

# Academic Catalog

2010-2011



COLLEGE OF  
**SAINT MARY**

*Bloom*

Omaha, Nebraska  
csm.edu

# Graduate Program Catalog

2010-2011

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*Refer to the CSM Undergraduate Academic Catalog for additional information regarding college policies.*

## Academic Calendar

### August 2010:

Tues. 17	New Full Time Faculty Orientation 12-5 pm
Wed. 18-Thur. 19	Faculty In-service & Faculty Assembly
Wed. 18	Divisions Meetings, 4 – 5:30 p.m. and Adjunct Faculty In-Service, 5– 8:30 p.m.
Wed. 18	Master in Organizational Leadership Orientation 5:30 – 9:00 p.m.
Thurs. 19	Adjunct Faculty In-Service 5 – 8:30 pm
Fri. 20	Program Planning and Division Meetings (TBA)
Sat. 21	New Students Arrive for Move-In
Sat. 21	MASTER in ORGANIZATIONAL LEADERSHIP CLASSES BEGIN
Wed. 25	DAY and EVENING CLASSES BEGIN
Sat. 28	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Mon. 30	Faculty Committee Meetings, 12:45 p.m.

### September 2010:

Wed. 1	Last Day to Drop/Add/Late Registration for Day/Evening
Sat. 4	Labor Day Weekend – no classes
Mon. 6	LABOR DAY HOLIDAY, COLLEGE CLOSED
Mon. 13	<i>Opening Convocation: Dedication of the 2010-11 Academic Year – 1:00 p.m.</i>
Fri 17 – Sun. 19	Homecoming Weekend
Mon. 20	Academic Division Meetings, 12:45 p.m.
Mon. 27	Faculty Assembly, Meeting Room, 12:45 p.m.

### October 2010:

Mon. 4	Faculty Committee Meetings, 12:45 p.m.
Mon. 11	Academic Division Meetings, 12:45 p.m.
Thur. 14 – Fri. 15	FALL BREAK – NO CLASSES
Mon. 18	Faculty Assembly, Meeting Room, 12:45 p.m.
Mon. 25	Faculty Committee Meetings 12:45 p.m.
Mon. 25 – Fri. Nov 5	Focused Registration for Spring and Summer 2011
Tues. 26	Woodrow Wilson Lecture: Campus Lecture 12:00 p.m.
Wed. 27	Woodrow Wilson Lecture: Public Lecture 7:00 p.m.

### November 2010:

Mon. 1	Academic Division Meetings, 12:45 p.m.
Mon. 8	Lecture – Common Reading, <i>The Lolita Effect</i> , M. Gigi Durham, PhD, 1:00 p.m. (other events TBA)
Mon. 15	Faculty Assembly, Meeting Room, 12:45 p.m.
Fri. 19	5:00 p.m. – Last Day to Withdraw from Lincoln <b>AND</b> DAY/EVE classes
Mon. 22	Thanksgiving Luncheon
Wed. 24 – Sun. 28	THANKSGIVING VACATION FOR STUDENTS
Thu. 25 – Fri. 26	THANKSGIVING HOLIDAY, COLLEGE CLOSED
Sat. 27	Thanksgiving Holiday - NO CLASSES
Mon. 29	Faculty Committee Meetings, 12:45 p.m.

December 2010:

Mon. 6	Academic Division Meetings, 12:45 p.m.
Mon. 13	Faculty Assembly, Meeting Room, 12:45 p.m.
Tue. 14 – Fri. 17	FINAL EXAMS
Fri. 17	Master's Hooding Ceremony 7:00 p.m.
Sat. 18	Graduate Grades Due by 12:00 p.m.
Sat. 18	BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
	GRADUATION, Lied Fitness Center, 7:00 p.m.
Mon. 20	CHRISTMAS VACATION FOR STUDENTS BEGINS
Tues. 21	Day/Evening Grades Due in Self Service by 5:00 p.m.
Fri. 24 – Fri. 31	GIFT HOLIDAYS, COLLEGE CLOSED

**SPRING SEMESTER:**

January 2011:

Mon. 3	College Offices Open
Thu. 6	Faculty In-service
Fri. 7	Advising/Registration for New Students
Mon. 10	DAY and EVENING CLASSES BEGIN
Fri. 14	Last Day for Late Day/Evening Registration Drop/Add
Mon. 17	Faculty Committee Meetings, 12:45 p.m.
Mon. 24	Academic Division Meetings, 12:45 p.m.
Mon. 31	Faculty Assembly, Meeting room, 12:45 p.m.

February 2011:

Mon. 7	Faculty Committee Meetings, 12:45 p.m.
Mon. 14	Academic Division Meetings, 12:45 p.m.
Mon. 21	Faculty Assembly, Meeting Room, 12:45 p.m.
Mon. 28	Faculty Forum (if needed), 12:45 p.m.

March 2011:

Mon. 7 – Fri. 11	SPRING BREAK
Mon. 14	Faculty Committee Meetings, 12:45 p.m.
Mon. 21	Academic Division Meetings, Meeting Room, 12:45 p.m.
Mon. 21 – Fri. Apr. 1	Focused Registration for Fall 2010
Mon. 28	Faculty Assembly, 12:45 p.m.

April 2011:

Fri. 1	5:00 p.m. Last Day to Withdraw from DAY/EVE Classes
Mon. 4	Faculty Committee Meetings, 12:45 p.m.
Mon. 11	Academic Division Meetings, Meeting Room, 12:45 p.m.
Mon. 18	Faculty Appreciation Luncheon, Meeting Room 12:00 pm
Thu. 21	College closes at 5:00 p.m. for Easter Break—no night classes
Fri. 22 – Mon. 25	Easter Break - NO CLASSES
Fri. 22	GOOD FRIDAY, COLLEGE CLOSED

May 2011:

Mon. 2 Recognition Day  
Mon. 9 Faculty Assembly, 12:45 p.m.  
Fri. 13 Graduate Grades Due by 12:00 p.m.  
Fri. 13 Last Day to Drop, Add, or Register for Focus Five Classes  
Sat. 14 BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.  
(times subject to change)  
HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m.  
CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.  
MASTERS HOODING CEREMONY, Lied Fitness Center, 7:30 p.m.  
(times subject to change)  
Sun. 15 GRADUATION, QWEST, 10:30 a.m.  
(times subject to change)  
Fri. 20 Day/Evening Grades Due in Self Service by 5:00 p.m.

**SUMMER SESSIONS:**

May 2011:

Mon. 16 – Fri. 20 Focus Five (SUMMER SESSION)  
Thu. 19 Last day to withdraw from Focus Five class  
Fri. 20 Last day to Drop, Add, or Register for Three-Week session  
Mon. 23 Three-Week Summer Session Begins (May 23– June 10)  
Sat. 28 Memorial Day Weekend - NO CLASSES  
Mon. 30 MEMORIAL DAY HOLIDAY, COLLEGE CLOSED

June, 2011:

Wed. 1 Last day to withdraw "W" from 3-week session  
Fri. 10 Three-Week Summer Session Ends  
Fri. 10 Last Day to Drop, Add, or Register for Six-Week session  
Mon. 13 Six-Week Summer Session Begins (June 14 to July 23)  
Fri. 17 Focus Five Grades Due in Self Service by 5:00 p.m.  
Fri. 24 THREE-WEEK SESSION Grades due in Self Service by 5:00 p.m.

July, 2011:

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

## **The College**

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

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

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

## **Mission**

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

This mission inspires us to:

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

## **Declaration of Open Discourse**

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

Each member of the campus community is encouraged to:

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

## **Leadership Qualities**

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

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

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

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

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

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

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

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

## **History**

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

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

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

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

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

## **Omaha Campus**

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

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

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

The Math and Science Hall provides classrooms, laboratories, and offices for science and mathematics faculty. The adjacent Daniel and Louise Gross Conference Center seats 250.

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

Also situated on campus are four residence halls. Lozier Tower, Gallagher, McAuley and the Mothers Living and Learning residence located in Walsh Hall. Each residence Hall provides spacious networked rooms with air conditioning. Residence halls include lounges, study areas, and computer labs. The Mothers Living and Learning Hall provides the opportunity for students who are single mothers to live on campus with their children.

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

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



## Degrees Offered

Doctor of Education

- Emphasis in Health Professions Education
- Emphasis in Educational Leadership

Master of Arts in Teaching

Master in Occupational Therapy

Post Baccalaureate Master in Occupational Therapy

Master in Organizational Leadership

Master of Science in Education

Master of Science in Nursing

Post Baccalaureate Certificate in Paralegal Studies (holds 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. The labs include three instructional labs as well as a general use lab. The Computer lab hours can be found on the University website at [www.csm.edu](http://www.csm.edu).

### Online Learning Management System

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

### myCSM Portal

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

### Tegrity Lecture Capture System

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

### Wireless

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

### Library

The College of Saint Mary Library is a comprehensive source of information that provides reference, research materials, and experienced staff to assist the CSM community. These materials include reference books, online and print journals, databases, books, e-books, and media. The CSM Library offers services in person, online and by telephone.

Library resources include laptops that may be checked out at the Circulation Desk for in-house use. The Library also offers private study rooms, scanners, a copier, a printer, and computers with the Microsoft Office Suite. The Library maintains Reserves to give students access to materials that are directly related to the classes being taught by faculty. Reserve materials are provided to the Library by individual faculty.

The Library shares the online catalog with eight (8) private colleges and universities in the region. The on-line catalog may be accessed on or off campus. CSM students and faculty have checkout privileges with most colleges and universities in Nebraska, and may use all services offered at the individual institution.

Reference services are provided in-house, through email, telephone, and on-line with Ask a Librarian. Ask a Librarian is an interactive service that allows the patron to submit a question to the reference staff, and receive an answer within 48 hours. The link for Ask a Librarian can be found on the Library web page. Additional reference services are available upon request. InterLibrary Loan (ILL) services are available to all registered patrons of the CSM Library. ILL is provided in-house, through the Library web page, with email, and with the telephone.

The Library is open seven days a week, with adjusted hours during midterms and finals, holiday breaks, and during the summer. Access to circulating materials is through the use of a Library barcode on the CSM ID card.

## Admissions

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

1. Applicants desiring admission to College of Saint Mary graduate programs apply through Enrollment Services and must meet the CSM graduate admissions criteria that are available in the Graduate Program Catalog.
2. An application is complete when the applicant submits the following required items:
  - A. Completed College of Saint Mary Graduate Program application form
  - B. Official transcripts of all previous academic work (with certified translations, for non-English transcripts) from which undergraduate grade point averages can be computed
  - C. Proof of English competency for international students for whom English is not the first language.
    - Student must meet one or more of the following language requirements on the Test of English as a Foreign Language (TOEFL):
      - a paper score of 550 or above or
      - a computer score of 213 or above or
      - an Internet based score of 80 or above on the Test of English as a Foreign Language (TOEFL)
    - a score of 4 or above on the Test of Written English (TWE) or
    - completion of Level 9 at an ESL Language Center
  - D. Resume
  - E. Submission of program specific requirements as follows:
    - 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
      - Cumulative GPA of 3.0 or greater
      - Two professional references: one from a RN (Accepted students will have a score of 3.0 on the 1-4 scale on reference form)
    - Master in Organizational Leadership (MOL)
      - Bachelor's degree
      - Essay
      - A minimum of 3 years of management experience (preferred)
    - Master of Science in Education (MSE)
      - Cumulative GPA of 3.0 or greater
      - Official transcripts for accredited bachelors degree in Education
      - Verification of teaching certificate (current or lapsed)\*
      - Copy of passing PPST scores if not licensed in Nebraska
      - Technology competency test or equivalent course work
      - Two professional references familiar with the applicants educational experiences with students
    - Master of Arts in Teaching (MAT)
      - Bachelors' Degree in subject area that can be taught at the secondary or middle school level
      - Minimum GPA of 2.50
      - Legal Clearance

- Technology competency test or equivalent course work
- Post-Baccalaureate Master in Occupational Therapy (PBMOT)
  - Bachelors degree in occupational therapy
  - Current, unencumbered license in occupational therapy
  - Three professional references (Accepted students will have a score of 3.0 on the 1-4 scale on reference form.)
  - Personal statement of 100 words or less outlining reasons for seeking degree
- Doctor of Education with an emphasis in Health Professions Education
  - Current, unencumbered license in a health-related profession in Nebraska or compact state if applicable
  - Scholarly writing that demonstrates the ability to do graduate level work
  - Masters degree (Either the Bachelors or Masters degree must be in a health related field)
  - Research Critique process
  - Cumulative GPA of 3.0 or greater
  - Technology competency test or equivalent course work
  - Two professional references (Accepted students will have a score of 3.0 on the 1-4 scale on reference form)
- Doctor of Education with an emphasis in Educational Leadership
  - Current Teaching certificate\*\* or appropriate qualifying\* prerequisites
  - Scholarly writing that demonstrates the ability to do graduate level work
  - Evidence of earned master's degree in Education or a related field
  - Cumulative GPA of 3.0 or greater
  - Two professional references (Accepted students will have a score of 3.0 on the 1-4 scale on reference form)
  - Technology competency test or equivalent course work

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

-- \$30 non-refundable application fee.

