading, writing, speaking and listening. Theories in language acquisition are presented. This course includes instruction in skills and strategies for teaching and integrating extensive reading and writing skills, and instruction in teaching and guiding students in reading for enjoyment and understanding. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Students will complete field experiences in early childhood classrooms as part of the course requirements.

ECE 634 Early Childhood Education Theories and Practices (3)

This course provides an overview of the theoretical models that have a significant influence on the development of various early childhood curricula. A historical perspective of early childhood education is provided, leading up to an including present-day practices. Students will learn to apply theory to practice within the classroom setting for children ages' birth through eight and with designing family engagement activities. The course includes exploration of various curriculum models used in the field.

ECE 635 Observation, Documentation and Assessment in Early Childhood Education (3)

Students learn to observe and assess children objectively, analyze their learning habits and provide for meeting the needs of children. Use of informal observation strategies and developmentally appropriate standardized assessment tools will be addressed. Students will learn requirements for Results Matter assessment tools and become familiar with Teaching Strategies GOLD. Students will apply skills in designated field experiences with young children. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

ECE 642 Early Childhood Program Organization and Leadership (3)

Students learn the duties and responsibilities of leaders of early childhood programs and agencies. The development of leadership and advocacy skills will be emphasized. Students will become informed about laws and regulations that impact licensing, regulation and accreditation of early childhood programs. Professional ethics and dispositions and professional development will be addressed.

EDU 501 Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. In this course, students create online portfolios that illustrate their progress through the teacher preparation program. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 506 Intercultural Communications (3)

This course emphasizes skills you can utilize throughout your and personal and professional life by preparing you to effectively

communicate both within small group settings and one-on-one communication. It is based on a study of self-perceptions and verbal/non-verbal communication moving through audience analysis. Effective interpersonal communication is the key to success in any career field. The course will provide an overview of cultural issues related to second language learners. This knowledge will include an understanding of how language and culture are inseparable, the parents' beliefs of the educational system, and how to create an inclusive, linguistically, and culturally rich learning community where students take risks and learn how to work independently and collaboratively in the educational setting.

EDU 512 Educational Psychology and Measurement (3) This graduate course involves the study of assessment practices in K-12 schools. Students learn the nature of educational psychology and applications of major learning theories. Students learn the scope of assessment and evaluation of learning. Appropriate use of instructional technology is integrated into instruction and pedagogy.

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

EDU 520 Lifespan Development (3) The comprehensive study of theoretical perspectives of human growth and development which focuses on adolescents (for middle and secondary) or children (for K-6) and their levels of development. It draws from current social science research in examining the complex array of social, psychological, cultural and physical, intellectual, emotional, social, academic and moral forces that combine to determine each individual's life course. Critical thinking, technology and communication skills will be used to enhance the learning experience. Applications to real world settings and successful passage through life will be emphasized.

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

EDU 527 History, Philosophy and Trends in Education (3) Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions and extensive readings center

on all levels of education from preschools to secondary schools. Students write a philosophy of teaching paper and prepare a major research paper. Appropriate use of instructional technology is integrated into instruction and pedagogy. (Also listed as SPE 527)

EDU 550 Teaching Reading & Language Arts (4)

Instruction centers on theoretical background, Nebraska and National Standards in Reading and Language Arts. Content emphasizes organization of programs, effective teaching methodologies, and varied instructional materials for all students in elementary and middle school literacy settings. Techniques for enhancing literacy skills, verbal and written expression are emphasized. Appropriate technology is integrated into instruction of content and pedagogy. (Also listed as EDU 350.)

EDU 551 Reading in the Content Area (3) This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and national standards and assessment techniques used in middle and secondary settings. Clinical activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 552 Writing in the Content Area (online) (3) Students explore the nature and structure of language and language acquisition. Philosophical approaches to teaching listening, speaking and spelling are presented for all levels of learners within the middle and secondary classroom, including those with special needs as well as gifted. Techniques for enhancing written expression are emphasized. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 553 Teaching Natural and Social Sciences: Elementary and Middle (3)

Study combines content 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. (Also listed as EDU 353.)

EDU 555 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. (Also listed as EDU 355.)

EDU 557 Teaching Health and Physical Education (3) Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are

presented in physical education segments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 357.)

EDU 560 Teaching Middle & Secondary Students (3) The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments and teaching methods for these students. Instruction explores teaching methods, learning styles, motivation, planning and presenting techniques, and lesson writing as well as unit development.

EDU 562 Children's Literature (3) Education students interact with a wide variety of children's literature that is representative of ethnic and cultural diversity. Critical appraisal in light of significant authors and illustrators, quality of writing and appropriateness of topic to age and/or experience level are emphasized. Techniques and procedures for promoting lifelong reading habits are explored. A service-learning project is a requirement in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE/EDU 342.)

