



ACADEMIC CATALOG

2009-2010

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Information Sources

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

General Affairs of the College	Information Center (399-2400)
Academic Information	Vice President for Academic Affairs (399-2693)
Student Development	Vice President for Student Development (399-2422)
Academic Records	Registrar (399-2442)
Admissions	Vice President for Enrollment Services (399-2407)
Financial Aid	Director of Financial Aid (399-2415)
Business Matters	Vice President for Financial Services (399-2427)
Gifts and Bequests	Vice President for Institutional Advancement (399-2477)
Public Information	Director of Public Relations (399-2454)
Alumnae Affairs	Coordinator of Alumnae (399-2456)
Evening & CSM Saturday College	Vice President for Enrollment Services (399-2407)
Student Accounts	Express Center (399-2429)
Lincoln Campus - Weekend College	Lincoln Campus Director (489-2900)

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.

The catalog is compiled and published by the Office of the Vice President for Academic Affairs, College of Saint Mary, 7000 Mercy Road, Omaha, NE 68106; telephone, (402) 399-2693.

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

2009-2010 ACADEMIC CALENDAR

FALL SEMESTER:

AUGUST 2009

Sat. 22	New students arrive for residence hall move-in
Sat. 22	Master in Organizational Leadership classes begin
Mon. 24 - Tue. 25	Advising/registration for students
Wed. 26	Day and evening classes begin
Fri. 28 – Sun. 30	Lincoln weekend classes begin #1
Fri. 28	Business Leadership classes begin
Sat. 29	Master of Arts in Teaching classes begin

September 2009:

Wed. 2	Last day to drop/add/register late for day/evening classes
Sat. 5	Labor Day weekend - no classes
Mon. 7	Labor Day - college closed
Fri. 11– Sun. 13	Lincoln weekend college #2
Mon. 14	Opening Convocation: Dedication of the 09-10 Academic Year -1PM
Fri 18 – Sun. 20	Homecoming weekend
Fri. 25 – Sun 27	Lincoln weekend college #3

October 2009:

Fri. 9 – Sun. 11	Lincoln weekend college #4 (mid-term)
Mon. 12 – Fri. 16	Mid-term week
Mon. 19 – Tue. 20	Fall break – no classes
Fri. 23 – Sun. 25	Lincoln weekend college #5
Mon. 26 – Fri. Nov. 6	Focused registration for spring and summer 2010

November 2009:

Fri. 6 – Sun 8	Lincoln weekend college #6
Fri. 20	5:00 p.m. – last day to withdraw from Lincoln and day/evening classes
Fri. 20 – Sun. 22	Lincoln weekend college #7
Mon. 23	All Campus Thanksgiving Luncheon
Wed. 25 – Sun. 29	Thanksgiving vacation for students
Thu. 26 – Fri. 27	Thanksgiving holiday - college closed
Sat. 28	Thanksgiving holiday - no classes

December 2009:

Fri. 4 – Sun. 6	Lincoln weekend college #8 (finals)
Tue. 15 – Fri. 18	Final exams
Sun. 20	Winter graduation – TBA
Mon. 21	Christmas vacation for students begins
Thu. 24 – Thu. 31	College closed

SPRING SEMESTER:

January 2010:

Fri. 1	New Year's Day - college closed
Mon. 4	College offices open
Fri. 8	Advising/Registration for New Students
Mon. 11	Day and evening classes begin
Fri. 15	Last day for late day/evening registration drop/add
Fri. 15 – Sun. 17	Lincoln weekend classes begin
Fri. 29 – Sun. 31	Lincoln weekend college #2

February 2010:

Fri. 12 – Sun. 14	Lincoln weekend college #3
Fri. 26 – Sun. 28	Lincoln weekend college #4 (mid-terms)

March 2010:

Mon. 1– Fri. 5	Mid-term week
Mon. 8 – Fri. 12	Spring break
Fri. 12 – Sun. 14	Lincoln weekend college #5
Thu. 18	Spirit of Service Day
Fri. 26 – Sun. 28	Lincoln weekend college #6
Mon. 22 – Fri. Apr. 2	Focused registration for fall 2010

April 2010:

Thu. 1	5:00 p.m. last day to withdraw from day/evening classes
Thu. 1	College closes at 5:00 p.m. for Easter break—no night classes
Fri. 2 – Mon. 5	Easter break - no classes
Fri. 2	Good Friday - college closed
Fri. 9	5:00 p.m. last day to withdraw from Lincoln classes
Fri. 9 – Sun. 11	Lincoln weekend college #7
Fri. 23– Sun. 25	Lincoln weekend college #8 (finals)
Wed. 28	Student Scholars Day (no classes)

May 2010:

Mon. 3	Recognition day
Mon. 10 – Thu. 13	Final exam week
Fri. 14	Last day to drop, add, or register for Focus Five classes
Sat. 15	BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m. HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m. HOODING CEREMONY, Lied Fitness Center, 7:30 p.m. CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.
Sun. 16	GRADUATION, Qwest Center, 10:30 a.m.

SUMMER SESSIONS:

May 2010:

Mon. 17 – Fri. 21	Focus Five (summer session)
Mon. 17	Practical Nursing program begins
Thu. 20	Last day to withdraw from Focus Five class
Fri. 21	Last day to drop, add, or register for three-week session
Fri. 21 – Sun. 23	Lincoln weekend college begins (summer)
Mon. 24	Three-week summer session begins (May 26 – June 12)
Sat. 29	Memorial Day weekend - no classes
Mon. 31	Memorial day holiday - college closed

June, 2010:

Wed. 2	Last day to withdraw "W" from 3-week session
Fri. 4 – Sun. 6	Lincoln weekend college #2
Fri. 11	Three-week summer session ends
Fri. 11	Last day to drop, add, or register for six-week session
Mon. 14	Six-week summer session begins (June 15 to July 24)
Fri. 18 – Sun. 20	Lincoln weekend college #3
Fri. 25 - Sun. 27	Lincoln weekend college #4 (mid-terms)

July, 2010:

Mon. 5	Independence day holiday, college closed
Fri. 9	Last day to withdraw "W" from Six-Week session
Fri. 9 – Sun. 11	Lincoln weekend college #5
Fri. 23	Six-week summer session ends
Fri. 23	Last day to withdraw "W" from Lincoln classes
Fri. 23 – Sun. 25	Lincoln weekend college #6

August, 2010:

Fri. 6 – Sun. 8	Lincoln weekend college #7 (finals)
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THE COLLEGE

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

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. Graduate programs began in 2005.

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 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 also includes space for the *Mothers Living & Learning Program*, a college residence hall for single mothers and their children.

Walsh Hall is connected to Mercy Hall by a skywalk. Mercy Hall houses the dining room, Institutional Advancement, 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 200.

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 three residence halls. Lozier Tower, Gallagher and McAuley Halls provide spacious networked rooms with air conditioning. Residence halls include lounges, study areas, and a computer lab.

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.

Lincoln Site

Located at the Lincoln Site of College of Saint Mary is an excellent facility for the primarily adult-learner student population. Classrooms and offices are on the ground floor with wireless internet available throughout the building. Free parking is available. The Lincoln Site services include academic advising, registration, textbook sales, financial aid, and use of on-site computer labs.

ACCREDITATION AND MEMBERSHIPS

	Accrediting Agency	Contact Information
College of Saint Mary	Higher Learning Commission of the North Central Association of Colleges and Schools	30 North LaSalle Street, Suite 2400 Chicago, Illinois, 60602-2504 800-621-7440
Education Program	Nebraska Department of Education (NDE)	301 Centennial Mall South Lincoln, NE 68509 402-471-2295
Occupation Therapy Program	Accreditation Council for Occupational Therapy Education (ACOTE)	4720 Montgomery Lane Bethesda, MD 20824-1220 301-652-6611, ext. 2914
Nursing Programs (ASN, BSN)	National League for Nursing Accrediting Commission (NLNAC)	61 Broadway Street, 33rd Floor New York, NY, 10006 800-669-1656
	Nebraska State Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-4376
Nursing Program (PN)	Nebraska State Board of Nursing	301 Centennial Mall South Lincoln, NE 68509 402-471-4376
Business Administration Program	International Assembly for Collegiate Business Education (IACBE)	11257 Strang Line Road Lenexa, KS 66215 913-631-3009
Business Information Systems Program		
Business Leadership Program		
Paralegal Studies Program	National Bar Association	Standing Committee on Legal Assistants 750 North Lake Shore Drive Chicago, IL, 60611 312-988-5618

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

ACADEMIC SUPPORT SERVICES

Computer Labs

Computer labs, located on the second floor of the east wing of Walsh Hall, are open to all students when the labs are not reserved for class time. Professional staff and student workers provide assistance to students should they have any questions. 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.

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 or Email PCHELP@csm.edu.

myCSM Portal

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

Tegrity Lecture Capture System

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

Wireless

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

Library

The College of Saint Mary Library is a comprehensive source of information that provides reference, research materials, and experienced staff to assist the CSM community. These materials include reference books, access to online and print journals, databases, books, e-books, and media. The CSM Library staff is skilled and competent, with Library services being offered 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 all computers have the Microsoft Office Suite. The Library maintains a service of Closed Reserve that gives students access to materials that are directly related to the classes being taught by faculty. Closed Reserve materials are provided to the Library by individual faculty.

The Library shares the online catalog with nine (9) private colleges and universities in the region. The on-line catalog, OPAC, may be accessed on or off campus. CSM students and faculty have check-out

privileges with most colleges and universities in Nebraska. CSM ID holders have access to all the colleges and universities in the immediate area, and may use all services offered at the individual institution.

Reference services are provided in-house, through email, telephone, and on-line with MyRef. MyRef is an interactive service that allows the patron to submit a question to the reference staff, and receive an answer within 48 hours. MyRef is embedded 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 web page has the form embedded for convenience.

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 embedded in a CSM ID card.

ADMISSIONS

Admissions Policy

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

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

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

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

Admissions Criteria

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

1. High school record. An applicant for a degree program must have graduated or will have graduated with 16 high school units from an accredited high school. The college preparatory program is strongly recommended to high school students. Ordinarily this program includes four years of English and two years of social studies, science and mathematics. (NOTE: Occupational Therapy and two-year nursing applicants are required to have high school

chemistry and biology). Chemistry and biology are also recommended for all three-year nursing, medical technology, chemistry and biology applicants.

2. Class rank.
3. American College Test (ACT) or Scholastic Aptitude Test (SAT) scores.
4. College/university record for transfer students

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

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

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

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

Transfer Students

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

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

Transfer credits are evaluated on the basis of the following:

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

The College does not accept grades below C (2.0) for transfer or credits for remedial/developmental courses. Transfer credits are shown in semester credits on the CSM transcript but are not included in the grade point average calculation. Credit will not be given for duplication of courses. Students enrolling in a bachelor or associate degree program must complete 30 of their last 45 hours at College of Saint Mary.

Transfer students are required to take a minimum of 12 credit hours of their major courses at College of Saint Mary. Individual programs may require a higher number of College of Saint Mary credit hours in the major field. It is the student's responsibility to contact the program director for specific program requirements. A maximum of the equivalent of 64 semester hours of transfer credit from accredited community colleges will be accepted toward the 128 hours required for a College of Saint Mary bachelor's degree. Specific program requirements may differ.

The College maintains articulation agreements with several area community colleges. These agreements enable a community college student to plan ahead for transfer to College of Saint Mary. Curricula designed in a specific articulation agreement take precedence over all other program requirements. Articulation agreements are available on the CSM website at <http://csmweb.csm.edu/apps/prospective/transfer/>.

Application Procedures

First-year Students

First-year students must submit:

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

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

- Two Nursing Applicant Reference Forms (these forms may be obtained from Enrollment Services). In addition, transfer students must successfully complete the Test of Essential Academic Skills Test (TEAS) if ACT or SAT scores are not current, available or below admission standards.

Transfer Students

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

- An official transcript from each college and university attended.

Applicants for Part-time (fewer than 12 hours) Enrollment

Degree-Seeking: A student who wishes to enroll as a degree-seeking student on a part-time basis or for teacher certification must submit:

- Proper credentials as listed for first-year or transfer students.

Non-Degree-Seeking: A student who wishes to enroll for classes but does not plan to earn a degree need only register for classes at the beginning of each semester. Please contact the Registrar's Office to register. Note: A non-degree-seeking student must submit proper credentials before degree-seeking status can be granted. Non-degree students will not be assigned an academic advisor. Non-degree students are not eligible to apply for federal financial aid.

International Students

College of Saint Mary welcomes and is authorized under federal law to enroll non-immigrant students from outside the United States. Persons who are not United States citizens are required to submit the following:

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

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

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

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

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

When to Apply — Rolling Admissions

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

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

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

Tuition Deposit Requirement:

Every new student (including readmits) enrolling for spring 2010 forward is required to submit a \$150 tuition deposit as an advanced payment on tuition charges. The tuition deposit must be paid prior to registration of classes. College of Saint Mary encourages students to deposit only when they are fully committed to attend CSM. Therefore, CSM **strongly** discourages students from double-depositing (the practice of remitting deposits to multiple institutions) or depositing prior to full commitment.

Tuition Deposit Refunds:

Applicants who pay a tuition deposit for the Summer or Fall semester may request a refund through **May 1** and for the Spring semester through **November 1**.

Students must request a refund in writing prior to the deadline in order to get a full refund. Requests made after the May 1st or November 1st deadline will not be considered.

College Courses for High School Students

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

Dual Credit and Early College Start Programs

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

Because College of Saint Mary is a Catholic college dedicated to the education of women in an environment that calls forth potential and fosters leadership it offers undergraduate students a unique chance to learn and grow in a women's environment. Thus, undergraduate dual credit or early college start courses taught exclusively or primarily on the CSM campus must enroll women students only. Dual credit courses taught at regional high schools may enroll both women and men. Tuition for dual credit or early college start courses is \$250 due on or before the first day of the class meeting. The refund and drop/add policies are the same as the college policy.

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

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

Former Students

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

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

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

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

FINANCIAL AID

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

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

Students who receive outside scholarships, vocational rehabilitation, 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

CSM Institutional Scholarships: Qualified full-time students may be eligible to receive College of Saint Mary funded scholarships. Academic merit and financial need based scholarships are awarded automatically to eligible students upon acceptance to the College. CSM welcomes transfer students and offers competitive transfer scholarships which are also based on academic merit and financial need.

One-half of a scholarship is applied to the fall semester and one-half to the spring semester. Institutional scholarships are not available for the summer semester. Funding is not available for students receiving discounted tuition or students enrolled in a masters or doctorate program.

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

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

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

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

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

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

Academic Competitiveness Grant (ACG) is a federal grant awarded to first and second year undergraduates who are enrolled at least half time. To be eligible for this grant, the student must be Pell Grant eligible and complete a rigorous high school curriculum. To maintain eligibility for a second year ACG, a student must have a 3.0 GPA. Other eligibility criteria mandated by federal regulation also apply.

National SMART Grant is a federal grant awarded to Pell Grant eligible students in their third and fourth year of undergraduate study in a math or science major specific to the eligibility requirements for this grant. Eligible students must have and maintain a minimum GPA of 3.0. Other eligibility criteria mandated by the federal regulation also apply.

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

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

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

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

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

Federal Stafford Loans are long-term, low-interest loans that students may borrow to help pay for educational expenses. A student must be enrolled in at least six credit hours per semester to borrow a Stafford loan. These loans are not credit based and must be repaid. There are two types of Stafford loans:

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

Federal Parent PLUS loans are fixed-rate, low-interest loans, which parents may borrow to help pay for the educational expenses of their dependent students. These credit-based loans are not based on financial need. Repayment begins 60 days after the loan is fully disbursed, but a parent borrower may contact the lender to request deferment while the student is enrolled at least half time.

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

Nursing Loans are available to CSM nursing students. Loans are awarded to qualified full-time students who have financial need and are paying the regular full-time tuition package rate. Nursing loans have a

5% fixed interest rate; interest does not accrue while the student is enrolled at least half time. Repayment and interest begin nine months after the student drops below half-time enrollment. Funds are limited.

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

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

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

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

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

Job Training: The U.S. Department of Labor administers the Workforce Investment Act (WIA) through the individual states. Participants have access to preparation for postsecondary education and/or job training. For a list of state WIA contacts or for general information, visit www.doleta.gov/usworkforce.

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

Renewal of Aid

Students should renew their FAFSA online each year after January 1 at www.fafsa.ed.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 with a probationary status are allowed one semester (fall or spring) in which to demonstrate satisfactory progress. 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.

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. For students living in the residence hall, assessed room and board costs are also included. 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 by 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 Pell grant, 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), Federal Pell Grant, 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 Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal SEOG, and the TEACH Grant. The amount returned to the Federal Pell Grant, Academic Competitiveness Grant, National SMART grant, Federal SEOG or the TEACH Grant funds are reduced by half of the initial repayment amount.

Donor Scholarships

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

Dr. James Anderegg Endowed Memorial Award for Excellence in Math and Science	Amanda Nicole Florance Memorial	Stephen T. McGill Memorial
Olive Arkoosh Endowed	John J. Franey Memorial	Sharon Lovely Merritt Memorial
Baburek/Deeths Endowed Scholarship	Paul and Rachel Gallagher	Rachel M. Micek Memorial
Coreen Barba Endowed Memorial	Charles A Frueauff Foundation	Clara and Henry Miller Memorial
Jesse J. and Angela M. Bavaresco Memorial	H/B Scholarship (Halsted/Bush)	Tim Moylan Memorial
Carl and Peg Bendixen	Hawks Foundation	Joseph F. and Helen Clare Murphy Family Scholarship Fund
Edmund and Bernadette Bosin Memorial	Holland Foundation	Nebraska Independent College Foundation
Business Leadership Student Award	William Randolph Hearst Foundation	Imelda Nolan Memorial
Elizabeth Carlin Schultz Endowed	Sr. Mary Mechtilde Hill, RSM Scholarship for Academic Excellence	Edward and Lila Robinson Charitable Trust

Melanie Ann and Joanne R. Carlson	Nancy Glatter Hittner Scholarship	Helen Russell Memorial
Mrs. Frank Cech Memorial	Matthias Hugo Memorial	Madelene McKenna Schaber
Class of 1940	A.F.and Ruth Jacobson Memorial	William and Ruth Scott Family Foundation
Patricia Colchin Lavey Endowed	Peter Kiewit Foundation	Harriett and John M. Shonsey Memorial
Luke and Shirley Coniglio Endowed	Marjorie Langhorst Memorial	Sisters of Mercy McAuley Scholars
James M. Cox Foundation	Blanche Laughlin Memorial	Paul and Annette Smith
Dr. C. C. and Mabel L. Criss Memorial Foundation	Joan Laughlin Endowed	Morton and Ella S. Steinhart Foundation Memorial
Mary Cronin Memorial	Lawless Family Scholarship	Dr. Electra O'Rourke Strub
William E and Rose Marie Davis Foundation	Les and Phyllis Lawless Endowed	Gilbert C. Swanson Foundation Inc
Colleen Dostal Stormberg Memorial	Kenneth Lueder Memorial	Fran Thul Memorial
Bernice M. Ebel Memorial	St. Mary Christelle Macaluso, RSM Memorial	Union Pacific Foundation
Patricia Ann Eckardt Memorial	Deborah A. Macdonald Foundation	George and Susan Venteicher
Harvey D. Ferer Memorial	Maggio/Kanel Memorial	Vernon and Kathryn Von Seggern

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.

Tuition and Fees 2009-2010 Academic Year

Tuition - Undergraduate Programs

Full-time Student (12-18 credits) - <i>per semester</i>	\$ 10,890
Overload (each credit over 18) - <i>per credit hour</i>	720
Omaha Part-time Day courses (fewer than 12 credits) – <i>per credit hour</i>	720
Internet or Independent Study	See tuition plan
Omaha Part-Time Evening courses (fewer than 12 credits) – <i>per credit hour</i>	495

Special Tuition Rates for Alegent Employees – <i>per credit hour</i>	495
Practical Nursing Program – <i>per credit hour</i>	255
Business Leadership – <i>per module</i>	5,235
All Omaha Campus Summer 2010 Courses – <i>per credit hour</i>	495
Lincoln Campus – <i>per credit hour</i>	295
Audit – <i>per credit hour</i>	½ tuition charge
Audit for Post BA/BS/BBL Alum <i>Applies to one three-credit hour course per semester</i>	No tuition charge
Senior Citizen (over 65) <i>Applies to one three-credit hour course per semester</i>	No tuition charge

Residence Life Room and Board

Double Room – <i>per semester</i>	\$ 3,200
Private Room* – <i>per semester (For Sophomores, Juniors, and Seniors)</i>	3,300
Private Room* – <i>per semester (For Freshmen)</i>	3,700

*Certain restrictions apply; please contact Director of Residence Life.

Financial Fees

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

Special Fees (nonrefundable)

Application for Admission Fee	\$ 30
Matriculation Fee – <i>new and readmit student fee</i>	55
Graduation Fee – <i>degree seeking only</i> <i>(applies to all students graduating at any level)</i>	145
Technology Fee – <i>per credit hour</i>	16

Alternatives for College Credit

Credit by Exam or Challenge Exam – <i>per credit hour</i>	\$ 120
DANTES Exam <i>(plus mailing charge)</i>	75
Portfolio Assessment – <i>per credit hour</i>	120

Academic Program Fees

ASN Program Assessment – <i>per semester</i>	\$ 385
Practical Nursing Assessment – <i>per semester</i>	385

Occupational Therapy – *per semester (degree seeking only)* 85

Clinical Course Fees

ASN/BSN Students – *per course (NUR 170, NUR 271, etc.)* \$ 405
 Practical Nursing Students – *per course (PNC 171, PNC 172, PNC 173, etc.)* 200

Science Lab Fees

Biology – *per lab course* \$ 100
 Chemistry – *per lab course* 100

Payment Options

Methods of Payment

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

Payment Plan

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

Plan Type	Fall		Spring		Summer	
	Enroll By	Pmt Months	Enroll By	Pmt Months	Enroll By	Pmt Months
6 month	05/22/09	Jun - Nov	11/23/09	Dec - May	N/A	N/A
5 month	06/23/09	Jul - Nov	12/21/09	Jan - May	N/A	N/A
4 month	07/23/09	Aug - Nov	01/25/10	Feb - May	04/22/10	May - Aug
3 month	08/25/09	Sep - Nov	N/A	N/A	05/24/10	Jun - Aug

Your payment is withdrawn on the 5th 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 after the semester. You can sign up for this option at 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.

REFUNDS ARE CALCULATED AS FOLLOWS:

UNDERGRADUATE REGULAR FULL TIME & BLD (12-18 CREDIT HOURS)

DROPPING BELOW 12 CREDIT HOURS BUT IS STILL ENROLLED

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

UNDERGRADUATE REGULAR FULL TIME & BLD (12-18 CREDIT HOURS)

WITHDRAWAL FROM ALL CLASSES

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

UNDERGRADUATE PART TIME, ON-LINE & INDEPENDENT STUDY

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

PRACTICAL NURSING – FALL, SPRING & SUMMER

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

LINCOLN WEEKEND COLLEGE

During the 1 st class meeting	100%
During the 2 nd class meeting	50%
During the 3 rd class meeting	0%

SUMMER FOCUS FIVE & ONE DAY CLASSES

Before the 1 st class meeting	100%
After the 1 st class meeting	0%

ALL SUMMER SESSIONS (excluding PNC & FOCUS FIVE)

Before the 1 st 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%

Resident Hall Charges

If a resident hall student withdraws from the College, room charges will be refunded on the same percentage basis as tuition. Board charges will be refunded on a prorated weekly basis.

If a resident hall student decides to move out of the residence hall during the school year, a \$500 fee will be charged for breaking the housing contract.

Bookstore Vouchers

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

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 Bursar 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 Bursar 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 Bursar 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 Bursar 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.

EVENING AND WEEKEND PROGRAMS

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

Advising

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

Omaha Campus

Master Degrees:

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

Bachelor Degrees:

- Business Leadership
- Business Information Systems

Certificates:

- Business Leadership

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

Lincoln Campus

College of Saint Mary offers a weekend college format to students in the Lincoln area. Classes are offered on alternating weekends (twice each month) and meet eight times a semester. The Lincoln Campus of College of Saint Mary is located at 1109 North Cotner Boulevard, Lincoln, NE 68505

On-site services include academic advising, textbook sales, financial aid, support services and use of an on-site computer lab. The Lincoln Campus is also a site for a chapter of Alpha Sigma Lambda, an honor society for non-traditional students. More information about the Lincoln Campus of College of Saint Mary may be obtained by calling 402-489-2900 or 800-727-6546 or at the CSM Lincoln website at : http://www.csm.edu/Future_Students/Lincoln_Campus/

Degrees offered at Lincoln:

Bachelor's Degrees:

- Business Administration
- Business Information Systems
- General Studies
- Applied Psychology and Human Services
- Paralegal Studies

Associate's Degrees:

- Business Administration
- Business Information Systems
- Paralegal Studies

Certificates:

- Business Information Systems
- Paralegal Studies

LINCOLN CAMPUS

College of Saint Mary offers a weekend college format to students in the Lincoln area. Classes are offered on alternating weekends (twice each month) and meet eight times a semester. The Lincoln Campus of College of Saint Mary is located at 1109 North Cotner Boulevard, Lincoln, NE 68505

On-site services include academic advising, textbook sales, financial aid, support services and use of two on-site computer labs. The Lincoln Campus is also a site for a chapter of Alpha Sigma Lambda, an honor society for non-traditional students.

More information about the Lincoln Campus of College of Saint Mary may be obtained by calling 402-489-2900 or 800-727-6546.

Degrees offered at Lincoln:

Bachelor's Degrees:

- Business Administration
- Business Information Systems
- General Studies
- Applied Psychology and Human Services
- Paralegal Studies

Associate's Degrees:

- Business Administration
- Business Information Systems
- Paralegal Studies

Certificates:

- Business Information Systems
- Paralegal Studies

CURRICULAR SERVICE-LEARNING

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

Curricular service-learning integrates community service into academic courses to meet specific learning goals for students. Faculty and their community organization partners design service-learning projects based on two main objectives: advancing students' understanding of specific course content and related civic learning objectives, and responding to community-identified needs and assets. Strong reflective and analytical components are built into a service-learning course to help students consider relationships between their service, the course's learning goals, and the impact of the service-learning on students' values, vocations, and professional goals.¹

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

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

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

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

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

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

- Provide faculty development opportunities and resources for CSM faculty who use service-learning as a teaching strategy.

¹ This definition is a slightly modified version of the definition offered by the Midwest Consortium for Service Learning in Higher Education. See <http://involved.unl.edu/midwestconsortium/mcmission.htm>.

- Support faculty and departments as they develop and enhance service-learning courses.
- Facilitate communication about service-learning among faculty, students, administration, and community organizations.

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

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

For more information about the Service-Learning Program, contact the Director of Service-Learning, Dr. Jennifer Reed-Bouley, at jreed-bouley@csm.edu or 399-2632, and see the website at http://www.csm.edu/Academics/Service_Learning/

CENTER FOR TRANSCULTURAL LEARNING (CTL)

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

Language Acquisition: Spanish

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

Level I (3 credits)

This class begins with vocabulary building exercises and progresses to instruction of targeted language structures through the use of questions, answers, commands, and reading activities. Comprehension skills are built through class interaction.

Level II (3 credits)

This class is a continuation of Level I. Students refine and expand knowledge gained in previous level and acquire new vocabulary and language structures. Class interaction increases as students build comprehension skills; emphasis on reading and conversation helps students increase comprehension in context.

Level III & IV

This class is a continuation of Level II. Students refine and expand knowledge gained in previous level and acquire new vocabulary and language structures. Class interaction increases as students build comprehension skills; emphasis on more advanced reading and conversation helps students increase comprehension in context. Students continue to interact extensively in the target language as they learn through the use of interactive immersion techniques

Spanish in the Workplace:

Students acquire vocabulary specific to professional settings including healthcare, education, and social services through reading and discussion. They also become familiar with the ethical obligations concerning the skills of semi-bilingual professionals. Class time is divided between activities in the target language and in English

ESL - Language Acquisition: English – (Certificate)

Level 1 (pre-beginning)

The pre-beginning class is designed to help students with basic communication skills. For, example talking on the telephone, reading addresses, shopping, asking for directions, filling out forms, and getting acclimated to a new culture and the customs of that culture.

Level 2 (beginning to low intermediate)

At the beginning to low-intermediate level students will increase their vocabulary and begin to read and write. Materials will include graded readers (the classics) and assignments will be focused on achieving academic skills. They will use all four skills to communication.

Level 3 – (intermediate)

The intermediate student will refine their skills and use them in an academic learning environment. For, example, reading the classics, writing opinion essays and narratives, presenting oral reports.

Level 4 – (high intermediate to advance)

The intermediate to advance student will demonstrate the ability to communicate in academic discussions as well as read academic material, do research and write coherent essays.

Level 5 – (advanced)

The advanced student will refine their academic skills and, ultimately, be able to attend college classes.

Culture of the American Workplace (Certificate)

This course provides professionals with the essentials skills to gain and retain a successful position in the workforce. An interactive method allows participants to practice interview skills, effective conflict resolution, and to learn the expectations of U.S. employers, what they seek and value in employees.

Professional Interpreter Series

Foundations of Interpreting (3 credits)

Foundations of Interpreting introduces basic concepts in interpreting including profession specific terminology, the various settings in which interpreters work, and the role of the interpreter. All students must be fluent and literate in English and at least one other language to enroll in this course.

This course is divided into two sections:

1. *Intro to Interpreting* includes the history of interpreting, modes, settings, roles, demand-control schema, and professional organizations.
2. *Supporting Skills for Interpreting* offers a combination of critical thinking, communication, accessing resources, intercultural development, self care, billing and time recording, working as an independent contractor, and professionalism and U.S. organizational culture.

Community Interpreting (3 credits)

This course is divided into three sections:

1. *Skills for Consecutive Interpreting* offers a combination note taking, memory, visualization, active vocabulary, glossary, drama, chunking, telephonic interpreting, and video interpreting
2. *Interpreting in Collaborative Setting* offers a combination ethics, standards of practice, terminology, cultural brokering, advocacy, positioning, and message clarification.
3. *Language Access Policy and Organizational Responsibility* offers title VI 1964 Civil Rights Acts, Lau V. Nichols, E.O. 13166, DHHG Guidance, CLAS Standards, Medicaid, Joint Commission requirements, policies, and models.

Professional Medical Interpreter (3 credits)

Medical Interpreting is designed to provide current Medical Interpreters or persons who wish to begin a career in medical interpreting with skills pertaining to interpreting in health care settings. The course will present a foundation for interpreter ethics, and an overview of the US healthcare system. Students will study the structures of medical terminology: roots, suffixes and prefixes. The Emergency Room, Cardiovascular & Digestive Systems and accompanying specialty vocabulary will be a particular focus. Students will practice consecutive interpreting through role plays and volunteer opportunities in the community.

STUDY ABROAD

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

Transfer of Credits

The College is affiliated with programs that allow ease of transfer credits. Students work with advisors to attain approval for transfer prior to the study abroad experience.

Financial Aid

Most Federal financial aid funds can be used for study abroad. Institutional funds, such as scholarships and College of Saint Mary grants, will be suspended while the student is involved with study abroad. The Financial Aid Director can provide clarification.

Application Process

You must meet with a Financial Aid Officer to determine the effect(s) that study abroad will have on your financial aid BEFORE completing the application process. (Please complete one semester ahead of planned study abroad—Fall: February 1, Spring: August 1, Summer: December 1)

Fill out the Study Abroad Application Form . When approved student will be registered as current CSM student with “Study Abroad” designation. Actual courses will be recorded on transcript when student returns to CSM and transcript is received.

Programs

The American College in London

College of Saint Mary students who wish to study in England may choose the American College in London. The college offers more than 200 courses. It is located in the Marylebone area of central London and is within walking distance of Buckingham Palace, Piccadilly Circus and the theatre district. The American College in London offers five regular academic terms, lasting from nine to 10 weeks, as well as two four-week summer sessions.

Central College

College of Saint Mary is a member of Central College’s International Studies program. College of Saint Mary students will have opportunities to study in England, Spain, Austria, China, Yucatan, Wales, France and the Netherlands.

College of Saint Mary students may be required to meet specific language criteria. The criteria vary, depending upon which country is chosen.