3. If an applicant has deficiencies in meeting the admission requirements for a graduate program, she/he may petition the Graduate Admissions Committee for provisional admission to the program. In addition, the Program Director will submit to the Graduate Admissions Committee any applicants who do not clearly meet admission standards. Based upon a recommendation from the Graduate Admissions Committee the Vice President for Academic Affairs may approve provisional admission of applicants who do not meet admission criteria or prerequisite requirements. Prerequisites must be completed for full admission.
4. Graduate Program Admission Committee will review any applications which do not meet admission criteria.
5. The student is notified of acceptance or non acceptance in writing by Enrollment Services.
6. The advisor will be responsible to authorize a student for registration.

\*Students who have completed the requirements for certification with a bachelor's degree at graduation may be eligible for admission.

\*\*In accordance with Rule 21 of Nebraska Law 92. Please see program director for details.

## **International Students**

College of Saint Mary welcomes and is authorized under federal law to enroll nonimmigrant students from outside the United States. All students on an F1 visa must be full-time. Persons who are not United States citizens are required to submit the following:

- International student application form.
- Non-refundable application fee.

Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be evaluated and translated into English by a credential evaluation service such as World Education Services (<http://www.wes.org>).

- Certificate of Financial Responsibility (to be sent directly to the College from the applicant's bank).
- Student must meet the following language requirements: a paper score of 550 or above or a computer score of 213 or above or an Internet score of 80 or above on the Test of English as a Foreign Language (TOEFL) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) a \$100 fee (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for visa interview.

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

## **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 residency requirement. *Twelve hours of transfer may be allowed depending on applicability.* The residency requirement is 2/3 of the master's degree (24 hours) or 2/3 of the Ed.D. degree (30 hours) must be completed at CSM. However, all of the credits for the Master in Organizational Leadership must be completed at CSM.

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:

Enrollment Services will: secure application materials and submit them to the Program Director; send a letter to the applicant stating the decision after review by the Program Director; instruct the applicant regarding registration; and inform the applicant of the advisor's name and contact information.

The Program Director will evaluate the transcript for transferable course credits. The Program Director will review applicant materials for satisfactory completion of required

courses; academic standing and GPA; course deficiencies, if any; description of courses completed; and recommendations from faculty of transfer school(s). The Program Director will evaluate content of courses; arrange for an interview with student as deemed necessary; make recommendations regarding student's eligibility for admission to the Graduate Admission Committee; and communicate to applicant conditions of admission and the respective plan of study (duplicate copy in student file).

### **Readmission**

When a student withdraws or is terminated from any of the graduate programs at CSM, a recommendation will be made by the Graduate Student Policies Committee at the time of withdrawal or termination as to whether the student will be eligible for readmission.

Documentation of this recommendation will be kept in the student's advising folder and recorded in the minutes of the Graduate Student Policies Committee.

The student who has withdrawn or has been terminated from any graduate program and wishes to be readmitted will be considered for readmission by the Program Director and the Graduate Admissions Committee according to the following criteria: the recommendation made by the Graduate Policy committee at the time of the student's withdrawal or termination; the amount of time elapsed between withdrawal or termination to anticipated date of readmission; and whether the program is a cohort program of study. Students who wish to be readmitted to a graduate program must complete the application process through Enrollment Services.

### **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.

### **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 of classes. All new students are required to submit a \$150 tuition deposit that represents the student's intent to enroll at College of Saint Mary. The tuition deposition must be paid prior to registration of classes. College of Saint Mary encourages students to deposit only when they are fully committed to attend CSM. Therefore, CSM **strongly** discourages students from double-depositing (the practice of remitting deposits to multiple institutions) or depositing prior to full commitment.

Tuition Deposit Refunds:

- Applicants who pay a tuition deposit for the Summer or Fall semester may request a refund through **May 1** and for the Spring semester through **November 1**.
- Students must request a refund in writing prior to the deadline in order to get a full refund.
- Request made after the May 1<sup>st</sup> or November 1<sup>st</sup> 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)** 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 Stafford Loans** are long-term, low-interest loans that students may borrow to help pay for educational expenses. A student must be enrolled in at least six credit hours per semester to borrow a Stafford loan. These loans are not credit based and must be repaid. There are two types of Stafford loans:

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

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

**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](http://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](http://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 a student files the FAFSA. Financial Aid will renew institutional scholarships for students maintaining the required GPA and the regular full-time tuition rate. After the first week of classes each semester, enrollment status is verified and adjustments are made accordingly.



### **Satisfactory Academic Progress Requirements**

To maintain eligibility for all types of financial aid, satisfactory progress toward completion of a degree must be maintained while students attend College of Saint Mary. The Financial Aid Office reviews academic records at the end of spring semester, or at the end of fall semester for one-year certificate programs. Satisfactory progress requirements for financial aid recipients are defined below.

1. Degree-seeking students must maintain a cumulative grade point average (GPA) of at least 2.0 after completing the second year.
2. Degree-seeking students must successfully complete at least 67% of the cumulative credit hours attempted at CSM at the end of each evaluation 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. Therefore, withdrawing from classes after the drop/add period will negatively affect students' ability to satisfy the hours earned standard.
  - Accepted transfer credit will count as both attempted and earned hours.
3. Students may not exceed 150% of the program requirements measured in credit hours attempted. For example:
  - Students working toward a Bachelor degree requiring 128 credit hours may not exceed 192 attempted credit hours.
  - Students working toward an Associate Degree requiring 64 credit hours may not exceed 96 attempted credit hours.
  - Certificate programs will be monitored according to the hours required for the certificate.

### **Financial Aid Probation**

Students who fail to meet the GPA requirement and/or have not completed 67% of the cumulative credit hours attempted at CSM will be placed on financial aid probation. Students who reach the maximum time frame of 150% of the program are not eligible for Financial Aid Probation.

Students will be on probation for the subsequent academic year they are enrolled at CSM. Financial aid probation status will permanently lower student's academic scholarship to the minimum scholarship amount. Satisfactory academic progress will be evaluated at the end of the probationary period. Failure to meet SAP requirements after the probationary semester will result in financial aid disqualification.

### **Financial Aid Disqualification**

Students not maintaining satisfactory progress after the probation period or exceeding the maximum 150% timeframe are not eligible to receive any federal, state, or institutional financial aid. While disqualified, a student will need to make other payment arrangements for any CSM credits.

### **Financial Aid Appeals**

Students who have been disqualified may appeal to request a waiver of the satisfactory academic progress policy for financial aid recipients. A written request detailing the extenuating circumstances and documentation of these circumstances must be submitted to the Director of Financial Aid. The request for a waiver will be reviewed and a written response will be provided to the student. Extenuating circumstances may include, but are not limited to:

- a) Serious illness or injury
- b) A death in the immediate family
- c) Documented circumstances beyond the student's control

### **Financial Aid Reinstatement**

Students who have been disqualified 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 disqualification 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.

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

### **Disbursement of Aid**

Upon the return of a signed award letter to the CSM Express Center, the financial aid awards for each semester are deducted from assessed tuition and fee charges. Loans, grants and scholarships are credited to the student's account after the first week of classes. Federal guidelines require all first-time borrowers of Stafford Loans at CSM to complete entrance counseling before their loans can be applied to their student accounts.

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

**Responsibilities:** Students have the responsibility to do the following:

1. Complete the FAFSA each year after January 1 and after filing previous year's taxes
2. Sign and return the award letter in a timely manner to the Express Center
3. Provide correct information (misreporting on the FAFSA and the Stafford 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

### **College of Saint Mary Return of Title IV Funds**

Federal regulations require that an institution's refund policy be available to all students. The following information is provided by College of Saint Mary in compliance with the Higher Education Amendments of 1998 amending the Higher Education Act of 1965, Federal regulation 34CFR 668.22, signed into law on October 7, 1998, and the Higher Education Reconciliation Act of 2005 enacted into law February 8, 2006.

The College refund policy applies to CSM students not receiving Title IV aid. Students who receive Title IV financial aid (Federal Supplemental Educational Opportunity Grant (SEOG), Academic Competitiveness Grant, National SMART Grant, TEACH Grant, Federal Perkins Loan and/or William D. Ford Federal Direct Loans) are subject to federal refund calculations if the student completely withdraws from College of Saint Mary or ceases attendance in all classes during the enrollment period. Federal Work Study is not subject to Federal refund calculations.

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

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

1. Determine institutional charges (institutional charges include tuition and fees; it includes room and board only if the student is living on campus).
2. Determine the amount of Title IV financial aid received and subject to return.
3. Calculate the percent of payment period completed by dividing the number of days attended by the total number of days in the payment period.
4. If the percentage calculated in step three is less than or equal to 60%, then that percentage is the percentage of Title IV aid earned. If the percentage calculated in step three is greater than 60%, then the percentage of earned Title IV aid is 100%.
5. The percent of unearned Title IV aid is calculated by subtracting the percentage of earned Title IV aid from 100%. The amount of unearned Title IV aid is calculated by multiplying the amount of Title IV aid received and subject to return (step two) by the percentage of unearned Title IV aid.
6. The amount of Title IV aid to be returned by College of Saint Mary is calculated by multiplying the total institutional costs (step one) by the percentage of unearned Title IV aid (step five). This calculation results in the dollar amount of unearned percentage applied to costs.
7. The lesser of the unearned aid amount (step five) or the dollar amount of the unearned percentage of institutional costs (step six) equals the amount the institution returns to the Title IV programs. Any refund amount is applied in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, Direct PLUS Loan (Graduate Student), Direct PLUS Loan (Parent), Academic Competitiveness Grant, National SMART Grant, Federal SEOG, and TEACH Grant.
8. The amount of aid a student must return (if any) is calculated by subtracting the amount the institution returns (step seven) from the unearned aid amount (step five). The student is still responsible for repaying any loan amounts not returned by the institution. Any amount a student must return to a loan program is repaid according to the terms of the loan. In addition, a student may be required to repay a portion of the Academic Competitiveness Grant, National SMART Grant, Federal SEOG, and the TEACH Grant. The amount returned to the Academic Competitiveness Grant, National SMART grant, Federal SEOG or the TEACH Grant funds are reduced by half of the initial repayment amount.

## Tuition and Fees

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

### Graduate Programs Tuition and Fees 2010-2011 Academic Year Tuition

Master of Science in Education – <i>per credit hour</i>	\$ 385
Master of Science in Nursing – <i>per credit hour</i>	385
Master of Arts in Teaching – <i>per credit hour</i>	520
Masters in Organizational Leadership – <i>per semester</i>	8800*
<i>*Does not include prerequisite course billed at per credit rate of \$489</i>	
Masters in Occupational Therapy – <i>per semester</i>	11375
Post Baccalaureate Masters in Occupational Therapy – <i>per credit hour</i>	785
Doctor of Education – <i>per credit hour</i>	580

### Financial Fees

Set up Installment Payment Plan – <i>per semester/module</i>	\$ 40
Deferral for Corporate Reimbursement – <i>per semester/module</i>	40
Late Payment Fee – <i>per month</i>	60
Late Semester Financial Arrangements Fee – <i>per semester</i>	100
Return/Reissue Check Fee – <u>per check</u>	60

### Special Fees (nonrefundable)

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

### Alternatives for College Credit

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

### Academic Program Fees

Occupational Therapy – <i>per semester (degree seeking only)</i>	\$ 85
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### Payment Options

Methods of Payment: The following methods of payment are accepted by the College of Saint Mary: Cash or Check in Person or Mail, Automated Withdrawal from Checking/Savings Account (ACH) or Credit/Debit Card (MasterCard, Discover, and American Express)

Accepted). Note: A convenience fee of 2.75% is charged for all credit/debit card transactions.