EDU 573 ESL Practicum (3) The practicum will provide educators who are planning to teach ESL in the public and private schools with an opportunity to interact with ESL teachers and students in classroom and other appropriate settings. Practicum students will develop understanding of the world of ESL, the challenges confronting teachers, students, and administration, and the resources available to address them. Focus of the practicum is practical application of knowledge and skills of teachers of ESL students, and the development of those skills.

EDU 575 Human Relations in a Multicultural Society (3) Students in this graduate course identify characteristics of various ethnic and social groups which relate to learning, working and living in our pluralistic society. Focus is on social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism and their influence on American schools and classrooms. Students develop strategies for assisting people living and learning jointly in our pluralistic society. Learning activities include guest speakers, field trips to area events and places and reflections based on texts and individual experiences as well as service-learning opportunities. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 576 Integrating Fine Arts Instruction Into the Classroom (3) Designed to provide prospective teachers with practical implementation of integrating fine arts: art, music, drama and dance (visual and performing arts) into the classroom curriculum. Basic concepts and instructional techniques of each area will be examined with an emphasis of infusion into the academic curriculum. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 372)

EDU 571/572 Clinical Practice (3 each) Supervised teaching experience under the direction of a college faculty member and a classroom teacher in the student's intended teaching area. (To be taken concurrently with EDU 595.) Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 595 Student Teaching Seminar (3) The student teacher seminar is to provide an opportunity and environment for student teachers and college faculty to share and discuss problems, successes, teaching methods and innovations of mutual interest. Student teachers are encouraged to share their ideas, insights and observations for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organization skills and ethical behaviors for successful employment in a teaching career. Students will complete a Case Study from their student teaching placement. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 582 Special Topics (3) The subject matter and methods for this course vary from semester to semester in light of current trends.

EDU 590 Directed Readings: Reading and Writing (3) Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 490)

EDU 603 Teacher Leadership (3) The purpose of this course is to provide an examination of theories and research related to leadership of teachers in educational organizations. Students will examine major schools of thought regarding teacher leadership theory and organizational theory and will focus on concepts that inform an understanding of the roles of teachers as leaders in P-12 schools. Students will have the opportunity to apply the constructs of teacher leadership in their school settings.

EDU 612 Learning in Educational Settings (3) This course considers how theory, research, and practice inform each other in order to improve the efforts of educators. It engages students in in-depth exploration of learning theories, and how they relate to learning in today's classrooms. Topics including how to interest and engage students; intelligence and creativity; the conditions for generating student satisfaction with learning; the relationship between teaching and learning; and issues of assessment, and accountability will be addressed.

EDU 621 Curriculum Design and Program Planning (3) Using sound principles of curriculum development and instructional design, implementation and evaluation, students learn to create a meaningful and significant teaching-learning environment for all students. Students will examine effective practices, procedures and theories for the development, implementation and evaluation of quality curriculum. A major focus of the course is the theoretical relationship among curriculum, instruction and assessment as a basis for creating and evaluating standards-based curriculum. Approaches to standards-based curriculum and assessment are explored and applied to PK-12 classrooms. Current issues and theories about curriculum are analyzed throughout the course. (Many components of this course are in an on-line format.) Students will examine researched best teaching practices and apply them. Also listed as ECE 621.

EDU 632 Assessment and Evaluation Strategies (3) This course provides an introduction to best practice principles for educational assessment and evaluation in PK -12

education, continuing education and staff development. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels including individual student, class, course, curriculum, program and educational organization will be studied and analyzed. Students will explore underlying selection, construction, administration, and interpretation of educational tests, including the constructs of reliability and validity and how to apply them. (Cross listed as EDL 832)

EDU 642 Research Statistics (3) Graduate level course prepares the master's student to utilize and interpret statistics for a master's level research project. Students will review descriptive statistics including distributions, introduction to central tendencies, population and sample. Students will focus on inferential statistics, hypothesis testing, confidence intervals, t-tests, one-way ANOVA, and correlation. Introduce PASW/SPSS for data analysis of education or health related data sets. 35-50% of course will focus on application, including reading and understanding health care and education research studies. Prerequisites: Undergraduate statistics course, successful completion of competency test reflecting objectives of undergraduate course, or instructor permission required.

EDU 643 Legal Issues in Education (3) This graduate level course introduces the legal system and various sources of law that impact educational institutions and their relationships with students, faculty, employees, governing bodies, and corporate partners. Students learn to find and analyze education law including judicial decisions, state and federal statutes, state and federal constitutional provisions, and administrative regulations. Readings and cases cover the development of the rights and responsibilities of public and private institutions, evolving theories of academic freedom, student admissions, faculty employment and tenure, due process of law, separation of church and state and conflict resolutions. Students are encouraged to choose an issue of interest for concentrated research and study. (Cross listed as EDU 853)

EDU 651 Technology Integration in Instruction (3) This graduate level course examines the role of technology in today's classrooms. Students will be provided theory, gain knowledge, and develop skills necessary to use, evaluate, plan, and implement technologies effectively within a school or school system. Students will also examine issues, including funding, pedagogy, curricular integration, social media, security and ethics, and professional development associated with computers and other technologies.