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

Counseling

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

Health Care

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

CSM partners with Alegent Occupational Health Service (OHS) to provide limited health services at a reduced rate; these services are the financial responsibility of the students and must be paid for at the time of service. Students may receive health assessments, immunizations and referrals to an Alegent physician for treatment. Alegent OHS is located, near the CSM campus, in Bergan Mercy Hospital at

7500 Mercy Road. Appointments may be made by calling 402-398-6581 between 7:00 a.m. and 4:00 p.m. Monday through Friday.

Housing

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

- Married and/or living with dependents.
- 21 years-of-age or older.
- Junior class standing or above (defined as the satisfactory completion of 60 semester credit hours prior to the start of the semester).
- Living with parents or legal guardian.

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

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

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

Male Visitors in the Residence Halls

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

Mothers Living and Learning

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

Intercollegiate Athletics

College of Saint Mary sponsors six sports: basketball, cross-country, soccer, softball, swimming, and volleyball. CSM is a member of the NAIA and the Midlands Collegiate Athletic Conference, and is a participant school in the NAIA Champions of Character program. Participation in CSM's athletic teams and eligibility for CSM athletic scholarships is limited to those students who meet the eligibility requirements of the NAIA.

Lied Fitness Center

Leisure and fitness activities and intramural sports opportunities are offered at the Lied Fitness Center. The swimming pool, tennis court, gymnasium, walking track, 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 ID's may

use the Center at no charge; some classes and special activities, or use of the Center by guests of CSM students require payment of a nominal fee.

Campus Ministry/Faith Opportunities

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

Student Leadership and Organizations

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

College of Saint Mary offers numerous clubs and organizations as well as leadership opportunities to enhance the collegiate experience. Whether a student is looking for ways to be involved with his/her academic major, providing service to others, or representing peers on Student Senate or the Residence Hall Association, there is something for everyone. The Office of Student Leadership and Organizations can help find an organization that meets the needs and interests of every student, or advise regarding the development of a new organization. In addition this office provides a leadership series for students, called Leadership Launch.

New Student Registration

This full day program provides incoming new students and their families acquaintance with the College of Saint Mary and its many programs and services, registration for fall semester classes, and other tasks to ensure a smooth beginning to the academic year. In addition, Welcome Days in August provide fun-filled and educational activities preceding the start of the academic year to introduce new students to the CSM community. Students have a chance to meet other new students, participate in social activities, gain insight into majors, find classrooms, and settle into residence halls.

Code of Conduct

A student enrolled at College of Saint Mary assumes an obligation to conduct themselves 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.

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

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

When a student is suspected of being involved in an infraction, she will be expected to participate in its resolution. The nature of the infraction and the student's situation will help determine whether the opportunity for discussion of responsibility will occur in an administrative hearing or mediation with a staff member designated by the Vice President for Student Development, or in a hearing or the Peer Review Board (PRB). Appropriate sanction(s) or action steps and time frame will be communicated in writing to the student.

The Peer Review Board is an official CSM board approved by the Vice President for Student Development, and granted authority to adjudicate specific types of cases. The Board is advised by the

Director of Residence Life. Hearings include at least three Board members and a neutral administrative staff or faculty member. The Board handles some residence hall disciplinary cases and select campus cases at the discretion of the Advisors and/or the Vice President for Student Development in lieu of an administrative hearing and decision. The student retains the right to request a preliminary conference in advance of the hearing with the Peer Review Board and retains the right to appeal its decision.

A student has the right to appeal a judicial decision; to do so, she 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.

Insurance

The Student Health Insurance Plan consists of two parts. Part I covers accidents only and will pay benefits for medical expenses and accidental death and dismemberment. All full-time students are insured automatically under Plan I, for a nine-month term. In addition, all full-time students may purchase Basic and Major Medical Accident and Sickness benefits under Plan II. Eligible dependents may also be covered under Plans I and II. Brochures explaining both plans are available at the Express 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.

Student Handbook

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

Immunization Requirements

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

preventable and contagious diseases, CSM wants to prevent the possibility of an epidemic. All students must submit accurate immunization records that show evidence of immunity to measles, mumps, and rubella. Submission of this record is mandatory, and failure to comply will result in future registrations being cancelled or restricted.

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

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

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

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

ACADEMIC REGULATIONS AND INFORMATION

Academic Responsibility

The Vice President for Academic Affairs is the official representative of the College in matters pertaining to the scholastic life of the student body. Regulations made by her/him in addition to, in abrogation of, or in interpretation of the following regulations have the same force as the regulations themselves.

In case of a discrepancy between the College catalog and other publications or academic information provided by any faculty or staff member other than the Vice President for Academic Affairs, the catalog takes precedence.

The College reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings. Students withdrawing from the College completely for a period of one calendar year or more are bound by the catalog in effect when they re-enter, unless the student is away for one year on Official Leave of Absence.

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

Academic Advising

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

Academic Appeals Board

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

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

Process: 1) Discuss matter of appeal with instructor. 2) Discuss matter of appeal with Program Director of the course. 3) Discuss matter of appeal with course Division Chairperson. 4) Discuss matter of appeal with the Vice President of Academic Affairs. If not resolved, then submit an "Application to the

Academic Appeals Board” (available in the Academic Affairs Office, Walsh 118) to the Vice President for Academic Affairs. The Vice President will convene the Academic Appeals Board.

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

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

Academic Load

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

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

Academic Probation and Dismissal

All students at College of Saint Mary are expected to make continuous academic progress while they are enrolled at the College. **Continuous academic progress** is considered a **semester and cumulative grade point average** of 2.0 on a 4.0 scale. All first time, full time students (students with no more than 11 credits of prior study in a college or university) will be reviewed at the end of their first two semesters of work. All students on conditional admission (full or part time) will be reviewed at the end of the fall and spring semesters. The summer session may contribute to the cumulative GPA, but is not considered for academic actions. If the fall or spring term GPA is 2.0 or above, conditional admittance will be lifted. If the fall or spring term GPA is less than 2.0, the student is subject to academic probation or dismissal and the conditional status will remain.

A student who does not maintain a semester 2.0 grade-point average or who does not have a cumulative 2.0 grade point average at the end of the semester in which she is being reviewed is subject to academic probation in the subsequent semester. If the student achieves a semester and cumulative 2.0 grade-point average in her probationary semester, she will be removed from probation. If she continues with either a semester or cumulative grade point average below 2.0, she will be subject to 2nd probation for the succeeding semester. A student who, after two probationary semesters at the College, has still not attained a semester and cumulative grade point average of 2.0 is eligible for dismissal. Any student who does not achieve a 1.0 grade point average in any semester, regardless of her probationary or non-probationary status, is eligible for dismissal.

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

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

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

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

Academic Action as Applicable to Students in the Health Professions Division

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

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

Academic Year and Semester Hours

The academic year is divided into two semesters of 15 weeks each and a summer session. An intensive five-day session, Focus Five, is also conducted at the beginning of the summer session during the week following commencement. A semester credit hour represents one 50-minute period of class lecture and discussion or a minimum of two 50-minute periods of laboratory or studio work pursued weekly for the semester. Clinical lab and field experience may require a larger number of contact hours per credit hour earned. The number of semester credit hours is specified after each course in the catalog.

Advanced Placement

Students who have taken advanced or college-level courses in high school and who score a three or above in the College Board Advanced Placement Tests are responsible for having scores forwarded to the Registrar's Office at the College to apply for college credit and/or advanced placement. The amount of credit allocated is determined by the department of the subject in which the test was taken.

Americans with Disabilities Act (ADA)

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

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

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

Attendance

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

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

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) members of authorized varsity teams (athletic and otherwise) participating in scheduled intercollegiate competitions (practices and training sessions are excluded); (2) participants in university-sponsored curricular and co-curricular activities led by faculty and/or staff; and (3) student engagement sponsored by the institution and approved by the Vice President 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 meeting, of any absences that will occur as well as notification the week before the absence, including departure times. A student who anticipates missing class for an excused absence is required to discuss this issue with the instructor during the first week of class or as soon as possible to determine the possible solutions or consequences of missed course meetings. Courses in some programs with special accreditation or licensure requirements should not be

taken in a semester where a student anticipates a high number of absences. The student will need to work with their advisor to take classes appropriate for the requirements in the curricular or co-curricular activities.

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

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

Audits

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

Change of Program

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

A student who wishes to change majors must discuss this change with both the current academic advisor and the faculty of the program to which the student is changing. If the decision to change is made, the student must file a Change of Major Form at the Registrar’s Office.

Classification of Students

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

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

Competencies

All degree-seeking students at College of Saint Mary must demonstrate basic competencies in computer skills, English, and mathematics. Competency tests must be taken prior to the student’s first semester at College of Saint Mary. Any indicated developmental classes must be taken during the first 24 credit hours at College of Saint Mary. Students are encouraged to review subject matter prior to taking the placement exams. They may enroll in a CSM workshop, download practice booklet from web page purchase study materials (see Enrollment Services), or seek assistance from the Achievement Center. **The exams may be taken only once, and only those results shall be considered valid.** Competency

testing can be arranged through the Achievement Center. Students on the Lincoln campus may purchase review books and take the competency tests at the Lincoln campus office.

Computer Competency

All students are required to take the computer competency exam, unless they have transfer credit for an introductory computer course or higher. If a student scores less than 75% correct on the competency test, they are required to complete BIS 101, Introduction to Computers.

English Competency

Students, who have achieved English ACT scores of 21 or above, SAT verbal scores of 485 or above or have transferred at least three semester hours of English composition to College of Saint Mary are exempt from the English Placement Exam.

If the student has less than 70 percent correct on the English Placement Exam:

1. English 099 must be successfully completed prior to enrolling in English 101.
2. English 099 must be successfully completed prior to graduation in order to fulfill College of Saint Mary's English competency requirement.

Mathematics Competency

Students who have achieved ACT mathematics scores of 21 or above, SAT mathematics scores of 485 or above, or have transferred at least three semester hours of college algebra to College of Saint Mary are exempt from the Mathematics Placement Exam.

If the student has less than 70 percent correct on the Mathematics Placement exam:

1. Math 098 must be successfully completed prior to enrolling in Chemistry 102.
2. Math 098 must be successfully completed prior to enrolling in any other math class.
3. Math 098 must be successfully completed prior to graduation in order to fulfill the College of Saint Mary mathematics competency requirement.

Conditional Admission/Study and Learning Course

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

Developmental Courses (Courses listed below 100 level)

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

Credit For Prior Learning

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

1. The student can demonstrate that what was learned is equivalent to the achievement levels expected of college work.
2. The maximum number of credits to be gained through alternate means is limited to 10 percent of the completed study program degree requirements.
3. Credits by alternate means are not considered among the credits to be taken in residence

- except portfolio credit.
4. All requirements for credit granted by alternate means must be completed prior to the beginning of the final semester before graduation.
 5. After completion of challenge, acceptable grades of "P" (pass), "S" (satisfactory) or a letter grade of C or above will be recorded on the transcript as transfer credit. Credit by portfolio will be recorded as College of Saint Mary credit.

Methods by which college-level learning can be demonstrated include challenge examinations, CLEP examinations, 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 and the Vice President for Academic Affairs.

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

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

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

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

College-Level Examination Program (CLEP)

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

1. Hours earned by CLEP are granted to enrolled students. Such hours may be counted toward degrees but count as transfer credit: i.e., they may not be included in the residency requirements for graduation.
2. No credit will be granted for the CLEP General Examinations except the English Composition with essay. This exam will be accepted in lieu of ENG 101. Traditional and transfer students will be required to take ENG 103, Research Writing, for one semester hour. The primary use of the remaining tests will be placement, guiding a student into a particular field and assessing the student's general background in these areas.

3. College of Saint Mary accepts the ACE recommended score to award elective credit for CLEP tests, however it is at the discretion of each department to determine the score required to meet a program requirement or additional requirements such as essay parts of tests or laboratory experiences. Students fulfilling additional requirements will be subject to regular fees. Regular tuition will be charged for a one-hour lab requirement.
4. The College will use the CLEP recommendation for the number of credit hours accepted, except where additional requirements are made (see 3 above).
No grades or quality points will be assigned to CLEP credits.
5. A student may not receive credit through CLEP for a course that is a prerequisite for a course already taken or for an equivalent college course already taken.
6. A list of tests and scores accepted at College of Saint Mary may be obtained from the Director of the Achievement Center.

Credit Through Portfolio Development and Assessment

Steps for developing a portfolio are as follows:

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

faculty reviewer to fulfill this requirement.)

- v. Reviewer's evaluation and grading.
6. Portfolio Credit must be requested before the end of the first week of classes each semester. The Request for Portfolio Credit form is available in the Express Center. The program director of the discipline involved will appoint a faculty member to evaluate the portfolio. If more than one discipline is involved, additional faculty members may be appointed.
7. The portfolio is presented to the Portfolio Program Coordinator and reviewed by the faculty member(s) involved. The recommendation for credit will be forwarded by the faculty member(s) to the Portfolio Program Coordinator and the Vice President for Academic Affairs. The final grade will be entered by the faculty member assigned to the portfolio during final grade entry each semester

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

Restrictions:

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

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

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

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

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

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

Courses at Other Institutions

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

The above policy does not affect credits earned prior to a student's transfer to College of Saint Mary from another institution, articulation agreements and courses required for the major not offered at College of Saint Mary. Degree-seeking students must complete a minimum of 30 hours of the last 45 credit hours at College of Saint Mary.

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

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

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

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

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

Examinations

Course examinations are given at the close of each semester. An equivalent evaluative instrument may be used in place of a written examination. A final examination or equivalent instrument is required. Students must be at the scheduled final examination unless excused by the instructor of record.

Family Educational Rights and Privacy Act

College of Saint Mary is in compliance with the Family Educational Rights and Privacy Act of 1974. Any student at College of Saint Mary may personally inspect, review, and at the student's expense, have a copy made of any records (except another school's transcript) kept regarding her college career. Where more than one student is involved in a record, the student may have the information concerning only her transmitted orally.

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

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

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

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

The Registrar's academic file for a student contains the latest transcript, academic action letters, test results, credit by exam, change of grade/major/curriculum, academic plan, name change, transfer credit

evaluation, any documentation related FERPA hearings, and any relevant correspondence. These records are scanned and stored permanently off site. The information in the advisor file is usually a duplicate of this file or personal correspondence and does not need to be retained after the student graduates or leaves.

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

In order to protect the right to privacy, the College will not make any records not designated as directory information available, without the student's written consent, to anyone other than College of Saint Mary officials with a legitimate educational interest, officials of other schools to which the student has applied, certain governmental officials, parents who establish student's dependency status, and certain persons in connection with an application for financial aid.

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

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202-5920

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

Grade Point Average

The grade point average (GPA) of a student is computed by dividing the total number of quality points by the GPA credits. Grades for transfer hours are not included in the College of Saint Mary GPA.

Grade Reports

Midterm and final grade reports are available on-line through Self Service on the CSM web page, www.csm.edu. Grade reports are not available until a student has paid all tuition, fees and fines due the College. Because of the provisions of the Students' Right to Privacy Act, no grade information can be given over the telephone.

Grading System

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

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

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

** Not included in calculating GPA.

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

Honors and Awards

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

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

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

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

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

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

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

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

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

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

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

Honors and Awards for Lincoln Students Only

ASL: The Kappa Omicron Chapter is the Lincoln Campus Chapter of Alpha Sigma Lambda, a National Honor Society for non-traditional, part-time students. Membership in the society is based on scholarship, leadership and service and selections are made based on nominations by faculty and staff. Members are inducted annually at a combination induction ceremony and graduation reception held in the spring.

Outstanding Lincoln Student Award: This award goes to a graduating senior chosen by fellow students and faculty. Criteria for the award include leadership in the classroom and elsewhere, personal integrity, CSM spirit and extraordinary effort to achieve educational goals. The award is given annually at the ASL induction and Lincoln graduation reception.

Honors Program

Students may participate in the Honors Program. The program consists of 21 hours of designated honors coursework. This includes the following: 3 hours of honors English, 3 hours of honors Theology, 3 hours of either honors Math or Biology or Chemistry, and 3 hours of either honors History or Social Sciences or Fine Arts. The remaining nine credit hours will be drawn from HNR 495, Honors Independent Study, and other honors course that may be offered each semester. In addition, honor students will be required to attend two honor seminars yearly. These seminars consist of presentations and/or discussions directed by honor students under the direction of the honors committee. Attendance will be monitored by committee members.

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

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

Incompletes

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

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

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

Copies of the completed application will be filed with the Registrar's Office, instructor, student advisor and the student.

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

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

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

Leave of Absence (LOA)

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

To qualify, a student must satisfy the following criteria:

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

The complete guidelines and forms are available from the Express Center or on-line at:

http://www.csm.edu/Future_Students/Registrars_Office/Forms/

Mid-Semester Evaluations

Evaluations of students are made at mid-semester. Grade reports are available on-line through Self Service on the CSM web page, www.csm.edu. Each student doing low-passing or failing work in any course is expected to meet with her academic advisor.

Pass-Fail Courses

Students have the opportunity to elect some courses on a pass-fail basis. Often students desire an elective course in a field unrelated to their own, but hesitate to enroll in the course because they do not wish to compete with students majoring in the area covered by the course.

In order to encourage such students, pass-fail courses may be chosen according to the following stipulations:

1. Students are allowed to take a maximum of four courses for which they may receive a grade of pass or fail.
2. Only one pass-fail course may be taken per semester.
3. Pass-fail courses may only be elective courses. They may not be courses in the General Education Core, in the student's major, minor or supporting fields.
4. Students should submit a letter to the Registrar's Office with the following information: the course to be taken, request that grade should be entered as pass-fail, advisor's signature and instructor name. The Registrar will verify that the course meets the criteria above and will forward a copy of the letter to the instructor.
5. After registering for a course on the pass-fail basis, students may not change to taking the course for a grade (or vice versa), no matter how well they do in the course when they are taking it. Students do, however, have the regular one week after registration to make changes.
6. Pass-fail courses will be counted toward the credits required for graduation, but they will not be considered in computing the GPA.

Policy for Academic Dishonesty

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

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

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

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

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

Policy for Repeating Courses

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

Registration

All currently enrolled students and new students register via on-line registration. All degree-seeking students must meet with their advisors to discuss their registrations. The advisor then authorizes the student to register on-line. The student may register and make any changes to her registration via PowerCampus Self Service on the CSM web page, www.csm.edu. Students are solely responsible for any changes made in their schedule of classes without prior approval of their advisors. Registration for the fall semester takes place in early spring and, for the spring semester, in late fall. Registration for classes incurs a financial obligation and enrollment is finalized when the student makes semester financial arrangements for payment of tuition and fees either online or in the Express Center. Students are expected to complete registration prior to the first day of classes, as indicated by the directives from the Registrar's office.

Late registration, for valid reasons, is permitted. The last date for late registration for day and evening classes is one week after the first day of class. Late registration for classes held in summer, weekend or Lincoln weekend-college formats is only permitted if the student has attended the first class meeting.

Senior Overview

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

Student Directory

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

Transcripts

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

Requests can also be made on-line through PowerCampus Self Service or the Department of Education Student Clearinghouse (link on www.csm.edu) using a credit card.

Travel (Student Agreement Form for National and International Travel)

All students who travel on CSM sponsored trips are required to read and sign the Student Agreement form for National and International Travel. The form can be obtained from the sponsor of the trip. The trip facilitator can determine prior to the trip that there are circumstances congruent with the trip's educational purposes for students 21 or older to consume alcohol (such as at a winery in a country where wine is a major part of the culture and economy, or at a networking dinner at an academic conference). Trip facilitators are also free to state in the form that there are no circumstances congruent with the educational purposes of the trip where alcohol may be consumed. CSM student athletes are required to have health insurance. Other students are not required to have health insurance. It is possible to purchase affordable health insurance for short periods of international and national travel. This will be required of uninsured students who desire to participate in *international* travel and for those students whose domestic health insurance policy does not cover international travel. For national travel, students would indicate that they possess health insurance, or (if they do not possess insurance) that they are responsible for their health care costs (if any) incurred during the trip.

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

www.globalunderwriters.com (for coverage outside of the United States)
www.temporaryinsurance.com (for coverage within the United States)

[Student Agreement Form](#)

Waiver of Liability for Off-Campus Studies and Activities

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

Withdrawal From Course

Students, with the approval of their advisors, may withdraw from a full-semester course with a grade of W up to the end of the 12th week of the semester. The deadline for withdrawing with a grade of W from a non-traditional course (not full semester course) is the midpoint of the course. The deadline for withdrawing from a one-credit seminar is 5:00 p.m. the day before the course begins. After that date, a student can no longer withdraw from a class and will receive the grade earned. Students who withdraw from a course receive no credit hours and the hours attempted are not computed into the grade point average. Filing a course withdrawal form with the Registrar's Office completes the process. Failure to follow stipulated procedures may result in a failing grade.

Withdrawal/Dismissal

A student officially withdrawing from all classes during an academic term is to obtain a withdrawal slip from the Registrar's Office or Express Center. The academic advisor must sign the withdrawal slip. A student must visit with Student Development, Student Billing, and Financial Aid and Residence Hall (if applicable) so they are aware of any academic or 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 her classes, she will receive failing grades on her transcript. The last day to withdraw is the end of the 12th week of classes.

A student can be administratively withdrawn according to the following process. The administrative withdrawal grade of "AW" is used to withdraw a student from **one or more courses or all courses** who is unable to initiate the withdrawal herself due to extraordinary circumstances such as serious illness, accident, etc. This withdrawal could be done up until the last business day of the semester. It will not affect the GPA. Steps: 1) Faculty and/or administrative staff will gather documentation to support the withdrawal. 2) Provide documentation to the Registrar who will initiate the withdrawal form. 3) Registrar will give form and documentation to the VPAA who will authorize the withdrawal. The administrative withdrawal grade of "FW" is used to withdraw a student who has **stopped attending one or more courses or all courses**. The student will be contacted to encourage her to initiate a withdrawal before this process is initiated. This grade can only be used up until the last day to withdraw. It will count as an F in the GPA. Steps: 1) Faculty and/or administrative staff will gather documentation to support the withdrawal. 2) Provide documentation to the Registrar who will initiate the withdrawal form. 3) Registrar will give form and documentation to the VPAA who will authorize the withdrawal.

DEGREE REQUIREMENTS

Candidates for Degrees

1. Meet with academic advisor and verify satisfactory completion of degree requirements for bachelor and associate degrees as outlined in the Academic Catalog. In order to graduate, a student must satisfy the degree requirements listed in the catalog at the time the student began matriculation at College of Saint Mary if the student has maintained continuous registration. If the student has had more than a one-year interruption in attendance at College of Saint Mary, then she will fulfill the requirements in effect at the time of her re-admittance to the College. **Although the academic advisor will assist the student with planning, final responsibility for meeting degree requirements lies with the student.**
2. File an application for degree no later than March 1 for December graduation or September 1 for May or July graduation. The same date holds for students applying for certificates. Forms are available in the Express Center.
3. Ensure that all financial, library, and other college accounts are settled.

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

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

Bachelor Degrees

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

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

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

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

Biology* (BIO)	Mathematics* (MTH)
Business Administration (BSA)	Medical Technology (MDT)
Business Information Systems (BIS)	Natural Science* (NSC)
Chemistry* (CHM)	Nursing (BSN)

Early Childhood Education (ECE)
Elementary Education (ELD)
Elementary Education/Special
Education(SPE)

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

Minors may be pursued in the following areas:

Accounting (ACC)	Humanities (HUM)
Art (ART)	Marketing Research & Analysis (MRA)
Biology (BIO)	Mathematics (MTH)
Business Administration (BSA)	Music (MUS)
Business Information Systems (BIS)	
Chemistry (CHM)	
Communication (COM)	Philosophy (PHL)
Early Childhood Education (ECE)	Physical Education (PED)
English (ENG)	Psychology (PSY)
Fine Arts (FNA)	Secondary Education (SED)
Forensic Science (FOS)	Sociology (SOC)
General Science (SCI)	Spanish (SPN)
History (HIS)	Special Education (SPE)
Human Services (HSV)	Theology (THL)
Paralegal Studies (for Nursing majors only) (PLG)	Women's Studies (WST)

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

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

Behavioral Science: sociology, human services, psychology

Business Management: accounting, business, computer information management, economics

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

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

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

Natural Sciences: chemistry, biology, physics, science

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

** Any writing course beyond ENG 101

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

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

The planned combination of courses must include 18 hours, of which at least 12 hours are beyond Core requirements. Courses must be taken in at least two subject areas within the general category and outside the major. Two options are available to students in fulfilling the requirement:

1. A minimum of 9 hours may be taken in one subject area.
2. A minimum of 6 hours each may be taken in two subject areas.

Double Major

A student may complete a bachelor degree with a double major, in which case the second major replaces the minor or supporting field requirement. (Only one diploma is awarded; double major is recorded on transcript.) In order to complete a double major:

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

Bachelor Degree Requirements

1. Total of a minimum of 128 hours with a cumulative GPA of 2.00.
2. A major of at least 30 hours with a minimum of C- or better in all courses listed in the major area. The student must also give an acceptable performance on the departmental overview, a comprehensive examination or senior project, required in the major. Individual programs may have higher GPA requirements which are identified in the courses of study section.
3. A minor or supporting field of at least 18 hours. Students completing a double major are not required to fulfill the minor or supporting field requirement.
4. Completion of the computer, English, and mathematics competence requirements.
5. A minimum of 30 of the last 45 hours must be taken at College of Saint Mary. A minimum of 12 of the hours taken at College of Saint Mary must be taken in the major as specified by the program director.

Associate Degrees

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

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

- General Studies (GNS)
- Paralegal Studies (PLG)

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

- Accounting (ACC)
- Business Administration (BSA)
- Business Information Systems (BIS)
- Early Childhood Education (ECE)
- Nursing (NRA)

Associate Degree Requirements

1. Total of a minimum of 64 hours which may vary according to specific majors. Consult

departmental listings. Minimum cumulative GPA of 2.00 required.

2. A major of at least 18 hours with a minimum of C- or better in all courses listed in the major area. Consult the departmental listings. Individual programs may have higher GPA requirements which are identified in the courses of study section.
3. A minimum of 30 of the last 45 hours must be taken at College of Saint Mary. A minimum of 12 of the hours taken at College of Saint Mary must be taken in the major as specified by the program director.
4. Completion of the computer, English, and mathematics competence requirements.

Second Degree

1. A person who holds a bachelor's degree from College of Saint Mary or an institution whose accreditation is comparable to that of College of Saint Mary may obtain an associate's or second bachelor's degree from College of Saint Mary by fulfilling the following requirements:
2. Be admitted into College of Saint Mary and be accepted into a major resulting in a degree significantly different from the major of the existing degree.
3. Earn at least 30 hours beyond the original degree in residence at College of Saint Mary. Normally, the 30 hours will be in the new major.
4. Fulfill all requirements for the major including supporting courses. These requirements may total more than 30 hours. If previous courses satisfy some of the major requirements, the department will designate other courses to enhance the major to meet the 30-hour minimum requirement. Certain programs require completion of supporting field requirements and other specific courses.
5. Associate degree: Take three credit hours of theology and three credit hours of philosophy.
Bachelor degree: Take six credit hours of theology and three credit hours of philosophy.
Appropriate transfer credits can be accepted for this requirement on approval of program director.

Certificate Requirements

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

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

Certificates are offered in the following programs:

Practical Nursing (PNC)
Business Information Systems (BIS)
Business Leadership (BLS)
Paralegal Studies (PLG)

ACADEMIC PROGRAMS

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

Arts and Sciences

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

Health Care Professions

- | | |
|-------------------|----------------------|
| Nursing | Occupational Therapy |
| Practical Nursing | |

Professional Studies

- | | |
|------------------------------|------------------------------------|
| Accounting | Economics |
| Business Administration | Elementary and Secondary Education |
| Business Information Systems | Paralegal Studies |
| Business Leadership | Physical Education |
| Early Childhood Education | Special Education |

Course Numbering System

Undergraduate courses are numbered from 100 to 499; 100-199 are considered lower division (primarily introductory and first year); 200-499 are considered upper division. Courses numbered below 100 are developmental in context and do not meet degree requirements. Graduate courses are numbered 500-899.

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

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

The third digit is used at the discretion of the department.

Three letter prefixes are used as follows to designate courses.

ACC	Accounting	HUM	Humanities
AES	Military Science (Air Force ROTC)	IDS	Interdisciplinary Development Studies
ART	Art	LAW	Paralegal Studies
BIO	Biology	MDT	Medical Technology
BIS	Business Information Systems	MIL	Military Science (Army ROTC)
BLD	Business Leadership	MTH	Mathematics
BUS	Business Administration	MUS	Music
COM	Communications	NUR	Nursing
CHM	Chemistry	OTH	Occupational Therapy
ECE	Early Childhood Education	PHL	Philosophy
ECO	Economics	PHY	Physics/Physical Science
EDU	Education	PNC	Practical Nursing
ELA	Experiencing the Liberal Arts	PSY	Psychology
ENG	English	SOC	Sociology
ESL	English as a Second Language	SPN	Spanish
ETH	Ethics	SPE	Special Education
FYS	First Year Seminar	THL	Theology
HIM	Health Information Management	THR	Theatre
HPS	History	WST	Women's Studies

COURSES OF STUDY

Core Curriculum

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

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

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

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

Core Curriculum Requirements

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

Associate Degree

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

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

Bachelor Degree

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

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

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

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

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

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

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

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

Courses Approved for Core Curriculum

This course list was accurate at the time of printing. Other courses may have been approved since then. The Registrar and Academic Advisors have the most current information.

Tier I:

Communications:	COM101	Oral Communication Skills
	COM200	Speech for Elementary Teachers
	COM 202	Speech for Language Arts Teachers
	COM212	Speech for Professionals
	COM 225	Advanced Public Speaking
English Composition:	ENG 101	Composition
	ENG 102	Advanced Composition
First Year Seminar:	FYS 101	First Year Seminar
Physical Education:	PED	All PED ACTIVITY courses are approved

Tier II:

Ethics:	ETH 200	Moral Reasoning
English:	ENG	All ENG courses are approved EXCEPT 101, 262, 320, 322, 363, and 495
Fine Arts:	ART	All ART courses are approved
	MUS	All MUS courses are approved
	THR	All THR (Theatre) courses are approved
History:	HPS	All HPS courses are approved
Life or Environmental Science:	BIO 100	Survey Biology
	BIO 110	General Biology
	BIO 120	Principles of Anatomy & Physiology
	BIO 164	Human Genetics & Disease States
	BIO 250	Zoology
	BIO 266	Botany
	BIO 268	Environmental Biology
	BIO 300/301	General Microbiology & Lab
	BIO 345	Field Biology
	BIO 400	Introduction to Toxicology
Mathematics:	MTH 112	Intermediate Algebra (approved for the College Algebra
	MTH 114	

Psychology, Sociology or Economics:	MTH 242	Statistics
	MTH 262	Numbers and Geometry
	PSY 101	General Psychology
	SOC 101	Introduction to Sociology
	ECO 150	Personal Finance

Tier III.

ELA:	ELA	All ELA courses are approved
Philosophy:	PHL	All PHL courses are approved
Science or Mathematics:	BIO	All BIO courses are approved
	CHM	All CHM courses are approved
	MTH	All MTH courses numbered over 114
	PHY	All PHY courses are approved
Theology:	THL	All THL courses are approved
Choice:	ELA	All ELA courses are approved
	ENG	All ENG courses are approved EXCEPT 101,
	HPS	All HPS courses are approved
	PHL	All PHL courses are approved
	PSY	All PSY courses are approved
	SOC	All SOC courses except for directed
	THL	All THL courses are approved
	WST	All WST courses are approved

Accounting (ACC)

All managers must have up-to-date, reliable financial information and analyses to make the increasingly complex decisions demanded by modern business. It is the accountant who provides this information and analyzes it.

Three major accounting fields are public, government, and management. The CSM curriculum is designed to emphasize managerial accounting. Management accountants, also called industrial or private accountants, are employed to handle the records of a specific company. Those who have a baccalaureate degree and a concentration in accounting may qualify to seek certification as a Certified Management Accountant (CMA). Such certification provides professional distinction and validates expertise in business areas.

Due to the changing nature of generally accepted accounting principles, transfer credits older than five years will be evaluated for acceptance in accordance with departmental policies.

Associate of Science Degree

Major Sequence: ACC 161, 162, 163, 321, 361, 362, and 3 hours of ACC electives.

Supporting Courses: BUS 310, 323, COM 212, BIS 140 or BIS 220, and ECO131.

Accounting associate degree students take MTH112, ENG101, ETH200, PSY101, SOC325, and a theology course as part of Core/General Education requirements.

Accounting Minor

ACC 161, 162, 163, 361, 362, and 6 hours of ACC electives.

Students in this program may not apply more than six (6) hours of independent study credit or more than nine (9) hours of a combination of independent study, directed readings, or internship credit toward degree completion.