*Payment in Full:* Payment in full can be done in person in the Express Center at anytime. You may also pay your balance in full by visiting [www.csm.edu/SFA](http://www.csm.edu/SFA).

*Payment Plan:* You may sign up for a payment plan by going online at [www.csm.edu/SFA](http://www.csm.edu/SFA). Your payment is withdrawn on the 5<sup>th</sup> day of the month. A setup fee of \$40 is charged when the plan is initiated. You may also make an optional down payment when you set up your plan.

Please note, if your amount due changes after you have signed up for a plan, your remaining payments will be adjusted accordingly.

*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](http://www.csm.edu/SFA). You will also need to fill out a form available online or in the Express Center to use this option.

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

A setup Fee of \$40 is charged when plan is initiated.

### **College of Saint Mary Refund Policy**

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

#### **Complete Withdrawal from Classes**

Students who want to withdraw from all classes must complete the green WITHDRAWAL FROM ALL CLASSES FORM with all required signatures and submit the completed form to the Express Center. 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. Exit interviews are required prior to withdrawal. For details see the section on Withdrawal under Academic Regulations and Information.

*REFUNDS ARE CALCULATED AS FOLLOWS:*

**MASTERS IN OCCUPATIONAL THERAPY (12-18 CREDIT HOURS)**  
**DROPPING BELOW 12 CREDIT HOURS BUT IS STILL ENROLLED**

Before the end of the 1st week of classes	100%	Financial Aid adjusted based on # of credit hours enrolled.
After the 1 <sup>st</sup> week of classes	0%	Financial Aid is not adjusted

**MASTERS IN OCCUPATIONAL THERAPY (12-18 CREDIT HOURS)**  
***WITHDRAWAL FROM ALL CLASSES***

Before the end of the 1 <sup>st</sup> week of classes	100%	Not eligible for any Financial Aid
During the 2nd week of classes	75%	Federal Financial Aid is adjusted in accordance with Federal Return to Title IV Funds regulations
During the 3rd week of classes	50%	
After the 3rd week of classes	0%	

<b>DOCTOR OF EDUCATION</b>	<b>MASTER IN ORGANIZATIONAL LEADERSHIP</b>
<b>MASTERS OF SCIENCE IN EDUCATION</b>	During the 1 <sup>st</sup> class meeting            100%
<b>MASTERS OF SCIENCE IN NURSING</b>	During the 2 <sup>nd</sup> class meeting            50%
<b>PBMOT</b>	After the 2 <sup>nd</sup> class meeting            0%
Before the end of the 1 <sup>st</sup> week of classes	<b>MASTER OF ART IN TEACHING AND FOCUS FIVE</b>
100%	Before the 1 <sup>st</sup> class meeting            100%
During the 2 <sup>nd</sup> week of classes	After the 1 <sup>st</sup> class meeting            0%
75%	
During the 3 <sup>rd</sup> week of classes	
50%	
After the 3 <sup>rd</sup> week of classes	
0%	

<b>ALL SUMMER SESSIONS (excluding FOCUS FIVE)</b>	
Before the 1st class meeting	100%
When the class has met for 6 or less instructional hours	75%
When the class has met for 7 to 9 instructional hours	50%
When the class has met for more than 9 instructional hours	0%

**Bookstore Vouchers**

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

application of their financial aid. Vouchers may be obtained in the Express Center once you have completed your SFA and may be used in the Bookstore through the expiration date indicated on the voucher.

### **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. If the student prefers, the credit balance may be transferred to the next academic semester. Forms to transfer a credit balance are available in the Express Center. Students picking up their checks in person must present picture identification. Please allow up to ten working days from the time a credit balance is created for a refund check to be issued.

### **Past Due Student Accounts**

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

### **Delinquent Student Accounts**

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

### **Holds on Student Accounts**

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

- Past due or delinquent account
- Semester Financial Arrangements (SFA) not completed
- Fines or fees (library, parking, athletic equipment, etc.)
- Insufficient checks
- Default on student loan (Stafford, Perkins, Nursing, etc.)
- Immunization records not received
- Incomplete student loan counseling (entrance or exit counseling)
- Incomplete financial aid paperwork (i.e., master promissory note, award letter, etc.)

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



## **Student Life & Development**

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

### **CSM Achievement Center**

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

Services include:

- Individual and small group tutoring
- Specialized academic support workshops and academic skill building
- Writing assistance
- Special accommodations for students with disabilities who self identify (ADA)
- Career exploration and advising
- Job preparation assistance and resume review

### **Counseling**

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

### **Health Care**

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

### **Lied Fitness Center**

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

### **Campus Ministry/Faith Opportunities**

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

### **Code of Conduct**

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

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

College of Saint Mary graduate students must abide by this code of conduct, as well as the following sets of policies and agreements: Graduate Program Catalog and Federal, state and

local laws. Any graduate student engaging in any manner of conduct prohibited under these guidelines shall be subject to one or more of the following sanctions, as well as others that may be deemed appropriate at the College's discretion: warning, fines, financial restitution, community service, mandatory counseling, research and/or reflection, reprimand, disciplinary probation, disciplinary removal from College residence halls, disciplinary suspension, disciplinary expulsion, referral for prosecution, or any other appropriate sanction.

When a graduate student is suspected of being involved in an infraction, she/he 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 and the Vice President for Academic Affairs or designee, or in a hearing or mediation with a board of CSM community members. Appropriate sanction(s) or action steps and time frame will be communicated in writing to the student.

A graduate student has the right to appeal a judicial decision; to do so, she/he must file an "Intent to Appeal" form with the Student Development Office within two working days after learning the decision. Forms are available in the Information Center or online. The student is permitted up to three working days to prepare and hand deliver a written appeal to the Vice President for Student Development. 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.**

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

### **Drug-Free Campus Policy**

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

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

### **Policy for a Tobacco-Free Campus College of Saint Mary**

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

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

The Campus Wellness Coordinator provides smoking cessation resources and support.

### **General Student Information**

#### **I.D. Card**

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

#### **Meals**

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

#### **Notary Public**

For the convenience of the students and the entire College of Saint Mary community, a notary public is available during office hours in the Registrar's Office, Walsh Hall.

#### **Parking**

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

#### **Solicitations**

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

### **Graduate Studies Policies**

A handbook describing policies and information of interest to graduate students is available on-line at <https://my.csm.edu/communities/graduate/default.aspx>. All graduate students are expected to read and abide by the Graduate Studies Policies.

### **Immunization Requirements**

College of Saint Mary requires that all students entering our college for the first time be immunized against measles, mumps, and rubella and must show proof of MMR 1 and MMR 2. As these are preventable and contagious diseases, CSM wants to prevent the possibility of an epidemic. All students must submit accurate immunization records that show evidence of immunity to measles, mumps, and rubella. Submission of this record is mandatory, and failure to comply will result in future registrations being cancelled or restricted.

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

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

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

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

## **Academic Policies**

*(All students will be given a copy of Graduate Studies Policies containing additional information.)*

### **Academic Evaluation**

The scale for the percentage method of grading in the Graduate Programs is as follows:

- A: 93-100
- B: 85-92
- C: 77-84 (+ or – grades may be used by some programs)

(If the percentage system is used, faculty may not raise or lower the percentage for a grade equivalent. Each faculty may select their own method of grading providing they can document the validity and reliability of the method based on education theory and evaluation literature.)

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

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

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

If a further extension of time is needed, the student will file, before the deadline, a written application for extension with the instructor, who will in turn seek the permission of the Vice President for Academic Affairs 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.

For all graduate programs, the final course grade shall consist of a letter 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.

### **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.

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 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 of 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 their 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.

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.

### **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.
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 challenge, acceptable grades of "P" (pass), "S" (satisfactory) or a letter grade of C or above will be recorded on the transcript as transfer credit. Credit by portfolio will be recorded as College of Saint Mary credit.

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

### **Credit by Challenge Examination**

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

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

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

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

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



Credit through Portfolio Development and Assessment Steps for developing a portfolio is as follows:

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

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

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

1. A course that is a prerequisite for a course already taken
2. An equivalent college course already taken
3. Certain restricted courses (please see the program coordinator for restricted courses)  
Students must be degree seeking or seeking certification or recertification and be currently enrolled at College of Saint Mary. A time limit of one traditional semester for completion of the portfolio is allowed. The college policy for incomplete grades may be applied if requested. Students have the opportunity to develop portfolios throughout their academic careers at College of Saint Mary, but may not exceed 10% of the total hours required for their degree. Any credits petitioned and not granted upon first petition may be petitioned again but there must be a six-month waiting period. Credit may not be petitioned more than twice.

Note: Credits obtained by these alternative methods, excluding some DANTES 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.

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

### **Failing/repeating and Grade Appeal**

The academic expectation is that all graduate students will earn superior grades. A student is required to achieve a minimum grade 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 Organizational Leadership, Master of Occupational Therapy, and Master of Arts in Teaching may earn only one "C" during the program of study.

Whenever a student receives a "C" or lower in a graduate course, that student is to be referred to the Graduate Student Policies Committee by the Program Director. The Committee makes a recommendation concerning the student's progression in the program. This recommendation is sent to the Vice President for Academic Affairs or designee for a final decision. A letter stating the final decision is sent to the student by the Vice President for Academic Affairs or designee

A student may appeal a theory or practicum/internship/preceptorship grade following the procedures available from the Vice President for Academic Affairs or designee 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.

### **Grade Appeal Procedure**

The student shall discuss the grade with the instructor and/or course leader for clarification as to how the coursework was evaluated and discuss the situation with the academic advisor. If the student still has concerns about the evaluation, the student shall make an appointment with the Program Director. The student may obtain a copy of the appeal procedure from the Vice President for Academic Affairs or designee.

The Graduate Student Policies Committee Chairperson shall: review the written appeal submitted by the student; schedule the Graduate Student Policies Committee meeting; provide the written appeal to the academic advisor, the instructor, and Program Director; arrange to have the student, instructor, and academic advisor at the beginning of the meeting for input or data and to answer questions the committee might have; and preside over the meeting.

- The Chair of Graduate Student Policies Committee calls the group to order
- Student presents appeal and circumstances (Time limited to 5 minutes).
- Instructor presents rationale for grading decision(s) (Time limited to 5 minutes).
- Graduate Student Policies Committees members may question facts (Time limited to 5 minutes).
- All non-Graduate student Policies Committee members asked to leave.
- Committee makes recommendation in writing with brief rationale based on facts.
- No discussion of the appeal occurs outside the meeting itself. The Graduate Student

Policies Committee will review graduate student appeals and make recommendations to the Vice President for Academic Affairs or designee.

The Vice President of Academic Affairs (VPAA) will be informed of the committee's recommendation. The Vice President for Academic Affairs or designee will make the final decision.

### **Graduate Program Requirements**

Once a student is admitted to the Graduate Program, the student must complete requirements designated by each program.

### **Misrepresentation of Student Work**

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

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

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 (Refer to Policy 2.1).

### **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.

### **Progression and Graduation**

All graduate students are required to achieve a grade point average of 3.0 in the program. If a student in the EdD, MSE or MSN programs does not earn at least a B- in a graduate course, the student may be referred to the Graduate Student Policies committee by the Program Director. (Refer to the academic probation policy in the Graduate Program Catalog.) If a student in the MOT, MOL or MAT programs earns more than one C in a graduate course, the student will be referred to the Graduate Student Policies committee by the Program Director and may be dismissed from the program.

All doctoral students must successfully pass a comprehensive examination. If the program requires it, the comprehensive evaluation should be completed prior to completion of the Research Proposal course.

The Doctoral Committee of graduate faculty will determine the satisfactory completion of the examination. The expectations of the comprehensive evaluation include the following items:

- A. The chair of the Doctoral Committee prepares the exam with input from faculty within the program of study. 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.

The Graduate Student Policies Committee will review any student who enrolls, but does not successfully complete classes for two semesters. This behavior may result in dismissal from the graduate program.

The Graduate Student Policies Committee will review any students with a current semester or cumulative GPA below 3.0 on an individual basis.

Academic success is only one requirement for progression in the Graduate Programs. The

student must meet Professional Conduct Policy of the Graduate Studies Policies. Each candidate for graduation from Graduate Program must complete the required credit hours outlined in the Graduate Program Catalog. A student may request an incomplete as outlined in the Graduate Program Catalog unless it is a cohort program.

**Program Completion Time-Frame**

Completion of the program of study within six years is expected for the Master degrees. There is a two year maximum for the Master in Organizational Leadership. Completion of the program of study within eight years is expected for the doctorate degree. It is required that doctorate 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.