EDU 655 Teaching Practice Self Study (3) This course addresses topics of concern to practicing teachers and guides them in developing action plans to revise their teaching and classroom management practices to improve learning in their classrooms. Students will consider various theories and models of teaching and classroom management to develop knowledge and skills required to analyze their own teaching practices and develop plans for improvement or revision to better meet the needs of their students.

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

EDU 674 Special Projects (3) This course will guide educators through implementing

knowledge and skills acquired through program coursework in genuine educational settings. Through electronic discussion, students will share experience and results of their projects and receive assistance from instructor.

EDU 667 Urban Education (3) Approximately half of American public schools students are educated in urban schools. Though much of the state of Nebraska is considered rural, many smaller Nebraska towns experience the same problems as schools located in areas that are technically defined as urban. This graduate level course is designed to provide a framework understanding of urban education. The course includes critical examination of issues that impact urban schools, and how the context of urban schools impact the community including students, teachers, parents, policymakers, and taxpayers. Students will explore the political, social, and pedagogical issues that confront and challenge educators in urban schools.

EDU 675 Diversity and Education (3) This course is designed to engage students in exploration and analysis of issues that influence how instructional practices affect the learning of diverse student populations. Students will examine curricular and instructional strategies needed to meet the needs of diverse student populations and to focus on sociological and cultural influences on learning. Principles of Universal Design for Learning (UDL) are studied and applied in this course.

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

EDU 723: Leadership in Educational Organizations (3) This graduate level course characterizes best practices of leadership in educational institutions. Systems theory and organizational best practices form the framework for this course. Concepts such as accreditation, governance, strategic planning, higher education law and academic quality improvement processes will be studied in a variety of academic organizations to include P-12 education, higher education, professional development, continuing education and patient education. (Cross listed as EDU 823)

English/Physical Education/Philosophy

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

ENG 562 Literature for Young Adults (3) This graduate course includes the study traditional and contemporary works written for or about young adults. The works studied will be evaluated for their artistic merit and for their insights into the adolescent development. Students will design strategies to encourage appreciation of literature and motivation for becoming life-long readers. Topics include the nature of teen-age readers, genres and use of young adult literature in the classroom. Students create an extensive teaching unit using young adult literature. Appropriate use of instructional technology is integrated into instruction and pedagogy.

PED 560 Adaptive Physical Education (3)

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. (Also listed as PED 360)

PHL 624: Academic Integrity (3) This applied ethics course examines the implications of several influential philosophical theories for a broad range of questions bearing on research, teaching, role expectations, the allocation of resources, and contemporary dilemmas in organizations of P-12, higher education, continuing education, professional development or patient education.

Master of Science in Organizational Leadership

MOL 600 Leadership and You (3) This course is designed to provide learning experiences for students in three domains related to leadership: the complexity of the leadership process, its functions and outcomes; the roles, contributions, and challenges related to gender in leadership; and understanding self from multi-faceted perspectives and self in relationship with others, in order to establish a framework for necessary leadership behaviors and communications.

MOL 605 Leadership Theory and Application (3) The purpose of this course is to increase graduate effectiveness as a leader through the analysis and application of essential leadership theories. This course examines the process of leadership, delineating the leader's behavior within that process. Historical to current leadership theories, leadership principles and theoretical concepts are addressed. Focus is on "real world" and present day application and the implications to organizations and to leaders. This course also examines the differences between management and leadership and why those differences are important to the health of organizations. Finally, this course facilitates self-reflection, self-assessment, and personal application of selected aspects of leadership.

MOL 610 Statistics in Leadership Studies (3) This course is designed for graduate students in leadership and management studies. It is intended to develop student knowledge related to the application of statistical methods frequently encountered in leadership study design. This course will assist students reading and evaluating the literature frequently encountered in leadership and management research, as they pursue best practice information or studies related to their scholarly research and writing. Students will review descriptive statistics, distributions, central tendencies, population and sample. Students will focus on inferential statistics, hypothesis testing, confidence

intervals, t-tests, ANOVA, correlation, and regression analyses. The course will also introduce SPSS for analysis of data sets related to leadership research.

MOL 615 Research Design in Leadership Studies (3) This course is designed to assist graduate students in developing the practical knowledge and abilities necessary to critically analyze research designs commonly used in leadership studies in order to become a critical consumer of scientific research. Students will develop an understanding of how research is conducted, the ability to evaluate research conducted by others, and practical skills that will enable them to conduct their own research. An overview of quantitative, qualitative and mixed method designs will be included, as will such topics as the scientific method, strengths and limitations of various research designs, reliability and validity, and conducting literature reviews. The IRB process will be introduced.

MOL 620 Human Capacity Building (3) This course is designed to assist students in analyzing the management and leadership skills necessary to hire, develop, challenge, motivate and engage employees. The course will emphasize application of effective management practices. Students will be introduced to the impact of departmental policies, procedures, operational norms, management of conflict, and communication practices on employee success and engagement. The value and processes of strategic planning will be introduced as a foundation for departmental/organizational success and employee focus and outcomes achievement.