161 Principles of Accounting I (3)

Introduces the principles, concepts and applications of accounting as a business decision-making tool. Focus is on the understanding and completion of the accounting cycle and producing and analyzing basic financial statements. An introduction to a computerized accounting program is also included. Prerequisite: MTH 098, BIS 101 or equivalent.

162 Principles of Accounting II (3)

Continues the development of the concept that accounting is a decision-making tool. Emphasis is on basic cost accounting and managerial decision techniques. Additional work with a computerized accounting program is pursued. Prerequisites: ACC 161 or permission of program director. Recommended: MTH 112.

163 Software for Accounting I (1)

As a supporting course in business administration, this course is designed to familiarize students with an accounting software program. Students will complete an accounting cycle by inputting transactions, creating financial statements, and evaluating the results. Choice of software program may vary by semester. Prerequisite: ACC 161

321 Financial Management (3)

A study of the principles governing the financial operations of business, the tools of financial analysis, the methods of financing an organization, capital budgeting, mergers, reorganizations and bankruptcy. The role of accounting information in the financial management process is emphasized. Prerequisites: ACC162, MTH 112. Recommended: MTH 242. (Also listed as BUS 321.)

361 Intermediate Accounting Theory I (3)

Study of the theories and concepts of financial accounting. Focus is on revenue and expense recognition concepts, financial statement preparation and on understanding and applying accounting theories to the asset section of the balance sheet. Quantitative business application and decision-making tools are used extensively in the course. Prerequisites: ACC 162, ENG 101, BIS 101 and MTH 112. Recommended: MTH 242.

362 Intermediate Accounting Theory II (3)

Continues the study of the theories and concepts of financial accounting. Focus is on understanding and applying the theories to the liability and equity sections of the balance sheet, and to special financial accounting problems. Quantitative business application and decision-making tools are used extensively in the course. Prerequisites: ACC 361, ENG 101, BIS 101 and MTH 112. Recommended: MTH 242.

365 Income Tax Accounting I (3)

A study of the Federal income taxes as they apply to individuals. Prerequisite: ACC 362 or permission of program director.

366 Income Tax Accounting II (3)

A study of Federal income taxes as they apply to businesses and fiduciary entities. Prerequisite: ACC 365 or permission of program director.

369 Cost Accounting (3)

Cost accounting records, principles, and practices used in accounting for production management, job order and process cost accumulation methods. Quantitative business application and decision-making tools are used extensively in the course. Prerequisites: ACC 361, MTH 242, and BIS 220 or permission of program director.

388 Experimental Course (1-3)

A course not regularly scheduled but may be offered according to the needs of the student. Subject matter will vary accordingly. Prerequisites vary with the offerings.

391 Independent Study (1-3)

Special interest project undertaken and developed by the student. Prerequisite: departmental approval.

Art (ART)

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

Students in teacher education may earn a major in art. See Education Program for information on admission, testing, student teaching and certification requirements. See Secondary Minor in Education Sequence for professional education course requirements. These students are given insights and knowledge to create the methods and procedures for classroom teaching situations. Students who are interested in art as a profession are given every opportunity to foster their creative potential. Art is not reserved for the artist; each student is taught to develop an understanding and appreciation for the creative art works of others.

All ART courses are approved for fine arts credit in Tiers II and III core curriculum.

Major Sequence: 36 hours in art, including 6 hours of art history. Art majors must also include ART 211, 213, 215, 217, 223, 225, 227, 333 and 495. Art majors preparing for teacher education must take EDU 360 and 372.

Minor Sequence: 18 hours including one art history course and ART 211, 213, and 215.

200 Introduction to Art (3)

A non-studio course designed to acquaint the student with basic components of the visual arts and architecture.

202 Survey of Art History (3)

A survey of the development of the visual arts from prehistoric period to the 15th century.

204 Survey of Art History (3)

A survey of the development of the visual arts from the 15th century to the early 20th century.

206 American Art History (3)

A study of the evolution of American art within a historical context. Artistic movements as well as the work of individual artists are presented in light of historical and cultural trends.

208 Women in Art (3)

A study of the role and work of women artists from the Middle Ages to the present in an effort to foster an appreciation for the contributions of women to art which have been largely overlooked. (Also listed as WST 208.)

211 Color and Design (3)

Basic introduction to the elements and principles of visual expression both for the design student and for the individual who wishes to develop an understanding of art. Studio six hours per week.

213 Basic Drawing (3)

Designed to expand the student's conceptual range and capacity for critical and personal vision. Basic problems are designed to experiment with a wide range of materials and techniques. Studio six hours per week.

215 Beginning Painting (3)

An introduction to basic techniques of painting with acrylic. Emphasis on representational subject matter, primarily landscapes and still life. Studio six hours per week.

217 Ceramics (3)

Techniques in hand building, wheel throwing, glazing and decoration. Emphasis on functional and aesthetic design. Studio six hours per week.

223 Printmaking (3)

A study of materials and techniques involved in the fundamental processes of silk-screening and relief printmaking. Studio six hours per week.

225 Jewelry (3)

Techniques of metal work adapted to three-dimensional design. Cutting, soldering and casting techniques are explored. Students work with silver, bronze, and copper metals. Studio six hours per week.

227 Sculpture (3)

An exploration of different materials, such as wood, clay, plaster, and plastics. Emphasis is placed on learning various casting techniques and use of tools. Studio six hours per week.

250 Production Art (3)

This course will touch briefly on the various aspects of preparing art for reproduction (primarily lithoprinting). This would include layout, design, typography, and actual production (keyline, paste-up). Also included will be problem solving with photography and illustration as it pertains to production.

287 Experimental Course (3)

Media and techniques of this course will vary from semester to semester in line with current trends.

313 Advanced Drawing (3)

Advanced students will work out problems with the instructor that will use sound drawing skills with thought-provoking problems in composition and individual expression. Studio six hours per week. Prerequisite: department approval.

315 Advanced Painting (3)

This course serves as an opportunity for the serious painter to study in-depth. Students will work closely with the instructor in developing a structured experience, balanced with an opportunity for personal exploration. Studio six hours per week. Prerequisite: departmental approval.

333 Photography (3)

Introduction to basic concepts, processes and techniques of black and white photography including

camera use, exposure, darkroom procedures, lighting and its controlled application. Studio six hours per week.

360 Teaching of Art (3)

See Education 360.

391 Independent Project (1-2-3)

Individual projects carried out by the student under faculty direction. Prerequisite: departmental approval.

495 Senior Thesis (3)

Directed study in a major area, culminating with an art exhibit in the Hillmer Art Gallery. The College reserves the right to keep for its permanent collection one piece of student work completed under its direction. An exhibition in the Hillmer Art Gallery is a privilege reserved for those students whose works meet standards established by the art department. Studio six hours per week. Prerequisite: departmental approval.

Biology (BIO)

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

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

1. Completing at least one year of high school biology and at least two years of college preparatory mathematics with grades of C (2.0) or better.
2. Exemption or successful completion of both the Mathematics and English competency examinations.
3. The following criteria must be met:
 - a. High school GPA of at least B (3.0).
 - b. ACT of at least 22 or combined Verbal & Math scores on the SAT of at least 920.

Students not meeting these prerequisites will be accepted as undeclared for their first academic year. Successful completion of both biology and mathematics courses with grades of at least C (2.0) will allow the student to be automatically admitted into the Biology program.

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

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

Biology Major Course Sequence: 41 hours including BIO 110, 111, 250, 251, 266, 267, 330, 331, 473, and 17 hours of electives as approved by the Biology Program Director.

Supporting Courses: CHM 110, 111, 112, 113, 230, 231, 232, 233, MTH 114, 115, PHY 202, 203, 204 and 205. Medical technology students majoring in biology will add BIO 364, CHM 220, 221.

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

Biology (Teacher Certification)

Students wishing to obtain certification to teach in Nebraska secondary schools may choose either of the following programs: **1. Biology Major with Teaching Endorsement** which requires 23 hours of biology and a 14 hour minor in the natural sciences (chemistry and earth science) **or 2. Natural Science Major with Field Endorsement** requires 50 hours of natural science which includes 24 hours of chemistry, 12 hours of biology, 4 hours of physics and 10 hours of earth science. See Education Program for information on admission, testing, student teaching and certification requirements. See Secondary Minor in Education Sequence for professional education course requirements.

Forensic Science (courses listed as BIO)

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

Forensic Science Minor Course Sequence: BIO 110, 111, 220, 221, 265 and 465 and six credits from the following courses: BIO 290, BIO 400, PSY 380, CHM 100, or BIO 268/269. Course work taken in support of the minor must be a grade of C or better.

100 Survey Biology (3)

Survey of fundamental concepts of biology relating how those concepts influence or may influence the student's life. Designed primarily for non-science majors. Lecture three hours per week.

101 Survey Biology Laboratory (1)

An introduction to biological methods using microscopic and gross investigations of plants and animals. Lab three hours per week.

110 General Cellular Biology (3)

A study of the basic principles of biology. Course topics will focus on cellular principles, metabolism, and genetics. Lecture three hours per week. No prerequisites.

111 General Cellular Biology Laboratory (1)

A hands-on investigation of cellular principles, metabolism, and genetics. Lab three hours per week.

120 Principles of Anatomy and Physiology (3)

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

121 Principles of Anatomy and Physiology Lab (1)

Using a hands-on approach, students will explore major anatomical and physiological concepts. Cytological and anatomical concepts will be investigated through models, preserved minks, and the dissection of preserved tissues. Physiological concepts will be examined though in-class experiments.

164 Human Genetics and Disease States (3)

An introduction to cell structure with a discussion of mitosis and meiosis leading to a study of genetics. This course aims to provide a basic introduction to the mechanics of human heredity and to the ways in which these mechanics may fail, leading to disease. No prerequisites.

188 Experimental Course (3)

The subject matter and method of this course will vary in keeping with current trends.

220 Human Anatomy (3)

A detailed analysis of cytological, historical and anatomical structure of the body based on a systemic approach. Gross anatomy, microanatomy, and anatomical terminology will be stressed. Lecture three hours per week. To be taken concurrently with BIO 221.

221 Human Anatomy Laboratory (1)

Application of historical, cytological, and anatomical concepts using models, fetal pig, cat, and preserved specimens. Microscopic analysis of select tissues and organs will also be stressed. Lab three hours per week. To be taken concurrently with BIO 220

222 Human Physiology (3)

A detailed analysis of the functioning of the human organism, stressing a biochemical basis. Important concepts in cell physiology, nerve and muscle physiology, cardiovascular physiology, excretory physiology, and respiratory physiology will be developed. Lecture three hours per week. Prerequisites: BIO 220 and 221 or permission of instructor. Prerequisite or concurrent enrollment in CHM 100 or 104, or higher

223 Physiology Lab (1)

Application of physiological concepts in a laboratory setting. Cell, muscle, nerve, respiratory, and cardiovascular physiology will be stressed. Analysis of physiological chemistry, organ physiology, and organismal physiology will be carried out. Lab three hours per week. When required, the course is taken concurrently with BIO 222. Prerequisite or concurrent enrollment in CHM 100 or 104, or higher.

230 Microbiology (3)

A study of the general and medical bacteriology, immunology, virology, mycology, and parasitology. Lecture three hours per week. Prerequisite or concurrent enrollment in CHM 100 or 104 or equivalent, or higher.

231 Microbiology Laboratory (1)

An introduction to microbiological techniques. Investigations of bacterial anatomy and physiology. Lab three hours per week.

245 Introduction to Field Biology (3)

An introduction to the basic techniques and methods used to study biology in an outdoor environment. A brief survey of botany, zoology, and ecology concepts will be included. Multiple outdoor experiments, collections, and field trips will be performed. Students may not receive credit for both BIO245 and BIO345.

250 Zoology (3)

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

251 Zoology Laboratory (1)

A hands-on laboratory investigation of the morphological, behavioral, and ecological diversity of vertebrate and invertebrate animals. Special attention will be given to animals that are parasites of humans.

265 Forensic Science (4)

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

toxicology. This course will also include an examination of the techniques used in recovery, replication, and analysis of DNA. Lecture three hours and Lab three hours per week.

266 Botany (3)

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

267 Botany Laboratory (1)

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

268 Environmental Biology(3)

Study of the basic principles and concepts of the biology of populations, communities, and ecosystems as they relate to environmental sustainability and biodiversity. Environmental threats to biodiversity and environmental sustainability including use of water, mineral, and energy resources and threats from pollution and climate change will be explored.

269 Environmental Biology Laboratory (1)

A hands-on laboratory investigation of the principles and concepts of environmental science laboratory techniques.

271 Practicum (1-4)

A supervised program in which the student may gain practical experience by participating in an off-campus program in conjunction with a hospital, school system or community agency. Prerequisite: permission of the instructor.

300 General Microbiology (3)

A study of the basic principles of microbiology. Topics covered will include the history of microbiology including classic experiments, microbial structure and function, nutrition, growth, control, metabolism, and genetics of microbes. Diverse microbial organisms will be covered and include viruses, bacteria, archaea, fungi, algae, and protozoa. Microbial roles in symbiotic relationships, the environment, and the food industry will be discussed. Biotechnology involving microbes will also be covered. This course is designed for upper level biology majors and minors but is appropriate as a Tier III core science course as well. Concurrent enrollment in the associated laboratory, BIO301, is required. Prerequisite: BIO110/111.

301 General Microbiology Lab

An introduction to Microbiological techniques

330 Genetics (3)

An introduction to the basis of inheritance from molecular to organismal level with emphasis on the role of genetics in evolution and adaptation to the environment, as well as considerable human application. Lecture three hours per week. Prerequisite: BIO 110, 111, MTH 114.

331 Genetics Laboratory (1)

A study of basic genetic principles with the aid of a variety of organisms and online lab exercises. The laboratory requires considerable independent work. Prerequisite: concurrent enrollment in BIO 330 or permission.

340 Biochemistry (4)

Structure and function of proteins (and enzymes), lipids and carbohydrates are discussed. Energetics of biochemical reactions and enzyme kinetics are included. Lecture four hours per week. Prerequisite: Advanced standing in chemistry curriculum including successful completion of the following courses or equivalent or permission: CHM 112, 120, 232. (Also listed as CHM 340.)

341 Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab is three hours per week. Prerequisite: concurrent enrollment in BIO 340. (Also listed as CHM 341.)

355 Natural History and Culture of Costa Rica (3)

After a period of intense study and preparation at College of Saint Mary, students will travel to Costa Rica, where they will be directly exposed to the sights, sounds, and sensations of the rainforest. They will see and interact with a wide diversity of plants, animals, and wonders of nature. Students will improve the earth by planting trees in a protected rainforest. They will also explore the Hispanic culture and traditions of Costa Rica by directly interacting with native Costa Ricans and even participate in an authentic Fiesta.

345 Field Biology (3)

An introduction to the basic techniques and methods used to study biology in an outdoor environment. A brief survey of botany, zoology, and ecology concepts will be included. Multiple outdoor experiments, collections, and field trips will be performed. Students enrolled in BIO 345 should be able to apply the knowledge and techniques learned to design and implement a field research project that demonstrates an understanding of the scientific method as well as mastery of the field techniques covered in the class. Students may not receive credit for both BIO 245 and BIO 345.

361 Teaching of Biology (3)

See Education 360.

364 Immunology (3)

A study of the nature and theory of antigen-antibody interaction, mechanisms of immunity, principles and procedures of serodiagnosis. Prerequisites: 2 semesters of BIO (110, 112, 220, 222, 230 OR 300) and 2 semesters of CHM (102, 104, OR 110, 112) or permission of the instructor. (Also listed as MDT 364.)

366 Pathophysiology (3)

Deals with the disruption of normal physiology with the alterations, derangements, and mechanisms involved in disruption and how they manifest themselves as signs, symptoms, physical and laboratory findings. General methods of treatment will also be covered. Prerequisites: BIO 220, 221, 222, 223 or permission of the instructor.

370 Embryology (3)

An in-depth analysis of the embryological development of the human organism. Histogenesis and organogenesis will be discussed in terms of genetic control, cell migrations, cell differentiation, and the effects of inducers. Lecture three hours per week. Prerequisites: BIO 110, 111, 112, 113, 220, 222, and permission of the instructor.

371 Embryology Laboratory (1)

An investigation of the stages of development of the chick, fetal pig, and human. Concepts of meiosis, implantation, gastrulation, and organogenesis will be developed. Lab three hours per week. To be taken concurrently with BIO 370.

390 Molecular Biology (3)

Structure, function and regulation of genes and gene products are discussed extensively using both eucaryotic and procaryotic systems. Cell structural/functional relationships are stressed. Special emphasis is placed on biotechnology as it is employed in understanding cell structure and regulation of cellular physiology. Prerequisite or concurrent enrollment in BIO 330/331, 340/341 CHM 230/231, 232/233 or departmental approval.

391 Molecular Biology Lab (1)

Application of basic methods and techniques of biotechnology. Gene cloning, identification, and mutagenesis techniques are emphasized. Methods employed are southern blots, northern blots, western blots, DNA isolation, RNA isolation, plasmid and viral cloning vectors, and chromatography. Lab three hours per week. Prerequisite or concurrent enrollment in BIO 330/331, 340/341, CHM 230/231, 232/233, or departmental approval.

400 Introduction to Toxicology (3)

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

420 Directed Readings in Biology and Medicine (1-3)

An overview of selected readings in biology and/or medicine designed to give the student a general knowledge of the topics at the level of present day research. Prerequisite: permission of the instructor.

465 Advanced Forensic Science (4)

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

473 Capstone Project (1-4)

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

491 Independent Study (1-4)

An independent project enabling a student to gain some expertise in an area of interest. Prerequisite: permission of the program director.

Business Administration (BSA)

Some facet of the business world is encountered every day. Students who major in business administration prepare to enter the business world and/or continue their education in a business-related graduate program. Through successful completion of professional coursework built upon a solid liberal arts foundation, graduates will have mastered the principles on which business is based. Additionally, business administration students are expected to develop critical thinking and research skills, problem-solve in a collaborative environment, and communicate effectively in an oral and written format. Students move past static business theories through practical application to create a well rounded business professional.

Business concentration areas are accounting, finance, human resource management, and international business or marketing. Concentration areas are intended to lay the foundation for professional certification in the student's chosen field, as applicable.

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

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

BACHELOR OF SCIENCE DEGREE

Major Sequence (27 hrs.): BUS 310, BUS 321, BUS 323, BUS 327, BUS 334, BUS 410, BUS 454, BUS 496, BUS 497.

Area of Concentration (12 hrs.): (Student chooses at least one area.)

Accounting: ACC 361, ACC 362, ACC 365, ACC 366 or ACC 369

Finance: BUS 322, BUS 331, BUS 348, BUS 455

Human Resource Management: BUS 212, BUS 340, BUS 345, BUS 460

International Business: COM 206, 9 units of foreign language or study abroad

Marketing: BUS 335, BUS 336, BUS 338, BUS 453

Support Courses (25 hrs.): ACC 161, ACC 162, ACC 163, BIS 140 or BIS 220, BIS 230, BUS 101, BUS 300, ECO 131, ECO 132

Core Curriculum (47 hrs.)

Electives (10 hrs.) MTH 112 or MTH 114 must be taken as an elective

Basic Business (Teacher Certification)

Students wishing to obtain certification to teach in Nebraska secondary schools (grades 7-12) earn a double major in business and secondary education. Information on admission to the teacher-education program, testing, student teaching and State certification requirements are located in the Education Program section. For professional education course requirements, see the course sequence for a major in Secondary Education.

Business Sequence (36 hrs.): BUS 101 or BUS 496, ACC 161, ACC 162, ACC 163, BIS 215, BUS 110, BUS 230, BUS 321, BUS 323, BUS 330, BUS 334, BUS 348.

ASSOCIATE OF SCIENCE DEGREE

Major Sequence (15 hrs.): BUS 310, BUS 321, BUS 323, BUS 334, BUS 410

Support Courses (23 hrs.): ACC 161, ACC 162, ACC 163, BIS 140 or BIS 220, BUS 230, ECO 131, ECO 132, MTH 112 or 114

Core Curriculum (23 hrs.): Must include at least one theology courses and an ELA.

Electives (4 hrs.)

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

Minor

Business Administration Minor (18 hrs.): BUS 101, BUS 323, BUS 334, and any 9 hours from ACC, ECO, or BUS

Marketing Research Minor (21 hrs.): PSY 240, PSY 242, PSY/BUS 453, BUS 323, PSY/BUS 325, BUS 334, BUS 497.

101 Introduction to Business (3)

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

150 Personal Finance (3)

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

212 Employment Law (3)

This course will provide students with an overview of the legal aspects under Federal and state law of employment discrimination, including Title VII, the Equal Pay Act, disability statutes, and sexual harassment. This course will also address employment issues found in worker's compensation law, the Americans with Disabilities Act, the Fair Labor Standards Act, OSHA, family leave acts, and the legal issues involved in interviewing, hiring, discipline, and firing. Prerequisite: BUS/LAW 110 and sophomore standing.)

226 Personnel Supervision (3)

Study of the principles of authority and responsibility, delegation and communication; organization charts, job descriptions, policies and procedures; employee motivation, discipline and performance evaluation.

230 Principles of Electronic Commerce (3)

This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addresses topics such as security and safety

when doing business in the Internet environment. Prerequisite: BIS 101 or BIS 220. (Also listed as BIS 230)

231 Interviewing Skills and Case Management (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. The documentation, reporting and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as COM and HSV 231.)

233 Group Process: Theory and Practice (3)

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

242 Statistics (3)

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

300 Business Writing (3)

Being successful in business requires an ability to communicate effectively in writing. This course focuses on appropriate techniques for framing and communicating various types of information. Prerequisite: ENG 101.

310 Advanced Business Law (3)

This course emphasizes the practice related to formation and operation of sole proprietorships, partnerships, limited partnerships, limited liability partnerships, limited liability corporations, and corporations. It includes partnership agreements and corporate documents, the formation of corporations, corporate financial structures, dividends and liquidations, changes in corporate structure and the dissolution of corporations. This course also includes incorporation procedures in Nebraska and the preparation and drafting of documents.

321 Financial Management (3)

A study of the principles governing the financial operations of business, the tools of financial analysis, the methods of financing an organization, capital budgeting, mergers, reorganizations, and bankruptcy. The role of accounting information in the financial management process is emphasized. Prerequisites: ACC 161, 162, and MTH 112. Recommended: MTH 242. (Also listed as ACC 321.)

322 Investments (3)

The purpose of this course is to enable the student to gain an understanding of various financial investments from an individual and, to a lesser degree, an institutional viewpoint. Techniques of analysis of stocks, bonds, and other investments will be studied. The student will also develop an appreciation of the importance of different financial models and markets of the American free enterprise system. Prerequisites: BUS 321

323 Management Concepts: Theory and Application (3)

The study of the fundamental principles and techniques employed in the administration and management of organizations. Management functions, including planning, organizing, staffing, directing, coordinating, reporting and budgeting, are covered as well as leadership, interpersonal relations and decision-making. A discipline-specific research project ties application to theory. Prerequisite: 30 semester hours

325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management. Prerequisite: BUS 323. (Also listed as PSY and SOC 325.)

327 Human Resources Management (3)

Contemporary theory and practices relating to the management of people together with the theory and applications of behavioral science as a part of the total management system. Prerequisite: BUS 323 or permission of the program director.

330 Project Management (3)

This course will provide the student with an understanding of methods and practices in the field of project management. Project and program management is one of the fastest growing professions in today's business world. This course will study the functions involved in project and program management and allow the student to develop a full understanding of every aspect needed to become a competent project management professional. Students will use project management software for an assigned project during the semester. Prerequisite: BUS 323 or permission of the program director. (Also listed as BIS 330).

331 Money and Banking (3)

A descriptive and analytical study of the basic principles of money, banking, and finance as they are related to business and public policy. A study of the creation of the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: ECO 131. Recommended: MTH 112. (Also listed as ECO 331.)

334 Principles of Marketing (3)

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

335 Consumer Behavior (3)

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

336 Principles of Advertising (3)

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

338 Public Relations (3)

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

339 Sales (3)

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

340 Employee Training and Development (3)

Students are introduced to the methods of assessing employee training needs, designing curriculum and training materials, techniques for delivering training in an appropriate fashion and evaluating results of training efforts in terms of subsequent contributions to an organization. Prerequisite: BUS 323 and BUS 327.

345 Employee Relations (3)

The goal of this course is to help develop the knowledge, skills, and understanding needed in a productive work environment. The course will also include the study of unionization and collective bargaining in the public and private sectors, the mediation and arbitration process, and current issues in labor relations. Prerequisite: BUS 323 and BUS 327.

348 Risk Management (3)

An introduction and analysis of various aspects of risk management, where risk is encountered in individual life, as well as in business. Risks from operations, investment, credit, liquidity, and capital are discussed. A significant focus is on risk reduction and transfer mechanisms, including insurance and how it is applied in the individual, public, and private organizational environments. Prerequisites: BUS 321.

391 Independent Study (1-3)

Special interest project undertaken and developed by the student. Prerequisite: departmental approval.

410 International Business (3)

This course will study the world of international business and gain insight on global thinking. It will focus on seven main concepts; globalization, cultural differences, global politics, international trade and investment, international management and strategic management. Prerequisites: BUS 101, BUS 334, and ECO 131 or the equivalents.

450 Retirement Planning (3)

For students interested in financial planning, this course is designed to provide preparation on financial issues of retirement: income planning, Social Security, Medicare, long-term care insurance, distributions

from retirement plans, guardianships, conservatorships, durable powers of attorney and living trusts. The implications of employee benefits related to retirement will also be covered. Prerequisite: BUS 322.

452 Estate Planning (3)

This course provides finance students with a comprehensive review of estate planning topics such as estate and gift taxes, various issues related to trust planning and administration, property ownership issues, life insurance, private annuities, postmortem tax planning and charitable giving. Prerequisite: BUS 322.

453 Marketing Research (3)

A study of the fundamental techniques of marketing research, including questionnaire construction, determination of market potentials, sampling theory, interpretation of results and report presentation. Prerequisite: BUS 334 and MTH/PSY/SOC 242 or permission.

454 Production/Operations Management (3)

The myriad of decisions made at all levels of a service or manufacturing organization should foster its long-term goals. This integrative course focuses on strategic, tactical and operational decision-making techniques. Decision-making areas covered include: service design, facility location, inventory, procurement, just-in-time, MRP I and II, project planning, and total quality management. Prerequisites: ACC 162, and MTH 242.

455 Financial Strategy Simulation (3)

Decisions in the finance department affect every level of an organization. This comprehensive simulation course provides students the opportunity to analyze the impact of various financial decisions. Prerequisites: BUS 321, BUS 322, MTH 242

460 HR strategy (3)

A key element of an organization's success is its human capital. This course will cover the role HR management plays in establishing business policies and in fulfilling competitive strategies. Students will develop a strategic HR plan as one outcome of the course. Prerequisites: BUS 212, BUS 327, BUS 340, and BUS 345 or permission of the program director.

492 Directed Readings (1-3)

An individual study course designed to allow a student to pursue special interests within the field of business. Prerequisite: departmental approval.

496 Business Policies Seminar (3)

A study of business problems from a top management perspective. Actual business situations are studied via the case study method. Students are involved in preparation of an industry study that is related to cases being studied. Prerequisites: 21 hours BUS and senior standing or permission.

497 Internship (3-4)

The internship is an actual work experience in a business organization, giving students an opportunity to incorporate classroom learning with practical experience. Prerequisite: permission of the program director.

Requirements for permission:

1. Enrollment in the bachelor of science in business administration program;

2. Enrollment in the last year of course work, or permission of the BSA program director;
3. GPA of 3.0 in business administration major and specialization coursework and a cumulative GPA of 2.5;
4. Completion and submission of application one semester before the desired start date of the internship.

Application process:

1. Two letters of recommendation from CSM faculty—preferably one written by a BUS professor and one by outside source knowledgeable of work abilities;
2. Current resume;
3. Written statement of the applicant's qualifications, goals and objectives for the internship program;
4. Interview with the business administration program director and advisor.

Business Information Systems (BIS)

College of Saint Mary offers associate and bachelor degrees and a certificate in Business Information Systems as a minor in this area. Graduates of the associate degree are capable of entry-level employment in the programming, analysis, and information technology fields. Students pursuing the bachelor's degree are further equipped with credentials at the professional level.

Business Administration majors have the opportunity to complete a double major or minor in business information systems which enable them to use their computer expertise in concert with their special business skills. Education students have an option to pursue a Computer Certification in Education, K-12.

The Business Information Systems minor is appropriate with other programs, such as education, or mathematics.

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

Bachelor of Science Degree

Major Sequence: BIS101, 140, 221, 230, 331, 350, 360, 365, 380, 461, 480, and 490.

Area of Concentration (student chooses one area):

Accounting: ACC 361, 362, 369.

Business Administration: BUS 321, 334, 454.

Computer Programming: BIS 212, 243, 214.

Electronic Commerce: BIS 215, BUS 334, ART 211.

Supporting Courses: ACC 161, 162, 163, BIS 143, 211, 330, ECO 131, 132, MTH 112, PSY 233, PSY 325.

(Note: A Supporting field in Business Management is automatically completed when the Core and Supporting Courses are fulfilled.)

Associate of Science Degree

Major Sequence: BIS 140, 143 or 211, 221, 230, 331, 350, 360, 365.

Supporting Courses: ACC 161, 162, 163, BUS 101, BUS 323, BUS 242 and BIS 101 or BIS 220.

Certificate in Business Information Systems

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

Computer Certification in Education K-12

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

Business Information Systems Minor BIS 101, 140, 230, 331, 350, 360, 365.

Students may not apply more than six (6) hours of independent study credit or more than nine (9) hours of a combination of independent study, directed readings, or internship credit toward degree completion.

101 Introduction to Computers (3)

This is an introductory course in the theory and use of computers. Students will learn how hardware, software, and people work together in an information society. Students with minimal skills will learn to enhance their personal productivity and problem solving skills by applying information technologies to problem situations and by designing and using small information systems for individuals and groups. This prerequisite course enables students to improve their skills as knowledge workers. The emphasis is on personal productivity concepts using functions and features in computer software such as spreadsheets, presentation graphics, and word processing. Topics explored will include the difference between system software and application software, computer files and data storage, computer architecture, local area networks, and the Internet. Labs, both in class and self-directed, provide hands-on experience with the Internet, word processing, spreadsheet, and presentation applications. Computer lab work outside of class is required. Prerequisite: None.

104 Computers in Education (3)

This is an introductory course in the theory and application of computers in education. Students will learn how hardware, software, and people work together in an information society. Labs, both in class and self-directed, provide hands-on experiences with the Internet, word processing, spreadsheet, and presentation applications. Computer lab work outside of class is required. Prerequisites: None.

140 Programming Concepts (3)

This course provides an introduction to elementary computer programming. It lays a foundation for subsequent language specific programming languages that are taught in later courses. The course presents object oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications using data structures including indexed files. It includes the use of logical and physical structures for both programs and data. Programming in traditional and visual development environments that incorporate event-driven, object-oriented design is explored. Language independent topics include variables, expressions, statements, sequential execution, selection, iteration, subroutines, simple data structures, structured programming, algorithm development, and debugging. Prerequisite: BIS 101 or BIS 220.

143 Application Programming using C++ (3)

This course provides an introduction to elementary computer programming using the C++ language. Topics covered include variables, expressions, statements, sequential execution, selection, iteration, subroutines, simple data structures, structured programming, algorithm development, and debugging. Prerequisite: BIS 140.

190 Special Topics in Information Systems (3)

This course is designed to teach students about current industry driven technologies and new technologies as they appear. Prerequisite: BIS 101 or BIS 220

211 Structured Programming I - COBOL (3)

This is an introductory course in the application of COBOL. The course presents the student with generalized techniques for analyzing, designing and developing computer programs using COBOL. This course emphasizes structured design and modularization. Students are introduced to design aides such as pseudo code, structured flow charts and hierarchical charts. Prerequisite: BIS 140 or BIS 143.

212 Structured Programming II – COBOL (3)

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

214 Visual BASIC and GUI Design (3)

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

215 HTML and Web Page Design (3)

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

220 Advanced Business Applications (3)

This is a course in the theory and use of information systems as a tool for organizing, analyzing, and presenting information in a variety of modern professional environments, such as accounting, marketing, productions, sales, etc. Topics include data and information flow throughout the information system: data management using database creation and manipulation, data analysis using spreadsheets, data presentation using multimedia presentation graphics software and desktop publishing, and the integration of Internet resources into each area. Prerequisite: BIS 101 or basic computer literacy skills as determined by CSM self-evaluation form.