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.

**Release of Records**

Any student may personally inspect, review, and at the student's expense, have a copy made of her/his CSM records (except another school's transcript). Where information regarding a student is commingled with that relating to other students, the student may receive an oral report of her/his own information only.

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

<b>Student Record</b>	<b>Administrator</b>
Academic Record	Registrar
Department Record	Advisor/Program Director*
Discipline Record	Student Development
Student Statement	Financial Services
Financial Aid Record	Financial Aid**
Graduation Checklist	Academic Advisor
Health Record	Alegent Occupational Health
Individual Plan of Study	VP for Academic Affairs
Approval of Research Proposal	VP for Academic Affairs
Approval of Comprehensive Evaluation	VP for Academic Affairs

In order to protect a student's right to privacy, the College will not make any personally identifiable records available without the student's written consent. However, records may be released to CSM officials, other schools where the student has applied for admission, certain government officials, and certain persons in connection with an application for financial aid. For further information, see the Family Education Rights and Privacy Act in the Academic Catalog, online at [www.csm.edu](http://www.csm.edu).

**Withdrawal**

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. Any commitment to the student will be given in writing and will be pending space availability.

## Graduate Programs

### DOCTOR OF EDUCATION

The purpose of the Doctor of Education program is to prepare health and education professionals. Graduates will be able to facilitate learning by utilizing evidence-based teaching methods and strategies in a variety of learning environments, conduct educational research in the health and education professions, generate new knowledge and serve as leaders in education and research.

**Program Description:** Curricular Overview of the Doctor of Education Program with an emphasis on Educational Leadership.

1. Master's degree (36 hours); Eligibility for transfer of master's credits will be determined by Program Director.
2. Cognates (6)
  - a. Leadership in Educational Organizations; or Legal Issues in Education
  - b. Academic Integrity
3. Research Tools (12)
  - a. 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.
4. Major Study (18 hours minimum. It is understood that some students may need more than 18 hours to achieve outcomes.)
  - a. Education coursework may include:
    - i. Teaching and Learning Theories
    - ii. Curriculum Design and Program Planning
    - iii. Teaching and Learning Concepts
    - iv. Assessment & Evaluation Strategies for Educators
    - v. Teaching Strategies and Technology
    - vi. Teaching and Learning Practicum
    - vii. Dissertation Readings
    - viii. Seminar in Doctoral Studies
  - b. Research Proposal

### Graduation Requirements

A minimum of 84 credits are needed to complete the degree.

Comprehensive Evaluation - When the coursework has been substantially finished and before the research proposal class, a comprehensive evaluation **must be passed**. The Doctoral Committee will supervise the 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. Residency Requirements - 30 of the last 45 hours must be taken at College of Saint Mary.

Classes are listed below or through appropriate substitute courses approved by the advisor

and Registrar. EDU – Education, PHL – Philosophy, EDL – Educational Leadership, HCE – Health Professions Education.

## Course Offerings

**EDU 742: Research Statistics (3)** This graduate level course prepares the graduate student to utilize statistics within a major research project. Descriptive and inferential statistics are studied. Topics include probability theory, various distributions, data description, confidence intervals, sampling designs, quality control and hypothesis testing including  $z$  test;  $t$  test; correlation and regression; Chi-square;  $F$  test and Analysis of Variance; and other parametric and nonparametric statistics. (Cross listed as EDU 542)

**EDU 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)

**EDU 853: 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 643)

**EDL 762: Research Methods (3)** Evidenced-based inquiry processes will provide the student 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 P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as HCE 762/EDU 662/NUR 562/OTH 662) Prerequisite or concurrent: EDU 742.

**EDL 821: Curriculum Design and Program Planning (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 evaluation. Development, implementation and evaluation of a continuing education program for staff, patient or public education also is emphasized. (Cross listed as HCE 821/EDU 621/NUR 621)

**EDL 832: Assessment and Evaluation Strategies for Educators (3)** This graduate level course focuses on best practice principles for educational and research assessment and evaluation in P-12 education, higher education, continuing education, professional development and patient education. 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 appraised.



(Cross listed as HCE 832/EDU 632/NUR 632)

**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 838: Methods of Data Collection (3)** This course prepares the graduate student to design, critique and implement a variety of self-report data collection methods. The student will design interviews, questionnaires and scales such as Likert scales, Semantic Differential scales, structured and unstructured questioning, critical incidents, and others. Application of data collection design principles to P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as HCE 838)

**EDL 845: Teaching and Learning Theories (3)** This graduate level course focuses on the theoretical underlying principles of the teaching-learning process. Various theorists in the behavioral, cognitive and humanistic categories of learning theories will be compared and contrasted. Application of principles to P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as HCE 838)

**EDL 852: Doctoral Seminar (3)** This experiential graduate level course provides the doctoral student with the opportunity to thoroughly examine an activity related to higher education pedagogy. In conjunction with the professor, the student will design and implement a specific teaching related activity that is unique and meaningful. (Cross listed as HCE 852)

**EDL 856 Adult Learning Theory (3)**

**EDL 858 Education Law (3)**

**EDL 859 Educational Administration (3)**

This course prepares students for leadership roles in educational institutions as they explore the responsibilities, accountability and challenges of leadership within today's increasingly complex educational institutions. Content is structured around a number of topics, including instructional, moral, democratic, facilitative, curricular, constructivist and ethical leadership in education. This will be accomplished through various experiences, including class discussions, case studies, guest speakers, interviews and observation of school leaders at work communication and decision-making. Students will develop and refine necessary skills to build strong learning communities that will facilitate productive relationships with people who work in educational institutions, including administrators, teachers, students, parents and community groups.

**EDL 864: Quantitative Research Methods (3)** The graduate student will explore various quantitative research designs. Topics include experimental, (quasi-experimental and time series) and nonexperimental designs (ex post facto, correlational, retrospective, prospective and path analytic). Application of quantitative research in P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as HCE 864) Prerequisite: EDU 742 and EDL 762

**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. (Cross listed as HCE 866) Prerequisite: EDL 762

**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 health professions 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. (Cross listed as HCE 869) Prerequisite or Concurrent: EDL 762

**EDL 876: Teaching and Learning Practicum (3)** This graduate level course focuses on the implementation of the educator role in the health professions through the application of teaching and learning theories and concepts for a chosen learner population in P-12 education, higher education, staff development, continuing education or patient education. The role will be analyzed and applied in collaboration with an education preceptor in the health professions. 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 learning, group or organizations. (Cross listed as HCE 838) Prerequisite: EDL 855 and EDL 845 and EDL 762

**EDL 959: 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. At the completion of the course the student will be prepared to present the proposal to the dissertation committee for approval and seek approval from the institutional review board. (Cross listed as HCE 959) Prerequisites: EDL 864 and EDL 866

**EDL 999: Dissertation (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. (Cross listed as HCE 999)

**HCE 762: Research Methods (3)** Evidenced-based inquiry processes will provide the student 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 P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as EDL 762/EDU 662/NUR 562/OTH 662) Prerequisite or concurrent: EDU 742

**HCE 821: Curriculum Design and Program Planning (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 evaluation. Development, implementation and evaluation of a continuing education program for staff, patient or public education also is emphasized. (Cross listed as EDL 821/EDU 621/NUR 621)

**HCE 832: Assessment and Evaluation Strategies for Educators (3)** This graduate level course focuses on best practice principles for educational and research assessment and evaluation in P-12 education, higher education, continuing education, professional development and patient education. 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 appraised. (Cross listed as EDL 832/EDU 632/NUR 632)

**HCE 837: 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. (Cross listed as NUR 637)

**HCE 838: Methods of Data Collection (3)** This course prepares the graduate student to design, critique and implement a variety of self-report data collection methods. The student will design interviews, questionnaires and scales such as Likert scales, Semantic Differential scales, structured and unstructured questioning, critical incidents, and others. Application of data collection design principles to P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as EDL 838)

**HCE 845: Teaching and Learning Theories (3)** This graduate level course focuses on the theoretical underlying principles of the teaching-learning process. Various theorists in the behavioral, cognitive and humanistic categories of learning theories will be compared and contrasted. Application of principles to P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as EDL 845)

**HCE 852: Doctoral Seminar (3)** This experiential graduate level course provides the doctoral student with the opportunity to thoroughly examine an activity related to higher education pedagogy. In conjunction with the professor, the student will design and implement a specific teaching related activity that is unique and meaningful. (Cross Listed as EDL 852)

**HCE 855: Teaching and Learning Concepts (3)** This graduate level course examines the role of the educator in health professional programs 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 P-12 education, higher education, continuing education,

professional development, or patient education is expected. (Cross listed as EDL 855)

**HCE 864: Quantitative Research Methods (3)** The graduate student will explore various quantitative research designs. Topics include experimental, (quasi-experimental and time series) and nonexperimental designs (ex post facto, correlational, retrospective, prospective and path analytic). Application of quantitative research in P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as EDL 864) Prerequisite: EDU 742 and HCE 762

**HCE 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. (Cross listed as EDL 866) Prerequisite: HCE 762

**HCE 869: Dissertation Readings in Health Professions Education (3)** This graduate level course requires the student to conduct a scholarly research literature review specific to a selected aspect of health professions 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. (Cross Listed as EDL 869) Prerequisite or concurrent: HCE 762

**HCE 876: Teaching and Learning Practicum (3)** This graduate level course focuses on the implementation of the educator role in the health professions through the application of teaching and learning theories and concepts for a chosen learner population in P-12 education, higher education, staff development, continuing education or patient education. The role will be analyzed and applied in collaboration with an education preceptor in the health professions. 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 learning, group or organizations. Cross listed as EDL 876) Prerequisite: HCE 855 and HCE 845 and HCE 762

**HCE 959: 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. At the completion of the course the student will be prepared to present the proposal to the dissertation committee for approval and seek approval from the institutional review board. (Cross listed as EDL 959) Prerequisite: HCE 864 and HCE 866

**HCE 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. (Cross listed as EDL 999).

**PHL 824: 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 health care resources, and contemporary biomedical dilemmas in organizations of P-12 education, higher education, continuing education, professional development or patient education. (Cross listed as PHL 624)

## MASTER OF SCIENCE IN EDUCATION (MSE)

The Teacher Education Master of Science Program is based on the philosophy that learning and growing as a teacher and leader in education is best accomplished when knowledge of theory and practice is balanced by appreciation of creativity and understanding gained through diverse experiences in schools. The faculty believes that is important that candidates' knowledge of theory and practice culminate in personal reflection on that learning. It is important that educators genuinely understand and appreciate the numerous ways in which children learn, express and apply knowledge and learning so that all children in their classes progress. Candidates will not only read and write about education, but will also demonstrate their ability to put their knowledge into action.

### Program Description

The Master of Science in Education has two different tracks.

- Specialization in Assessment Leadership (EDU 662, EDU 542, EDU 621, EDU 603, EDU 632, EDU 650, EDU 651, EDU 652, EDU 653, EDU 672, EDU 695).
- Specialization in English as a Second Language (ESL) (EDU 662, EDU 542, EDU 621, EDU 603, EDU 632, EDU 515, EDU 520, EDU 506, EDU 525, EDU 573, EDU 695)

### Courses

**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 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.

**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.

**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 542 Statistics (3)** This course prepares the graduate student to utilize statistics within a major research project. Descriptive and inferential statistics are studied. Topics include probability theory, various distributions, data description, confidence intervals, sampling designs, quality control and hypothesis testing including  $z$  test;  $t$  test; correlation and regression; Chi-square;  $F$  test and Analysis of Variance; and nonparametric statistics. (Cross listed as EDU 842)

**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 for these students. Instruction explores teaching methods, learning styles, motivation, teaming and classroom management, planning and presenting techniques, and student evaluation. Students complete a teaching practicum of 40 hours in a middle or secondary school.

**EDU 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 603 Leadership in Educational Organizations (3)** The purpose of this course is to provide an examination of theories and research related to leadership in educational organizations. Students will examine major schools of thought regarding leadership theory and organizational theory and will focus on concepts that inform an understanding of how leadership occurs in educational organizations. It is intended to provide students with both an overview of the theoretical basis for meeting the challenges of organizational leadership as well as practical application of the constructs.

**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. (Cross listed as NUR 621 and EDL/HCE 821)

**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 NUR 632 and EDL/HCE 832)

**EDU 650 Assessment Leadership (3)** This course is focused on the relationship between assessment and learning. Educators will learn to make instructional and curricular decisions based on what students need to learn and how to assess that learning. Learning activities will include development and implementation of genuine authentic and traditional assessments.