MOL 625 Boundary Spanning Team Leadership (3) This course is intended to facilitate content and communication skills valuable in building effective teams within departments or across organizational boundaries. The basic components of group evolution and performance will be examined in depth, including fundamentals of group interaction, development of team norms, determinants of effective team decisions, and management/leadership functions necessary to assist a team in achieving beyond its expectations. A specific focus on how women can their utilize talents and overcome challenges to become more effective team leaders is included.

MOL 630 Ethics and Conflict Management(3) This course is designed to encompass the most common ethical dilemmas and ensuing conflicts that are commonly experienced in a leadership role. The complex influences of boards of directors, stock-holders, the government, competitors, labor unions, consumers, society's expectations, and the personal values of leaders will be examined. Focus will then turn to the conflict that generally ensues when there is a clash of values or action. The purpose and process of mediation will be explored. Students will continue development of conflict management skills specifically related to negotiating and alternative dispute resolution in a variety of settings.

MOL 635 Organizational Theory and Design (3) This course will focus on organizations and the ways in which their operational designs and processes influence outcomes and effectiveness. Through case study application of organizational design and theory knowledge, students will learn to systematically and critically evaluate how organizations are affected by a variety of organizational systems. The course will enable students to analyze the complexities of their organizations in greater depth and accuracy. Students will learn strategies for managing these organizational factors to increase institutional effectiveness related to business and employee outcomes.

MOL 640 Financial Decision Making (3) The purpose of this course is to provide students a working knowledge of the concepts, problems, tools and applications of corporate and non-profit financial decision making. Students are introduced to the concepts of financial management, the time value of money, and budgeting and forecasting. The course includes a significant emphasis on the role of analytics in financial decision making. Students will be introduced to the fundamental of business analytics, the role of analytics in business performance and the tools that can be used to perform analytics in different business functions. Students will also gain experience in reviewing financial statements, determining how best to analyze data for useful decision making and identifying relevant questions. The course will lead to an understanding of the importance of, and strategies for, integrating financial management within all areas of business operations and ultimately, leadership decisions.

MOL 645 Organizational Behavior (3) This course focuses on a detailed examination of the sources and uses of power and influence, as well as how power and influence are attained, used, and lost. Opportunities to influence and be influenced will be provided and results examined for outcomes and consequences. Influence tactics effective for women in leadership situations are studied. Students will also analyze the causes of organizational behavior problems and the organizational factors that are a foundation for positive and effective organizational behaviors. Topics covered are attitudes and behaviors, stress and emotions, motivation, positive organizational behavior, relationships and social and psychological capital, organizational politics and power, followership, and culture and diversity.

MOL 650 Building Organizational Capacity (3) This course will focus on various theories of organizational learning and performance improvement. Students will understand the role of analytics in evaluating operational performance and outcomes. Students will evaluate methods of securing, analyzing, and utilizing a breadth of organizational performance data to improve institutional outcomes. The use of institutional standards and performance goals and benchmarks will be explored. Students will analyze the need to build an organizational culture, policies and procedures necessary for employees to engage in utilizing data for individual, team, departmental, and organizational growth. The course will emphasize leadership practices and decision making related to the inter-relationships between an emphasis on organizational improvement and employee engagement, learning, operations, and individual and organizational performance results.

MOL 655 Organizational Culture and Change (3) This course will focus on best practices in change management theory, various methods of data collection, strategic analysis of information, planning systematic change, and implementing and institutionalizing changes. Focus will be on changing specific aspects of the organizational culture to support the operational changes needed. Emphasis will be placed on the leader's role and necessary actions in leading, supporting and sustaining desired changes. Strategies for motivating employees related to organizational change will also be explored.

Nursing

NUR 531: Directed Readings in Nursing Education (3) This graduate level course requires the student to conduct a scholarly research literature review specific to a selected

aspect of nursing education in a variety of settings (higher education, continuing education, staff development, or patient education). Topics will be selected in conjunction with the graduate faculty.

NUR 562: Research Methods in Nursing (3) Evidence-based inquiry processes will provide the student with tools for evaluating nursing research in relation to higher education, continuing education, staff development, and patient education. Topics include: conceptual frameworks, research designs, methodology, data collection, analysis of data, communicating results and utilizing research findings.

NUR 568: Theories and Current Issues in Nursing (3) This graduate level course examines theories and concepts that are the foundation of nursing and health care. A wide-range of theories from nursing and other disciplines will be analyzed in relation to their applicability to evidence-based practice. Current issues affecting the nursing profession and health care delivery will be examined. Viewpoints and critical analysis from nursing experts and theorists regarding important issues currently facing the nursing profession will be discussed.