221 Fundamentals of Information Systems (3)

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

230 Principles of Electronic Commerce (3)

This course provides an overview of E-commerce as it impacts business functions such as accounting, economics, finance, management and marketing as well as addresses topics such as security and safety when doing business in the Internet environment. Prerequisite: BIS 101 or BIS 220. (Also listed as BUS 230.)

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

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

244 Advanced Visual Basic (3)

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

330 Project Management (3)

This course will provide the student with an understanding of methods and practices in the field of project management. Project and program management is one of the fastest growing professions in today's business world. This course will study the functions involved in project and program management and allow the student to develop a full understanding of every aspect needed to become a competent project management professional. Students will use project management software for an assigned project during the semester. Prerequisite: 20 credit hours or permission of the BIS Program Director. (also listed as BUS 330).

331 Database Systems (3)

This course presents theoretical and practical aspects of database management systems. Students will gain experience with a relational Database Management System (DBMS). Course work includes analyzing database requirements, designing a relational database using the normalization process, and implementing the design using a relational database application. This course covers information systems design and implementation within a database management system environment. Conceptual, logical, and physical data models, and modeling tools; models for databases: relational; design tools; data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; data conversion and post implementation review. Prerequisite: BIS 143 and BIS 330)

332 Advanced Database Concepts (3)

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

350 Hardware and Software Architecture (3)

This course provides technical topics related to computer systems with emphasis on the components, functions, and relationships between hardware architecture, systems software, applications software, and their implementation in the business setting. Principles and application of computer hardware and software will be presented through lecture of the theoretical underpinnings, installation, configuration, and operational laboratory experiences. Prerequisite: BIS 101 or BIS 220.

355 Application Programming: C (3)

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

360 Computer Networks (3)

The focus of the course is on the technological and managerial implications of hardware, software, and communications as they relate to information systems networking. Students will gain in-depth experience of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW. Data communication and telecommunication concepts, models, standards, and protocols will be studied. Installation, configuration, systems integration and management of infrastructure technologies will be practiced in the laboratory. This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. The students study the ISO OSI Reference Model in-depth. Prerequisite: BIS 350 .

365 Information Systems Security (3)

The course encompasses all areas of security including: personnel security, security regulations, physical security, transmission security, risk analysis, emission security, and cryptographic security. Prerequisite: BIS 360.

380 Information Systems Theory and Practice (3)

Students who have constructed personal information systems will be exposed to the theory of the Information Systems discipline. Application of these theories to the success of organizations and to the roles of management, users, and IS professionals are presented. This course provides an understanding of organizational systems, planning, and decision process, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and practice essential for providing viable information to the organization and outlines the concepts of IS for competitive advantage. Prerequisite BIS 143 or BIS 211 and BIS 331.

391 Independent Study (Optional) (3)

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

461 Systems Analysis and Design (3)

Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team oriented analysis and design of a departmental level system. This course examines the system development and modification process. It emphasizes the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object oriented analysis and

design, use of modeling tools, adherence to methodological life cycle and project management standards. Life cycle phases, group-based approaches, structured versus object oriented methodologies, RAD, prototyping, database design, and professional code of ethics. Prerequisite: BIS 380

470 Internship (3-6)

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

Requirements for acceptance to BIS 470:

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

Application includes the following:

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

480 Information Resources Management (3)

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

490 Capstone: Information Systems Policy and Strategy (3)

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

493 Current Topics in Business Information Systems (3)

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

Business Leadership (BLD)

The Business Leadership program is designed as a 68 credit hour degree completion program for women possessing significant work experience who have the desire and commitment to complete a college degree in about 15 months. This accelerated and compressed program provides core business and leadership competencies through a rigorous curriculum, which is designed to thoroughly prepare students for the practical application of both business and leadership skills to the issues they face in their careers. The program uses a variety of delivery formats, including classroom and online in achieving a high quality applied education.

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

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

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

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

Bachelor in Business Leadership

A total of 128 credit hours, consisting of 62 credit hours, to include BLD 310, 320, 399, 430, 440, and 499, AND 66 college level credit hours, to include English and math competencies AND the following Core Curriculum requirements (18 hours): 6 hours in Theology and 12 hours in core approved electives.

Certificate in Business Leadership

A total of 62 credit hours, consisting of: BLD 310, 320, 399, 430, 440, 499

310 Leadership Through Administration (16)

Provides the opportunity to address problems in the organization using a broad range of current conceptual material. Work is divided into four basic areas: Organizational Structures and Strategic Objectives; Outcomes Assessment/Corrective Action; Leadership and Effective Work Teams; and Successful Change Management.

320 Leadership Through Decision Making (15)

Provides learners with a comprehensive examination of the external environment of business, including values, responsibility, social, economic, and regulatory issues that influence business decision making. Students are exposed to a broadly based set of cases and pragmatic situations where the implications of decisions are considered as the interface between the organization and its stakeholders, as well as basic concepts from Marketing Research, Intercultural Communication, and Macroeconomics.

399 Special Research Project

Students design, implement, and analyze the results of an original field research project. A detailed written report is prepared containing separate chapters that: explain their choice of topics, present their analysis of the work others have done that relates to the topic area, describe and justify their approach to the field study in the topic area, present the results of their field study and the analysis they have made of those results, their summary of conclusions based on the research of others, and their contribution to the topic area and recommendations based on their conclusions. This project is completed outside of class, but acts as an integrating framework throughout the program, beginning with the first course, BLD 310 and continuing through BLD 320.

430 Leadership Through Basic Organizational Functions (15)

Learners become familiar with the basic concepts of product and service creation, customer satisfaction, and financial enabling from the perspective of their interactive role in a firm. Material is provided by: Concepts of Operations and Project Management, Business Policies, Marketing Principles, Microeconomics, and Financial and Accounting Concepts.

440 Leadership Through Organizational Communications and Information Systems (16)

Learners participate in activities that require them to view the development of information and the communication of that information to facilitate successful decision-making from a total organizational perspective. Course content includes Leadership Strategies, Legal Environment, Organizational Behavior, and Business Ethics.

499 Special Research Project

During BLD 430 and BLD 440, students work with selected business clients to develop a research based comprehensive business plan. Elements of the plan include the environmental scan and competitor analysis, marketing plan, and financials. Final group presentations are given to classmates, family, friends, and clients during the BLD Graduation celebration in December.

Chemistry (CHM)

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

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

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

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

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

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

Graduation requirements for students majoring and minoring in chemistry include successful completion of all chemistry course work with a GPA of C+ or 2.50 or better in all chemistry courses.

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

Major Sequence/Prerequisites: CHM 110, 111, 112, 113, MTH 114, 115 or equivalent.

Required: 39 hours including CHM 220, 221, 230, 231, 232, 233, 340, 341, 450, 451, 473 and 495.

Supporting Courses: MTH 201, 202, any two upper level math courses, PHY 202, 203, 204 and 205.

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

Chemistry (Teacher Certification) Students wishing to obtain certification to teach in Nebraska secondary schools may choose the following program:

1. Chemistry Major with Teaching Endorsement.

See Education Program for information on admission, testing, student teaching and certification requirements.

See Secondary Minor in Education Sequence for professional education course requirements.

100 General Chemistry (Organic and Biochemistry) (4)

Principles of inorganic, organic and biochemistry that are relevant to health care professions. Lecture three hours per week and lab two hours a week. Prerequisites: successful completion of math competency or permission of the instructor.

100L General Chemistry (Organic and Biochemistry) Lab (0)

101 General Chemistry (Organic and Biochemistry) Recitation (1)

Students will be allowed to work on difficult concepts under the direction of a faculty member. No new material will be covered.

102 General Chemistry Survey (3)

A survey of essential fundamental concepts of general chemistry for non-chemistry majors. Lecture three hours per week. Prerequisite: Successful completion of math competency or permission of the instructor.

104 Organic Biochemistry Survey (3)

A survey of fundamental concepts of organic and biochemistry for non-chemistry majors. Lecture three hours per week. Prerequisite: CHM 102 or equivalent.

110 General Chemistry (4)

A detailed, problem-oriented study of the fundamental principles that govern chemical processes and reactions. Topics include (but are not limited to): Stoichiometry, redox reactions, thermodynamics, atomic structure and chemical bonding, properties of gases, reactions in aqueous solution and intermolecular attractions. Lecture 4 hours per week. Prerequisites: Math competency.

111 General Chemistry I Laboratory (1)

A series of experiments designed to demonstrate some of the theoretical principles discussed in CHM 110, through the employment of a variety of laboratory techniques. Lab 3 hours per week. Prerequisite: Taken concurrently with CHM 110.

112 General Chemistry II (4)

A continuation of the problem-oriented study of chemical principles, theory and phenomena begun in CHM 110. Topics include (but are not limited to): electrochemistry, kinetics and equilibrium, spontaneity and entropy, orbital hybridization and molecular structure, solution chemistry, acids, bases and buffers. Lecture 4 hours per week. Prerequisites: Successful completion of CHM 110/111.

113 General Chemistry II Laboratory (1)

A series of experiments designed to complement the material covered in CHM 112, through the use of a variety of laboratory techniques. Lab 3 hours per week. Prerequisite: Taken concurrently with CHM 112.

220 Analytical Chemistry and Laboratory (3)

The theory of modern methods of quantitative analysis. Lecture two hours per week. Prerequisite: CHM 112, 113, concurrent enrollment in CHM 221, or permission of the instructor.

221 Analytical Chemistry Laboratory (1)

Application of the theory of quantitative analysis. Lab will include volumetric, gravimetric, and instrumental methods. Lab: two 3-hour sessions per week. Prerequisite: CHM 112/113, concurrent enrollment in CHM 220 or permission of the instructor.

230 Organic Chemistry I (4)

An introduction to the language of organic chemistry, and the theoretical principles that govern organic reactions. Structures and nomenclature of organic compounds, mechanisms of organic reactions, and many types of different organic reactions will be introduced. Lecture 4 hours per week. Prerequisites: CHM 112/113

231 Organic Chemistry Laboratory I (1)

An introduction to the techniques of separation, isolation and purification of organic compounds. Use of various techniques for identification of organic compounds will be introduced. Techniques applied through the preparation of various organic compounds. Lab 3 hours per week. Prerequisite: Taken concurrently with CHM 230.

232 Organic Chemistry II (4)

A continuation of the study of organic reactions and their mechanisms. The theory of organic compound synthesis will be introduced, as will the use of spectroscopy as an analytical tool. Lecture 4 hours per week. Prerequisites: CHM 230/231.

233 Organic Chemistry Laboratory II (1)

A continuation of the study of organic reactions, isolation and purification of organic compounds, and identification of those compounds through use of chemical and spectroscopic techniques. Lab 3 hours per week. Prerequisite: Taken concurrently with CHM 232.

340 Biochemistry (4)

Structure and function of proteins (and enzymes), lipids and carbohydrates are discussed. Energetics of biochemical reactions and enzyme kinetics are included. Lecture four hours per week. Prerequisites: Advanced standing in the chemistry curriculum including successful completion of the following courses or equivalent or permission: CHM 112, 113, 120, 230, 232. (Also listed as BIO 340.)

341 Biochemistry Laboratory (1)

Application of basic methods and techniques in biochemistry. Chemical and enzymatic analyses are performed by colorimetric, electrophoretic and chromatographic techniques. Lab three hours per week. Prerequisite: concurrent enrollment in CHM 340. (Also listed as BIO 341.)

342 Special Topics in Biochemistry (2)

Advanced topics in biochemistry are discussed including hormonal action, organ interrelationships in metabolism in mammals, and the major principles of molecular biology. Format: primarily a discussion/seminar course for advanced students. Prerequisite: CHM 340 or permission.

450 Physical Chemistry (3)

An introduction to the scientific states and structure of matter, thermodynamics, thermochemistry, equilibrium, kinetics, and quantum theory. Lecture three hours per week. Prerequisites: Advanced standing in the chemistry curriculum including successful completion of the following courses or equivalent or permission: CHM 112, 220, 232; PHY 204; MTH 202.

451 Physical Chemistry Laboratory (1)

Laboratory experiments are selected to demonstrate physical chemistry principles by employing a variety of laboratory techniques. Lab three hours per week. CHM 451 to be taken concurrently with CHM 450.

473 Research in Chemistry (1-4)

Under the guidance of a faculty member, the student will complete a research project. The results of the research must be written in scientific style as a thesis and approved by two faculty members. A seminar presentation of the student's thesis is required for graduation. Prerequisite: departmental approval.

491 Independent Study (2-4)

An independent project is selected under the direction of a faculty member. A research paper must be written in suitable scientific style reporting the results of the project. Offered each semester. Prerequisites: advanced standing and departmental approval.

495 Chemistry Seminar (2)

An integration of special topics that have been approached from different points of view in various courses. Required of seniors whose field of concentration is chemistry.

Communication (COM)

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

Major: See English-Communications major under English

Minor: Any 18 COM hours.

100 Survey of Communication (3)

A survey of human interaction on the levels of interpersonal, group, and mass communication. Areas of study include the nature of communication; the perceptions, attitudes, and strategies which influence interaction; the individual as an effective participant in the communication process.

101 Oral Communication Skills (3)

This course focuses on the development of effective skills in oral presentations. It includes the preparation and delivery a variety of oral presentations.

150 News Writing and Reporting (3)

Theory and practice of writing and reporting for print media, including the nature of news, forms, and techniques in gathering and writing news.

160 News Editing (3)

Evaluation, editing, and production of news for print layout. Fundamentals of page design and headline writing, as well as elements of typography and printing.

200 Speech for Elementary Teachers (3)

Theory and practice of communication in elementary education situations. Areas of study include planning and participation in interviews, conducting personal conferences, small group discussions, creative dramatics, public speaking, and other speech activities pertinent to the elementary school.

202 Speech for Language Arts Teachers (3)

Theory and practice of communication in language arts education situations. Areas of study include planning and participation in interviews, conducting personal conferences, small group discussions, creative dramatics, public speaking, and other speech activities pertinent to the middle and secondary school Language Arts instruction.

210 Interpersonal Communication (3)

Interpersonal communication is defined as the symbolic process of creating meaning between 2 persons who have an established relationship. In this course, students will examine both processes and theories of interpersonal communication, as well as critically reflect on their own interpersonal skill competencies. Students will be asked to explore interpersonal communication in their personal relationships, the media, and communication research.

212 Speech for Professionals (3)

Theory and practice of communication in professional situations. Areas of study include communication theory, job-seeking skills, small group discussion, and public speaking.

225 Advanced Public Speaking (3)

This course will focus on public speaking in its various forms and seek to polish skills in the preparation, delivery, and evaluation of public speeches. Prerequisite: COM 212 or permission of the instructor.

231 Interviewing Skills and Case Management (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. The documentation, reporting, and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as BUS 231 and HSV 231.)

233 Group Process Theory and Practice (3)

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

306 Intercultural Communication (3)

This class will link the study of communication with the study of culture. It will seek to develop understanding of other cultures and insight on how to effectively communicate with others of cultural backgrounds different than our own Prerequisites: ENG 101 and sophomore standing. . (Also listed as ELA 306 and Graduate level of COM/ELA 506.)

330 Gender and Communication (3)

This course is designed to examine the construction of gender through communication, grounded on the premise that *all* we create--including gender--is accomplished through communication. It examines how (and why) masculinity and femininity are socially constructed and maintained. (Also listed as WST 330.)

365 Mass Media and Society (3)

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

380 Experimental Course (3)

The context and method of this course will vary in accord with current needs and interests. May be repeated for credit or non-credit.

390 Independent Study (3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

460 Communication Internship (3)

This course will use opportunities for on-the-job experiences in the communication field. Prerequisite: permission of program director.

Early Childhood Education (ECE)

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

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

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

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

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

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

Bachelor of Science: Early Childhood Education

Major Sequence: The following three components comprise required areas of education for a bachelor's degree with a major in early childhood and a minor in special education.

1. The Core Curriculum component is identical to that of the elementary education major. (Refer to the elementary education major sequence.)
2. The professional education component incorporates those courses offered through the early childhood area of specialization. Included are ECE 101, 231, 232, 233, 234, 235, 236, 242, 334, 342, 343, 470, 495, 496.
3. The Special Education minor includes: SPE 101, 220, 240, 330, 372 and 430.
4. Those courses considered to be necessary to complete the education of early childhood teachers comprise the supporting courses area. These are EDU 201, 312, 315, 350, and 375; MTH 112 or above; PSY 200 and SPE 240.

Associate of Science

Specific hours in each of the three components outlined for the bachelor's degree are required. The program is carefully planned under the supervision of the early childhood faculty. A total of 70 hours is required for the associate degree in early childhood education.

Early Childhood Education Minor

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

Child Life Supporting Field

Students majoring in Early Childhood Education may select a Child Life supporting field that will enable them to begin preparation for a career as a Child Life Specialist. The following courses are required: BIO 220; CHL 337, 472; OTH 201, PSY 233, and 332.

ESL Supporting Field Consists of the following classes: EDU 415; EDU 425; COM/ELA 306; ENG 320; EDU 473; and EDU 375.

101 Introduction to Education (3)

See Education 101.

231 Play, Creativity, and Artistic Development in Early Childhood Education (2)

Students select, plan, organize, and evaluate art, music, and drama experiences for children. Students learn to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Play and creativity in the learning environment is emphasized. Includes one hour per week field placement requirement. Concurrent courses: ECE 233 and 235.

232 Language Arts in Early Childhood Education (2)

Students select, plan, organize, and evaluate activities that facilitate language skills development in reading, writing, speaking, and listening. Students learn to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Theories in language acquisition are presented. Includes one hour per week field placement requirement. Concurrent courses: ECE 234 and 236.

233 Health, Safety, and Nutrition in Early Childhood Education (2)

Students learn to plan programs that ensure the health, safety, and nutrition of young children. Students learn to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Basic information on managing accidents and injuries, identifying child abuse, and planning health, safety, and nutrition education are included. Includes one hour per week field placement requirement. Concurrent courses: ECE 231 and 235.

234 Teaching Math, Science, and Social Studies in Early Childhood Education (2)

Students select, plan, organize, and evaluate activities that facilitate learning of mathematical and scientific concepts and social awareness in young children. Students learn to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes one hour per week field placement requirement. Concurrent courses: ECE 232 and 236.

235 Observation and Assessment In ECE (2)

Students learn to observe and assess children objectively, analyze their learning habits, and provide for meeting the needs of children. Includes one hour per week field placement requirement. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Concurrent courses: ECE 231 and 233.

236 Physical Development and Creative Movement (2)

Students select, plan, organize, and evaluate activities that facilitate physical development of young children through physical activity, creative movement, and dance. Students learn to plan and conduct lessons consistent with Nebraska K-12 Academic Standards. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Includes discussion of both fine and gross motor development. Includes one hour per week field placement requirement. Concurrent courses: ECE 232 and 234.

242 Administering Early Childhood Education Programs (3)

Students learn the duties and responsibilities of administrators of early childhood programs. These include preparation, implementation, and evaluation of educational objectives, selection, supervision and evaluation of staff members, budgeting processes, food and health services, discussion of laws and regulations, and development of parent education and community participation. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

334 Curriculum Planning in Early Childhood Education (3)

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

342 Children's Literature (3)

See EDU 342.

343 History and Trends in Early Childhood Education (3)

Students evaluate history and philosophical theories and current trends in education and gain experience in applying theories. Discussion of current legislation, advocacy, and professional ethics is included. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

470 Student Teaching: Early Childhood Education (5)

Supervised teaching experience under the direction of a college faculty member and a classroom teacher in the student's teaching area. Prerequisite: permission. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

495 Student Teaching Seminar (2)

See EDU 495. (Also listed as SPE 495.)

496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. (Also listed as EDU and SPE 496.)

Child Life Studies (CHL)**337 The Hospitalized Child (3)**

This course is designed to help students understand the procedures, illnesses and stress that are experienced by children and families during hospitalization. This course will emphasize both theory and practice in working with children and families for professionals in non-medical areas.

472 Child Life Practicum Experience(3)

The major purpose of this course is to provide students with a supervised practicum experience to gain clinical skills for working with pediatric patients and their families. Clinical experiences will be gained in the areas of child life programming, emotional responses to the healthcare experience, therapeutic interventions, family centered care, diagnostic and treatment information, documentation methods, and interdisciplinary communication.

Economics (ECO)

131 Macroeconomics (3)

Introduction to economic principles, problems, and policies with an emphasis on Gross National Product, income, and employment. Problem areas such as inflation and depression are discussed as well as the effect of government monetary and fiscal policies.

132 Microeconomics (3)

This course investigates the process of production and distribution within the economy. The effects of different market structures upon product price and output as well as the determinants of the demand for labor and other resources are examined. Microeconomics deals with the problems faced by individual firms and households, including consumption, the distribution of wealth, and the price mechanism.

150 Personal Finance (3)

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

331 Money and Banking (3)

A descriptive and analytical study of the basic principles of money, banking and finance as they are related to business and public policy. A study of the creation of the nation's money supply and the impact of monetary policies on the performance of the economy. Prerequisites: ECO 131. Recommended: MTH 112. (Also listed as BUS 331.)

387 Experimental Course (1-3)

A course not regularly scheduled but may be offered according to the needs of the student. Subject matter will vary accordingly.

391 Independent Study (1-3)

Directed readings and an independent project allow the student to explore a specific area of economics. Prerequisite: departmental approval.

494 Directed Readings - Economics (1-3)

An individual study course designed to allow a student to pursue special interests within the field of economics. Prerequisite: departmental approval.

Education (EDU)

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

Education students select from:

1. Bachelor of science with an elementary education major and an early childhood major.
2. Bachelor of science with early childhood education major and a special education major.
3. Bachelor of science with an elementary education major and a special education minor.
4. Bachelor of science with an elementary education major and a minor in a subject area, for example, art, English, English as a second language, math, music, physical education, science, social science, Spanish, or a related area, such as computer science or psychology.
5. Bachelor of science/arts with specialization in a field or subject area.

Students may seek certification in the following areas:

Early Childhood Education (B-3).	Supplementary Endorsements
Elementary Education (K-6).	English as a Second Language K-12
Middle School Education (4-9).	undergraduate and graduate
Secondary Education (7-12).	Information Technology (K-12)
Special Education (K-9).	Physical Education (K-12)
Unified ECE (B-3),	
Theology (K-12)	
Art (K-12)	

Admission

Students are introduced to early childhood, primary, middle grades, and secondary school programs through introductory courses in education and special education. These courses explore the nature of teaching at varied levels and identify specific needs of exceptional students. Students participate in guided experiences in varied classrooms in schools in Omaha or surrounding areas. Students complete psychology course work and selected methodology courses within the second year.

During the spring semester of the sophomore year students are evaluated and considered for formal acceptance in the teacher education program. Prior to or during the first semester, sophomore year students take the Praxis Test that is required for admission into the teacher education program. Praxis scores, academic performance, evidence of professional dispositions for successful teaching, practicum evaluations, and command of oral and written language are factors considered in determining acceptance into the teacher education program. Students must provide evidence of academic competence and professional aptitudes by having attained a cumulative GPA of C or 2.5 in course work, providing a digital portfolio of work that demonstrates professional and scholarly growth, and completing an interview with the Education Committee.

An official legal clearance form must be submitted each term a student is enrolled in a practicum course. Application for formal action must be submitted to the Teacher Education Committee by March 1. This committee is composed of a student's advisor, all members of the education department, and other faculty members. Evaluation procedures result in acceptance, provisional status, or non-acceptance.

Acceptance is granted to students who meet the requirements. Provisional status or non-acceptance is granted at the discretion of the committee.

Student Teaching

Applicants for certification with a **single endorsement student teach for sixteen weeks** in one or two settings. Those seeking **multiple endorsements student teach for ten weeks** in each field for which they are seeking certification. Student teaching placements are planned in regard to students' specific needs and certification requirements. Placements are intended to enhance prospective teachers' exposure to various teaching styles, philosophies, and cultural settings. Applications for student teaching must be presented to the Teacher Education Committee on October 1 or March 1 during the semester immediately preceding assignments.

Students applying for student teaching are expected to evidence cumulative scholastic achievement (C+ or 2.50), and 2.75 in the major, admission to the Teacher Education Program, appropriate methodological background, proficiency in spoken and written language, and dispositions for successful teaching. An official legal clearance form and criminal background check must be submitted. Transportation to student teaching sites are the responsibility of the student. The Teacher Education Committee reviews applications. After consideration of the above factors, the committee may accept or defer a candidate's application. Deferred candidates may appeal and request a hearing before the Teacher Education Committee.

Certification

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

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

In-Service Education

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

Elementary and Middle School Major Sequences:

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

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

Secondary Education Minor Sequence:

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

Biology	Language Arts	Reading
Basic Business	Mathematics	Religion
Chemistry	Natural Science	Social Science
English	Physical Education	Spanish

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

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

K-12 Endorsements

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

- Theology
- Art
- Physical Education and Health

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

Supplementary Endorsements

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

- English as a Second Language
- Information Technology

Tremendous growth in numbers of immigrant children in the United States, particularly in Nebraska, has created a need for teachers trained to teach English as a Second Language. Undergrad students at College of Saint Mary may earn a supplementary ESL endorsement with a 15-credit-hour program (ENG 320; EDU 415; EDU 425; COM 306; and EDU 473). The graduate level ESL endorsement program is available for certified teachers (ENG 520; EDU 525; EDU 515; and EDU 573). When combined with EDU 375, teaching in a Multicultural Society, students achieve a minor in ESL.

101 Introduction to Education (3)

Students survey the historical development of education and analyze the role of personnel and career opportunities, problem areas and contemporary issues. Emphasis is placed on the cultural diversity of American schools today. Students complete observations in school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 101.)

201 Technology in the Classroom (3)

Students learn strategies for integrating instructional technology in curriculum planning and implementation. After receiving instruction in their use, students plan learning activities that include instructional media, the Internet, web page construction, production and organizational software, and multimedia programs in classrooms. In addition to computers, students use video equipment, digital cameras, and scanners in preparing their lessons. Methods for managing classrooms with varying levels of equipment are addressed. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

240 Guidance and Classroom Management (3)

Students learn techniques, models and psychological theories related to managing individual and small and large group learning activities. Practical methods are emphasized that enhance self-control and provide healthy classroom environments. Common behavior problems of pre-K through grade 12 students and exceptional children and assessment techniques are addressed. Effective collaboration in teams and communication skills with students, families and professionals are emphasized. A 20-hour service-learning component provides experience in implementation of the knowledge and skills learned in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 240 and SPE 240)

312 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including cognitive, language, psychosocial, and moral development. Discussion centers on thinking skills, problem solving, and motivation in the classroom. Students learn strategies used in assessment and evaluation of learning. Field experiences include 20 hours in an environment that matches the level of learners of the anticipated certification. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as PSY 312.)

315 Assessment of Learners (3)

Assessments and tests are an essential part of the instructional process. When designed and used appropriately, they can effectively evaluate and enhance student learning and inform instruction. This course is designed to introduce students to key concepts and issues in classroom assessment and large-scale, standardized educational assessment.

342 Children's Literature (3)

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

350 Teaching Reading and Language Arts (4)

Instruction centers on theoretical background, Nebraska and National Standards in Reading and Language Arts. Content emphasizes organization of programs, effective teaching methodologies, and

varied instructional materials for all students in elementary and middle school literacy settings. Techniques for enhancing literacy skills, verbal and written expression are emphasized. Directed practicum of 40 hours is provided in local schools. Appropriate technology is integrated into instruction of content and pedagogy.

351 Teaching Reading: Middle and Secondary Schools (3)

This course is designed to provide teachers with an understanding of developmental processes of reading and study techniques in middle grades and secondary education. Students identify Nebraska and National Standards and assessment techniques used in middle and secondary settings. Clinical activities focus on learners who struggle within the reading process. Reading behaviors necessary for successful reading and effective strategies used in reading applications in content areas are emphasized. Implementation of knowledge of this curriculum is achieved in a directed reading practicum of 40 hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

353 Teaching Natural and Social Sciences: Elementary and Middle (3)

Study combines content methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of content and methodologies presented in “hands on” activities is achieved in practicum experiences of 32 hours and in planning and teaching units of study.

355 Teaching Mathematics: Elementary and Middle (3)

Students learn current trends and strategies in teaching elementary and middle level math, including content, methodology, and appropriate materials. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of teaching strategies is achieved in practicum experiences of 32 hours.

357 Teaching Health and Physical Education (3)

Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are presented in physical education segments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

360 Teaching Middle School and Secondary Students (3)

The course components emphasize middle school and secondary instruction for the changing early and later adolescent. Instruction provides an educational response to the development needs and characteristics of students between the ages of ten and fifteen and fifteen and nineteen. It is designed to address intellectual, physical, emotional, and social needs of these learners. It emphasizes skills and understandings that result in the provision of effective learning environments for these students. Instruction explores teaching methods, learning styles, motivation, teaming and classroom management, planning and presenting techniques, and student evaluation. Students complete a teaching practicum of 40 hours in a middle or secondary school.

372 Integrating Fine Arts Instruction Into the Classroom (3)

Designed to provide prospective teachers with practical implementation of integrating fine arts: art, music, drama and dance (visual and performing arts) into the classroom curriculum. Basic concepts and instructional techniques of each area will be examined with an emphasis of infusion into the academic curriculum. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

375 Human Relations in a Multicultural Society (3)

Students identify characteristics of various ethnic groups that relate to learning, working, and living in our pluralistic society. Students develop strategies for assisting people in living jointly in our pluralistic society. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

415 Teaching ESL (3)

A course focused on exploring instructional methods and materials to teach English as a Second Language (ESL). Methods and materials will be evaluated for age appropriateness and cultural sensitivity. (Graduate Level EDU 515)

425 Assessment of ESL Learners (3)

Designed to acquaint educators with assessment instruments and evaluation procedures including language proficiency testing, entry and placement procedures, theories of second language acquisition, and selection, development, and evaluation of curriculum based on language proficiency. (Graduate Level EDU 525)

427 History, Philosophy and Trends in Education (3)

Compare philosophical foundations of historical and contemporary education and consider current issues using an informed discussion centered approach. Assess political and social trends, laws, proper conduct and penalties for teachers, and shifts and technological changes related to contemporary and future educational planning. Discussions center on all levels of education from preschools to secondary schools. Students prepare a major research paper. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisites: EDU 350 or 351, or permission.

430 Diagnosis and Evaluation of Reading (3)

This course is designed to provide teachers with assessment procedures for students on an achievement spectrum from below grade level to above grade level and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. 40 hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisites: EDU 350. (Also listed as SPE 430.)

450 Content and Practice for Substitute Teachers (1)

To provide prospective substitute teachers with information regarding procedures, classroom content and management, diversity issues, and expectations to help them achieve success within substituting. The subject matter and methods for this course vary from semester to semester in light of current

trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: 60 semester hours.

470 Student Teaching: Primary (5 or 10)

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

471 Student Teaching: Intermediate/Middle (5 or 10)

See Education 470. Prerequisite: permission.

472 Student Teaching: Secondary (5 or 10)

See Education 470. Prerequisite: permission.

473 ESL/K-12 Practicum (3)

A practical experience teaching English as a Second Language in an age-appropriate setting under supervision. *Prerequisites:* ESL Methods, Assessment of ESL Learners and foreign language competency. (Graduate Level EDU 573)

481 Experimental Course (3)

The subject matter and methods for this course vary from semester to semester in light of current trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

482 Special Topics (3)

The subject matter and methods for this course vary from semester to semester in light of current trends.

490 Directed Readings: Reading and Writing (3)

Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: EDU 350 or 351 or permission.

491 Independent Study (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

495 Student Teaching Seminar (2)

The student teacher seminar is to provide an opportunity and environment for student teachers and college faculty to share and discuss problems, success, teaching methods, and innovations of mutual interest. Student teachers are encouraged to share their ideas, insights and observations, for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organizational skills and ethical behaviors for successful employment in a teaching career. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

496 Research Seminar (3)

Students evaluate educational research and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs.

Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE and SPE.)

532 Storytelling (3)

A creative arts course that teaches the history and skills of storytelling. Storytelling is basic to all cultures, underlies myth and values, is an important element of all faiths, and is an excellent communications skill.

550 Content and Practice for Substitute Teachers (1)

To provide prospective substitute teachers with information regarding procedures, classroom content and management, diversity issues, and expectations to help them achieve success within substituting.

The subject matter and methods for this course vary from semester to semester in light of current trends. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: 60 semester hours.

575 Human Relations in a Multicultural Society (3)

Students identify characteristics of various ethnic groups and which relate to learning, working, and living in our pluralistic society. Students develop strategies for assisting people in living jointly in our pluralistic society. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

582 Special Topics (3)

The subject matter and methods for this course vary from semester to semester in light of current trends.