**EDU 651 Large Scale Assessments (3) Prerequisite: (simultaneous enrollment in EDU 652)**

This course provides professional educators the opportunity to reflect on their school-wide and district assessment beliefs and practices. Activities and discussions focus on understanding the context within which large scale assessment occurs, understanding and applying specific assessment methods, and communicating about student and organizational achievement. The course is designed to stimulate thought and provide specific opportunities through which educators can improve their current assessment practices.

**EDU 652 Classroom Assessments (3) Prerequisite (simultaneous enrollment in EDU 651)**

This course provides professional educators the opportunity to reflect on their classroom assessment beliefs and practices. Activities and discussions focus on understanding the context within which our work in classroom assessment occurs, understanding and applying specific assessment methods, and communicating about student achievement. The course is designed to stimulate thought and provide specific opportunities through which teachers can improve their current assessment practices.

**EDU 653 Analysis and Dissemination of Data (3)** This course is designed to acquaint education leaders with major methods and techniques of evaluation used to assess and report growth, development, and academic achievement of learners in grades Pre-K - 16, including interpretation and dissemination of standardized test information.



**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. (Cross listed as EDL/HCE 762 and NUR 562)

**EDU 672 Practicum/Action Research in Assessment (3)** Educators implement assessment knowledge and skills acquired through program coursework in genuine educational settings. Through electronic discussion, students share experiences and results of their projects and receive assistance from instructors.

**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.

## **MASTER OF ARTS IN TEACHING (MAT)**

This accelerated program (42 credit hours) is a fast track to teaching which allows men or women with four-year degrees to become certified as middle and/or secondary school teachers in Nebraska after only one year of classroom work. It is possible for a candidate to complete the coursework in one year with an additional 16 to 20 weeks for student teaching. Classes are offered on Saturday and online and begin every three weeks.

**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, production and organizational software, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. In this course, students create online portfolios that illustrate their progress through the teacher preparation program. Appropriate use of instructional technology is integrated into instruction and pedagogy.

**EDU 512 Educational Psychology (3)** This graduate course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relations among learning and characteristics of learners, including cognitive, language psychosocial and moral development. Discussion centers on thinking skills, problem solving and motivation in the classroom. Students learn strategies used in assessment and evaluation of learning. Field experiences include 20 hours in an environment that matches the desired level of anticipated certification. A research paper focused on a specific issue related to assessment is a requirement for this course. Appropriate use of instructional technology is integrated into instruction and pedagogy.

**EDU 520 Lifespan Development (3)** The comprehensive study of theoretical perspectives of human growth and development which focuses primarily on adolescents 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 the life course will be emphasized.

**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.

**EDU 551 Teaching Reading, Middle and Secondary (3)** This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and national standards and assessment techniques used in middle and secondary settings.

Clinical activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Implementation of knowledge of this curriculum is achieved in a practicum of 40 hours. Appropriate use of instructional technology is integrated into instruction and pedagogy.

**EDU 552 Teaching Language Arts (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. Practical experiences of 20 hours are provided in local schools. Students create an in-depth lesson plans in the six areas of language arts. Appropriate use of instructional technology is integrated into instruction and pedagogy.

**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.

**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. Lectures and learning activities are delivered by faculty members and guest speakers. Appropriate use of instructional technology is integrated into instruction and pedagogy.

**EDU 571/572 Student Teaching (5)** 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 (2)** 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. Appropriate use of instructional technology is integrated into instruction and pedagogy.

**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 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 the effect of classroom environment on learning. Appropriate use of instructional technology is integrated into instruction and pedagogy.

## Education Graduate Level Courses

### Special Education

**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, ausbergers, 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)** 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 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. 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 570/571 Student Teaching (5 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.

## MASTER IN ORGANIZATIONAL LEADERSHIP (MOL)

This 36-credit hour graduate program is committed to the growth and development of individuals in business, particularly women, and advances the practice and development of effective leadership for the benefit of employees and employers in business and industry and society as a whole.

**Mission Statement:** This graduate program focuses on principles of effective leadership, is committed to the growth and progression of professionals in business, and advances the practice and development of leadership for the benefit of society. This commitment calls forth authenticity, self-confidence, self-reliance, agency, and the ability to inspire and influence others to affect positive change within individuals, groups, and organizations.

The master's degree in Organizational Leadership is:

- a personal and professional investment that will last a lifetime;
- a degree designed for working women (men are eligible to enroll);
- a cohort program that offers a competitive career advantage.

The program is designed to encourage professional and personal development of participants through experiential and active learning that is relevant and transferable to the circumstances in the organizations in which they work. Using the experience, expertise, and varying opinions of participants is viewed as a valuable component of the cohort program. Scholarly research, group tasks, individual assignments and student involvement in teaching and tutoring result in a collaborative approach, thus offering the opportunity for an enhanced learning experience.

Individuals who possess a baccalaureate degree can complete this organizational leadership program in less than 10 months while continuing a full-time work schedule.

### MOL Program Features

The content, administration, and implementation of this program were designed specifically to meet the needs of working professionals. The MOL program focuses on women and leadership:

- blends an understanding of business functions and strategic thinking with an understanding of the leadership process and the development of leadership skills;
- enhances participant self-awareness, self-control, and self-confidence through experiential learning in simulated leadership and teamwork situations;
- integrates learning through the development of practical leadership skills combined with intellectual depth and rigor; and
- offers continuous performance assessment and feedback to the participants to facilitate application of key leadership skills and organizational contributions.

The Master in Organizational Leadership program is a 36-credit hour program delivered in six 6-credit hour modules. The program is completed in less than 10 months and is designed as a cohort program, with all students enrolling in the program in the fall and completing it together in the early summer. Classes meet on Saturdays.

**MOL 599 Survey of Business Concepts for Women Professionals (6)** This survey

course is the foundation module for the MOL program, highlighting components of business and focusing on management concepts used in organizational environments. The purpose of this course is to provide the student with a broad base of business knowledge applicable to leadership applications for women.

*(This module is required of all students who have not earned bachelor's degrees in business administration or business leadership or who have not completed a series of required business courses from an accredited institution. The Graduate Council reviews applicants' admissions files and submits decisions regarding this requirement to the program director. This module cannot be used to meet the 36-hour degree requirement and will be taken the summer prior to beginning the program.)*

**MOL 600 Leadership, Women and You (6)** **Leadership:** The course begins with an examination of various leadership theories and the practice of leadership in a range of settings from profit to not-for-profit, large to small, and domestic and international. Intellectual, psychological, political and social sources of leadership will be examined to understand the theoretical foundation and practical application from a woman's perspective. The course will study a framework developed for high-achieving women, including: acting authentically; making connections, controlling one's destiny (agency); achieving wholeness, and gaining self-clarity.

**Women:** Literature by, for, and about women will provide the foundation for examination from the perspective of what this material suggests as alternative concepts regarding the structure of an organization, interpersonal interaction, styles of leadership and ways of behaving in an organizational setting. Does the glass ceiling, an invisible barrier that determines the level to which a woman can rise in an organization, exist? If so, how do women break through this obstruction?

**You:** After completing a selection of self-assessment instruments, the results will be discussed. Students will use these results as a basis for designing their personal leadership development plan. This development plan outlines the needs on which they will concentrate on strengthening during their time in the program. Students will learn how to learn at a higher level; develop analytical and creative thinking skills; become active listeners and communicators; manage stress and time; plan, set goals and priorities; present information; understand scholarly research; conduct research; and write scholarly papers.

**MOL 610 Traits, Charismatic, Situational, Functional, Transactional, and Transformational Leadership (6)** Basic theories of leadership will be examined, not as competing approaches, but as contributions to effective thinking regarding leadership opportunities. Special attention will be given to contemporary theories, including transformational leadership. Transformational leadership theory utilizes elements of reciprocal leadership – it is relational, produces real change, and elevates others into their better selves – components that complement a feminine approach to leading. Substitutes for leadership and how they can be used while developing leadership in an organization will be discussed. The dysfunctional side of leadership will be considered, for example, narcissism and Machiavellianism.

**MOL 620 Team Leadership for Women (6)** The basic components of group evolution and performance will be examined in depth, including fundamentals of group interaction, determinants of effective team decisions, leadership functions and roles in decision groups, and appointed and emergent leaders. The course will also focus on leading a group to become a team leading effective teams, and leading self-managed teams. A specific focus



on how women can overcome barriers to become more effective team leaders is included.

**MOL 630 Social and Ethical Responsibility and Conflict Resolution (6)** This module will identify the most common ethical dilemmas of leadership and prevailing ethical perspectives. An in-depth examination will be made of the extent and relative influence of government, competitors, labor unions, consumers, society's expectations, and the personal values of leaders on the decisions made in an organization, incorporating a female perspective on social responsibility. Participants will be provided the opportunity to continue their development of communication and negotiating skills based on concepts of conflict resolution for women in a variety of settings—including those of business, government, cross-cultural, and international arenas.

**MOL 640 Power and Influence in Organizations (6)** This module 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. Power, as it relates to leadership for women, is about regulating the relations of individuals to each other. Power is defined as being the potential influence over the attitudes and behaviors of one or more targeted individuals and influence being the degree of actual change in attitude and behavior. Influence tactics affective for women in leadership situations are studied. Special attention will be given to the components and processes of empowerment for women. Opportunities to influence and be influenced will be provided and the results examined for outcomes and consequences.

**MOL 650 Organizational Leadership for Women (6)** The nature of organizational politics and opportunities to assess and develop guidelines for desired political skills for women provides the basic structure for the work in this capstone module. The learning objective involves designed opportunities for the individual to advance the process of developing skills to effectively influence an organization toward a high-performance culture in a significantly changing environment staffed by an increasingly diverse workforce by utilizing the concepts involved in a learning organization model.

## MASTER OF SCIENCE IN NURSING (MSN)

The Master of Science in Nursing degree program is designed to prepare Bachelor of Science in Nursing (BSN) graduates as educators and leaders in higher education, continuing education, staff development or patient education. Graduates will incorporate evidence-based educational methods and strategies within the specialty area and advanced practice role of academic nursing educator. This degree provides a foundation for a future educational doctoral degree.

### Program Description

The MSN program has three core courses (nine credit hours) relating to research, theories and critical issues, and academic integrity (ethics). The major (education) in the MSN program has six educational courses (18 credit hours) specifically relating to preparing the graduate for the advanced practice role of nurse educator. There are two cognate courses (six credit hours): statistics and leadership. The major project (three credit hours) provides the MSN student an opportunity to apply the knowledge, skills, and values acquired throughout the MSN program. The total hours for the MSN program is 36 semester credit hours.

### 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 present the project in a scholarly manner. Examples include a thesis or planning and implementing a substantial educational endeavor. **Research Components** - Students must demonstrate beginning skills in qualitative and quantitative research methods. Students should have experiences in designing, conducting, interpreting and communicating research. Research tools should also include educational measurements and evaluation and computer assisted analysis and research methodologies. **Residency Requirements** - 24 of the 36 hour MSN program must be taken at College of Saint Mary.