NUR 569: Nursing Education: Teaching and Learning Theories and Concepts (3) This graduate level course examines the role of the nurse as educator through the application of teaching and learning theories and concepts across a variety of settings in nursing education, staff development, continuing education, and patient education. Evidence-based teaching strategies to engage learners in inquiry and overt, active learning will be foundational in creating a stimulating learning environment to meet mutually determined outcomes for the individual learner, group, or organization.

NUR 621: Curriculum Design and Program Planning (3) This graduate level course focuses on designing curricula in diverse education environments using evidence-based theories and concepts as well as relevant standards and criteria for evaluation. Development, implementation and evaluation of a nursing education curriculum, continuing education or staff development, and patient education program are emphasized. Prerequisites: All 500 level graduate nursing courses.

NUR 632: Assessment and Evaluation Strategies in Nursing Education (3) This graduate level course prepares the student to implement best practice principles for educational assessment and evaluation in nursing education, continuing education, staff development, and patient education. Students will learn various strategies and methods that can be used to determine whether, and how well, students are learning course material. This course prepares the graduate student to develop, implement, and evaluate formative assessments to improve student performance on critical summative assessments. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels will be appraised. Prerequisites: All 500 level graduate nursing courses.

NUR 637: Teaching Strategies and Technology in Nursing Education (3) This course focuses on the application of evidence-based student-centered teaching strategies in diverse learning settings. Integrating educational technology within the learning environment also is a component of the course. Prerequisites: All 500 level graduate nursing courses.

NUR 655: Nursing Education: Teaching and Learning Practicum (3) This graduate level course focuses on the implementation of the nurse educator role through the application of teaching and learning theories and concepts for a chosen learner population in nursing higher education, staff development, continuing education, or patient education. The role will be analyzed and applied in collaboration with a master's prepared nurse educator preceptor. Evidence-based teaching strategies will be developed into a comprehensive teaching plan to engage learners in inquiry and overt, active learning and implemented to meet mutually determined outcomes for the individual learner, group, or organization. Prerequisites: All 500 level graduate nursing courses. This course can be taken concurrently with NUR 659.

NUR 659: Major Project in Nursing Education (3) The major project provides the opportunity for the student to apply the knowledge and skills acquired throughout the MSN program. The student will develop, implement, and evaluate a substantial educational endeavor related to nursing education, staff development, continuing education or patient education within the context of an organization. Evidence-based practice and nursing research will be utilized throughout the course. Prerequisites: All 500 and 600 level graduate nursing courses. This course can be taken concurrently with NUR 655.

Occupational Therapy

OTH 540 Community Based Occupational Therapy (3)

This course gives students the opportunity to design and provide services to address unmet needs for individuals, groups, or populations in community settings. Students will explore occupation in the context of community in applying components of program development and grant writing. Prerequisites: OTH 434, 444, 490, 452, and 476

OTH 552 Principles of Neuro-Rehabilitation II (2)

This course is the second in a two semester sequence where students learn traditional and contemporary models of practice and evidence-based interventions used in neuro-rehabilitation. An experiential learning component will be utilized so that students can implement the skills discussed in class. Prerequisite: OTH 590, 540, 568 and 576

OTH 555 Occupational Therapy Management (2)

This course is offered in the graduate year of the occupational therapy curriculum. In this course students implement the skills necessary for an occupational therapist to provide competent managerial services as a health care practitioner in a changing healthcare environment. Prerequisites: OTH 590, 540, 568 and 576

OTH 560 Clinical Reasoning III (3)

This course is the last in the three-part progression preparing students to be critical thinkers. The course is designed to integrate theory and the knowledge of pathologies and intervention strategies with an understanding of the OT process. The focus is on developing the student's ability to evaluate and synthesize information from complex situations and practice setting involving individuals and populations. Prerequisites: OTH 590, 540, and 568

OTH 561 Occupational Therapy Leadership and Advocacy (2)

This course will explore various theories of leadership for enacting positive change and develop leadership skills for advocacy and client centered practice. Students will explore how sociopolitical factors impact health care policy and occupational therapy. Students will examine personal and professional values as well as positive characteristics of leaders in occupational therapy in articulating their own leadership style. Prerequisites: OTH 590, 540, and 568

OTH 568 Therapeutic Modalities (2)

In this course, students will apply theory in creatively designing effective interventions to enhance or enable occupational performance. Students will examine evidence supporting various specialized therapeutic modalities for best practice. Prerequisites: OTH 434, 444, 490, 452, and 476

OTH 576 Level IC Fieldwork (1)

This course is designed to enrich student learning through participation in selective aspects of the occupational therapy process in an occupational therapy practice setting. The Level IC fieldwork experience will emphasize theory driven practice to guide the occupational therapy process. Prerequisites: OTH 434, 444, 490, 452, and 476

OTH 590 Principles of Occupational Therapy Research II (3)

This is the second course in the three-part research progression. Students will develop a research question, search the literature, and compose scholarly works. The Institutional Review Board process will be discussed as part of this course. Prerequisites: OTH 434, 444, 490, 452, 476 and 490.