590 Directed Readings: Reading and Writing (3)

Students research current theories, strategies and evaluative techniques included in reading literature.

Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: EDU 350 or 351 or permission.

English (ENG)

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

The English writing program is fully integrated with computer technology. Both analytical and creative approaches to writing are offered. Classes are small and discussion-centered. The most important part of our jobs is teaching, and we professors work closely with students. Through a variety of writing assignments, oral presentations, and self-generated class projects, including online publication, students develop the analytical skills of critical thinking, the ability to make creative connections between ideas, and the expertise of translating these skills into their writing.

Training in English is a valuable preparation for futures in many professional areas, such as education, communications, publishing, advertising, business, marketing, computer information services, library sciences, law, and pre-med. The English and Education programs work closely together to train prospective teachers. The English program prepares students for a rapidly changing world where communication skills, combined with knowledge of technology, are in high demand.

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

Program Requirements:

All English Majors (teaching and non-teaching) and Minors: The student working toward a major or minor in English is subject to a reevaluation each year. A grade of C or above is required in all English courses used toward a major or minor in English.

A minimum of 15 credit hours in English must be taken at College of Saint Mary for a major or an endorsement in secondary education.

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

- Writing and Literature: a traditional English major, preparation for graduate or professional school.
 - 33 hours including 6 hours of American literature, 6 hours of British literature, 9 hours of composition (to include ENG 101 and ENG 495), 6 hours of world literature, and 6 hours of English electives
 - 18 hours of a minor in a chosen subject field.
- Communication: combining English and Communication courses, preparation for the industry or graduate school.
 - 51 hours including 6 hours of American literature, 3 hours of British literature, 3 hours of Linguistics, 9 hours of composition (to include ENG 101 and ENG/COM 495), 3 hours of world literature, 3 hours of Film/Literature, 15 hours of communications (COM 100, 150, 210, 330, 365), 3 hours of internship, and 6 hours of COM electives.
- Education: English Endorsement as preparation for teaching English and Language Arts in middle and secondary schools.

- 33 hours including 6 hours of American literature, 3 hours of British literature, 9 hours of composition (to include ENG 101 and ENG 495), 3 hours of world literature, 3 hours of Linguistics, 3 hours of Literature for Young Adults, and 3 hours of an English elective.

- 36 hours in Education

- Teacher Certification: Students wishing to obtain certification to teach in Nebraska secondary schools may choose either one of the following programs: see the Education Program for information on admission, testing, student teaching, and certification requirements. See Secondary Minor in Education Sequence for the professional education course requirements.

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

- 65 hours (required by state) including 6 hours of American literature, 6 hours of British literature, 9 hours of composition (to include ENG 101 and ENG 495), 3 hours of world literature, 3 hours of Linguistics, 3 hours of Literature for Young Adults, 3 hours of Mass Media, 3 hours of Speech, 3 hours of Drama, 3 hours of Journalism, and 23 hours of electives in writing, literature, drama, speech, and language.
- 39 hours in Education. See Education Program for requirements.

English Minor (non-teaching): 18 hours including 6 hours of American literature, 3 hours of British literature, 3 hours of world literature, 3 hours of advanced composition, and 3 hours of an English elective.

099 Developmental English (3)

English 099 is a basic writing course, designed to introduce students to college writing and prepare them for the similar, but more demanding, writing of English 101, the entry-level writing course. Students who pass the course are able to write a developed, unified, and cohesive expository essay.

101 Composition (3)

Instruction and practice in the fundamentals of effective written composition, critical reading, and writing. Prerequisite: successful completion of English Placement Exam or ENG 099.

102 Advanced Composition (3)

Continued instruction and practice in critical reading and writing, and research techniques. Prerequisite: ENG 101. Can be substituted for Eng 101 if certain requirements are met: ACT scores of 24 in English, plus satisfactory writing sample during the first week of class.

103 Research Paper (1)

A course that will provide instruction and practice in the process of writing a research paper. Must have completed the equivalent of the rhetorical part of ENG 101 but lack the research paper experience.

105 Introduction to Literature: Short Story and Drama (3)

An introduction to the major forms of short story and drama. By a study and analysis of works, students will discover the characteristics of these two genres. Prerequisite: ENG 101.

106 Introduction to Literature: Novel and Poetry (3)

An introduction to the major forms of the novel and poetry. By the study and analysis of works, students will come to a better understanding of these two genres. Prerequisite: ENG 101.

202 World Literature: Studies in the Novel (3)

A selective study of significant novels by American, British, Asian, African, or European novelists. Study will include the characteristics of fiction. Prerequisite: ENG 101.

203 World Literature: Studies in Poetry (3)

A selective study of the structure, form, and meaning of poetry from a variety of world cultures. Prerequisite: ENG 101.

204 World Literature: Studies in the Short Story (3)

A study of the theory and practice of the short story as illustrated by works of 19th and 20th century writers from around the world. Prerequisite: ENG 101.

210 Writing Literary Non-Fiction I (3)

An intermediate reading and writing workshop in various kinds of personal narrative prose—memoir, essay, profile, journal, blog. Prerequisite: ENG 101

212 Creative Writing I (3)

An intermediate reading and writing workshop in poetry. Prerequisite: ENG 101

231 American Literature I (3)

A study of the major forms, works, themes, and writers in American literature from colonial times to 1865. Prerequisite: ENG 101.

232 American Literature II (3)

Selected readings from 20th century American literature, focusing on the diversity of modern American literature. Prerequisite: ENG 101.

241 British Literature: Beowulf to the Neoclassic (3)

Literary movements, genres, and works from Beowulf through the 18th century. Prerequisite: ENG 101.

242 British Literature: Romantics Through Modern (3)

A survey of the literature of 19th and 20th century England. Selections from a variety of genres will be analyzed. Prerequisite: ENG 101.

251 World Literature I (3)

Selected readings in ancient Greek literature and in the European literature of the Middle Ages. Prerequisite: ENG 101.

252 World Literature II (3)

Selected readings in European, African, South American, and Asian literature from the Renaissance to the present. Prerequisite: ENG 101.

255 Contemporary Literature (3)

A study of representative works from 1950 to the present. Includes a variety of genres and themes. Prerequisite: ENG 101.

257 Women and Film (3)

An exploration of the portrayal of women in film and a study of film as a narrative form. Prerequisite: ENG 101.

258 Contemporary Drama (3)

An exploration of contemporary drama: its structure, its ideas, and its direction. Plays by important playwrights from around the world will be analyzed for their relevance to modern issues and for their artistic merit. Prerequisite: ENG 101.

262 Literature for Young Adults for Teachers (3)

This course includes the study of some traditional and contemporary works written for or about young adults. The works studied will be evaluated for their artistic merit and for their insights into the adolescent stage of human development. Prerequisite: ENG 101. Does not fulfill Core curriculum requirement. For Education majors only.

263 Science Fiction (3)

An investigation of a genre of increasing importance in a technological world and how it relates to changing social structures and values. Prerequisite: ENG 101.

266 Images of Women in Literature (3)

Women have been stereotyped (and have played stereotypes) in life; these traditional images are reflected in literature. The study of these images of women is through writings from various places around the world and from different time periods. Prerequisite: ENG 101. (Also listed as WST 266.)

310 Writing Literary Non-Fiction II (3)

An advanced reading and writing workshop in contemporary prose forms. Prerequisite: ENG 210 or departmental approval.

312 Creative Writing II (3)

An advanced reading and writing workshop in poetry. Prerequisite: ENG 101 or departmental approval.

320 Linguistics for Teachers (3)

A study of the structure of the English language. Includes units on lexicography, semantics, and dialects. Prerequisite: ENG 101. Does not fulfill Core curriculum requirement. (Graduate Level ENG 520)

322 The English Language (3)

A survey of the stages of development of the English language from Anglo-Saxon to contemporary English. Prerequisite: ENG 101. Does not fulfill Core curriculum requirement.

343 Shakespeare (3)

Shakespeare as a dramatist and poet. A reading of representative plays, including comedy, tragedy, history, and romance. Prerequisite: ENG 101.

344 British Romantic Literature (3)

An exploration of the terms "Romanticism" and "romantic" through close readings of the poetry and prose of William and Dorothy Wordsworth, Percy Bysshe and Mary Shelley, John Keats, Lord Byron, William Blake, and Samuel Taylor Coleridge. Prerequisite: ENG 101.

345 Victorian Literature (3)

A study of the shorter fiction written by major British authors during the reign of Queen Victoria (1837-1901), and of its enduring claims on our attention today. Prerequisite: ENG 101.

346 Women's Spiritual Journeys in Literature (3)

A study of 20th century American narratives by women that explore the nature of women's spiritual experiences. Pre-requisite ENG 101. (Also listed as WST 346.)

355 Women/Novels/Film (3)

A study of the respective narrative systems of film and novels, featuring modern American novels and films. Pre-requisite ENG 101 (Also listed as WST 355.)

356 American Memoir (online) (3)

An intensive study of 20th century American memoir. Prerequisite: ENG 101.

357 Studies in Authors: British (3)

An intensive study of selected genres, themes, movements, or authors in modern and contemporary British literature. Prerequisite: ENG 101.

358 Studies in Authors: World (3)

An intensive study of several significant world authors grouped according to a common theme or genre. Prerequisite: ENG 101.

365 World Literature: Myth and Fantasy (3)

An investigation of myth and fantasy, both sacred and secular, as "equipment for living." Prerequisite: ENG 101.

368 Women Writers (online) (3)

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

381-389 Experimental Courses (3)

The subject matter and method of these courses will vary from semester to semester in line with current trends.

490 Honors Reading (1-3)

Independent reading in an area of special interest carried out under faculty direction. Prerequisite: departmental approval.

491, 492 Independent Study (1-3)

Individualized projects carried out by a student under faculty direction. Prerequisite: departmental approval.

493, 494 Independent Writing Project (1-3)

Individualized writing projects supervised by the English faculty. Prerequisites: departmental approval, ENG 101 and 310 or 312.

495 Coordinating Seminar (3)

In-depth study on selected topic under the direction of an English faculty member and presentation of the seminar paper at the annual Symposium. Senior English majors only. Prerequisite: departmental approval.

Experiencing the Liberal Arts (ELA)

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

Further ELA courses are being developed, in addition to those listed below.

203 The Detective Novel and Society (3)

This course is designed to make students aware of the cultural richness and depth to be found in the detective novel. It will focus on the question of what can be learned about our culture and other cultures from the reading of these novels. The works to be studied and compared deal with broader issues than the traditional "whodunits." Some of those larger considerations are gender issues, historical situations, social commentary, ethnic differences, and religious customs. Prerequisites: ENG 101 and sophomore standing.

204 Drugs and American Society (3)

The course will explore both the attitudes and the practices of Americans regarding the use of intoxicating drugs. This phenomenon will be considered from a variety of perspectives; historical, biological, psychosocial and philosophical. Such study will provide perspective on many current drug-related issues. Prerequisites: ENG 101 and sophomore standing.

205 Music Around the World (3)

This class will combine the disciplines of anthropology and music to expose students to a broad understanding of people in various societies and cultures. Prerequisite: ENG101 and sophomore standing.

207 Pulp Law (3)

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

208 Breathtaking Decisions-Life and Death Issues in Bioethics (3)

This course adjudicates selected contemporary issues in bioethics. Issues addressed in the course include cloning, stem cell research, contraception, abortion, Assisted Reproductive Technology (ART),

and genetic engineering from the natural law, personal perspective that grounds the Catholic moral tradition. The procedural method of the course models for the student the integration of theory and practice that is essential to sound moral decision-making. Pre-requisite: ENG 101 and sophomore standing.

266 Finding Your Voice (3)

In this course students will become acquainted with the way in which people respond to voice quality and tone, thus providing them with creative options for asserting themselves or otherwise participating in all areas of verbal interaction. Students will explore voice physically, psychologically and socially and will study voice in the contexts of the dramatic arts, literature, psychology, and anthropology. Through written papers, monologues and interviews, students will learn the intricacies of vocal exchange, learning that the way a statement is made is just as important as the words that comprise it.

302 A.B.U.S.E. - Awareness, Beliefs, Understanding, Strategies and Empowerment (3)

This course will explore the concept of human abuse as it relates to women from a psychological and health perspective. It will assist students to understand how abuse has impacted men's, women's, and children's roles, relationships, self-esteem, and their ability to adapt to societal expectations. Content areas include an historical overview, media, and treatment. Prerequisites: ENG 101 and sophomore standing.

303 Visiting the Past (3)

This course will utilize the vehicles of imagination and scholarship to engage in a sort of time travel. The disciplines of history and anthropology will be combined to provide the information and insights necessary to understand the lives of human beings in other times and places. Three questions will be central to the course: What was it like to be alive? How did the people of that time and place make their lives meaningful? How does an understanding of people in another time and place affect the views of our own lives? Prerequisites: ENG 101 and sophomore standing. (Junior standing recommended.)

304 American Cinema (3)

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

305 Women of the Americas: Freedom, Justice, Equality, Respect (3)

The study of women in Canada, the United States, and Latin America. Issues of hierarchy and liberation, poverty and opportunity, gender and protest, and exploitation and justice in various ethnic groups will be discussed. Prerequisites: ENG 101 and sophomore standing. (Junior standing recommended.)

306 Intercultural Communication (3)

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

307 Open-Eyed Justice: The Changing Face of Conflict Resolution in the USA (3)

This course will examine the history of European, British and American law as well as the Nebraska Dispute Resolution Act and formal methods of conflict resolution. The hypothesis that interest-based

conflict resolution is occurring because of the feminization of the work force and legal profession will be posed. Prerequisites: ENG 101 and sophomore standing.

308 Stories We Live By: How Myth Shapes Our Lives (3)

Explores the nature of myth and the role that these cultural stories play in literature, music, other disciplines, and in our own lives. Students will identify and examine women's roles in stories and women's scholarship in this field. Students will seek to discover their own cultural, family, and personal myths. Prerequisites: ENG 101 and sophomore standing. (Junior standing recommended.)

309 Narratives of the Holocaust (3)

Personal narratives are used in this course to study the shattering impact that Nazi policies of extermination had upon the lives of individual human beings. By combining the study of history and literature, students are given the opportunity to examine both the historical context of the Holocaust and the ways in which particular women and men used writing in the service of both historical memory and personal survival. Prerequisites: ENG 101 and sophomore standing.

310 Utopia: From Women's Points of View (3)

This course is designed to introduce students to the concept of utopian worlds, particularly ideal worlds from women's points of view. The course will deal with the following topics: Utopian worlds, patriarchy, concepts of God, desire for immortality, uses of power, and uses of language. Prerequisites: ENG 101 and sophomore standing. (Also listed as WST 311.)

315 Self, Society, and Service (3)

This course explores the concepts of volunteering and service as they relate to individuals and the community from health perspectives. The mental and physical health of members of our society is affected by their occupational and leisure activities. These activities should begin at a young age so patterns of positive health promotion are established throughout the lifespan. Involvement in community service provides meaning and purpose in people's lives. Such qualities may in turn have protective effects on health outcomes. Volunteering offers opportunities for persons to help solve critical community needs, develop new skills, and open alternative career paths. These opportunities, in turn, reinvigorate the health of the community and promote satisfaction among community members. The content areas will include but not be limited to a historical overview of service and volunteerism, the benefits to individuals and the community, current trends, life-span efforts, occupational opportunities, and the concept of service-learning. This is a web-enhanced course. Prerequisite: ENG 101 and sophomore standing.

320 Liberty and Justice (3)

Examines the protection of individual freedoms through the Constitution and the Bill of Rights. Students will critically evaluate the legal and moral issues inherent in the personal rights embodied in the Bill of Rights. Students will be provided with a background in legal and moral theory and terminology and will use such knowledge to discuss the importance of protecting and promoting individual freedom in modern society.

Fine Arts (FNA)

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

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

General Studies (BGS)

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

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

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

This degree completion program is composed of three separate components:

1. 64 Semester Hours: Transfer Hours, Associate's degree or 64 semester hours*
2. 28 Semester Hours: Credit by Examination or Portfolio, additional transfer hours, or College of Saint Mary courses
3. 36 Semester Hours: College of Saint Mary required curriculum component**

Total: 128 semester hours

* These may include an Associate's degree or hours from College of Saint Mary.

** College of Saint Mary required courses: HUM 495, COM 212, PHL 105 or 206, and ETH 200. Students must also take English literature (3 hours), ELA (3 hours), math or science (3 hours), fine arts (3 hours), history or political science (3 hours), social science (3 hours), and theology (6 hours).

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

HUM 495 Seminar (3)

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

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

Art: One Art History (3 hours), ART 211, 213, 215, plus 12 additional hours selected from among the following ART courses: 217, 223, 225, 227, 250, and 333.

History: Any 24 hours of HPS are acceptable; however, the following courses are recommended: HPS 110, 131, 132, 251, 349, 375, 376.

Music: Choose 24 hours from the following: MUS 118, 119, 204, 206, 208, 380, 347, 348, six credits in applied music, six credits in chorus.

Philosophy: PHL 105, 206, 220, 310, ETH 200, plus six additional hours of Philosophy.

Communication: Any 24 credit hours in COM courses.

Business Administration: Any 24 credit hours in BUS courses.

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

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

Business Information Systems BIS 140, 211, 212, 331, 350, 360, 380.

General Studies (GNS)

The Associate of Arts in General Studies program of study is intended for students who are unsure of the area in which they want to major. This associate degree formalizes each student's course work so that all Core Curriculum requirements for a bachelor's degree are completed by the end of the Associate of Arts in General Studies. In addition, the student is offered a selection of courses to help her sample a variety of fields and possible majors.

The Associate of Arts in General Studies allows the student to articulate into any bachelor's degree at College of Saint Mary (except the Bachelor of Science in Nursing) and to complete the bachelor's degree in two years beyond the Associate of Arts in General Studies.

Required Sequence: 47 hours in Core Curriculum, a 3-hour speech course (COM), and 17 hours selected from among the following: ACC 161, 163, 162; BIO 100, 101; BIS 140 or 143; BUS 101, 323; COM 100; CHM 100, 102, 104; EDU 101, 236; LAW 101, 110; MTH 114, 115; PSY 200, 203, 235; and SOC 231.

History and Political Science (HPS)

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

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

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

Minor Sequence in History:

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

110 American Government (3)

An overview of the Federal government, including the study of its executive, legislative and judicial branches and their relationships to each other. Current issues in foreign and domestic policy are also dealt with in the course.

131 History of the United States to 1865 (3)

An inquiry into how, by studying the origins of the United States of America, we can better understand American society, culture, and politics today. Special attention is given to the topic of the witch trials in Salem, the role of key personalities in American politics, the American Revolution, slavery, and the Civil War. The course also seeks to shed light on our own day-to-day living by contrasting contemporary culture with that of Antebellum America.

132 History of the United States since 1865 (3)

This course surveys the remarkable story of America's rise to becoming a world superpower and the consequences of this new role for both Americans and others throughout the globe. Emphasis is placed upon the following: Reconstruction and the post-Civil War industrial boom, America's becoming an imperial power with the Spanish American War; the decision to fight in World War I; our response to Japan's attack on Pearl Harbor in 1941 and Hitler's declaration of war on the U.S.; assessment of the origins and significance of the Cold War, including our involvement in Korea and Vietnam; and the development of what we recognize today as "modern" American life, including critical assessment of the civil rights and general cultural upheavals of the 1960's and their continued influence on our lives today. This course includes instruction in effective use of the Internet as a tool for historical study.

160 World Geography (3)

This is a course in cultural geography. In essence, it is an investigation into how we may better understand our own society by studying other nations and cultures.

210 American Foreign Policy (3)

Investigation into the origins, practice, and consequences of American foreign policy. Special attention is given to World War II, the Cold War, and Vietnam.

236 History of the Sixties (3)

To identify and to understand the political, social and cultural developments of the sixties in their historical context. After establishing this context, students are challenged to think through just how the legacies of the sixties have affected us for good or ill in the 21st century.

240 History of Women in Europe (3)

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

251 History of Women in the United States (3)

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

260 Regional Geography (3)

An in-depth study of the physical and cultural geography of one particular region of the world.

280 Experimental Course (3)

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

349 Nazi Germany (3)

A study of the political, social, and cultural forces behind Hitler, Nazi Germany, and the murders of 11 million people.

360 Teaching of Social Studies (3)

See Education 360.

375 Western Civilization to 1500 (3)

Survey of the intellectual and cultural roots of Western civilization from the ancient Sumerians to the Renaissance. Major topics covered include the origins of several contemporary aspects of the origins of several contemporary aspects of our culture, including monotheism, democracy, Christianity and the nation-state.

376 Western Civilization since 1500 (3)

Survey of the major cultural, political, and social movements in the Western world since 1500. Major topics include the Reformation, Counter-Reformation, Scientific Revolution, the Enlightenment, the French Revolution, and the growth of industrialization and nationalism in the 19th and 20th centuries.

Human Services (HSV)

See *Psychology for complete degree information.* In conjunction with Psychology, the Human Service program prepares women to provide services to individuals and families in need of assistance. Students acquire abilities in all areas of human service, including interviewing, basic counseling, group work, observation, research methods, client advocacy, and mobilization of community resources. Through participation in supervised fieldwork, graduates will also have direct hands-on experience, which provides them with the knowledge and skills necessary for a successful human service career.

Major Sequence: (36 semester hours): PSY 101, PSY 200 or PSY 220, PSY 233, PSY 240, PSY 242, PSY 332, PSY 350, PSY 410, PSY 440 and PSY 492, plus any two psychology electives.

Courses in Human Services (18 semester hours): HSV 101, HSV 230, HSV 231, HSV 377, HSV 378, HSV 477, HSV 478.

Supporting Courses: (9 semester hours) BUS 323 and any 6 hours in the Behavioral Sciences (PSY, HSV, and SOC).

Core Curriculum: (47 semester hours) As defined in the Core Curriculum section of this catalog.

Minor in Human Services: (23 semester hours) HSV 377/378, plus PSY 230, PSY 233, PSY 332, and PSY 410.

101 Survey of Human Services (3)

The history, theories, ethical principles, and values of human services are surveyed. Students will also explore specific areas of the human services field through coursework and experience in the community.

230 Attitudes and Values (3)

Requires the student to examine herself, her values and belief systems, and the effect of her belief system on the perception of and interaction with others. Topics will emphasize the application of psychology concepts such as self-esteem, stress, and personality development to the self. (Also listed as HSV 230.)

231 Interviewing Skills (3)

Methods of obtaining relevant information in a variety of settings are discussed and practiced. The documentation, reporting, and use of information are presented for selection of personnel or case planning. Methods of designing and implementing programs for clients are practiced. (Also listed as BUS and COM 231.)

236 Alcohol and Substance Abuse (3)

This course covers the current research and findings on alcohol and substance abuse regarding causes and treatment. Physical and psychological effects of substances abuse on the person are reviewed, in addition to the consequences for the family and society. The major intervention and therapeutic models are discussed and evaluated. (Also listed as HSV 236.)

377 Fieldwork Experience I (3)

The initial fieldwork experience typically focuses on introducing the student to the actual human services setting. Skills focus on learning the unique nature of the human service organization and the

various roles and functions of human service workers. The student is exposed to entry-level experience primarily through observation and service delivery to a small caseload with close supervision. . Course requires completion of 175 Fieldwork Hours. Prerequisites: HSV 231 and PSY 233. To be taken concurrently with HSV 378.

378 Fieldwork Seminar I (2)

Problems, solutions, ethical issues, and other interesting situations experienced in HSV 377 will be discussed. Case management issues and strategies are also explored. To be taken concurrently with HSV 377.

424 Marriage and Family Counseling (3)

This course is designed for the advanced applied psychology students and others with a relevant background and preparation. Students will be familiarized with the history of marriage and family therapy, prominent theorists, and major methodologies. Prerequisite: HSV/PSY 332 or permission of the instructor. (Also listed as HSV 424.)

477 Fieldwork Experience II (3)

Engages the student in addressing and solving more complex problems in service delivery. The student is expected to demonstrate competence in identifying and using community resources, advanced service delivery techniques, and a wider range of service modalities. Greater autonomy and responsibility for client progress is delegated to the student during this phase. Course requires completion of 175 Fieldwork Hours. Prerequisites: HSV 377 and HSV 378. To be taken concurrently with HSV 478.

478 Fieldwork Seminar II (1)

Problems, solutions, ethical issues, and other interesting situations experienced in HSV 477 will be discussed. To be taken concurrently with HSV 477.

Humanities (HUM)

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

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

The Total Major: 60 hours

Main focus:

30 hours with 15 from each of two of the above disciplines.

Minor focus:

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

Supporting courses:

12 hours including one 3-hour course from the remaining three disciplines and HUM 495.

495 Coordinating Seminar (3)

An advanced interdisciplinary research project under the direction of a faculty member from one of the student's areas of specialty. Prerequisite: departmental approval.

First Year Seminar (FYS)

Core Curriculum

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

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

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

FYS 101 (1)

First Year Seminar is to be taken during the first semester a student is enrolled at College of Saint Mary. The course is intended to offer students a foundation upon which to build their college experience. Emphasis will be placed on critical thinking and how students can most effectively take advantage of their college years as a preparation not only for a career, but also for living well in the twenty-first century.

Interdisciplinary Developmental Studies (IDS)

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

ENG 099 Developmental English (3)

(See ENG for course description)

MTH 098 Developmental Math (3)

(See MTH for course description)

097 Study and Learning (2)

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

Mathematics (MTH)

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

Major Sequence: 35 hours including MTH 201, 202, 203, 242, 266, 342, 350, 360, 450, and 495.

Supporting Courses: BIS 140 and 143; COM 310.

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

Mathematics minor for elementary teachers: MTH 242, 262 and 12 hours selected under the direction of the advisor. – all classes must be numbered above 114 for elementary education majors only.

Math (Teacher Certification)

Students wishing to obtain certification to teach in Nebraska secondary schools must take the Mathematics Competency Exam before enrolling in any course beyond MTH 098. A student may not receive credit post sequentially for any lower level math course without special permission from the program director.

098 Developmental Math (3)

Includes basic concepts of the real number system, polynomials, first-degree equations and inequalities, algebraic functions, exponents, radicals, graphing linear functions, and an introduction to quadratic functions. This course is required for all those not passing the Mathematics Competency Exam.

112 Intermediate Algebra (3)

An extension of the basic algebraic concepts includes first- and second-degree equations and inequalities, and systems of linear equations. Prerequisite: satisfactory PSAT or ACT score, satisfactory score on Math Competency Exam, or C or better in MTH 098, or permission of program director.

114 College Algebra (3)

A study of the ordinary topics of college algebra including functions, inequalities, and logarithms. Prerequisite: C or better in MTH 112, or three years of high school mathematics including advanced algebra, or permission of program director.

115 College Trigonometry (3)

A study of the circular functions and their graphs, trigonometric functions, trigonometric identities and equations, and applications of trigonometry. Prerequisite: C or better in MTH 114 or equivalent.

201 Calculus I (4)

A study of limits and continuity, differentiation of algebraic functions, and elementary integration with applications. Prerequisite: C or better in MTH 115 or equivalent.

202 Calculus II (4)

A continuation of MTH 201 including the differentiation of transcendental functions and methods of formal integration with applications, and an introduction to sequences and series. Prerequisite: C or better in MTH 201 or equivalent.

203 Calculus III (5)

The study of multivariate calculus. Topics include: vectors, partial derivatives, multiple integrals, Green's theorem, and Stoke's theorem. Prerequisite: MTH 202

242 Statistics (3)

Collection and tabulation of data, averages and measures of dispersion, correlational and regression analysis, probability and sampling, hypothesis testing, performing Chi Square, t, f and some nonparametric tests. Prerequisites: C or better in MTH 112, or permission of program director. (Also listed as BUS and PSY 242.)

262 Numbers and Geometry with Applications (3)

Includes a study of the external meanings and the algorithms and mathematical systems of arithmetic.

266 College Geometry (3)

Axiomatic systems, introduction to non-Euclidean geometry, and projective geometry. Prerequisite: MTH 201.

288 Experimental Course (1-3)

The subject matter of this course will vary from semester to semester in line with current trends.

342 Statistics, Calculus Based (3)

The study of the theory and applications of statistics using a traditional Calculus based approach. Topics include finite and continuous distributions, inferences estimation, and regression. Prerequisite: MTH 202.

350 Abstract Algebra (3)

An introduction to modern algebra, including groups, rings, integral domains, and fields. Prerequisite: MTH 201.

360 Linear Algebra (3)

Finite dimensional vector spaces, linear transformations and matrices, quadratics forms, eigenvalues, and eigenvectors. Prerequisite: MTH 201.

367 Teaching of Mathematics (3)

Principles, objectives, methods, and functions of teaching mathematics are emphasized. (Also listed as EDU 360.)

450 Differential Equations (3)

Methods of solution and applications of common types of differential equations. Prerequisite: MTH 202.

495 Mathematics Seminar (1)

The student's present topics not included in the normal mathematics offerings. Prerequisites: MTH 202 and departmental approval.

Medical Technology (MDT)

The medical technology curriculum offers preparation to those who wish to do professional diagnostic laboratory work. These professionals may find challenging opportunities in hospitals, clinics, doctors' offices, research, industry, and educational institutions. College of Saint Mary offers two degree programs in this area:

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

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

The major characteristics desired in an applicant include high moral standards, scientific curiosity, manual dexterity, academic ability, and a genuine interest in people. In addition to completing the academic college program, students must make application, meet the designated entrance requirements, gain acceptance, and satisfactorily complete the professional year of study before she can receive the baccalaureate degree in medical technology from College of Saint Mary. The process and standards by which applicants are selected for admission to the professional year vary slightly with each clinical institution. The medical technology advisor will assist the student in the application and registration procedures for entrance to the clinical facility during the fall semester prior to the professional year of study. A minimum GPA of 2.5, reference letters, college transcripts, and a personal interview are required for entrance to the clinical facility. Specific admission information can be obtained directly from the clinical institution and/or the medical technology director at College of Saint Mary. Enrollment in the clinical facilities is limited and competitive. Therefore, those students who do not meet the professional admissions requirements during the academic portion of the program are encouraged to pursue other programs. A student in the '3 + 1' program who is not accepted into a professional program or who chooses not to continue may complete a biology degree at College of Saint Mary by completing a 4th year of study. Upon graduation, students are eligible to take national certifying examinations.

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

Major Sequence: 137 hours, which in addition to the Core Curriculum requirements include BIO 110, 111, 250/252 OR 266/267, 330, 331, and 4 hours of Biology electives; CHM 110, 111, 112, 113, 230, 231, 232, 233; MDT 364; MTH 114, 115, 242; PHY 202, 203, 204, 205; and one year of professional education in an approved medical technology school.

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

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

364 Immunology (3)

A study of the nature and theory of antigen-antibody interaction, mechanisms of immunity, and principles and procedures of serodiagnosis. Prerequisites: two semesters of BIO (110, 112, 222 and 230), two semesters of CHM (110 and 112), or permission of the instructor. BIO 300 may be taken concurrently. (Also listed as BIO 364.)

The following courses, for which a student receives 39 college credit hours, are taken with minor variations in an approved school of medical technology during the professional year of study. These courses must be completed with a minimum passing grade of 70% (C) to meet requirements for graduation from the program.

412 Clinical Laboratory Diagnosis And Management (6)

The application, evaluation, and correlation of laboratory tests in the diagnosis and treatment of common disease states are emphasized in this course. Opportunities for building critical thinking, problem-solving, and leadership skills are provided in small group clinical case discussions.

414 Clinical Chemistry (8)

The theory, practical application, and technical performance of clinical chemistry laboratory procedures.

416 Clinical Hematology (7)

The theory, practical application, and technical performance of clinical chemistry laboratory procedures.

418 Clinical Microbiology (7)

The theory, practical application, and technical performance of procedures for isolation and identification of bacterial, mycotic, parasitic, and viral organisms infecting humans.

420 Clinical Immunology (1)

The theory, practical application, and technical performance of immunological and serological procedures used in diagnostic laboratory medicine.

422 Clinical Immunochemistry (3)

The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood and blood components, and for handling and storage of blood and blood components.

426 Clinical Microscopy (1)

The theory, practical application, and technical performance of procedures utilized in the analysis of urine and other body fluids.

430 Professional Topics (2)

Selected topics relating to the practice of medical technology including the theory, practical application, and technical performance of collecting and handling blood specimens; introduction to theory and principles of management, supervision, and education; introduction to professional ethics; and theory and application of method evaluation.