### Course offerings

**EDU 542: Statistics (3)** This graduate level course prepares the graduate student to utilize statistics within a major research project. Descriptive and inferential statistics are studied. Topics include probability theory, various distributions, data description, confidence intervals, sampling designs, quality control and hypothesis testing including  $z$  test;  $t$  test; correlation and regression; Chi-square;  $F$  test and Analysis of Variance; and nonparametric statistics. Prerequisites: Admission to program (Cross Listed as EDU 742)

**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 723: Leadership in Educational Organizations (3)** This graduate level course characterizes best practices of leadership in higher education 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 higher education, staff development, continuing education and patient education. Concurrent: NUR 655: Practicum in Nursing Education NUR 659: Major Project in Nursing Education (Cross Listed as EDU 823)

**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. Each student will conduct a thorough literature review with depth and breadth. There is the potential that this course can be useful in defining and designing the literature review for the major project. Topics will be selected in conjunction with the graduate faculty. Prerequisites: Graduate level standing

**NUR 562: Research Methods (3)** Evidenced-based inquiry processes will provide the student 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 higher education, continuing education, staff development or patient education is expected. Prerequisites: Admission to MSN program Concurrent: EDU 542: Statistics (Cross listed as EDL/HCE 762, EDU 662, OTH 562)

**NUR 568: Theories and Critical Issues in Nursing (3)** This course examines theories and concepts that are foundations of nursing and health care. A wide-range of theories from nursing and other disciplines will be analyzed in relation to their applicability to evidenced-based practice. Critical issues affecting health care delivery and outcomes will also be examined. Prerequisites: NUR 562: Research Methods, EDU 542: Statistics. Concurrent: NUR 569: Teaching and Learning Theories and Concepts, PHL 624: Academic Integrity

**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, health care and the community. 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. Prerequisites: NUR 562: Research Methods, EDU 542: Statistics Concurrent: NUR 568: Theories and Critical Issues in Nursing, PHL 624: Academic Integrity

**NUR 621: Curriculum Design and Program Planning (3)** This graduate level course focuses on designing nursing curriculum in diverse learning environments using evidence-based theories and concepts as well as relevant standards and criteria for evaluation. Development, implementation and evaluation of a continuing education program for staff, patient or public education also is emphasized. Prerequisites: NUR 569: Teaching and Learning Theories and Concepts Concurrent: NUR 632: Assessment and Evaluation Strategies in Education, NUR 637: Teaching Strategies and Technology in Nursing Education (Cross Listed as EDU 621 and EDL/HCE 821)

**NUR 632: Assessment and Evaluation Strategies in Education (3)** This graduate level course focuses on best practice principles for educational assessment and evaluation in higher education, continuing education, staff development and patient education. 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 appraised. Prerequisites: NUR 569: Teaching and Learning Theories and Concepts Concurrent: NUR 621: Curriculum Design and Program Planning, NUR 637: Teaching Strategies and Technology in Nursing Education (Cross listed as EDU 632 and EDL/HCE 832)

**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: NUR 569: Teaching and Learning Theories and Concepts Concurrent: NUR 621: Curriculum Design and Program Planning NUR 632: Assessment and Evaluation Strategies in Education (Cross listed as EDL/HCE 837)

**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: NUR 621: Curriculum Design and Program Planning, NUR 632: Assessment and Evaluation Strategies in Education, NUR 637: Teaching Strategies and Technology in Nursing Education Concurrent: NUR 659: Major Project in Nursing Education, EDU 723: Leadership in Educational Organizations.

**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 research will be utilized throughout the program. Prerequisites: NUR 621: Curriculum Design and Program Planning, NUR 632: Assessment and Evaluation Strategies in Education, NUR 637: Teaching Strategies and Technology in Nursing Education. Concurrent: NUR 655: Practicum in Nursing Education, EDU 723: Leadership in Educational Organizations

**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 health care resources, and contemporary biomedical dilemmas in organizations of higher education, continuing education, staff development or patient education. Prerequisites: NUR 562: Research Methods, EDU 542: Statistics Concurrent: NUR 568: Theories and Critical Issues in Nursing NUR 569: Teaching and Learning Theories and Concepts (Cross listed as PHL 824)

## **OCCUPATIONAL THERAPY (OTH)**

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

### **The Program**

The combined Bachelor/Master in Occupational Therapy (OT) is a five-year program. Students must pass through a timeline for professional progress review during their studies in the OT program. This review consists of minimum grade point average, portfolio review, and professional behaviors' checklist. The process involves the student evaluating her strengths and areas of concern, under the guidance of a faculty advisor, with the student's success potential based on objective criteria reflective of characteristics deemed important for success in the OT curriculum and the profession. The details of the professional progress review are contained in the OT program student handbook and discussed with the student during the first semester of study.

College of Saint Mary's program requires courses from different areas: biological science, behavioral science, core/general education, and occupational therapy. Each lab course requires 2 hours per credit/week. Clinical/Fieldwork experiences require 4 hours per credit/week. Fieldwork experiences play a vital role in the curriculum by providing opportunities for experiential learning. Level I fieldwork opportunities are initiated in the third year to begin synthesis of academic concepts into practical application. Level II fieldwork/clinical take place in the spring and summer of the graduate year and are arranged by College of Saint Mary's Academic Fieldwork Coordinator. All OT students must *complete* their Level II Fieldwork within 18 months following completion of academic course work. Students should prepare to be in the clinic full time and possibly away from Omaha during most of their fieldwork. All travel and living expenses incurred are the responsibility of the students.

### **Program Objectives**

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

### **Accreditation**

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, phone (301) 652-AOTA ([www.aota.org](http://www.aota.org)). Graduates of the program will be eligible to sit for the national certification examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice. State licenses are typically based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's

ability to sit for the NBCOT certification examination, attain state licensure, or complete fieldwork.

### **Admission to Occupational Therapy**

Students applying to the occupational therapy program must first meet the entrance requirements set for College of Saint Mary as set forth in the "Admissions" section of this catalog. Admission to the occupational therapy program requires additional requirements to those of regular college admission.

#### **High school graduates with no college credits must meet the following criteria:**

1. High school grade point average of 3.0 or above on 4.0 scale.
2. ACT composite score of 21 or above.
3. Successful completion of high school chemistry and biology and three years high school math.
4. Exemption from or successful completion of the Mathematics Competency Examination and the English Competency Examination.

#### **College transfer students must meet the following criteria:**

1. Completion of 12 credits required in the occupational therapy program. Developmental courses cannot be counted toward fulfillment of this 12-hour requirement. A minimum grade of C is required for successful transfer.
2. One required science course must be included in the above mentioned 12 hours.
3. A cumulative college GPA of 3.0.

Transfer students accepted into the OT Program may transfer credits that satisfy program requirements according to criteria available in the Registrar's office. Students who have graduated from high school more than five years prior to application to the program must meet transfer criteria.

### **Progression in the Program**

In order to progress from one semester to the next, the student must complete the curriculum in the prescribed sequence. A student who fails an occupational therapy course will be required to repeat the course before progressing to the next sequence. The student may repeat only one occupational therapy and one non OT course. The student must maintain an overall cumulative GPA of 3.0, earn a minimum grade of C in all natural and biological science courses, and earn a grade of C or P in each occupational therapy course. A grade below C is considered failing. The student must comply with the occupational therapy program policies and ethical standards of the profession. The occupational therapy program reserves the privilege of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health and personal suitability for occupational therapy.

Options at College of Saint Mary for students who are unable to progress in the MOT Program are addressed in the OT Student Handbook.

### **Requirements for Clinicals/Fieldwork Practicums**

1. Performance Standards:  
Successful completion of fieldwork courses depends on the ability to think critically and to use the occupational therapy process, which includes communication, motor and interpersonal abilities. Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.
2. CPR Certification:  
Prerequisite to and concurrent with all fieldwork courses.
3. Investigative Background Report:  
Prerequisite upon admission to O.T. Program. A background check is required of all students during the junior year.
4. Health Record Requirements:  
Prerequisite to and concurrent with all fieldwork courses. The O.T. Program requires additional immunizations, drug, or health screenings as needed to meet clinical agency requirements. In addition, the student must show proof of personal medical insurance prior to clinical assignment. The student is responsible for any expense incurred in completing this process. The student may be stopped out of fieldwork courses at any time if not in compliance with this policy.
5. After 128 hours of coursework has been completed and before graduate level classes, students will receive a Bachelor in Rehabilitation Studies. The MOT Degree will be awarded after successful completion of all coursework.

**Combined Bachelor/Master in Occupational Therapy Degree.** Second degree seeking students who already have a bachelor degree can receive the Bachelor in Rehabilitation Studies degree, if and only if they complete the major sequence, graduate courses and core curriculum.



**Master in Occupational Therapy/ Bachelor in Rehabilitation Studies 2010-2011**

<b>CORE CURRICULUM*</b>	<b>41</b>	<b>COMP</b>	<b>GRD</b>	<b>MAJOR PROGRAM COURSES</b>		<b>COMP</b>	<b>GRD</b>
Tier I				<b>Undergraduate Courses</b>	<b>56</b>		
ENG 101 Composition	3			OTH 101 Introduction to OT	3		
FYS First Year Seminar (any #)	1			OTH 201 Found of Health Care	3		
COM 212 Speech for Professionals	3			OTH 303 Found of Therapeutic	3		
PED activity class (varsity sport does not meet requirement)	1			OTH 315 Life Span-Early	3		
Tier II				OTH 325 Life Span-doles(2+1)	3		
SCI Life/Environment	0			OTH 326 Occup Performance Cap.&Media	2		
MTH 242 Statistics	3			OTH 336 Occ Performance Cap.&Media Lab	1		
ETH 200 Ethics	3			OTH 327 Psychosocial Iss in OT	3		
ENG (any except for 262, 320, 322, 363, and 495)	3			OTH 337 Psychosocial Iss in OT Lab	1		
Fine Arts (any Art, Music or Thrtrer	3			OTH 363 Movement Lab	1		
HPS (any history course)	3			OTH 364 Cognition Percep Lab	1		
PSY 101 General Psychology	3			OTH 373 Fieldwork Seminar	1		
Tier III				OTH 375 Level 1A Fieldwork	1		
MTH/SCI (Requirement fulfilled by Math courses in Supporting Crs)	0			OTH 475 Level 1B Fieldwork	1		
PHL 350 Healthcare Ethics	3			OTH 415 Life Span-Adult	3		
THL (any Theology cours				OTH 435 Life Span Adult - Lab	1		
ELA Exp the Liberal Arts (any number)	3			OTH 416 Occ Explor and Intervention	3		
SOC (any Sociology class)	3			OTH 446 Occ. Exploration & Intervention Lab	1		
<b>SUPPORTING COURSES</b>	<b>14</b>			OTH 417 Health Promotion	3		
BUS 323 Mgmnt Concepts: Thry&Appl.	3			OTH 438 Assessment of Performance	2		
OTH 233 Psychosocial Group Dyn.	2			OTH 425 Life Span-Elderly	3		
PSY 220 Lifespan Dev.	3			OTH 445 Life Span-Elderly Lab	1		
PSY 240 Research Methods	3			OTH 437 Educational Principles	3		
PSY 410 Abnormal Psychology	3			OTH 428 Splinting Princ&PraLab	2		
				OTH 448 Assistive Tech Princ & Prac	2		
<b>SUPPORTING FIELD</b>	<b>18</b>			OTH 450 Occupation Seminar	1		
BIO 200 Anatomy & Physiology I	3			OTH 476 Level 1C Fieldwork	1		
BIO 201 Anatomy & Physiology Lab	1			OTH 490 Principles of OT Resrch	3		
BIO 202 Anatomy & Physiology II	3			<b>Graduate Courses</b>	<b>35</b>		
BIO 203 Anatomy & Physiology Lab	1			OTH 526 Life Span Patterns	3		
OTH 362 Kinesiology	3			OTH 576 fieldwork Level 1D	1		
OTH 365 Neuroscience	3			OTH 591 Selected Studies in OT	3		
CHM 100 Fundamental of Chem	3			OTH 651 Advd Theory-Clinical Reasoning	3		
CHM 101 Fund. Of Chem Lab	1			OTH 652 OT Mgmt & Ldrship	4		
<b>ELECTIVES</b>				OTH 673 Fieldword Seminar	1		
<b>SUMMARY</b>				OTH 693 OT Research Capstone	5		
CORE CURRICULUM	41			OTH 674 Fieldwork IIA(Jan-Mar)	6		
UNDERGRAD MAJOR	56			OTH 675 Fieldwork IIB(April-June)	6		
GRADUATE MAJOR	35			OTH 676 Fieldwork IIB	3-		

				(Optional)	6		
SUPPORTING COURSES	14			OTH 690 OT Research	3		
SUPPORTING FIELD	18						
<b>TOTAL</b>	164						
<b>BACHELOR IN REHABILITATION</b>	129						
<b>STUDIES</b>							