OTH 593 Principles of Occupational Therapy Research III (2)

This final course in the research continuum focuses on scholarly dissemination of research. Students will complete the scholarly project initiated in Principles of Occupational Therapy Research II. The research series will conclude with a scholarly presentation based on occupational therapy research. Prerequisites: OTH 590, 540, and 568

OTH 674 Level IIA Fieldwork (6)

This course is designed to provide students the opportunity to engage in all aspects of the occupational therapy process during a twelve week fieldwork experience in an occupational therapy practice setting. This course promotes the student's development of competent, entry level practice skills. Prerequisite: Successful completion of all didactic coursework

OTH 675 Level IIB Fieldwork (6)

This course is designed to provide students the opportunity to engage in all aspects of the occupational therapy process during a twelve week fieldwork experience in an occupational therapy practice setting. This course promotes the student's development of competent, entry level practice skills. Prerequisite: OTH 674

Physician Assistant Studies

PAS 510 PA Professional Issues and Ethics (1) The Physician Assistant profession will be introduced through its origins, history, and current trends in the profession with topics including professionalism, patient safety, and state laws, as well as an emphasis on the ethical influences on the profession. Inter-professional teamwork, diversity in healthcare,

evidence-based medicine, and legal implications of medical errors will be examined. Prerequisite: Admitted to CSM PA program

PAS 512 Clinical Anatomy (4) Clinical Anatomy consists of a detailed study of the structure of the human body as it relates to clinical scenarios, disease processes and relevance to clinical practice. Basic principles of radiology will be introduced. Prerequisite: Admitted to CSM PA program

PAS 514 Clinical Science (2) Students will focus on normal cellular physiological processes of the human body across the lifespan and how they relate to the practice of medicine. Human genetics and common genetic medical conditions will be discussed, as well as clinical nutrition and clinical biochemistry. The course will provide a foundation to the study of the alterations in physiological process that represents disease. Prerequisite: Admitted to CSM PA program

PAS 516 Physical Diagnosis (2) Knowledge and skills required to perform a medical history and physical examination throughout the lifespan will be presented for each of organ system or body region. The course will result in students performing a complete medical history and head-to-toe physical examination. Prerequisite: Admitted to CSM PA program

PAS 520 Healthcare Delivery Systems (1) An overview of healthcare delivery systems in the United States, the Physician Assistant's role, and the coordination of care will be presented with a focus on the past, present, and future of healthcare systems. Reimbursement, access to care, and quality performance standards will be discussed, as well as concepts related to public health. Prerequisites: PAS 510, 512, 514, 516, 561, 562, 563, 564

PAS 522 Clinical Neuroanatomy (2) An overview of the structure and function of the central nervous system will be discussed with a focus on principles related to clinical neurology and interpretation of the neurological examination. Prerequisites: PAS 510, 512, 514, 516, 561, 562, 563, 564

PAS 523 Infectious Disease (2) An overview of infectious disease and microbiology related to the disease processes will be discussed with a focus on the etiology, epidemiology, pathogenesis, and diagnosis of infectious agents related to the disease. Principles of the immune system will be discussed in relation to infectious agents. Prerequisites: PAS 510, 512, 514, 516, 561, 562, 563, 564

PAS 524 Clinical/Preventative/Laboratory Medicine 1 (8) This course will focus on the common disease processes seen in the primary care setting with an emphasis on epidemiology, pathophysiology, presenting signs and symptoms, diagnosis, and management using an organ system and life stages approach. Each system will include associated preventative and laboratory medicine, as well as clinical pharmacology and radiology. Topics covered include Cardiology, Pulmonology, Gastroenterology, ENT, Ophthalmology, Endocrinology, Nephrology, Urology, Obstetrics, Gynecology, and Wound Care. Prerequisites: PAS 510, 512, 514, 516, 561, 562, 563, 564

PAS 525 Pharmacology 1 (3) Basic principles of pharmacology will be covered to provide the knowledge required for safe and effective use of medications. The course begins with

establishing a foundation of pharmacokinetics and pharmacodynamics followed by principles of pharmacology in the alteration of physiology and metabolism that emphasizes drug name and class, mechanism of action, common uses, side effects, and interactions. Topics covered include pharmacology related to Cardiology, Pulmonology, Gastroenterology, ENT, Ophthalmology, Endocrinology, Nephrology, Urology, Obstetrics, Gynecology, and Infectious Disease. Prerequisites: PAS 510, 512, 514, 516, 561, 562, 563, 564

PAS 526 Applied Clinical Practice 1 (2) This course will focus on the integration of core science, clinical medicine, and pharmacology knowledge. Students will learn to apply knowledge and refine exam techniques through case studies and patient simulations to improve clinical decision-making and differential diagnosis, as well as improve communication skills through inter-professional and community engagement opportunities. A holistic patient approach will be emphasized with many common challenges to care delivery presented. Prerequisites: PAS 510, 512, 514, 516, 561, 562, 563, 564