Military Science

Army Reserve Officers' Training Corps (MIL)

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

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

Program Objectives

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

Advanced Course

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

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

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

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

Qualified SMP students may apply for scholarships under the Guaranteed Reserve Forces Duty Scholarship program. This is a two-year scholarship that could be worth nearly \$38,400. Other

scholarships may also be available. In addition to the \$350 per month and the Reserve unit pay, SMP students are still eligible for selected Montgomery GI Bill college assistance programs. Total monetary entitlements for even a non-scholarship SMP student during the two-year program could exceed \$28,000

Special Opportunities

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

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

ROTC Scholarships

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

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

MIL 100 Leadership Laboratory I (0)

Leadership Laboratory provides initial and advanced military leadership instruction in military courtesy, first aid, and practical field training exercises. Functions and responsibilities of leadership positions are developed through cadet command and staff positions. Required with enrollment in MIL 101, MIL 102, and MIL 103. May be repeated one time.

MIL 101 Introduction to Officer Professionalism I (1)

Examination of the role of the commissioned officer in the United States Army. Discussion focuses upon officer career opportunities, role of the officer, responsibilities of and basis for the armed forces, and sources of officer commissioning.

MIL 102 Introduction to Officer Professionalism II (1)

Continuation of MIL 101. Further examines the role of the commissioned officer in the U.S. Army. Focuses on customs of the service, role of the Army, Army Reserve, and Army National Guard; organization of the Army; branches of the Army; and leadership principles for the junior officer.

MIL 103 Foundation of Officership and Basic Leadership (2)

This course is an introduction for nursing students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give accurate insight into the Army Profession and the officer's role within the Army. Prerequisite: Nursing students only.

MIL 200 Leadership Laboratory II (0)

This second-year leadership laboratory parallels MIL 211/212 classroom instruction, reinforcing concepts learned in class with practical hands-on training exercises and activities. Training is focused on more advanced individual and collective small unit skills such as small unit leadership and tactics doctrine, land navigation, basic rifle marksmanship, and drill ceremonies. Required with enrollment in MIL 211, MIL 212, and MIL 213. May be repeated one time.

MIL 202 United States Military History (3)

A study of the theory and practice of war beginning in colonial times through the military engagements and peacekeeping operations of the 1990s. Emphasis is on United States participation in these military operations.

MIL 205 ROTC Leadership Training Camp (3)

Six weeks of preparatory training at Fort Knox, Kentucky. Travel pay and salary stipend provided through the Military Science Department. The student is not obligated to any military service as a result of attending Leadership Training Camp. Camp graduates are eligible to enroll in Advanced Military Science courses. Students are also eligible to compete for full tuition two-year scholarships. Prerequisite: Director Consent.

MIL 207 Fundamentals of Army Ranger Training (2)

Course designed to challenge the individual in leadership, physical endurance, special operations and small-unit tactics. Competitive area success would lead to regional championship participation at Fort Lewis, Washington.

MIL 208 Advanced Army Ranger Training (2)

Continuation of MIL 207.

MIL 211 Basic Individual Leadership Techniques I (1)

Course designed to develop student leadership and critical individual skills. Training is basic in nature and includes leadership techniques, written and oral communication, rifle marksmanship, fundamentals of land navigation, and physical fitness. Prerequisite: MIL 101, 102, or Director Consent.

MIL 212 Advanced Individual Leadership Techniques II (1)

Continues the development of student leadership and critical individual military skills. Training focuses on advanced military skills and includes orienteering, field survival skills, operations, and training. Prerequisite: MIL 211.

MIL 213 Military Science and Leadership (2)

Nurse cadet only. This course compresses Military Science II year into one semester. It is designed to develop students' knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, students develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Prerequisite: MIL 103.

MIL 300 Leadership Laboratory III (0)

This laboratory parallels MIL 301/302 classroom instruction and places the student in leadership positions within the cadet corps, providing greater challenges in order to build confidence and enhance mastery of individual skills. Activities focus on honing military skills and mastery of small unit leadership and tactics in preparation for MIL 351, ROTC National Advanced Leadership Camp in Fort Lewis, Washington. Required with enrollment in MIL 301 and 302. May be repeated one time.

MIL 301 Fundamentals of Small Unit Tactics and Leadership (3)

Course designed to introduce the Advanced Course military science student to the technical skills required to become an effective small unit leader. Includes fundamentals of terrain navigation, oral and written communication skills, basic troop leading procedures, and an introduction to opposing forces capabilities, organization and equipment. Includes field training exercise. Prerequisite: MIL 211, 212, or Director Consent.

MIL 302 Advanced Small Unit Tactics & Leadership II (3)

Course involves the study and application of small unit tactics with emphasis on planning and organizing principles learned in MIL 301. Designed to develop the self-confidence and leadership abilities as well as the technical competence needed by the Advanced Course student to complete Advanced Camp Training conducted at Ft. Lewis, Washington. Includes field training exercises. Prerequisite: MIL 301.

MIL 351 Leadership Development Assessment Course (3)

The ROTC cadet attends five weeks of intensive leadership and management training. The training is conducted during the summer months between the junior and senior years at Fort Lewis, Washington. The student's ability to lead her unit and to plan and conduct military small unit operations is thoroughly evaluated. Travel pay and salary stipend provided through the Department of Military Science. Prerequisite: MIL 301 and MIL 302.

MIL 352 ROTC Nurse Summer Training (3)

A three-week, 120-hour clinical assignment with an Army Nurse Corps preceptor at an Army hospital in the U.S. or overseas. Available to ROTC nursing students with at least one clinical nursing course, follows successful completion of MIL 351. The student receives travel pay and salary stipend through the Military Science Department. Improved clinical skills and self-confidence that comes with experience will enhance performance in nursing curriculum and Military Science. Prerequisite: MIL 301 and 302, Director Consent.

MIL 400 Leadership Laboratory IV (1)

Laboratory designed to allow senior cadets to demonstrate mastery of leadership and tactical skills developed throughout their cadet career in preparation for becoming commissioned Army officers. The cadet battalion staff plans, resources, and executes training for the MIL 100, 200, and 300 labs. Additionally charged with the leadership development and assessment of the underclassmen, with a focus on the junior class in preparation for Leadership Development Assessment Course at Fort Lewis, Washington in the summer. Required with enrollment in MIL 401 and MIL 402. May be repeated one time.

MIL 401 Military Professionalism and Ethics I (2)

Seminar on contemporary problems facing junior officers dealing with ethics and military professionalism. Standards of conduct are explained and applied to practical simulations utilizing the ethical decision-making process. Prerequisite: MIL 301 and 302 or Director Consent.

MIL 402 Military Management Seminar II (2)

Leadership and management problems involved in the operation of a small unit including personal affairs, military justice, moral and social duties and obligations of a military officer. Prerequisite: MIL 401.

MIL 493 Directed Independent Readings I, II (2)

Directed readings course designed to consider an issue or field of interest to society in general and the military in particular. Prerequisite: Director Consent.

MIL 494 Directed Independent Study and Seminar I (2)

Directed study course designed to consider an issue or field of interest to the society in general and the military in particular. Prerequisite: Director Consent.

MIL 495 Directed Independent Study and Seminar II (2)

Directed research in Military Science to meet the individual needs of the student. Course focuses on developing practical application of special interest subjects in a student-initiated project. Prerequisite: Director Consent.

Air Force Reserve Officers' Training Corps (AES)

The Air Force Reserve Officer Training Corps (ROTC) program was established at College of Saint Mary in 1976. The Air Force ROTC program is prepared and presented by the aerospace studies department at the University of Nebraska at Omaha and the United States Air Force under an independent contract with College of Saint Mary.

The department of aerospace studies is a regular instructional department of the University of Nebraska at Omaha and functions according to the rules and policies of the University and those of the U.S. Air Force. The Air Force ROTC program is open to both men and women and is designed to develop the skills and attitudes vital to the professional Air Force officer. Upon successful completion of the Air Force ROTC program and graduation from the College of Saint Mary, cadets are commissioned second lieutenants, U.S. Air Force. Instruction includes a two-year basic course (General Military Course —

GMC) and a two-year advanced course (Professional Officer Course — POC). Students already in college may qualify to join ROTC without completing all four years. Call the detachment for more information.

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

Aerospace Studies

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

The courses are open to all full-time students. Textbooks and uniforms are furnished at government expense. All students are provided leadership experience through participation in an accompanying leadership laboratory. All courses also include voluntary trips to various Air Force installations throughout the United States. Students enrolled in GMC courses are not in the military service and assume no military obligation. Students with prior military service or high school ROTC experience may receive credit for portions of the GMC program. Entering freshmen should register for AES 131 and AES 001 during registration.

AES 001 Leadership Laboratory (0)

Leadership Laboratory courses (LLABs) include a study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. During the junior and senior year, LLABs consist of activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. LLABs also include interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets.

AES 131, AES 132 Foundations of the United States Air Force I & II (1,1)

Survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES 231, AES 232 The Evolution of USAF Air and Space Power I & II (1,1)

These courses are designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the courses cover a time period from the first balloons and dirigibles to the space-age global positioning system of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions

(functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the courses examine several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, these courses provide students with a knowledge level understanding for the general element and employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

AES 311, AES 312 Air Force Leadership Studies I & II (3)

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AES 411, AES 412 National Security Affairs/Preparation for Active Duty I & II (3)

These courses examine the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

In addition to the above courses, Air Force ROTC awards credit through summer field training exercises:

Two hours of credit are granted to students who complete four weeks of training at selected Air Force bases. Travel pay and salary stipend provided. The student is not obligated to any military service as a result of attending field training. Graduates of camp are eligible to enroll in the Professional Officer Course (POC) and compete for two-year Air Force ROTC scholarships.

Three hours of credit are granted to students who complete six weeks of training at selected Air Force bases. Training is designed for students with no military experience, training, or education. Travel pay and salary stipend provided. The student is not obligated to any military service as a result of attending field training. Graduates of camp are eligible to enroll in the Professional Office Course (POC).

Music (MUS)

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

Individual applied music instruction is available for any student from the complete beginner to the accomplished performer. A student wishing to minor in music is required to take a preliminary examination in music theory and perform an audition in her chosen applied music area. The exam and audition will allow the Director of Music to effectively advise each student regarding her course of study. A student should declare a music minor no later than her sophomore year in order to complete the required courses.

All MUS courses are approved for Fine arts credit in Tiers II and III of the core curriculum.

Minor Sequence: A minimum of 18 hours including MUS 118, 119, 346, 347, two semesters of MUS 247 and 4 semesters of applied music, attaining at least intermediate level (MUS 210-229)

MUSIC COURSES TAKEN FOR NO CREDIT

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

Applied Music

Any student may register for beginning level applied music courses. Intermediate or advanced level courses require permission of the instructor and necessary prerequisites. Private lessons will be 30 minutes in length. Daily practice is expected of all students enrolled in applied music courses. Practice requirements are outlined in each instructor's syllabus. Any applied music course number may be repeated for credit. Instruction in additional instruments may be offered. Contact the Director of Music for information.

100 Beginning Piano	(1)
101 Beginning Organ	(1)
102 Beginning Voice	(1)
103 Beginning Violin	(1)
104 Beginning Guitar	(1)
105 Beginning Trumpet	(1)
106 Beginning Flute	(1)
117 Beginning Tuba	(1)
126 Beginning Trombone	(1)

129 Beginning Clarinet (1)

108 Group Piano (1)

Beginning level instruction in piano is offered in a classroom setting. This course is designed for students with no previous musical background. Daily practice is expected of all students.

118 Musicianship I (3)

A general introduction to the language of music intended to help the student gain fluency in reading and understanding conventional musical notation. Fundamental theoretical concepts (melodic and rhythmic notation, intervals, scales, meter, tonality) are studied and rudimentary applied skills (ear training, sight singing, keyboard harmony) are developed.

119 Musicianship II (3)

An introduction to the harmonic theory of the common practice period. The course begins with a review of music fundamentals and then examines the nature of triads and seventh chords, basic principles of voice-leading and harmonic progression, chord inversion, and non-chord tones. Skills such as ear training, sight singing and keyboard harmony are simultaneously cultivated. Prerequisite: MUS 118 or its equivalent.

204 Music of the People (3)

A listening course which explores types of folk music, instruments and dances important to people of specific cultures and countries throughout the world.

205 Women in Music (3)

(Also listed as WST 205.)

206 Music of Western Civilization (3)

An introduction to the great music of Western civilization from the Middle Ages to the present. The course begins with a discussion of the elements of music and proceeds with a chronological overview of music history. Classical masterworks from all style periods are studied.

208 History of Jazz and Rock (3)

An historical survey of the development of jazz and rock from their beginning to the present.

210 Intermediate Piano (1)

Prerequisite: MUS 100 or its equivalent and permission of the instructor.

211 Intermediate Organ (1)

Prerequisite: MUS 101 or its equivalent and permission of the instructor.

212 Intermediate Voice (1)

Prerequisite: MUS 102 or its equivalent and permission of the instructor.

213 Intermediate Violin (1)

Prerequisite: MUS 103 or its equivalent and permission of the instructor.

214 Intermediate Guitar (1)

Prerequisite: MUS 104 or its equivalent and permission of the instructor.

215 Intermediate Trumpet (1)

Prerequisite: MUS 105 or its equivalent and permission of the instructor.

216 Intermediate Flute (1)

Prerequisite: MUS 106 or its equivalent and permission of the instructor.

217 Intermediate Tuba (1)

Prerequisite: MUS 117 or its equivalent and permission of the instructor.

226 Intermediate Trombone (1)

Prerequisite: MUS 126 or its equivalent and permission of the instructor.

229 Intermediate Clarinet (1)

Prerequisite: Music 129 or its equivalent and permission of instructor.

247 CSM Chorus (NC, 1)

Sacred and secular choral literature in a variety of styles is learned and performed. The CSM Chorus performs for several liturgies, campus events, concerts, and off-campus events each semester. Participation in rehearsals and performances in addition to scheduled class time is required. Students may enroll in chorus for credit or on a non-credit basis. Students may re-elect this course every semester. Open to all students.

310 Advanced Piano (1)

Prerequisite: MUS 210 or its equivalent and permission of the instructor.

311 Advanced Organ (1)

Prerequisite: MUS 211 or its equivalent and permission of the instructor.

312 Advanced Voice (1)

Prerequisite: MUS 212 or its equivalent and permission of the instructor.

313 Advanced Violin (1)

Prerequisite: MUS 213 or its equivalent and permission of the instructor.

314 Advanced Guitar (1)

Prerequisite: MUS 214 or its equivalent and permission of the instructor.

315 Advanced Trumpet (1)

Prerequisite: MUS 215 or its equivalent and permission of the instructor.

316 Advanced Flute (1)

Prerequisite: MUS 216 or its equivalent and permission of the instructor.

317 Advanced Tuba (1)

Prerequisite: MUS 217 or its equivalent and permission of the instructor.

326 Advanced Trombone (1)

Prerequisite: MUS 226 or its equivalent and permission of the instructor.

329 Advanced Clarinet (1)

Prerequisite: MUS 229 or its equivalent and permission of the instructor.

346 History of Music I (3)

A survey of music and its development in Western civilization from earliest examples through the Baroque period. Emphasis is given to representative musical works and styles and to the understanding of musical concepts in relation to their historical and cultural background.

347 History of Music II (3)

A survey of music and its development in Western civilization from the Classical period through the present day. Emphasis is given to representative musical works and styles and the understanding of musical concepts in relation to their historical and cultural background.

348 Twentieth Century Music (3)

Study of the forms and styles of classical music from Debussy to the present, including impressionism, serialism, neo-classicism, minimalism, aleatoric music, electronic music, and music in traditional major-minor systems.

349 Masterpieces of Sacred Music (3)

A survey of compositions for chorus and orchestra that have achieved the status of musical and spiritual masterpieces. Musical examples from the Middle Ages through the present will be studied.

357 CSM Singers (1)

CSM Singers is a select choral ensemble whose members are chosen by audition from students enrolled in CSM Chorus. Students will have the opportunity to develop advanced choral skills, explore additional choral repertoires, and perform in concerts both on and off campus. In order to register for this course, a student must also register for MUS 247 (CSM Chorus) during the same semester.

Prerequisites: One previous semester of MUS 247 (or its equivalent) and permission of the instructor.

375 The American Musical (3)

A music appreciation course that also includes the dramatic and artistic elements of the musical. From an historical perspective, the students study the development of the American musical from 1866 to the present. Through readings, video viewing, and music listening, the students learn about this uniquely American style of performance that has derived from jazz, folk, and opera.

380 Experimental Course (3)

The subject matter and methods of this course will vary from semester to semester in line with current trends.

391 Independent Study (1-2-3)

Individual projects carried out by a student under faculty direction. Prerequisite: departmental approval.

Natural Science (SCI)

Major and Field Endorsement, Grades 7-12

The natural science field endorsement qualifies the student to teach general science, physical science, chemistry, biology, physics and earth science in grades 7-12. The endorsement requires 60 credit hours of course work in natural sciences. See BIO, CHM or Education Program Director for specific course requirements.

See Education Program for information on admission, testing, student teaching and certification requirements.

See Secondary Minor in Education Sequence for professional education course requirements.

Nursing (NUR)

Nursing education at College of Saint Mary began in 1969 with the establishment of the Associate of Science in Nursing (ASN) Program. In 1979, a plan was implemented to enable licensed practical nurses to earn an Associate of Science Degree in Nursing. In 1983, the Bachelor of Science in Nursing (BSN) Program was added. The Associate of Science in Nursing Program is approved by the Nebraska State Board of Nursing. The BSN Program is designed for registered nurses (RN) who have completed the ASN Program or transferred in after completion of another basic program in nursing that leads to RN licensure. Both the ASN and BSN Programs are fully accredited by the National League for Nursing Accrediting Commission (NLNAC) located at 61 Broadway Street, 33rd Floor, New York, New York 10006, telephone: (212) 363-5555. The Practical Nursing Program (PN) was started in 2004.

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

The Programs

Practical Nurse Program (PNC)

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

Practical Nurse Program Outcomes

Upon completion of the PN Program, the student will:

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

Criteria for Admission

1. High school graduate with GPA of 2.0 or GED with appropriate signatures.
2. Official transcripts from all colleges attended.
3. Satisfactory completion of TEAS.
4. Satisfactory completion of basic skills testing in mathematics and English competency. If not, all developmental courses must be completed with a minimum of a GPA of 2.0 prior to

- enrolling in practical nursing courses.
5. Prior to program start:
 - a. Completed health record, including immunizations and laboratory results; investigative consumer report and drug screen
 - b. Current CPR card

Certificate Course Requirements: PNC 101, 171, 102, 172, 113, 123, 103, 173, 133, 142, 164, BIO 120/121 or BIO 220/221; 099 and/or ENG 101, and PNC 124 or NUR 224 . Total 41 to 43 credits.

101 Practical Nursing I (4)

This theory course introduces nursing content that focuses on basic concepts and skills related to human functioning, nursing process, communication techniques, cultural and spiritual care, psychosocial and physical assessment, psychomotor skills and professional development related to the care of adult clients. Concurrent with: PNC 171, 164, BIO 120/121 or BIO 220/221, ENG 099 if required.

102 Practical Nursing II (4)

This theory course expands the knowledge of the health and illness of the middle and older adult experiencing normal developmental growth, as well as the adaptation by the client to acute and chronic illnesses. The student will be introduced to the use of the nursing process related to common disease conditions incorporating health assessment, basic abnormalities of bodily functions of the disease process, pharmacological management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist selected clients to adapt to alterations in human functioning and health. Prerequisites: PNC 101, 171, 164, BIO 120/121 OR BIO 220/221, ENG 099 if required.. Concurrent with PNC 172, PNC 142, PNC 124 or NUR 224, ENG 101.

103 Practical Nursing III (5)

This theory course expands knowledge of health during the normal pregnancy experience, care of the normal newborn, health and illness of children, and young adults when experiencing normal age-related developmental growth as well as adaptation to acute and chronic illnesses. This course will relate care of individuals across the life span. The student will expand the use of the nursing process related to common disease conditions using the nursing process to include health assessment, basic abnormalities of bodily functions of the disease process, pharmacological and nutritional management of diseases and utilization of spiritual and culturally sensitive nursing interventions to assist individuals and families to adapt to alterations in human functioning and health. Prerequisites: PNC 102, PNC 172, PNC 142, PNC 124 or NUR 224, ENG 101. Concurrent with: PNC 173, PNC 123, PNC 113 and PNC 133.

113 Pharmacology Application and Medication Administration (2)

This theory course involves the study of selected classes of health agents, antiviral agents and anti-neoplastic agents, psychotropics, lipid lowering agents, anticonvulsants, muscle relaxants, eye medications, and antiparkinson drugs. This course will address pharmacological and physiological considerations of acute and chronic diseases across the lifespan. Prerequisites: PNC 102, 172, 142, BIO 124, ENG 101. Concurrent with: PNC 103, 173, 133, 123.

123 Trends and Concepts (1)

Content for this course will address issues that have broad implications in the practice of nursing as a licensed practical nurse. As manager of care for selected clients, the student will address ethical/legal issues evidence based practice and care delivery issues. Role transition from student to entry level of

nursing practice will be discussed. Prerequisites: PNC 102, 172, 142, PNC 124 or NUR 224, ENG 101. Concurrent with: PNC 103, 173, 113, 133.

124 Introduction to Pharmacology (2)

This course is an introduction to basic pharmacology that addresses legal aspects and regulation of pharmacological drugs; drug names; the action, interaction, and effects of pharmacological drugs on the body systems and disease states; safe dosage preparation and routes of administration. Prerequisites: BIO 120/121 or BIO 220/221.

133 Mental Health Concepts (1)

Content of this course will address common psychiatric and behavioral conditions and therapeutic communication. The student will explore health care and nursing interventions to assist the individual to adapt to healthy functioning. This course will build on previously and currently acquired knowledge regarding human development and care of the adult. Prerequisites: PNC 102, 172, 142, PNC 124 or NUR 224, ENG 101. Concurrent with: PNC 103, 173, 113, 123.

142 Nutrition (2)

This theory course introduces the concepts of nutrition therapy and will help the student understand and apply nutrition therapy with nursing interventions to assist selected clients to adapt to alterations in human functioning and health. Prerequisites: PNC 101,171,164. Concurrent with: PNC 102, 172, PNC 124 or NUR 224, ENG 101.

164 Cultural and Spiritual Care (2)

This course is designed to examine the religious, cultural traditions and human development within the diverse human experiences. The student shall apply the cultural and religious beliefs as they impact on the behavior and life choices of the individuals seeking health care. The student shall learn the role of the health care provider in the application of physical and emotional care related to care of adults and children at birth, death, with dietary patterns and spiritual beliefs based upon culture and religion. Concurrent with: PNC 101, 171, BIO 120/121 or BIO 220/221, ENG 099 if required.

171 Practical Nursing I Clinical (3)

This beginning level clinical nursing course will focus on the initial skills needed to care for the client. The clinical laboratory and long-term care will be used as practice settings. (14 hours per week plus prelab). Concurrent with: PNC 101, 164, BIO 120/121 or BIO 220/221, ENG 099 if required.

172 Practical Nursing II - Clinical (4)

This clinical nursing course will focus on applying the skills needed to care for selected adult client. Acute-care hospital and long-term care will be used as practice settings. (12 clinical hours per week.) Prerequisites PNC 101, 171, 164. Concurrent with: PNC 102, 142, PNC 124 or NUR 224, ENG 101.

173 Practical Nursing III - Clinical (4)

This clinical nursing course will focus on applying the skills needed to care for selected clients across life span. Acute-care, long-term care facilities and daycare will be used as practice settings. (12 clinical hours per week.) Prerequisites: PNC 102, 172, 142, PNC 124 or NUR 224, ENG 101. Concurrent with: PNC 103, 113, 123, 133.

Associate Degree in Nursing

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

ASN Program Outcomes

Upon completion of the ASN program, the student will:

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

The associate degree program is designed to be completed in either one of two tracks: Nursing 2 or Nursing 3. The plan of study is determined by admission criteria that may be full or part-time study. See admission criteria.

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

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

Bachelor's Degree in Nursing

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

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

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

BSN Program Outcomes

Upon completion of the BSN program, the student will:

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

Admission to Nursing Programs

Policies:

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

- program based on their GPA from high school and their ACT scores per the policy in the undergraduate catalog.
6. All transfer students and all students more than one year out of high school who have not attended college previously must take the NET to determine acceptance into the Nursing Program.
 7. If the applicant meets the criteria for nursing. Enrollment Services will notify the applicant of her acceptance in writing.
 8. A personal interview may be requested by the appropriate Program Director.
 9. The nursing program reserves the right of admitting only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and person suitability for nursing.
 10. To participate in clinical/practicum courses, the student must have the following on file: a) CPR certificate, b) Clinical Agency Requirements, c) Health Record, and be able to meet Performance Standards (See policy 1.2.).

Associate Degree

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

High School Applicants: Criteria for Admission to the Nursing Program

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

Criteria	Data Required
1. High school graduate with cumulative GPS of at least 3.0 (B)	1. Official high school transcript
2. ACT Math and English sub score of 21 or better. Composite of 21 or better. No other sub score lower than 19. SAT – verbal score of 485 or greater. Math score of 485 or greater. Total score of 970 or greater	2. ACT report form recorded on official high school transcript. SAT report.
3. Complete minimum one semester high school biology and one year high school chemistry.	3. Official high school transcript
4. Evidence of positive references for nursing	4. Two references from employers or school officials

ASN Three-Year Track - Criteria

Criteria	Data Required
1. High School graduate with grade point average of at least 2.5 (C+)	1. Official high school transcript
2. Composite ACT score of 19 or above. SAT total = 890	2. ACT report form or SAT form or score recorded on official high school transcript
3. Evidence of positive references for nursing	3. Two references from employers or school officials

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

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

ASN Applicant with College Transfer Credit:

Criteria	Data Required
1. Cumulative grade point average of at least 2.5 with a minimum of C in all natural and biological sciences	1. official college transcript
2. Completion of at least 18 semester hours which must include at least two science courses in nursing curriculum. No development classes will be included in the 18 hour requirement.	2. College transcript
3. Successful completion of English and Math requirement	3. College transcript, ACT, and/or placement test score
4. All students in an undeclared major take the NET when applying to the nursing program	
5. Students can choose to take the exam during the first semester that they are at the college or wait until midterm of their spring semester. All other criteria for admission into nursing must be met. Students with ACT scores older than five years will be required to take the NET. <ul style="list-style-type: none"> • NET scores less than five years old (taken at other schools) will be accepted with proper documentation • Composite score for placement in the nursing program must be at or above 55 • Math sub score must be at or above 55 • Reading sub score must be at or above 55 • Students may take the NET test two times 	

<p>in one academic year, with no less than two weeks between attempts for acceptance consideration. Students must meet minimum score requirements within four attempts</p> <ul style="list-style-type: none"> Beginning September 1 2009, the TEAS test will replace the NET tests. Passing scores will be determined at that time. 	
6. Evidence of positive references for nursing	6. Two references from employers or school officials
<p>7. The Associate Director of the Nursing Program will consider request for exceptions. The nursing admissions committee will make final decisions on admission exceptions. Requests for exceptions will accepted in a student has</p> <ul style="list-style-type: none"> Composite score for placement in the nursing program must be at or above 50. Math sub score must be at or above 50. Reading sub score must be at or above 45. 	

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

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

ASN Nursing Applicant with NO previous college credit

If an applicant is not a recent high school graduate (less than three years), and has not attended college, the student must enroll in and successfully complete college courses as indicated in the “Applicant with college transfer credit” criteria found in the College’s Academic Catalog. When the criteria are met, the student may apply to the Nursing program through the Change of Major process (see Change of Major process).

Licensed Practical Nurse To ASN applicant:

Criteria	Data Required
1. Graduate of a Practical Nursing Program with a GPA of 2.5	1. Official transcript from practical nursing school, and high school transcript of GED

2. License Practical Nurse	2. Unencumbered current license
3. Evidence of positive references for nursing	3. Two references (one should be employment related) from individuals able to report on variables of the Nursing Applicant Evaluation Form
4. Composite score for placement into nursing program must be at or above 55. A) Math sub score must be at or above 55 B) Reading sub score must at or above 55	

For progression of LPN applicant to nursing classes, the student must meet the requirements indicated in the “Licensed Practical Nurse to ASN Applicant Criteria” found in the College’s Academic Catalog and meet an accepted score in the Mobility I test, if nursing transfer credit is desired. (See Policy 1.7.) In addition, NUR 222 must be taken in the same semester as NUR 270.

BSN Program:

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

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

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

General Criteria	Data Required
1. Graduate of an NLNAC accredited AND program with a GPA of 2.5	1. Official transcripts from high school, nursing program, and any other colleges attended
2. Registered nurse license in good standing in the state of Nebraska or compact state	2. Verification of unencumbered RN license
3. Evidence of positive references for baccalaureate nursing	3. Two letters of reference – one employment related and one from nursing program, if graduated in last five (5) years; otherwise, two nursing employment related
4. Successful completion of Math and English requirements, ACT Math and English scores of 21 or higher, or completion of college Math and English courses (non-developmental)	4. College transcripts, ACT and/or placement test score
5. Students without an ACT score or an ACT older than five (5) years will be required to take the NET. NET Composite score must be at or above 55. Math sub score must also be at or above 55. Reading comprehension sub score must be at or above 55.	

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

Criteria	Data Required
1. Graduate of a diploma or non-NLNAC accredited ADN program	1. Official transcript from high school, nursing program, and any other colleges attended
2. Composite college GPA of 2.5*	2. Official transcripts from Nursing Program and any other colleges attended
3. Validation of prior credit through successful completion of NUR 312	3. Validation of nursing credit by successful completion of NUR 312
4. Registered nurse license in good standing in the state of Nebraska or compact state	4. Verification of unencumbered RN license
5. Evidence of positive references for baccalaureate nursing	5. Two letters of reference – one work related and one from nursing program, if graduated in last five (5) years; otherwise, two work related
6. Successful completion of English and Math requirement	6. College transcripts, ACT and/or placement test scores

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

a. Admitted as provisional student

b. Must achieve 2.5 GPA for minimum of 15 hours, included in those 15 hours must be NUR 312, MTH 242, and BIO 366.

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

Prerequisite Requirements for Clinical/Practicum Courses

1. **Performance Standards:** Successful completion of clinical nursing courses depends on the ability to think critically and to use the nursing process, which includes communication, motor, and interpersonal abilities (Nursing Student Policy 1:3). Technological adaptations can be made for some disabilities; however, a student must perform in a safe and reasonably independent manner. It is not acceptable to use a trained intermediary, as a student's judgment may be influenced by someone else's observations.
2. **CPR Certification:** Prerequisite to and concurrent with all clinical and practicum courses. (Nursing Student Policy 1:3).
3. **Investigative Background Report:** Prerequisite to all clinical and practicum courses. A background check is required of all students prior to beginning clinical or practicum courses to meet clinical agency requirements. (Nursing Student Policy 1:3).
4. **Health Record Requirements:** Prerequisite to and concurrent with all clinical and practicum courses. (Nursing Student Policy 1:3). The Nursing Program may require additional immunizations, drug screening or health screening as needed to meet clinical agency requirements. The student is responsible for any expense incurred in completing this process. The student may be stopped out of nursing courses at any time if not in compliance with this health policy.

Progression in the Program

In order to progress from one semester to the next, the student must complete the program of study in the prescribed sequence. A student who fails a nursing course will be required to repeat that course before progression to the next level of the nursing curriculum. The student must maintain an overall cumulative grade point average of 2.5, earn a minimum grade of C in all natural and biological science courses, math, general psychology and general ethics, and earn a C or SA in each nursing course. A grade below C or an UN in a nursing course is considered failing. When a student is not successful in one component of the nursing course, both components are repeated. The student must comply with the nursing program policies and the ethical standards of the nursing profession.

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

Graduation

Associate Degree

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

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

Bachelor's Degree

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

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

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

Program of Study

Associate Degree in Nursing

Major Sequence: 34 hours including NUR 100, 110, 170 (NUR 144 for LPNs), 211, 201, 271, 212, 202, 272, 213, 253, and 273.

Supporting Field: BIO 220, 221, 222, 230 and SCI 224.

Core Requirements: MTH; ENG 101; CHM 100, or 102 and 104; SOC; PSY; ETH 200; IDC; COM; THL.

Baccalaureate Degree in Nursing

Prerequisite: 30 hours in lower division nursing.

Major Sequence: 24 hours including NUR 372, 438, 455, 452/472, 453/473, 494.

Supporting Courses: BIO 366; culture elective and MTH 242.

Core Curriculum: 47 hours as described under Bachelor's Degree Requirements earlier in the catalog.

Minor or Supporting Field

Required: 18 hours as described under Degree Requirements earlier in the catalog.