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

***Developmental courses cannot be counted toward graduation requirements.***

**2<sup>nd</sup> Degree - Master in Occupational Therapy/Bachelor in Rehabilitation Studies 2010-2011**

CORE CURRICULUM*	15	COMP	GRD	MAJOR PROGRAM COURSES		COMP	GRD
MTH 242 Statistics	3			<b>Undergraduate Courses</b>	<b>56</b>		
PSY 101 General Psychology	3			OTH 101 Introduction to OT	3		
PHL 350 Healthcare Ethics	3			OTH 201 Found of Health Care	3		
THL (any Theology course)	6			OTH 303 Found of Therapeutic Reasng	3		
Theology required if student seeks BRS degree—not required if only pursuing master's degree					3		
<b>SUPPORTING COURSES</b>	<b>14</b>			OTH 315 Life Span-Early	3		
BUS 323 Mgmnt Concepts: Thry&Appl.	3			OTH 325 Life Span-Adoles. (2+1)	3		
OTH 233 Psychosocial Group Dynamics	2			OTH 326 Occup Performance Cap.&Media	2		
PSY 220 Lifespan Dev.	3			OTH 336 Occ Performance Cap.&Media Lab	1		
PSY 240 Research Methods	3			OTH 327 Psychosocial Issues in OT	3		
PSY 410 Abnormal Psychology	3			OTH 337 Psychosocial Issues in OT Lab	1		
				OTH 363 Movement Lab	1		
				OTH 364 Cognition Perception Lab	1		
<b>SUPPORTING FIELD</b>	<b>18</b>			OTH 373 Fieldwork Seminar	1		
BIO 200 Anatomy & Physiology I	3			OTH 375 Level 1A Fieldwork	1		
BIO 201 Anatomy & Physiology Lab	1			OTH 475 Level 1B Fieldwork	1		
BIO 202 Anatomy & Physiology II	3			OTH 415 Life Span-Adult	3		
BIO 203 Anatomy & Physiology Lab	1			OTH 435 Life Span - Adult - Lab	1		
OTH 362 Kinesiology	3			OTH 416 Occ Explor and Intervention	3		
OTH 365 Neuroscience	3			OTH 446 Occ. Exploration & Intervention Lab	1		
CHM 100 Fundamental of Chem	3			OTH 417 Health Promotion	3		
CHM 101 Fund. Of Chem Lab	1			OTH 438 Assessment of Performance	2		
<b>ELECTIVES</b>				OTH 425 Life Span-Elderly	3		
<b>SUMMARY</b>				OTH 445 Life Span - Elderly	1		

				Lab			
CORE CURRICULUM	15			OTH 437 Educational Principles	3		
UNDERGRAD MAJOR	56			OTH 428 Splinting Princ & Prac Lab	2		
GRADUATE MAJOR	35			OTH 448 Assistive Tech Princ & Prac	2		
SUPPORTING COURSES	14			OTH 450 Occupation Seminar	1		
SUPPORTING FIELD	18			OTH 476 Level 1C Fieldwork	1		
<b>TOTAL</b>	138			OTH 490 Principles of OT Research	3		
<b>BACHELOR IN REHABILITATION STUDIES</b>	103			<b>Graduate Courses</b>	<b>35</b>		
				OTH 526 Life Span Patterns	3		
				OTH 576 fieldwork Level 1D	1		
				OTH 591 Selected Studies in OT	3		
				OTH 651 Advd Theory-Clinical Reasoning	3		
				OTH 652 OT Management & Ldrship	4		
				OTH 673 Fieldword Seminar	1		
				OTH 693 OT Research Capstone	5		
				OTH 674 Fieldwork IIA(Jan- Mar)	6		
				OTH 675 Fieldwork IIB(April- June)	6		
				OTH 676 Fieldwork IIB (Optional)	3-6		
				OTH 690 OT Research	3		

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

***Developmental courses cannot be counted toward graduation requirements.***

### **OTH 101 Introduction to Occupational Therapy (3)**

This introductory course is designed to assist students to develop an identity with the profession by providing a general description and history of the profession, knowledge of the philosophy of human occupation, awareness of professional and ethical behaviors, and an overview of the scope of occupational therapy practice. The roles and responsibilities of the occupational therapist in various practice areas, as well as the uniqueness of the profession are explored. Prerequisites: None.

### **OTH 201 Foundations of Health Care (3)**

This course is designed to teach OT students basic knowledge of medical language, knowledge concerning health care system, delivery, and documentation of OT services. Students will learn the language of medicine, including basic roots, prefixes, suffixes, combining forms and abbreviations, definition of selected medical, surgical, and therapeutic terms. Students will also learn reimbursement mechanisms within health care related services, policy, advocacy and documentation of such services. Prerequisites: OTH 101

### **OTH 233 Psychosocial Group Dynamics (2)**

This course focuses on group work in occupational therapy. This course is designed to provide basic understanding of groups through didactic and experimental learning. Development of group protocols and management of groups are practiced. Critical facets of group functioning are studied and experienced to apply key concepts that are relevant to in groups: boundaries, limit setting, empathy, development, cohesiveness, conflict management, and co-leadership. These concepts will be examined in a variety of groups to help students to understand critical events which occur in any type of large or small group. Theories of group work are also examined. Prerequisites: OTH 101

### **OTH 303 Foundation of Therapeutic Reasoning (3)**

This course introduces select theories, models of practice, and frames of reference that have been developed and used in the practice of occupational therapy. The Occupational Therapy Practice Framework is used as the basis for teaching OT practice and process. This course establishes the foundation for occupational therapy practice and the application of critical thinking and clinical reasoning skills. Prerequisite: OTH 101

### **OTH 315 Life Span - Early (3)**

This course will focus on the tangible (the child's performance capacity) and intangible (volition, multi-cultural considerations, legislation / systems) factors that influence development during infancy and early childhood. Commonly encountered diagnoses that affect children prenatally through early childhood will be discussed to gain an understanding of how these conditions affect occupational role performance at each stage of development. Conceptual models for prevention, intervention, and management are explored to assist in understanding client needs and team management of conditions. Prerequisites: OTH 101, PSY 220

### **OTH 325 Life Span – Adolescence (3)**

This course continues the study of children from early childhood through adolescence. Normal and abnormal cognitive, psychosocial, and sensorimotor development patterns and characteristics are examined. Advanced evaluation, treatment techniques, and strategies for facilitating positive change emphasizing the role of human occupation for individuals up to age 21 is practiced. Students are given opportunities to directly observe pediatric clients and apply therapeutic strategies. Critical thinking/problem solving in real clinical environments is encouraged in a format that incorporates principles of cultural competence, knowledge of the law and its impact on school system vs. medical practice, and family centered care. Prerequisite: OTH 315

### **OTH 326 Occupational Performance Capacity and Media (2)**

The course facilitates the exploration of the occupational nature of humans by analyzing the variety of performance skills and client factors necessary for task completion. Areas of study include motor, process and communication/ interaction skills. Emphasis is placed on activity and task analysis as it relates to an individual's chosen roles and routines. Prerequisite: OTH 303

### **OTH 327 Psychosocial Issues in OT (3)**

This is an opportunity to evaluate therapeutic approaches and strategies for the prevention, intervention, and management of psychosocial needs in a variety of contexts. Knowledge of DSM IV classifications, psychotropic medications, and multicultural issues are basic to the

OT's interaction with other mental health providers. Standardized and non-standardized methods will be used to analyze the client's occupational performance, personal causation, values, and interests. Synthesis of programs for personal adjustment will include occupations, group approaches, and community integration efforts. Prerequisites: OTH 303, PSY 410, OTH 233

**OTH 336 Occupational Performance Capacity and Media Lab (1)**

Laboratory component of OTH 326 Occupational Performance Capacity; to be taken concurrently.

**OTH 337 Psychosocial Issues in OT Lab (1)**

Laboratory component of OTH 327 OT, Volition, and Psychosocial Adjustment Lab; to be taken concurrently.

**OTH 337 Psychosocial Issues in OT Lab (1)**

Concepts and theories of group formation, development, structure, and leadership introduced in earlier courses are expanded and practiced as they apply across the lifespan. The use of groups in occupational therapy, with special emphasis on activity-based groups is examined and demonstrated. Prerequisites: OTH 233; should be taking concurrently with OTH 327.

**OTH 362 Kinesiology (3)**

This course is an in-depth study of the musculoskeletal system with emphasis on anatomical, biomechanical, and physiological components. Principles of functional human motion will be analyzed. Performance capacity will be assessed through muscle palpation, range of motion measurement and manual muscle testing. Prerequisites: BIO 200/201 and BIO 202/203.

**OTH 363 Movement Lab (1)**

This laboratory course is an in-depth study of the musculoskeletal system with emphasis on anatomical, biomechanical and physiological components. Principles of functional human motion will be analyzed. Performance capacity will be assessed through muscle palpation, range of motion measurement and manual muscle testing. Prerequisites: BIO 200/201 and BIO 202/203.

**OTH 364 Cognitive and Perceptual Lab (1)**

This experiential course is the 2<sup>nd</sup> of two courses that facilitates student exploration of occupational performance by analysis of its components including the areas of sensorimotor, cognition, cognitive integration, perception, and vision. These components will be examined along with their effects on context. Emphasis is on perceptual, cognitive, social and cultural components. Prerequisite: OTH 363

**OTH 365 Neuroscience (3)**

Course emphasis is the organization and function of the nervous system related to movement science. Course content will include the foundations of neuroscience, application of neuroanatomy and neurophysiology to clinical syndromes and behaviors typically seen in the practice of rehabilitation therapies. Prerequisites: BIO 200 and BIO 202.

**OTH 373 Fieldwork I Seminar (1)**

This seminar course prepares the student for level I fieldwork experiences, orientates the student to the OT Fieldwork Manual, assists students in getting requirements for fieldwork completed and discusses professional issues. Note writing, interpersonal communication,

portfolio development, professional behavior checklist and issues pertaining to fieldwork will also be covered. Prerequisite: Junior status.

### **OTH 375 Fieldwork Level IA (1)**

Practicum experience designed to place students in a clinical setting to enrich didactic course work. Students will have an opportunity to enhance skills in observation, interview, and task analysis. Focus will be on observational and documentation skills. Integrates a seminar format with clinical interaction. Discussion of student experiences will be fostered to maximize and compare information/observations gained. In addition, development of professional skills and behaviors will be addressed during seminar sessions. Concurrent with OTH 315. Prerequisite: OTH 373

### **OTH 415 Life Span - Adult (3)**

This course seeks to develop understanding and empathy of the subjective experience of adults caused by conditions resulting in physical/functional impairments in performance capacity. Evaluation methods, theoretical approaches, and OT interventions will be practiced and analyzed for appropriate application for remediation, compensation or adaptation of performance capacity. Prerequisites: OTH 326, OTH 365, OTH 362

### **OTH 416 Theories of Motor Learning (3)**

This course analyzes the theories and techniques utilized to enhance and facilitate human involvement in occupations. Strategies for assessment and intervention are evaluated across performance skills and contrasting various frames of reference used in the field. Emphasis is given to neurological conditions and motor control theories. Discussion and critique of neurologically based models including Rood, Brunnstrom, NDT, PNF, and Carr and Shepherd is also stressed. During laboratory time specific treatment approaches related to motor control will be demonstrated and practiced. Prerequisites: OTH 326, OTH 365, OTH 362

### **OTH 417 Health Promotion (3)**

This course examines the link between health, prevention of health problems, increased life satisfaction, and behavior patterns and lifestyles. The role of the occupational therapist as an educator is investigated and skills in patient education are developed. Emphasis is placed on the role of the occupational therapist in wellness prevention and healthy lifestyles. The OT's focus is purposeful and meaningful occupations; balance of rest, work, and play; and healthy interaction with the environment. Strategies and interventions include joint protection, ergonomics, work simplification, and well elderly programs. Prerequisites: OTH 303, OTH 326

### **OTH 425 Life Span - Elderly (3)**

Evaluation of the effect of aging, the impact of medical conditions and the adjustability of environmental factors are preliminary to enhancing the occupational performance of the elderly. The client's volitional thoughts and feelings must be recognized, habits identified, and performance capacity assessed. Relating occupational identity and competence will support a treatment plan leading to occupational adaptation for the elderly individual. Prerequisite: OTH 415

### **OTH 428 Splinting Principles and Practice Lab (2)**

This laboratory course will integrate the use of biomechanical principles with the knowledge of occupational therapy practice. Emphasis is given to the development and refinement of OT skills for designing, selecting, and fabricating orthotic devices and to enhance work, self care and play. Prerequisites: OTH 415, OTH 362

**OTH 435 Life Span – Adult/Lab (1)**

Laboratory component of OTH 415 Life Span – Adult; to be taken concurrently.

**OTH 437 Educational Principles (3)**

This course provides the foundation for systematically designing, implementing, and evaluating learning experiences used in the education of clients, family and caregivers, students, colleagues, community members and self. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities. Prerequisite: OTH 415, Senior Status.

**OTH 438 Assessment of Performance Lab (2)**

Laboratory course designed to facilitate knowledge and practical skills in the administration and interpretation of occupational therapy assessments used for obtaining in-depth knowledge of a client's performance skills and their relation to the performance areas of ADL, work, and play. Emphasis is given to correct documentation of assessment results and recommendations for intervention. This course is set up for active learning and clinical problem solving through interactions with clients, other students and case studies. Active comparison, discussion, and critique of assessment tools will be completed.