PAS 530 Applied Research and Evidence-based Medicine (1) Basic concepts of research methodology and statistics will be presented with an emphasis on critical review of the literature using clinical scenarios. A foundation necessary to successfully critically analyze the medical literature and complete the Master's project will be established. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 534 Clinical/Preventative/Laboratory Medicine 2 (4) This course will focus on the common disease processes seen in the primary care setting with an emphasis on epidemiology, pathophysiology, presenting signs and symptoms, diagnosis, and management using an organ system and life stages approach. Each system will include associated preventative and laboratory medicine, as well as clinical pharmacology and radiology. Topics covered include Neurology, Dermatology, Psychiatry, Hematology, Oncology, Immunology, Orthopedics, Rheumatology, Emergency Medicine, Geriatrics, and Pediatrics. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 535 Pharmacology 2 (3) Basic principles of pharmacology will be covered to provide the knowledge required for safe and effective use of medications. The course will discuss principles of pharmacology in the alteration of physiology and metabolism that emphasizes drug name and class, mechanism of action, common uses, side effects, and interactions. Topics covered include pharmacology related to Neurology, Dermatology, Psychiatry, Hematology, Oncology, Immunology, Orthopedics, Rheumatology, Emergency Medicine, Geriatrics, and Pediatrics. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 536 Applied Clinical Practice 2 (2) Applied Clinical Practice 2 will continue to focus on the integration of core science, clinical medicine, and pharmacology knowledge. Students will learn to apply knowledge and refine exam techniques through case studies and patient simulations to improve clinical decision-making and differential diagnosis, as well as improve communication skills through inter-professional and community engagement opportunities. A holistic patient approach will be emphasized with many common challenges to care delivery presented. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 538 Clinical Skills (2) The technical skills required to become proficient in clinical procedures expected of the Physician Assistant will be taught in this course using a hands-

on approach. This will include surgical skills, procedural skills, resuscitation and emergency first aid, and various technical skills. Surgical documentation and patient management will be discussed. Prerequisite: PAS 520, 522, 523, 524, 525, 526

PAS 561 Cardiopulmonary Pathophysiology (3)

Common cardiovascular and pulmonary diseases of the human body across the lifespan will be covered. The course will begin with normal cardiovascular and pulmonary physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in cardiovascular and pulmonary scientific principles required for future understanding of disease management and patient care. (Also listed as BIO 461) Prerequisite: Admitted to CSM PA program

PAS 562 Gastroenterology and Renal Pathophysiology (3)

Common gastroenterological and renal diseases of the human body across the lifespan will be covered. The course will begin with normal gastroenterological and renal physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in gastroenterological and renal scientific principles required for future understanding of disease management and patient care. (Also listed as BIO 462) Prerequisite: Admitted to CSM PA program

PAS 563 Endocrinology (2)

Common endocrine diseases of the human body across the lifespan will be covered. The course will begin with normal endocrine physiology and progress on to the alterations in normal anatomical and physiological processes that cause disease. The course will provide a foundation in endocrine scientific principles required for future understanding of disease management and patient care. (Also listed as BIO 463) Prerequisite: Admitted to CSM PA program

PAS 564 Immunology/Hematology (3)

A study of normal immune system function (both acquired and innate), normal hematological function and common diseases and derangements of both. (Also listed as BIO 464) Prerequisite: Admitted to CSM PA program

PAS 660 Family Practice Rotation 1 (3) A four-week clinical preceptorship in family medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 670 Family Practice Rotation 2 (3) A second four-week clinical preceptorship in family medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 671 Internal Medicine Rotation (3) A four-week clinical preceptorship in internal medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 672 Pediatric Rotation (3) A four-week clinical preceptorship in pediatrics will be completed by the student after successfully completing the didactic curriculum. Readings,

assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 673 OB/GYN Rotation (3) A four-week clinical preceptorship in OB/GYN will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 674 Emergency Medicine Rotation (3) A four-week clinical preceptorship in emergency medicine will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 675 Psychiatry Rotation (3) A four-week clinical preceptorship in psychiatry will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 676 General Surgery Rotation (3) A four-week clinical preceptorship in general surgery will be completed by the student after successfully completing the didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 677 Elective Rotation 1 (3) A four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 678 Elective Rotation 2 (3) A second four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 679 Elective Rotation 3 (3) A third four-week clinical preceptorship in an elective will be completed by the student after successfully completing the didactic curriculum. Electives may include a specialty or repeat of a core rotation. Readings, assignments, and examinations during the preceptorship will be required. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 690 Master's Project (3) All students will complete a Master's Project prior to graduation. Students will identify a need in the healthcare community, complete a critical literature review, and a plan for implementation. Students will be responsible for implementing their plan under the supervision of their chair prior to their final presentation in the last semester. Prerequisite: PAS 530, 534, 535, 536, 538

PAS 710 PA Practice Transition (2) This course focuses on successful transition from school to clinical practice. Leadership, licensing, contract negotiations, ethical and legal issues, personal wellness, and cultural competency will be revisited. Students will participate in a certification examination review presented by faculty. Students will be

evaluated through cumulative examinations and mock patient encounters. Prerequisite: PAS 660, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 690