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

100 Introduction to Nursing - Theory (4)

This course will provide the theoretical framework upon which subsequent nursing courses will build. Concepts related to human functioning will be introduced. Nursing process, communication techniques, and physical assessment skills will be developed. Concurrent courses: NUR 110 and 170. Prerequisite or concurrent: BIO 220/221; CHM 100, 102 or 104.

110 Nursing Concepts I (1)

Nursing Concepts 110 is a beginning level course that introduces the student to nursing and the nursing curriculum. Topics include nursing as a profession and the role of the nurse on the health care team. The basic principles of growth and development, family, nursing process, communication, and legal/ethical concerns will be addressed as they relate to the beginning nursing student. Concurrent courses: NUR 100 and 170.

144 Bridging LPN to ASN - Theory (3)

A course designed for LPNs articulating into the ASN program. Concepts of human function and nursing process provide the integrating elements for this bridge course. The role of the nurse in the health care system and the role of the student as a self-directed learner are discussed. NLN-ACE PN to RN exams are given prior to registering for the class, or permission of the ASN Program Director. Credit for 15 semester hours in nursing is awarded for successful completion of these tests after passing NUR 144. Prerequisites: CHM 102; BIO 220/221, 222; CHM 104. Concurrent: BIO 230 .

170 Introduction to Nursing - Clinical (4)

This beginning-level clinical nursing course will focus on the initial skills needed to care for the client. The clinical laboratory, nursing home facility, and acute care settings may be used as practice settings. (12 clinical hours per week.) Concurrent courses: NUR 100, 110.

201 Nursing through the Lifespan - Theory (4)

The focus of this intermediate level course is nursing care of the client from birth through middle adulthood. The nursing student will assist the client to maintain essential life functions and adapt to alterations in human functioning. This course builds upon knowledge and skills acquired in beginning level courses. Prerequisites: NUR 110, 100 and 170; BIO 220/ 221; CHM 100, or 102 or104. Concurrent courses: CHM 100, 102, 104, NUR 211 or 212, 272, BIO 230, BIO 220/221 and PSY 101, NUR 224

202 Nursing through the Lifespan - Theory (4)

The focus of this intermediate level course includes both physical and psychosocial nursing care of clients from adulthood through the aging process. The nursing student will examine methods to assist the client to maintain essential life functions and to adapt to alterations in human functioning while building upon previous knowledge. Prerequisites: NUR 110, 100/170; BIO 220/221, CHM 100, or 102 or104. PSY 101 Concurrent courses: CHM 100, 102, 104, NUR 211 or 212, 272, BIO 230, BIO 220/221 and PSY 101, NUR 224

211 Nursing Concepts II (1)

This course further develops content in Nursing Concepts 110 related to curriculum outcomes. Principles of human development across the lifespan are presented as related to communication and teaching

learning styles, family and cultural issues, and community resources. Class content can be applied in concurrent nursing clinical courses. The Student Professional Portfolio continues to serve as a measurement of student development in the nursing curriculum. Concurrent courses: NUR 201 and 271, or 202 and 272. Prerequisites: NUR 110, 100, and 170.

212 Nursing Concepts III (1)

This course further develops content presented in previous Nursing Concepts courses (NUR 110, NUR 211). Ethical principles are discussed as they relate to professional growth and client care. Issues related to the scope of nursing practice will be presented and discussed from the perspective of legal, ethical, and personal responsibility. Class content is applied in concurrent clinical courses. The Student Professional Portfolio continues to serve as a measurement of student development in the nursing curriculum. Concurrent courses: NUR 201/271 or 202/272. Prerequisites: NUR 211; PHL 200 or concurrent (Tier II ethics).

213 Nursing Concepts IV (1)

Content for this proficient level course will address issues that have broad implications in nursing. As manager of care for selected clients, the student will address ethical/legal issues related to changes in nursing care. Role transition from student to the entry level of nursing practice will be discussed. Concurrent courses: NUR 253 and 273. Prerequisites: NUR 110, 211, 212.

222 Building Nursing Success (1)

This course assists students to attain knowledge and skills necessary for the final nursing courses. It is individualized to meet the student's specific needs. Two groups of students are required to take this course per policy 2.5: Those who failed or withdrew from NUR 253/273 and wish to repeat it; those who are out of sequence for NUR 253/273 due to personal reasons, failure of previous nursing or science courses, or low GPA and are not currently enrolled in a nursing theory/clinical course.

224 Pharmacology (2)

The study of the classes of drugs, their uses, mechanism of action, systematic effects, adverse effects, and contraindications. Specific examples of drugs will be used as models to explain various classes. Specific analysis of nervous, respiratory, cardiovascular, and excretory drugs, using biochemical and physiological concepts will be carried out. Prerequisites: BIO 120 or BIO 220/221; CHM 100, 102, 104. Concurrent enrollment in BIO 222 is recommended.

225 Rural Underserved Nursing (1, 2 or 3)

This elective, clinical course places intermediate nursing students in a preceptored rural/underserved clinical experience. Students will apply nursing process to multiple clients with predictable outcomes. Sites and supervisions are individually arranged. Program Director approval required. Prerequisites: NUR 100/170/110 and permission of instructor.

253 Complex Nursing - Theory (4)

Complex Nursing is the proficient level ASN course. Multi-system alterations in human functioning will be explored with emphasis on prioritization of comprehensive nursing care. Independent functions of the nurse are explored to allow further development of the associate degree nurse's role, while building upon knowledge acquired in previous courses. Concurrent courses: NUR 213 and NUR 273. Prerequisites: All intermediate level nursing courses; BIO 220,221,222,230 and NUR 224, CHM 100 Or 102/104

271 Nursing through the Lifespan - Clinical (3)

The focus of this clinical nursing course is on application of knowledge and expansion of the nursing process. Emphasis will be on human development of the individual and the nurse as a teacher. Opportunities for clinical experiences may include maternity environments, pediatric facilities, and other selected acute-care and outpatient settings. This course builds upon knowledge and skills acquired in beginning level theory and clinical courses. Students will be expected to draw on this knowledge and these skills to successfully complete this course. (Average 9 clinical hours per week.) Concurrent courses: NUR 211 or 212, 201. Prerequisites: NUR 110, 100 and 170.

272 Nursing through the Lifespan - Clinical (3)

The focus of this intermediate level clinical course is on application of knowledge and expansion of the nursing process. Emphasis will be on human development and communication with adults and the elderly. Opportunities for clinical experiences may include; mental health facilities, acute/extended care environments, and selected community settings. Students will be expected to draw upon knowledge and skills acquired in previous courses to successfully complete this course. (Average 9 clinical hours per week.) Concurrent courses: NUR 211 or 212, 202; BIO 222. Prerequisites: NUR 110, 100/170; PSY 101 or concurrent; BIO 220/221; CHM 100, or 102/104.

273 Complex Nursing - Clinical (4)

The focus of this proficient level clinical nursing course is on comprehensive nursing care for selected clients with multi-system alterations in human functioning in a variety of settings. Clinical opportunities to use selected management skills are provided. This course builds upon knowledge and skills acquired in all previous courses. Students will be expected to draw upon previously acquired knowledge and skills to successfully complete this course. (Average 12 clinical hours per week.) Concurrent courses: NUR 213, 253. Prerequisites: NUR 212, 202/272, 201/271; BIO 230; SCI 224.

291/391 Independent Study in Nursing (1,2)

Designed to develop a broader understanding of a problem related to nursing. The student will select a particular topic of interest. With input from the assigned instructor, the student will develop the objectives and goals of the course. Prerequisite: permission of Chair, Division of Health Care Professions, and Nursing Program Director.

372 Nursing Assessment (3)

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

438 Nursing Theories and Research (4)

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

development in nursing. This course fosters the practical application of the research, incorporating knowledge of statistics from a previous course. Ethical considerations in nursing research and the role of nursing research in health care are discussed. The critique process is introduced and used for the evaluation of nursing research from the consumer's perspective. Prerequisite: senior standing in the major or permission; MTH 242 or equivalent; satisfactory completion of college computer requirement.

452 Population Based Community Health (3)

This upper-division course builds on creative learning in nursing, humanities, and natural and applied sciences. The content of the course focuses on health promotion, health maintenance, and prevention of illness and injury for individuals, families, other groups, and communities. Additionally, concepts related to public health organization, epidemiology, and vital statistics are integrated throughout the course. Prerequisites: NUR 312 (or concurrent with instructor permission); NUR 438 prerequisite or concurrent; concurrent with: NUR 472.

453 Leading and Managing in Health Care (3)

This baccalaureate nursing course provides the student with an opportunity to apply select leadership and management principles to nursing. Students examine select social, political, legal, ethical, and communication factors that influence nursing and the health care system. Prerequisites: NUR 312 (or co-requisite with instructor permission. Concurrent with NUR 438); concurrent with NUR 473.

455 Professional Roles and Issues in Nursing (3)

This upper-division nursing course examines the baccalaureate-prepared nurse role related to various health care roles, including licensed practical, associate-prepared, baccalaureate-prepared, and masters and doctorally-prepared nurses; and other health care professional roles. Students are also introduced to functions characteristic of the baccalaureate role, and are encouraged to discuss applications to the current health care arena. The course is intended to prepare students for a leadership role as well as for graduate school; consequently, a major paper is required, a presentation related to the paper is expected, and a literature search related to a topic in nursing serves as the foundation for both. Prerequisites: NUR 312; senior status in baccalaureate nursing curriculum, or permission.

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

This baccalaureate-nursing practicum clinical course provides the student with an opportunity to apply objectives from NUR453. The RN student is assigned to a preceptor (nurse role model) who provides experiences to assist the student in processing information. The student independently arranges experiences with the preceptor. The faculty facilitates the learning experience. (On average 6 practicum hours per week.) Prerequisite: NUR 438. Concurrent with: NUR 453.

472 Practicum: Population Based Community Health (3)

The practicum component of population-based community Health Nursing provides the R.N. student the opportunity to function with individuals, families, and other groups and communities to develop competency in recognizing and working with actual and potential health problems evolving from basic human needs.

494 Capstone Seminar (4)

This upper-division nursing course provides an opportunity for the student to analyze and synthesize concepts obtained from previous courses and incorporates them into a final seminar quality

improvement project. This project entails the evaluation of selected areas of nursing practice. The student presents the project at the annual nursing symposium. Students use the critique process for the evaluation of nursing research from the consumer's perspective. Prerequisite: All other nursing courses or concurrent with the last semester of 400 level courses. Senior standing in the nursing major.

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 Bachelors/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, letter of intent, 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 away from Omaha during most of their fieldwork. All travel and living expenses incurred are the responsibility of the students.

Program Objectives

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

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, phone (301) 652-AOTA (www.aota.org). Graduates of the program will be eligible to sit for the national certification examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice. State licenses are usually 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 or biological science 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.

Major Sequence: (55 Semester hours)

OTH 101, 201, 233, 303, 315, 325, 326, 336, 327, 337, 363, 364, 373, 375, 415, 435, 416, 417, 438, 425, 428, 437, 445, 446, 448, 450, 475, 476, 490.

Graduate (35 semester hours)

OTH 526, 576, 591, 651, 652, 673, 693, 674, 675, 690, 676, 595.

Supporting Field: (16-18 semester hours)

BIO 220, 221, 222, 223, 362, 365; CHM 100 or CHM 102/104.

Supporting Courses: (12 semester hours)

PSY 220, , 240, 410; BUS 323.

Core Curriculum: (41 semester hours)

ENG 101; COM 212; PSY 101; PHL 350; IDC 101; SOC; ETH 200; MTH 242; ELA; PED; and Core Curriculum electives (6 credit hours each in Theology, Fine Arts, History, and upper level English).

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. Pre-requisites: None.

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

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. Pre-requisites: OTH 101

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. Pre-requisite: OTH 101

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. Pre-requisites: OTH 101, PSY 220

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. Pre-requisite: OTH 315

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. Pre-requisite: OTH 303

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. Pre-requisites: OTH 303, PSY 410, OTH 233

336 Occupational Performance Capacity and Media Lab (1)

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

337 Psychosocial Issues in OT Lab (1)

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

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.

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. Pre-requisites: BIO220 and BIO222.

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. Laboratory component of BIO 362

364 Cognitive and Perceptual Lab (1)

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

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. Pre-requisites: BIO220 and BIO222.

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. Pre-requisite: Junior status.

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

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. Pre-requisites: OTH 326, BIO 365, BIO 362

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. Pre-requisites: OTH 326, BIO 365, BIO 362

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.

Pre-requisites: OTH 303, OTH 326

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. Pre-requisite: OTH 415

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, BIO 362

435 Life Span – Adult/Lab (1)

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

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.

Pre-requisite: OTH 418, Senior Status.

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.

Prerequisites: OTH 326, OTH 327, Concurrent with OTH 415

445 Life Span – Elderly/Lab (1)

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

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, BIO 362, BIO 365.

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, BIO 362

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.

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. Concurrent with OTH 327, Pre-requisite: OTH 375.

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. Pre-requisite: OTH 376 Concurrent with OTH 415.

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. Pre-requisites: PSY 240, MTH 242, OTH 427

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. Pre-requisite: OTH 415

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. Pre-requisites: OTH 417, OTH 475, graduate status

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. Pre-requisite: Graduate Status.

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.

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. Pre-requisite: OTH 303, OTH 476, Graduate Status

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. Pre-requisite: BUS 323, Graduate Status

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. Pre-requisite: Graduate status.

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. Pre-requisite: Completion of all didactic coursework.

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.

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.

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. Pre-requisites: OTH 690, Graduate Status.

Paralegal Studies (LAW)

Upon completion of the Paralegal Studies program majors will:

- Demonstrate comprehensive understanding of selected areas of substantive and procedural law.
- Demonstrate an understanding of the paralegal profession and its ethical dimensions
- Demonstrate effective legal research and writing skills

The Paralegal Studies Program will be recognized as a center of excellence for paralegal education.

The CSM Paralegal Program is approved by the American Bar Association. The paralegal generally works as part of a legal team in a law office, in government, or in a corporate or business setting. The paralegal functions as a case coordinator, researcher, one who interviews clients and witnesses, accumulates evidence, and prepares legal documents. The paralegal works under the supervision of an attorney and is involved in virtually all aspects of the legal process. According to the American Bar Association, law offices of all sizes and in all practice categories are employing more paralegals than ever before.

The student is introduced to the various topics in law and to the culture of the legal profession. In fact, the student receives instruction in many of the same areas that are required in most law schools, although paralegals are not attorneys and are not authorized to practice law.

Transfer students are expected to take the majority of their credit hours of their major courses at College of Saint Mary. Transfer credits will be evaluated carefully to assure comparability in nature, content and level of credit. Transfer credits in the student's major will be limited to fourteen hours for bachelor students, nine hours for associate students and six hours for Certificate students. The College only accepts transfer credits in law courses from American Bar Association approved schools.

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

College of Saint Mary offers three routes to a career in the paralegal field: bachelor's degree program, associate degree program, and a certificate program for individuals who hold a bachelor's degree in another field and want to earn a certificate in paralegal studies.

Paralegal studies majors may not complete more than 6 hours of required course work in their major, supporting courses or CORE curriculum requirements by independent study.

Students graduating with a degree or certificate in paralegal studies must have at least in C in all LAW courses.

Note: Some courses will have a service-learning component.

Bachelor of Arts Degree

Major Sequence: 44 hours in the major including LAW 101, 110, 200, 210, 220, 230, 231, 300, 310, 320, 330, 340, 350, and 470 or 490, and any two selected from LAW 410, , 430, 440 and 450.

Supporting Courses: 18 hours including: ACC 161, ; BIS 220; COM 210; 220; HSV 231; PHL 105 and PHL 220.

Core Curriculum: 47 hours of Core courses

Associate of Arts Degree

Major Sequence: 29 hours in the major including LAW 101, 110, 200, 210, 220 and 230; any three selected from LAW 300, 310, 320, 330, 340, 350, and 359; and any two selected from LAW 410,, 430, 440 and 450.

Supporting Courses: 12 hours including ACC 161,; COM 210; HSV 231 or higher ; and any one selected from PHL 105 and PHL 220. LAW 470 is recommended as an elective.

Core Curriculum: 26 hours of Core courses

Certificate in Paralegal Studies

Major Sequence: 26 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).

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.

Minors also available for nursing majors.

A paralegal studies major may obtain a minor in any of several fields, including medical science. See the Director of the Paralegal Studies Program for information.

Students in this major may not apply more than six (6) hours of independent study credit or more than nine (9) hours of a combination of independent study, directed readings, or internship credit toward degree completion.

101 Introduction to Paralegal Studies (3)

This survey course discusses the legal environment, law office procedures, legal ethics including confidentiality, avoiding unauthorized practice of law, professional responsibilities of the paralegal, interpreting statutes, employment opportunities, salary surveys, regulations and other sources of law, paralegal-client relations, and includes a general overview of the paralegal profession.

110 The Legal Environment (3)

This survey course considers the different substantive areas of the law: the history of the American legal system; a general overview of the type of law applicable to the legal assistant (corporate law, litigation, estate administration, real estate, bankruptcy, torts, contracts, family law, and the like); an introduction to basic legal principles, including the judicial system; a discussion of the court system and the role of the courts-trial and appellate; Federal and state limitations in seeking judicial relief; judicial decision-making; judicial remedies; criminal procedures and legislation; administrative and government law; the sources of the law; and an overview of the elements of a trial. (Also listed as BUS 110.)

200 Legal Research and Writing I (3)

This course emphasizes the basics of legal research methods and good written communication, with an emphasis on precise writing. The course uses a case-study approach for developing organizational, legal style and analytical skills. It is an introduction to the use of research materials in the law library, including WESTLAW, Lexis, Internet basics, and CD-Rom resources. The course also includes familiarization with the preparation of legal memoranda and briefs encountered in the general practice of law, with specific research problems to be completed and researched. Prerequisite: ENG 101. Prerequisite or departmental approval for concurrent enrollment in LAW 110.

210 Legal Research and Writing II (3)

A continuation of LAW 200. Prerequisite: LAW200.

220 Law Office Administration and Technology (3)

This course includes a study of administrative systems, file management, docket control, retrieval, time keeping, billing, accounting, dictation, word processing, types of legal fees and their handling, and the role of the attorney, paralegal, legal administrator, and legal secretary in a law office. This course will also include practices in business, corporations, insurance companies and government offices that are relevant to paralegal employment. The use of the technology and software in the law office will be part of this course

230 Litigation I (3)

This course is an introduction to the civil litigation process, with emphasis on the practice associated with a civil action. Topics covered include: civil procedure, preparation and use of pleadings, discovery, evidence, client interviewing, and investigative techniques. It is recommended that this class be taken as soon as possible after completion of LAW 200. Prerequisites: LAW 110 and 200.

231 Litigation II (3)

This course is a continuation of LAW 230 with an emphasis on the functions of a paralegal in trial preparation and pretrial and trial procedures including the gathering and organizing of materials, investigating, interviewing, , appellate procedures, preparation of the trial notebook, and assisting during and after a trial. Prerequisite: LAW 230.

300 Torts (3)

This course is an introduction and overview of intentional torts, negligence, strict liability, product liability, professional negligence, worker's compensation, medical malpractice, and their defenses. Prerequisite: LAW 200.

310 Advanced Business Law (3)

This course emphasizes the practice related to formation and operation of sole proprietorships, partnerships, limited partnerships, limited liability corporations, limited liability partnerships, and corporations. It includes partnership agreements and corporate documents, the formation of corporations, corporate financial structures, dividends and liquidations, changes in corporate structure, and the dissolution of corporations. This course also includes incorporation procedures in Nebraska and the preparation and drafting of documents. Prerequisite: LAW 110 and LAW 200. (Also listed as BUS 310.)

320 Estates, Trusts, Tax Law, Probates (3)

This course includes a study of intestate succession, wills, and trusts with an emphasis on the administration of an estate. It includes the preparation and drafting of wills, trust instruments, and documents related to the probate process. Prerequisite: LAW 200.

330 Real Estate Law (3)

This course deals with laws and regulations affecting real estate ownership and use, including ownership interests, conveyancing, mortgages, title assurance, landlord-tenant relationships, public and private land-use controls, foreclosures, and the preparation of real estate documents, such as leases, contracts and deeds. Prerequisite: LAW 200.

340 Contracts (3)

This course is an introduction to principles of contract law with an emphasis on contract interpretations and clear and effective contract drafting and editing. Topics covered include: contract formation, defenses to formation, excuses for performance, various types of contracts, applicable provisions of the Uniform Commercial Code, and remedies for breach of contracts. Prerequisite: LAW 200.

350 Family Law (3)

This course is an introduction to family law, including the role of the lawyer as counselor. Emphasis is placed on the practical aspects related to divorce, separation, the scope of family law, custody, support, adoption, guardianship, tax consequences, legal rights of women, juvenile law, and interfamily torts. Prerequisite: LAW 200.

410 Bankruptcy Law (1)

This course introduces the basics of bankruptcy, secured creditors, liquidation and transactions associated with bankruptcy acts, voluntary and involuntary petitions, liens, preferences, the powers of trustee, the rights of creditors and the discharge of bankruptcy. Prerequisite: LAW 200.

430 Federal Practice and Constitutional Law (1)

This course includes an overview of the U.S. and Nebraska Constitutions and of the Federal court system, Federal rules, and local rules. Prerequisite: LAW 200.

440 Medical Terminology and Malpractice (1)

This course introduces the relevant terminology and medical/legal questions in civil litigation. Prerequisite: LAW 200.

450 Special Topics in the Law (1)

For example: Agricultural Law, Computer Applications for Law, Poverty Law, Criminal Law, Environmental Law, Labor Law, Administrative Law, Internet for the Paralegal, Native American Law, Mediation Law, Worker's Compensation and Insurance Law. Prerequisite: LAW 200.

470 Paralegal Internship (3)

Those students accepted into the Paralegal Internship Program are placed in a professional legal setting. The internship entails a minimum of 160 on-the-job hours providing the intern with the opportunity to incorporate classroom learning with practical experience at the worksite. Prerequisite: permission of the director. Students must demonstrate suitability for the paralegal profession based on the following factors: academic performance, character and personality, physical and emotional status, dependability, cooperation, and command of oral and written language skills.

Requirements for acceptance to LAW 470:*

1. Enrollment in the certificate, bachelor's, or associate degree in paralegal studies program.
2. Enrollment in the last semester of coursework.
3. Completion of at least 75 percent (65 percent for certificate seekers) of LAW credit hours.
4. Recommended registration in no more than 12 hours in addition to LAW 470.
5. GPA of 2.5 in LAW coursework and a GPA of 2.5 overall.
6. A grade of C or better in all LAW courses.
7. Completion of interview with the director of paralegal studies.
8. Completion and submission of application by:
 - April 1 for fall semester.
 - November 1 for spring semester

March 1 for summer semester.

Application includes the following:

1. Two letters of recommendation.
2. Two samples of legal writing.
3. Current resume.
4. Completion of program application.

*NOTE: Director reserves the right to waive requirements in exceptional cases. LAW 470 may NOT be taken as an audit course or independent study course. A grade of Incomplete is not available for the paralegal internship.

490 Coordinating Seminar (3)

This seminar is a capstone course designed to integrate all prior course work with real world experience and case studies. The course includes preparation of a senior project in which the student demonstrates the application of paralegal skills in a practical setting. Prerequisite: senior standing.

Pre-Law Studies

A number of our CSM graduates wish to continue their education by attending law school. We have designed the following courses of study that will assist a student in that endeavor.

Students who elect to follow a "Pre-Law Studies" curriculum will choose among four majors: Paralegal, Humanities, English or Business. Students will complete courses totaling 30 or more credit hours in the chosen major. The Pre-Law curriculum is completed in addition to the required courses in the student's major and minor. The Pre-Law courses cannot be used as a concentration area for Business Administration majors or as credit for a paralegal certificate. Students will be required to take 17 hours in LAW courses: LAW 110, 200, 210, 220, 300 and 310.

Supporting Courses: 12 hours including BIS 220, COM 210, and any two of the following: PHL 105, 110, or 220.

Core Curriculum: 47 hours of Core courses. Students completing this course of study will receive a Bachelor of Arts or Science Degree, depending upon which major is chosen.

Philosophy (PHL)

The philosophy program, inspired by Socrates and guided by the mission of College of Saint Mary, seeks to encourage learning, self-reflection, and personal growth by challenging students to explore their most basic assumptions and emphasizing the importance of seeking the truth rather than accepting the status quo. Philosophy forces students to see things from unfamiliar perspectives, and thus opens their minds to new ways of understanding the world.

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

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

The Core requirement is met by taking ETH 200 (Tier II Ethics) and any other core approved philosophy course.

Minor Sequence: 18 hours to be approved by the philosophy program director and the Arts and Sciences division chairperson.

105 Principles of Reasoning (3)

This course is designed to help students develop skills in recognizing, constructing, and evaluating arguments. The course covers basic concepts in logic and reasoning including: argument recognition; categorical and propositional logic; and informal reasoning and fallacies.

200 Moral Reasoning (3)

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

206 Introduction to Philosophy (3)

(previously PHL 101)

This course is an introduction to some of the important problems that have arisen in the history of ideas. Attention is given to both philosophical problems and philosophical methods. Readings developing several philosophical problems are analyzed. Prerequisite: ENG 101 recommended.

220 Business Ethics (3)

An examination of the most important moral issues that arise in the contemporary world of business. Prerequisite: ENG 101 recommended.

301 Issues and Trends in Philosophy (1-2-3)

The subject matter and methods of this course will vary from semester to semester. The material will usually be handled in three one-hour modules. A student may elect to take one, two or three of the modules. Prerequisite: ENG 101 recommended.

310 Philosophy of Women (3)

The question about what it is to be a woman will be the major topic of this study. Selected works of philosophy and related disciplines, both ancient and contemporary, will be critically examined. (Also listed as WST 310.) Prerequisite: ENG 101 recommended.

315 Ancient Philosophy (3)

(previously PHL 201)

This course examines the beginnings of western philosophy in Ancient Greece. It focuses on the Presocratics and the Golden Age in Athens. Prerequisite: ENG 101 recommended.

320 Medieval Philosophy (3)

(previously PHL 205)

This course will study the Medieval period in philosophy including at least some of the following: Augustine, Boethius, Anselm and Abelard; Islamic and Jewish philosophers; Maimonides; Scholastic philosophy; Aquinas; and Bonaventure. Prerequisite: ENG 101 recommended.

325 Early Modern Philosophy (3)

(previously PHL 210)

A study of rationalism, empiricism, and critical philosophy from the 16th to 18th centuries, the influence of nationalism, and the age of epistemology. Prerequisite: ENG 101 recommended.

330 19th & 20th Century Philosophy (3)

(previously PHL 215)

This course may include the study of Hegel and reactions to Hegelianism; Marx, Kierkegaard, Schopenhauer and Nietzsche; 20th century philosophy; logical positivism; linguistic analysis; existentialism and recent European developments; as well as American philosophy. Prerequisite: ENG 101 recommended.

350 Health Care Ethics (3)

Health Care Ethics is an applied ethics course in which students critically apply moral theory to moral problems specifically related to the health care professions. The course includes a review of philosophical moral theories and focuses on the critical analysis of issues in health care ethics through the use of case studies. Prerequisite: ETH/PHL 200 or permission of instructor.

360 Theories of Knowledge and Reality (3)

This class is focused on the in-depth examination of issues in metaphysics and epistemology. These issues include the nature of knowledge, the problem of perception, the problem of memory, the problem of other minds, the problem of free will, the nature of time, and personal identity. Prerequisite: PHL 101 or PHL 206 (Intro. to Philosophy) or permission of instructor.

380 Experimental Course (3)

The subject matter of this course will vary from semester to semester in order to study current trends and issues. Prerequisite: ENG 101 recommended.

391 Directed Readings (2-3)

Under PHL 391 an opportunity is offered the student to do philosophical studies and/or to consider in greater depth a particular problem, philosopher, or historical era on a non-classroom basis. Prerequisites: 3 hours in philosophy and departmental approval. Prerequisite: ENG 101 recommended.

Physical Education (PED)

Physical Education: Non-Teaching

Minor Sequence: 18 hours including 6 hours from PED 123-155, 208, 308, and 12 additional hours approved by the program director.

101 Lifetime Health and Activity (3)

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

105 Varsity Volleyball (1)

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

107 Varsity Softball (1)

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

108 Varsity Soccer(1)

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

109 Varsity Golf (1)

Advanced instruction in golf. Varsity competition with other colleges and universities. Elective credit only (no more than four hours may be applied towards a degree.) Prerequisite: department approval.

110 Varsity Basketball (1)

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

111 Varsity Cross Country (1)

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

112 First Aid and CPR (1)

Emphasis on prevention, certification and care of common home and school injuries. Student will be certified upon successful completion of the course. This course does not count as a Core Curriculum credit.

123-159 Physical Education Activities (1)

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

- 123 Aerobics
- 124 Badminton/Archery
- 125 Basketball/Volleyball
- 126 Bicycling
- 127 Bowling
- 128 Canoeing
- 129 Dance
- 130 Golf
- 131 Racquetball/Badminton
- 132 Healthy Lifestyles
- 133 Hiking
- 134 Lifetime Sports
- 135 Personal Fitness/Weight Training
- 136 Sailing
- 137 Self Defense for Women
- 138 Soccer/Volleyball
- 139 Softball/Basketball
- 140 Square Dance/Folk Dance
- 141 Beginning/Intermediate Swimming/CPR
- 142 Tennis/Racquet Sports
- 143 Water Aerobics
- 144 Water Sports
- 145 Relaxation Techniques/Stress Management
- 146 Camping
- 147 Advanced Swimming
- 148 Weight Training
- 149 Racquetball/Tennis
- 150 Swimming for Fitness/Variety Aquatics
- 151 Water Safety Instructor/ Lifeguard Training
- 152 Advanced Aerobics
- 153 Fitness for Living
- 154 Outdoor Education/Recreation
- 155 Floor & Water Aerobics
- 157 Yoga
- 158 Pilates

160 Nutrition (3)

A study of human nutrition and its relationship to human performance. Consideration is given to nutrients-function, food source, health concerns and implications, energy intake and expenditure.

Special considerations: body composition, including weight gain and loss, ergogenic aids, competitive athletes, older adults, children and teens, pregnant women, disease risk, fluid and electrolyte balance and sport activities.

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

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

208 Lifeguard Training (1)

Red Cross Certification. Prerequisite: Able to swim 500 yards, strong swimmer. This course does not count as Core Curriculum credit.

210 Individual and Group Sports (3)

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

220 Sports Psychology & Theory (3)

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

235 Aquatics (3)

This course is designed to prepare students in assuming the duties and responsibilities of a water safety instructor. The main areas of focus will be accident prevention in and around the water, recognition of a person in distress and a drowning victim, development of an emergency plan and articulation with emergency rescue service. The purpose of this course is to teach those enrolled how to teach the various swimming skills and water aerobics. This would include teaching beginning swimming through emergency water safety as well as providing opportunities for students with special needs. (Students who satisfactorily complete the course will be issued a Water Safety Instructor Certificate.)

245 Mind, Body and Spirit Development (3)

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

308 Water Safety Instructor (1)

Red Cross certification for teaching swimming. Prerequisite: Strong swimming skills including ability to perform all strokes, dives, etc. This course does not count as Core Curriculum credit.

315 Health and Fitness Assessment (3)

This course is designed to provide students with basic instruction in First Aid and CPR as well as evaluate and implement safety and prevention programs in and out of the classroom. Students will determine

necessary actions for providing activities in a safe environment. Students will earn certification in First Aid and CPR upon completion of the course.

320 Coaching Athletics (1)

Theory and technique of coaching. Prerequisite: departmental approval.

321 Coaching Theory-Volleyball (1)

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

323 Coaching Theory-Softball (1)

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

340 Exercise Physiology (2)

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

357 Health and Physical Education Methods (3)

Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are presented in physical education segments. (Also listed as EDU 357). Does not fulfill Core Curriculum PE activity requirements.

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

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

360 Adapted (3)

A study of the special physical activity and exercise needs, interests, and problems of the exceptional learner, with considerable emphasis on the development of methods and competencies in modifying physical activities. This course will enhance the skills of the teacher to orchestrate the learning environment for students with special needs. Prerequisite: SPE 101 Introduction to Special Education.

470 Physical Education Practicum (5)

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

471 Coaching Practicum-Volleyball (2)

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

473 Coaching Practicum-Softball (2)

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

474 Coaching Practicum-Track and Field (2)

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

475 Coaching Practicum-Basketball (2)

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

496 Research Seminar (3)

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

Physical Science (PHY)

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

100, 101 Introduction to the Physical Sciences (3, 1)

A correlated presentation of the fundamental principles of the physical sciences for non-science majors. Lecture three hours per week and lab three hours per week, to be taken concurrently.