**OTH 445 Life Span – Elderly/Lab (1)**

Laboratory component of OTH 425 Life Span – Elderly; to be taken concurrently.

**OTH 446 Theories of Motor Learning Lab (1)**

Specific treatment approaches related to motor control will be demonstrated, practiced and assessed. To be taken concurrently with OTH 416. Prerequisite: OTH 362, OTH 362, OTH 365.

**OTH 448 Assistive Technology Principles and Practice (2)**

This course will integrate the use of biomechanical principles with the knowledge of occupational therapy practice. Emphasis is given to the development and refinement of OT skills for adapting tools, equipment, environments, low technology equipment, and activities for therapeutic use. Designing, selecting, and fabricating assistive technology devices to enhance work, self care and play. Prerequisites: OTH 415, OTH 362

**OTH 450 Occupation Seminar (1)**

This course is a reflection on the meaning and use of occupation in the discipline of occupational therapy. Student will take a historical and international look at occupation. Prerequisite: Senior Status.

**OTH 475 Fieldwork Level IB (1)**

The practicum experience allows for reinforcement of clinical skills, professional behaviors, and integration of occupational therapy theory into practice. Focus will be on continuing to develop observational and treatment, planning skills, as well as development of clinical reasoning skills. This course integrates a seminar format with clinical on experience. Seminars will focus on discussion of the students' experience with different settings and conditions.

**OTH 476 Fieldwork Level IC (1)**

Problem analysis and observations on assigned populations will require in depth integration of classroom concepts and actual hands on patient treatment under the strict guidance of

assigned supervisor. This course incorporates a seminar format to discuss aspects of the experience, reinforce professional behaviors and instruct in documentation principles and methods. Prerequisite: OTH 376 Concurrent with OTH 415.

### **OTH 490 Principles of Occupational Therapy Research (3)**

This course is the first in a two-part progression in enhancing skills as a consumer of research and in designing a research project. The emphasis is on the development of research skills, including critical analysis of professional literature. This course will examine the application of research to clinical practice and the feasibility of executing research in clinical settings. The development of the ability to design and implement beginning research studies that evaluate clinical practice and service delivery are taught.

### **OTH 526 Life Span Patterns (3)**

This course examines how the dynamic process of occupation continues to change throughout life and how to facilitate positive adaptive change in an individual. Development and maintenance of organized patterns is studied, along with understanding of the change processes underlying development. Occupational therapy's role in the tasks of occupational adaptation, namely identity and competence, is studied in various contexts. Emphasis is on problem solving to guide the individual to explore new occupations, experience achievement, and seek competency in activities of daily living, work, and play. This course will correlate the tenets of occupational science with occupational therapy. Prerequisite: OTH 415

### **OTH 576 Fieldwork Level ID (1)**

Practicum experience in selected community settings and nontraditional/ emerging areas of practice. Opportunity to design and provide client centered services to address unmet needs for underserved individuals, groups, populations or programs. Emphasis is placed on problem analysis and critical thinking. This course incorporates a seminar format to discuss aspects of students' experience. Prerequisites: OTH 417, OTH 475, Graduate Status

### **OTH 591 Selected Studies in Occupational Therapy (3)**

Students will have an opportunity to evaluate, research, and analyze specialty areas of occupational therapy practice. This course allows the student to gain in-depth knowledge in a selected area of interest. Self directed learning is emphasized under the guidance of an OT advisor. Prerequisite: Graduate Status.

### **OTH 595 Advance Study in OT (1-3)**

This graduate level course requires the student to research literature on a specific topic related to OT or to complete an additional level 1. Fieldwork assignment of their choice. Topics and/or projects will be selected in conjunction with the graduate faculty. This course will reinforce information learned throughout the curriculum. Prerequisite: Enrollment in the occupational therapy program

### **OTH 651 Advanced Theory – Clinical Reasoning (3)**

This course incorporates the advanced application and evaluation of specific models of practice and frames of reference as related to Occupational Therapy practice. Critical thinking, clinical reasoning, and high level oral and written communication are emphasized. Application and synthesis of previously learned information in traditional and unique methods allows for the integration of knowledge and develops a high level of clinical reasoning. Prerequisite: OTH 303, OTH 476, Graduate Status



**OTH 652 Management and Leadership (4)**

This course studies the specialized management and leadership strategies, techniques, and skills utilized in occupational therapy practice. Emphasis is on development of a model for delivery of occupational therapy services in a new or expanding program, private practice, or emerging practice area. Other topics include marketing, leadership, supervision, documentation, reimbursement, advocacy, due process and appeals systems. Prerequisite: BUS 323, Graduate Status

**OTH 673 Fieldwork Seminar (1)**

This seminar course prepares the student for level II fieldwork experiences, NBCOT boards, and professional issues. Resume writing, interviewing skills, portfolio development, and licensure will also be covered. Prerequisite: Graduate Status.

**OTH 674 Fieldwork Level IIA (6) and 675 Fieldwork Level IIB (6)**

Nine hundred sixty (960) hours of supervised non-classroom experiences are required. The student therapist will provide client contact and practical application of occupational therapy intervention in a hospital, community agency, school system, or non-traditional setting. Recommended areas of practice include psychosocial dysfunction and physical dysfunction. Each student's experience will reflect current practice with clients across the lifespan with a variety of diagnoses. These courses facilitate learning the role of occupational therapist and development of clinical skills, clinical reasoning skills, and reflective practice at an entry level. Prerequisite: Completion of all didactic coursework.

**OTH 676 Fieldwork Level IIC (3-6)**

This optional fieldwork rotation will take place in an area of student interest or in a specialty area that the student had not experienced on their previous Level II Fieldwork rotations. The student therapist will provide client contact and practical application of OT intervention in a hospital, community agency, school system, or non-traditional setting. This experience will reflect current practice with clients across the lifespan with a variety of diagnosis and will facilitate learning the role of the OT and development of clinical skills, clinical reasoning skills and reflective practice at an entry level.

**OTH 690 OT Research (3)**

This is the second course in the three-part research progression. This course emphasizes the enhancement of research skills and includes the application of research to OT practice. Emphasis is on consulting with an experienced researcher in relationship to the research design, problem solving and community involvement. Students will complete the practical portion of carrying out their research during this course. Prerequisite: OTH 490

**OTH 693 Occupational Therapy Research Capstone (2)**

This is the third course in the three-part research progression. Emphasis is on consulting with an experienced researcher in relationship to the research design and analysis, writing skills required for publication or research reports, and securing grant funds. Through a capstone project demonstration of beginning competence in outcome studies or other research is exhibited. It culminates in presentation of the research projects. Prerequisites: OTH 690, Graduate Status.

## **POST BACCALAUREATE MASTER IN OCCUPATIONAL THERAPY**

The Post Baccalaureate MOT is designed for practicing Occupational Therapists who have a Bachelor in Occupational Therapy. This program includes 24 credits of coursework (OTH 591, 576, 652, 526, 562, and 595 and six credits chosen from: OTH 676, HCE 845, HCE 855, PHL 624, NUR 531, OR NUR 632). Eight credit hours of fieldwork are waived because the OTs have these skill sets from already practicing.

### **OTH 526 - Life Span Patterns**

This course examines how the dynamic process of occupation continues to change throughout life and how to facilitate positive adaptive change in an individual. Development and maintenance of organized patterns is studied, along with understanding of the change processes underlying development. Occupational therapy's role in the tasks of occupational adaptation, namely identity and competence, is studied in various contexts. Emphasis is on problem solving to guide the individual to explore new occupations, experience achievement, and seek competency in activities of daily living, work, and play. This course will correlate the tenets of occupational science with occupational therapy.

### **OTH 562 - Research Methods**

Evidence-based inquiry processes will provide the student 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 higher education, continuing education, staff development or patient education is expected. Prerequisite OTH 595.

### **OTH 576 - Fieldwork 1D**

Practicum experience in selected community settings and nontraditional/ emerging areas of practice. Opportunity to design and provide client centered services to address unmet needs for underserved individuals, groups, populations or programs. Emphasis is placed on problem analysis and critical thinking. This course incorporates a seminar format to discuss aspects of students' experience.

### **OTH 591 - Selected Studies in OT**

Students will have an opportunity to evaluate, research, and analyze specialty areas of occupational therapy practice. This course allows the student to gain in-depth knowledge in a selected area of interest. Self directed learning is emphasized under the guidance of an OT advisor.

### **OTH 595 - Advanced Study in Occupational Therapy**

This graduate level course requires the student to research literature on a specific topic related to occupational therapy or to complete an additional level I fieldwork assignment of their choice. Topics and/or projects will be selected in conjunction with the graduate faculty.

### **OTH 652 - Management & Leadership**

This course studies the specialized management and leadership strategies, techniques, and skills utilized in occupational therapy practice. Emphasis is on development of a model for delivery of occupational therapy services in a new or expanding program, private practice, or emerging practice area. Other topics include marketing, leadership, supervision, documentation, reimbursement, advocacy, due process and appeals systems. This course will reinforce information learned throughout the curriculum.

**Optional Courses (need six total credit hours selected from the following): OTH 676 - Fieldwork Level II C**

This optional fieldwork rotation will take place in an area of student interest or in a specialty area that the student had not experienced on their previous Level II fieldwork rotations. The student therapist will provide client contact and practical application of occupational therapy intervention in a hospital, community agency, school system, or non-traditional setting. This experience will reflect current practice with clients across the lifespan with a variety of diagnoses and will facilitate learning the role of the occupational therapist and development of clinical skills, clinical reasoning skills and reflective practice at an entry level.

**HCE 845 – Teach & Learning Theory**

This graduate level course focuses on the theoretical underlying principles of the teaching-learning process. Various theorists in the behavioral, cognitive and humanistic categories of learning theories will be compared and contrasted. Application of principles to higher education, continuing education, professional development or patient education is expected.

**PHL 624 - Academic Integrity**

This applied ethics course examines the implications of several influential philosophical theories for a broad range of questions bearing on research, teaching, role expectations, the allocation of health care resources, and contemporary biomedical dilemmas in organizations of higher education, continuing education, professional development or patient education.

**NUR 531 - Directed Readings**

This course requires the student to do scholarly and research literature specific to a selected aspect of nursing education. Each student will conduct a thorough literature review with depth and breadth. There is the potential that this course can be defining the literature review for the capstone project or thesis. Topic will selected with the graduate faculty.

**HCE 855 - Teaching & Learning Concepts**

This graduate level course examines the role of the educator in health professional programs 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 .

**NUR 632 - Assessment & Evaluation Strategies in ED**

This graduate level course focuses on best practice principles for educational assessment and evaluation in higher education, continuing education, staff development and patient education. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels including individual students, class, course, curriculum, program and educational organization will be appraised. Education is expected.

## **CERTIFICATE IN PARALEGAL STUDIES (MUST HOLD BACHELOR DEGREE IN ANOTHER FIELD).**

The goals of the Paralegal Studies Program are:

1. Paralegal majors will demonstrate comprehensive understanding of selected areas of substantive and procedural law.
2. Paralegal majors will demonstrate an understanding of the paralegal profession and its ethical dimensions.
3. Paralegal majors will demonstrate effective legal research and writing skills.
4. The paralegal Studies Program will be recognized as a center of excellence for paralegal education.

College of Saint Mary's Paralegal Studies Program offers three routes to a degree in the paralegal field: Associate or Bachelor's degree programs, plus a Certificate for students who already hold a Bachelor's degree in another field. Each degree option includes a broadly based liberal arts curriculum plus a required component of law courses. Students study substantive areas of the law plus legal research and writing, litigation and ethics. The Program Director and Assistant Director are lawyers, and all law classes are taught by attorneys.

**Major Sequence:** 25 hours including: LAW 101, 110, 200, 210, 220 and 230; any two selected from LAW 300, 310, 320, 330, 340, 350, and 359; and any two selected from LAW 410, 430, 440 and 450 (LAW 470 is recommended as an elective); and any one selected from ACC 161, PHL 105, and 220.

**Supporting Courses:** 9 hours including BIS 101 or 220; any one selected from COM 210, HSV 231, and PHL 105; and any one selected from ACC 161 or PHL 220, A grade of C must be earned in all law courses.

**See Undergraduate Catalog for course descriptions.**

[http://www.csm.edu/CSM\\_Catalog/](http://www.csm.edu/CSM_Catalog/)