Special Education

SPE 501 Introduction to Special Education (3) Introduction to Special Education is a required course for all who are certified to teach in Nebraska. Students examine various areas of exceptionality, including learners who are identified as gifted and talented, mentally handicapped, behaviorally disordered, visually impaired, hearing impaired, language disordered, autistic, physically handicapped and other health impaired. Legal definitions, litigation, characteristics, etiology, prevalence and educational adaptations for each exceptionality are investigated, as well as issues confronting individuals across the lifespan will be addressed. Pre-referral alternatives, referral systems, multi-disciplinary team responsibilities, the Individual Education Plan process, placement procedures, various service delivery systems and family issues will also be examined. Appropriate use of instructional technology is integrated into instruction and pedagogy.

SPE 510 Technology in the Classroom (3) Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. In this course, students create online portfolios that illustrate their progress through the teacher preparation program. Appropriate use of instructional technology is integrated into instruction and pedagogy.

SPE 520 Learners with Mild/Moderate Handicap Conditions (3) Students examine learning and analyze individual educational programs of mildly and moderately mentally retarded, specific learning disabled, behaviorally impaired, orthopedically impaired, autistic, Asperger's, other health impairments, speech language impaired and traumatic brain injured. Assisting learners in making healthy transitions between special education and regular classrooms along with inclusion is emphasized. Presents historical overview and current literature of mildly/moderately handicapped. Recent legislation and its impact on the regular classroom are emphasized. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 522 Assessment Techniques for Diverse Learners (3) This course presents techniques and methods of administering formal and informal assessments. Students analyze learning tasks in visual, auditory, motor, language and behavioral areas. Students examine and practice tying I.E.P./I.F.S.P. process to assessment. Writing appropriate instructional strategies, goals and materials to implement objectives based on analysis of learning tasks and instructional needs are presented. Current research regarding effective assessment and remediation strategies is presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 520.

SPE 527 History, Philosophy and Trends in Education (3) Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper

conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions and extensive readings center on all levels of education from preschools to secondary schools. Students write a philosophy of teaching paper and prepare a major research paper. Appropriate use of instructional technology is integrated into instruction and pedagogy. (Also listed as EDU 527)

SPE 530 Diagnosis and Remediation in Reading (3) This course is designed to provide teachers with assessment procedures for students on an achievement spectrum from below grade level to above grade level and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. 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.

SPE 531 Instruction Strategies: Inclusion Practicum (3) Students examine and practice tying I.E.P./I.F.S.P process to instruction through modification of curricula. Students practice designing curricula for various areas of exceptionality for special needs populations. The course emphasizes task analysis, individualized instructional strategies and interventions, and use of assistive technology. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 533 Special Education Ethics and Law (3) Students examine processes and use skills necessary for identifying verifying special needs, the I.E.P./I.F.S.P. process, and organizing and maintaining student special education records. This course acquaints students with state and local resources for improving and strengthening educational programs for special populations. National, state, local laws and policies and procedures affecting special populations are emphasized. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instructions of content and pedagogy.

SPE 540 Guidance and Classroom Management (3) This graduate course discusses philosophical differences of discipline and behavior intervention. Positive discipline strategies and techniques for all age groups are reviewed and practiced in order to assist each student in becoming a confident and effective facilitator. Special focus examines the needs and special concerns of behaviorally impaired/emotionally disturbed children and youth. Class readings, discussions and lectures provide a strong knowledge base. Students research and create a management philosophy. Appropriate use of instructional technology is integrated into instruction and pedagogy.

SPE 560: Transitions and Life Skills (3) This course is designed to provide future special education teachers extensive study in preparing students with disabilities to make transitions throughout their educational experience and into adulthood. Course participants will study strategies that will enable them to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an

understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations. Participants will identify strategies that are essential in teaching life-skills to students and are necessary to achieve the greatest level of personal independence. This course will prepare students to work with families, students with disabilities, and related agencies to plan and prepare for transitional needs that will enhance each student.

SPE 570/571/572 Clinical Practice (3 each) The culminating experience for recommendation for Special Education Endorsement. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Student teachers have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: permission.

SPE 573 Special Education Practicum: Critical issues in Special Education (3): Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resource rooms, or inclusive settings. Critical issues in Special Education will be investigated, discussed and presented. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

SPE 575-Critical Issues II in Secondary Alternative Programs (3)

This is a required course for Special Education Majors. Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resources rooms, or inclusive settings. **Critical issues in Special Education** will be investigated, discussed and presented. Topics could include such issues as roles of the Special Education teacher, program design, NCLB, assessment, legal issues, IDEA, school reform, transition issues, inclusion, placement controversies, early intervention, family issues, research-based interventions, discrimination based on disability, differentiated grading policies, restraint and seclusion, bullying, or outcomes-based education. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.