160 Physical Geology (3)

A study of the structure and materials of the earth's crust, the development of topographic features by weathering, erosion, volcanism, plate tectonics, and the relationship of the earth to the cosmos. Lecture two hours per week, lab two hours per week.

162 Descriptive Astronomy (3)

General knowledge of the facts of astronomy, the methods by which they are obtained and the theories which account for them are integrated in light of recent information. Some aspects of space science will be treated in detail. Concepts of meteorology will also be considered. Lecture three hours per week.

164 Introduction to Meteorology (3)

A study of the basic processes occurring in the earth's atmosphere. Topics to be covered include the influence of temperature and pressure on atmospheric circulation and wind-related storms and humidity, precipitation and clouds, all of which result in earth's weather and climatic systems. Lecture three hours per week.

202, 204 General Physics (3, 3)

A study of the fundamental principles of mechanics, thermodynamics, waves, electricity and magnetism, optics and modern physics. Lecture three hours per week. Lecture and lab must be taken concurrently. Prerequisite: MTH 115. Successful completion of PHY 202 is a prerequisite for PHY 204.

203, 205 General Physics Laboratory (1, 1)

A variety of physics laboratory techniques are used to demonstrate the theoretical principles under discussion in the lecture. Lab three hours per week. Successful completion of PHY 203 is a prerequisite for PHY 205.

360 Modern Atomic and Nuclear Physics (3)

A study of the development and the theories of modern physics. Topics to be covered will include special relativity, atomic and nuclear structures, and forces and atomic and nuclear particles and their properties. Prerequisites: PHY 204; CHM 112 or equivalent. (Also listed as CHM 360.)

388 Special Topics Course (3)

The subject matter and method of this course will vary from semester to semester in line with current trends, and the needs and interests of students.

491 Independent Study (1, 3)

Library research project selected under the direction of an instructor. A research paper written in suitable scientific style will be required. Prerequisites: advanced standing and departmental approval. Offered each semester.

499 Directed Readings (1-2-3)

Readings under faculty supervision. Prerequisite: departmental approval.

Psychology (PSY)

Psychology is the scientific study of human mental processes and behavior. Broad in scope, psychology is a rich, diverse field providing a variety of avenues to explore. Psychology professionals fit into two broad categories. Some psychologists are dedicated to helping people with psychological or social problems. These psychologists spend the majority of their time interacting with clients, and work mainly in private practice, schools, hospitals, and clinics. Experimental psychologists are dedicated to experimental understanding of all facets of human behavior, including the examination of cognitive processes, behavior, social interaction, human development, the influence of biology on psychology, or even the study of animals. All of these areas contribute to a complete understanding of the psychology of the human being.

The Program

Students can pursue a Bachelor of Arts degree in Applied Psychology and Human Services, or a Bachelor of Arts degree in Psychology. Either of the two degrees prepares the student for graduate school, and the Applied Psychology and Human Services degree is specifically designed for the student interested in starting her career immediately upon graduation.

Program Requirements

The student must maintain good academic standing, which means that the student must maintain a GPA of 2.0 or better. In addition, Psychology majors must receive a grade of “C” or better in all psychology courses and an overall GPA of 3.0 or better in all psychology courses to remain in the program. Should a student attain a grade below “C” in any psychology course, the student will have one opportunity to repeat the course at College of Saint Mary in order to raise her grade.

A significant component of successful work in the field of applied psychology is the ability to work effectively with others on an interpersonal level. Therefore, a panel of faculty experts will evaluate every Applied Psychology and Human Services major before she begins HSV 377. The student will be assessed as to whether or not she possesses the appropriate personality required for the field. A student must pass this personality assessment to complete the Applied Psychology program.

Applied Psychology and Human Services

Bachelor of Arts Degree

Major Sequence (36 hours): PSY 101, PSY 200 or PSY 220, PSY 233, PSY 240, PSY 242, PSY 332, PSY 350, PSY 410, PSY 440, and PSY 492, plus any two psychology electives.

Courses in Human Services (18 semester hours): HSV 101, HSV 230, HSV 231, HSV 377, HSV 378, HSV 477, HSV 478.

Supporting Courses (9 semester hours): BUS 323, and any 6 hours in the Behavioral Sciences (PSY, HSV, SOC)

Core Curriculum (47 semester hours): As defined in the Core Curriculum section of this catalog.

Psychology

Bachelor of Arts Degree

Major Sequence (37 semester hours): PSY101, PSY 200 or PSY 220, PSY 235, PSY 240, PSY 242, PSY 301, PSY 302, PSY 410, PSY 440 and PSY 492, plus any one 200-level course and any two 300- or 400-level courses in Psychology.

Minor in Marketing Research and Analysis (19 semester hours): BUS 323, BUS 325, BUS 334, BUS 453, BUS 497, BUS 499, and one BUS elective.

Supporting Courses (12 semester hours): SOC 101, one other SOC course, and two more courses from any of the Behavioral Sciences (HSV, PSY, SOC).

Core Curriculum (47 semester hours): As defined in the Core Curriculum section of this catalog.

Minor Sequence (18 semester hours): PSY 101 and 15 semester hours of additional psychology courses approved by both the student's advisor and the Psychology Program Director.

101 General Psychology (3)

The scientific exploration of human behavior and mental processes. The goal of this course is to survey the basic concepts and research in the field

200 Child Psychology (3)

The study of physical, cognitive, social, and emotional development from conception through adolescence. The goal of this course is to foster a comprehensive understanding of the behavior and mind of the child with an emphasis on typical development. Prerequisite: PSY 101. Note: Students cannot get credit for both PSY 200 and PSY 220.

203 Adolescent Psychology (3)

The study of physical, cognitive, social, and emotional development of the normal adolescent from puberty to young adulthood. The goal of this course is to develop a meaningful workable concept regarding the adolescent period of development. Prerequisite: PSY 101.

220 Lifespan Development (3)

The study of physical, cognitive, social, and emotional development from conception through old age. The goal of this course is to foster a comprehensive understanding of the behavior and mind of the human being with an emphasis on typical development throughout the lifespan. Prerequisite: PSY 101. Note: Students cannot get credit for both PSY 200 and PSY 220.

230 Attitudes and Values (3)

Requires the student to examine herself, her values and belief systems, and the effect of her belief system on the perception of and interaction with others. Topics will emphasize the application of psychology concepts such as self-esteem, stress, and personality development to the self. (Also listed as HSV 230.)

233 Group Process: Theory and Practice (3)

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

235 Social Psychology (3)

Examines the psychological forces such as social interaction and cognition underlying human behavior in social situations. The goal of this course is to develop an understanding of the complex interaction between self-directed behavior and the influence of the social situation. Prerequisite: PSY 101 or SOC 101. (Also listed as SOC 235.)

236 Alcohol and Substance Abuse (3)

This course covers the current research and findings on alcohol and substance abuse regarding cause and treatment. Physical and psychological effects of substances abuse on the person are reviewed, in addition to the consequences for the family and society. The major intervention and therapeutic models are discussed and evaluated. (Also listed as HSV 236.)

240 Research Methods (3)

Addresses the basic methods of designing and carrying out psychological research and involves the student in correlational and experimental research. Students will develop techniques for research, assess advantages and drawbacks of each technique, and evidence proper application of each technique. Literature reviews, research writing in APA style, and ethics will also be explored.

Prerequisite: PSY 101. Prerequisite or co-requisite: MTH/PSY 242

242 Statistics (3)

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

301 Experimental Research (3)

Involves the student in independent experimental research. The student researches the literature, develops appropriate research questions, designs the experiment, collects data from participants, analyzes the data using proper statistics, reports the findings in APA format, and presents her findings. To be taken concurrently with PSY 302. Prerequisites: PSY 240 and MTH/PSY 242.

302 Experimental Research Lab (1)

Lab course taken concurrently with PSY 301.

312 Educational Psychology and Measurement (3)

This course involves the study of teaching/learning processes. Students learn the nature of educational psychology and applications of major learning theories. They identify specific relationships among learning and characteristics of learners, including personality, intelligence, motivation, and transfer of learning. Students learn strategies used in measurement and evaluation of learning. (Also listed as EDU 312.)

325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communications and processes, and change management. (Also listed as BUS 325 and SOC 325.)

332 Counseling Theory and Practice (3)

Essential skills for crisis intervention and other methods of short-term counseling are practiced. Students also study major theories of counseling and psychotherapy and major counseling intervention

strategies. Skills involved in providing feedback to clients are developed and multicultural approaches to counseling are introduced. Prerequisite: HSV 231 or permission of the instructor.

340 Cognitive Psychology (3)

Explores the fundamental processes of the human mind, including memory, attention, problem solving, representation of information, reasoning, and language. Also addresses the enormous influence of the cognitive revolution on the many fields of psychology. Prerequisite: PSY 101.

350 Cultural Psychology (3)

This course examines the impact of culture on human behavior and mental processes. Students will explore theories and research in psychology from a cross-cultural perspective. Prerequisite: PSY 101.

355 Human Sexuality (3)

Discusses all aspects of human sexuality with an emphasis on scientifically valid theories and research. Topics include the theological and spiritual aspects of human sexuality, the biological components of human sexuality, psychological ramifications of sex and sexuality, cultural influences on sexual behaviors, sex research methods, sexual problems, pornography, and sexual orientation. Frank discussion of sexual issues is necessary to a successful class and should be expected by the student. Prerequisite: PSY 101.

360 Psychology and Women (3)

Issues and life experiences that are unique to women are explored, with an emphasis on how those issues affect today's women. Past and current contributions of women to the field of psychology will also be addressed. Prerequisite: PSY 101.

365 Physiological Psychology (3)

Explores the complex and often surprising interaction between the physiological and psychological components of the human being. Particular emphasis is placed on brain function and effects of the body's chemicals on our psychological profile. The goal of the course is to better understand the relationship between the psychological and physiological systems. Prerequisite: PSY 101 and BIO 100 or higher.

368 In Their Prime: Men and Women at Mid-life (3)

This course will consider facets of the lives of adults in their middle years, such as: Physical development, intellectual development, personality development, family development, careers, and planning for the years ahead. The viewpoints of age theory, stage theory, life span theory, and variations among groups will be examined. Course materials will be drawn from sociological sources, psychological sources, literature, and films. Prerequisite: SOC 101 or PSY 101. (Also listed as SOC 368.)

380 Experimental Course (3)

A course not regularly included in the curriculum will occasionally be offered for psychology credit. Subject matter of the course varies. . Prerequisite: PSY 101 or permission of the instructor.

391 Independent Study (1-3)

An opportunity for students to explore individual interests within the field of psychology under the guidance of a psychology faculty member. Arrangements for independent study are made on an

individual basis between the student and the faculty member. This course is offered as needed.
Prerequisite: Departmental approval.

393 Laboratory Research (1-3)

Students will be active in faculty-guided research in the Psychology Laboratory. Students will work under the direct supervision of faculty on a psychological research project and participate in the design, implementation, analysis, and synthesis of the research. Student and faculty will agree on the scope and duration of the work at the beginning of the semester, as well as the amount of credit received.
Prerequisite: PSY 240.

410 Abnormal Psychology (3)

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

424 Marriage and Family Counseling (3)

This course is designed for the advanced applied psychology students and others with a relevant background and preparation. Students will be familiarized with the history of marriage and family therapy, prominent theorists, and major methodologies. Prerequisite: HSV/PSY 332 or permission of the instructor. (Also listed as HSV 424.)

440 An Integrative Approach to Psychology (3)

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

453 Marketing Research (3)

A study of the fundamental techniques of marketing research, including questionnaire construction, determination of market potentials, sampling theory, interpretation of results, and report presentation. Prerequisite: BUS 334 or permission. (Also listed as BUS 453.)

492 Senior Seminar (3)

A culmination of the student's psychology career at CSM. Preparation and presentation of an independent project of original thought is expected. The student will design original research and follow the idea through to completion. The results of the research will be presented to the CSM community at the end of the semester in a format similar to professional psychology conferences. Prerequisites: 34 hours of psychology, including PSY 101 and PSY 440.

493 Advanced Lab Research (1-3)

Students can participate in faculty-supervised research in the psychology laboratory. Students will work under the direct supervision of faculty on a psychological research project and participate in the design, implementation, analysis, and synthesis of the research. Student and faculty will agree on the scope and

duration of the work at the beginning of the semester, as well as the amount of credit received.
Prerequisite: PSY 393.

Sociology (SOC)

Sociology is the scientific study of groups, institutions, and societies with a focus on how they are organized and how they change. Sociologists attempt to build theories and discover uniformities about societies, communities, institutions, organizations, small groups, interpersonal relations, social movements, social classes, and social conflicts. A knowledge of these social forms and processes provides both an enriched liberal arts education and preparation for various professions.

The sociology department, in cooperation with other departments, offers a social science major for teaching endorsement. The department also offers a minor in sociology.

Minor/Supporting Field: 18 hours of course work. SOC 101 is a prerequisite for SOC courses as noted.

Social Science

Major and Field Endorsement Grades 7-12. The social science field endorsement qualifies the student to teach history, political science, geography, psychology, economics and sociology in grades 7-12. The endorsement requires 65 credit hours of course work in social sciences. See HPS or Education Program Director for specific course requirements.

See Education Program for information on admission, testing, student teaching and certification requirements.

See Secondary Minor in Education Sequence for professional education course requirements.

101 Introduction to Sociology (3)

An introductory course studying the basic social relationships, the corresponding social structures, and the processes affecting society. The students will receive the basic framework and concepts necessary for a foundation in the upper-division courses.

231 Social Problems (3)

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

235 Social Psychology (3)

Examines the psychological forces such as social interaction and cognition underlying human behavior in social situations. The goal of this course is to develop an understanding of the complex interaction between self-directed behavior and the influence of the social situation. Prerequisite: PSY 101 or SOC 101. (Also listed as SOC 235.)

252 Sociology of Leisure (3)

Examination of what is leisure time, the ways in which it is used, its function for society, and its consequences as a new institution of industrial society and as a social problem. Prerequisite: SOC 101.

262 Deviance and Social Control (3)

Study of what constitutes deviant behavior in American society including the processes involved in defining and distinguishing deviant behavior and normal behavior, the consequences of labeling particular behaviors and individuals as deviant. Prerequisite: SOC 101.

263 Topics in Sociology (3)

Topics of special interest will be considered. (Examples: women's issues, collective behavior, urban sociology, sociology of education, minority relations.) Subtitles will be included in course schedules. Course may be repeated under different subtitles. Prerequisite: SOC 101 or permission of instructor.

305 The Family (3)

Analysis of the family as a social institution. Examinations of the basic history of and social adjustments to marriage, the relationships between family members, and the place of the family in social, economic, and religious institutions. Prerequisite: SOC 101 or permission of the instructor.

325 Organizational Behavior (3)

This course is designed to provide an understanding of human behavior within the organizational environment and includes topics such as group dynamics, effective communications, potential impact of organizational structure on communicators and processes, and change management. (Also listed as BUS and PSY 325.)

368 In Their Prime: Women and Men at Mid-life (3)

This course will consider facets of the lives of adults in their middle years such as: physical development, intellectual development, personality development, family development, careers, and planning for the years ahead. The viewpoints of age theory, stage theory, life span theory, and variations among groups will be examined. Course materials will be drawn from sociological sources, psychological sources, literature, and films. Prerequisite: SOC 101 or PSY 101. (Also listed as PSY 368.)

491 Independent Advanced Research (3)

Advanced research in a field of sociology carried out by the student under faculty direction. Prerequisite: A course in the methods of behavioral science research and departmental approval.

Spanish (SPN)

Spanish Minor

The Spanish program offers students the opportunity to learn and improve language proficiency, as well as cultural awareness. Courses with an emphasis in medicine and business are offered to meet the needs of professional programs that have a need for bi-lingual graduates.

Minor Sequence: The Spanish minor has a prerequisite of first year Spanish language (111 & 112). After completing first year the student will take 18 hours to include: second year Spanish language, (6 credits); conversation and grammar/composition (6 credits); and 6 credits of choice with an emphasis on medicine or business or civilization and culture and literature.

Endorsement in Spanish Education 7-12

The Spanish program in collaboration with the Department of Education offers students the opportunity to obtain an Endorsement in Spanish Education 7-12. This Endorsement is offered to meet the high needs of Spanish Teachers in Middle and High School levels in Nebraska.

Spanish Endorsement Sequence:

36 hours to include: After completing first year of Spanish (111 & 112) **the student will take 24 hours of required courses:**

Spanish 211 Intermediate Spanish I (3),
Spanish 212 Intermediate Spanish II (3),
Spanish 321 Conversation (3),
Spanish 421 Advanced Conversation (3),
Spanish 322 Grammar and Composition (3),
Spanish 333 Children and Youth Literature (3),
Spanish 495 Research Seminar (3),
Education 360 Mid/Sec Methods (Spanish) (3); **and 12 hours from:** Spanish 351 Civilization and Culture I (3),
Spanish 352 Civilization and Culture II (3),
Spanish 411 Survey Literature I (3),
Spanish 412 Survey Literature II (3),
Spanish 444 Study Abroad Program (12 hours per term in Hispanic Language and Culture). Prerequisite: Have completed 321 & 322 or equivalent or permission.
Spanish 499 Independent Study in Spanish (3).

Supporting courses: English 320 Linguistics for Teachers (3)

Field and Clinical Experience. In addition of the requirements the student will complete 40 clock hours of practicum experience.

Courses

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

111 Beginning Spanish I (3)

Spanish 111 is a Beginning Spanish course part one. The student will work on the four language skills: speaking, listening, reading and writing. Multicultural elements are interwoven through the study of the Spanish Language which includes the diverse people that make up the Hispanic society worldwide.

Prerequisite: None.

112 Beginning Spanish II (3)

Spanish 112 is a Beginning Spanish course part two. The student will continue working on the four language skills: speaking, listening, reading and writing. More multicultural elements will be presented through the study of the Spanish Language. Prerequisite: SPN 111 or equivalent or satisfactory placement score.

141 Spanish for Health Care (3)

This is a Beginning Spanish course with emphasis in Practical Medical Spanish for Quick and Confident Communication. This course is designed as an introduction to prepare Health Care and Nurse Students, as well as professionals to better serve and assist their Spanish-speaking patients. The student will build competence in interviewing, examining, and treating Spanish-speaking patients by learning vocabulary, dialogues, and linguistic forms related to Health Care issues. Prerequisite: SPN 111 or permission from instructor.

211 Intermediate Spanish I (3)

Spanish 211 is designed as a continuation and extension of the materials introduced in the first year of Spanish. It offers a study of grammatical structures and an expansion of vocabulary through an introduction to cultural and literary readings. All skills (reading, writing, listening, and speaking), as well as the three basic fields (grammar, literature, and culture) will be emphasized during the course. Prerequisite: SPN 112 or equivalent or satisfactory placement score.

212 Intermediate Spanish II (3)

Spanish 212 is designed as a continuation and extension of the materials introduced in the first year of Spanish and in Spanish 211. It offers a further study of grammatical structures and an expansion of vocabulary through an introduction to cultural and literary readings. All skills (reading, writing, listening, and speaking), as well as the three basic fields (grammar, literature, and culture) will be emphasized during the course. Prerequisite: SPN 211 or equivalent or satisfactory placement score.

321 Spanish Conversation (3)

The primary objective of the course is to develop the student's competency in communicating through the spoken medium. Class time will be spent in simple conversation and discussion of material read outside of class. Emphasis on idiomatic expressions used in daily speech, pronunciation, and vocabulary building. Prerequisite: SPN 212 or equivalent.

322 Spanish Grammar and Composition (3)

A systematic study of Spanish morphology, sentence structure, and usage applied to a variety of written discourse styles such as description, narration, and exposition. Prerequisite: SPN 212 or equivalent.

333 Children and Youth Literature (3)

This course is a survey of traditional and contemporary children's and adolescent literature from Spain and Latin America written originally in Spanish. We will examine picture books, folktales, poetry, theater and novels from a literary/artistic point of view and for their value in education and cultural development. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

341 Emphasis on Medicine (3)

This course is designed as a continuation and extension of the materials introduced in SPN 141 to prepare health care students and professionals to better serve and assist their Spanish-speaking patients. Specific cultural aspects and practices related to health care professionals and patient communication will be addressed. Emphasis on vocabulary building and linguistic forms related to health care issues. Prerequisite: SPN 212 or equivalent.

342 Emphasis on Business (3)

Introduction to the terminology and etiquette of business practice in the Spanish-speaking world. Emphasis on appropriate terminology and structures for business letters and other forms of business communication. This course is highly recommended for students majoring/minoring in international business and for those who wish their Spanish major or minor emphasis to be in business. Prerequisite: SPN 212 or equivalent.

351 Civilization and Culture I (3)

An introduction to the culture and civilizations of Latin America. A study of Latin American historical development and aspects and issues of its social, artistic, intellectual, and political life today. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

352 Civilization and Culture II (3)

An introduction to the culture and civilizations of Spain. A study of physical and human geography, historical development, and major aspects and issues of contemporary Spanish society. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

360 Mid/Sec Methods (3)

(See Education section for further information.)

411 Survey Literature I (3)

The principal objective of this course is to provide an introduction to the literatures of Spain and Spanish America produced during the last three centuries (XVIII-XX). It will emphasize both the major periods and movements in light of cultural, artistic, social and historical contexts and the methodology for reading those texts through literary analysis appropriate for a variety of genres. Significant literary works will be examined along with the historical context in which they were produced. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

412 Survey Literature II (3)

A panoramic study of Spanish literature from the medieval period through the Spanish Golden Age, the eighteenth, nineteenth and twentieth centuries. Essay, narrative, poetry and drama of particularly prominent writers shall be discussed and read. A research/writing project requires a detailed examination of an author or theme during the periods covered. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

421 Spanish Advanced Conversation (3)

The primary objective of the course is to continue developing and expanding the student's competency in communicating through the spoken medium. This course covers different topics of interest in the areas of Cinema, Culture, History or Literature. Prerequisite: SPN 321 or equivalent.

444 Study Abroad Program

Number of courses taken will vary according to foreign institution attended and student preferences. Student may complete no more than 12 credit hours in any approved Study Abroad Program. Prerequisite: SPN 321 & 322 or equivalent or instructor permission.

495 Research Seminar in Spanish (3)

Students evaluate educational research in the Spanish Language Teaching and analyze procedures, logic, and strategies implemented by researchers. Students complete research projects demonstrating effective research designs. Presentation of papers to faculty members and the public is required. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Papers may be written in English or Spanish. Prerequisite: Senior standing and approval of the student's research project by the instructor.

499 Independent Study in Spanish (3)

This course provides an opportunity for students to engage in independent research and writing under the supervision of a faculty member. Prerequisite: Senior standing and approval in writing of the student's proposal by the instructor.

Spanish Placement Exam

In order to be placed in the correct Spanish class, students must take the Spanish placement exam. The placement exam is administered by the Spanish Program Director. The placement exam can be taken during the school year. During the summer the student will need to make an appointment with the Spanish Program Director

Special Education (SPE)

Persons with this endorsement may teach children and youth who are mildly and/or moderately disabled who are verified as per 92 NAC 51 as students with specific learning disabilities, speech language impairments (language verification only), mental handicap: mild, mental handicap: moderate behavior disorders, orthopedic impairments, autism, other health impairments, and traumatic brain injury. Persons with this endorsement may also teach verified children and youth who are placed in multi-categorical programs.

Requirements for the Mildly/Moderately Handicapped Endorsement are the following: SPE 101, 133, 220, 222, 240, 331, 333, 370, 430, 470 or 471, 495, and 496. These hours are taken in addition to required hours for obtaining elementary education or middle/secondary school certification.

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

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

Intensive reading and writing experiences are integrated into all Teacher Education courses.

Minor: A minor in special education is available upon completion of 18 hours in special education course work as assigned by the special education advisor.

Program admission criteria and requirements are identical to that of the elementary education major (refer to elementary education admission, student teaching and certification requirements).

Appropriate use of instructional technology is modeled and integrated into content and pedagogy of all education courses.

101 Introduction to Special Education (3)

Designed to provide a general survey of various areas of exceptionality: high ability learners, mental disability, behaviorally impaired, visually impaired, hearing impaired, learning disabled, orthopedically impaired, speech language impairments, autistic, aspergers, traumatic brain injury, multiple and severely handicapped, physically disabled, and health impaired. History, philosophy and future trends of special education are discussed relevant to educational implications and inclusion/mainstreaming is emphasized for each area of exceptionality. Field trips and speakers are arranged. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

220 Learners with Mildly/Moderately Handicapping Conditions (3)

Students examine learning and analyze individual educational programs of mildly and moderately mentally retarded, specific learning disabled, behaviorally impaired, orthopedically impaired, autistic, aspergers, 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.

222 Assessment Techniques for Diverse Learners (3)

Presents techniques and methods of administering formal and informal assessments. Students analyze learning tasks in visual, auditory, motor, language and behavioral areas. Students examine and practice tying I.E.P. /I.F.S.P. process to assessment. Writing appropriate instructional strategies, goals and materials to implement IEP/IEFP objectives or gifted program objectives based on analysis of learning tasks and instructional needs are presented. Current research regarding effective assessment and remediation strategies across a spectrum of needs is presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 220.

240 Guidance and Classroom Management (3)

Students learn techniques, models and psychological theories related to managing individual and small and large group learning activities. Practical methods are emphasized that enhance self-control and provide healthy classroom environments. Common behavior problems of pre-K through grade 12 students and exceptional children and assessment techniques are addressed. Effective collaboration in teams and communication skills with students, families and professionals are emphasized. A 20-hour service-learning component provides experience in implementation of the knowledge and skills learned in this course. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as ECE 240 and EDU 240.)

330 Inclusion in early Childhood Classrooms (3)

Adapting environments, equipment and materials to meet social, cognitive, nutritional, physical motor, communication and medical needs of children, birth through 8, with diverse learning needs and disabilities in inclusive settings for young children. Designing and evaluating Individual Education Plans (I.E.P.'s) and/or Individual Family Service Plans (I.F.S.P.'s), supervising paraprofessionals in educational settings.

331 Instructional Strategies: Inclusive Practices (3)

Students examine and practice tying I.E.P./I.F.S.P process to instruction through modification of curricula. Students practice designing curricula for various areas of exceptionality for special needs populations. 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.

333 Legal and Ethical Issues in Special Education (3)

Students examine processes and use skills necessary for identifying verifying special needs, the I.E.P. /I.F.S.P. process, 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.

372 Practicum in the Inclusive Early Childhood Classroom (3)

Supervised classroom experience in inclusive early childhood education classrooms working with children who have a range of disabilities. Students work under the supervision of onsite cooperating teachers and college instructors. Emphasis will be on including children with disabilities in the general classroom environment. Students will complete a minimum of 3 hours per week at their practicum site for a total of 40 hours. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: SPE 330

373 Critical Issues in Special Education (3)

Students observe and implement effective approaches for remediation, through supervised practicum experiences in self-contained classrooms, resource rooms, or inclusive settings. 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.

401 Education for High Ability and Talented Learners (3)

This course focuses on defining giftedness and identifying characteristics of talented and gifted children. Analyzing problems and needs of the high ability learners is discussed. This course acquaints students with appropriate methods and strategies for teaching high ability learners. Appropriate use of instructional technology is integrated into instructions of content and pedagogy.

430 Diagnosis and Evaluation of Reading (3)

This course is designed to provide teachers with assessment procedures and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. Forty hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 430.)

470 or 471 Student Teaching (4-5)

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

495 Student Teaching Seminar (1)

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

Theology (THL)

The Theology Program approaches the study of theology as an academic discipline with its own methodology, and it challenges students to apply critical analysis and reflection to the events, people, and issues that have shaped our world in the past and in the present. The Theology Program integrates religious experience, meaning, openness to truth, and the search for God into the students' personal lives as well as their professional/career paths.

A major in theology can provide the student with theological background helpful to the following professions: CCD/Sunday school instructor, Director of Religious Education, campus ministry, youth ministry, theology/religion instructor in a parochial/private school system, parish/Church work, Catholic journalism, etc. In addition, a major provides the academic background for graduate studies in theology.

Study in theology is both rewarding and fascinating for students because of contemporary cultural interest in both spirituality and religion. In addition, theology addresses the central questions regarding human existence, God, meaning and purpose, suffering, sin/evil and so complements any current or later study in other disciplines.

Religious Identity:

While College of Saint Mary affirms its Roman Catholic and Mercy tradition and identity, students need not be Catholic in order to take or succeed in a theology course and/or pursue a major or minor in theology. The Theology Program seeks to honor and engage other religious traditions in conversation with the Catholic tradition. A spirit of respect and interfaith openness characterize each course in the Theology Program.

Theology Requirements

Bachelor degree-seeking students are required to take 6 hours of theology to satisfy Core Curriculum requirements. Students should verify that a particular course fulfills the Core Curriculum requirement and that they have taken any required prerequisites.

Associate degree-seeking students are required to take 3 hours of theology to satisfy Core Curriculum requirements. Students should verify that a particular course fulfills the Core Curriculum requirement and that they have taken any required prerequisites.

Major Sequence:

Students seeking a major in theology are required to maintain a GPA of 2.5 or above in all theology and supporting courses as well as successfully complete 30 credit hours of theology, as approved by the Program Director. These 30 credit hours include the senior theology research project that is completed under the supervision and guidance of an assigned member of the Theology Program. Students with a double major will be required to successfully complete a senior research project under the direction of assigned faculty from each program.

Major Sequence (teaching, K-12):

Theology majors seeking a teaching endorsement are required to maintain a GPA of 2.5 or above in all theology and supporting courses as well as successfully complete 30 credit hours of theology, as

approved by the Program Director. These 30 credit hours include the senior theology research project that is completed under the supervision and guidance of an assigned member of the Theology Program. These theology majors seeking a teaching endorsement are also subject to all the requirements of the Education Program. During registration such students are required to also consult with the Education Program in addition to consultation with the Theology Program. The supporting course for theology students seeking a teaching endorsement is PSY 203.

Minor Sequence:

18 credit hours. Students are encouraged to consult with a member of the Theology Program so as to most effectively choose courses that pertain to their interests and purposes.

COURSE DESCRIPTIONS

201 Introduction to the Hebrew Scriptures (3)

This course introduces students to the Hebrew Bible as well as the extra books found in the Catholic Old Testament. There will be emphasis on the content of the scriptures as well as on the study of the ancient world in which they were produced. Such a study will be done through modern methods of biblical interpretation. Prerequisite: ENG 101 recommended.

202 Introduction to the New Testament (3)

This course will introduce the student to the content of the New Testament as well as the 1st century Middle East world which produced it. There will be historical analysis and an exploration of the text as a document of the Christian faith. Prerequisite: ENG 101 recommended.

203 Foundations of Catholicism (3)

Beginning with a review of the history of the developing tradition of Catholicism, this course will review the creed (what Catholics believe), the code (to what Catholics are obligated), and the cult (how Catholics reinforce for one another the creed and the code). Prerequisite: ENG 101 recommended.

209 Ways of Faith (3)

Intended as an introduction to religion, this course will explore topics such as the reality of God, universal forms of religious experience, the implications of evil, the nature of ritual and religious symbolism, and the goals of salvation as evidenced in a variety of different religious traditions in the world. Prerequisite: ENG 101 recommended.

215 Christian Life and Service (3)

This course engages the student in active theological reflection on everyday Christian life and service in light of Christian scripture, human experience, church tradition, and the contemporary expression of service in the church and the world. Focus will also include the application of these perspectives in light of students' current or vocational careers. Prerequisite: ENG 101 recommended. **Note: Students who have taken THL 381 are ineligible for this course.**

223 Jesus: Yesterday and Today (3)

This course will focus on the basic and traditional Christian beliefs about Jesus. Central to this endeavor will be the exploration of the person of Jesus as reflected in the early Christian Church as well as the examination of early heresies and the development of Christian doctrine. Select discussion will take place on contemporary perspectives. Prerequisite: ENG 101 recommended.

310 Approaches to God (3)

This course on prayer in the area of spirituality will be divided into three segments: various ways to approach God; the God who is approached; and the individual who approaches God. The first part of the course will examine different classical and contemporary types of prayer. Each class will provide an experiential dimension of these prayer forms. The second part will study the language, images and metaphors used to speak of God. The third part of the course will utilize a variety of ways that can indicate prayer forms best suited to an individual.

Prerequisite: ENG 101 is recommended.

320 Church and Social Justice (3)

The social teachings of the Church have often been depicted as its best kept secret. Church and Social Justice explores the social teachings of the Church and their application to the concrete economic, social, and political problems of the contemporary world. The course focuses on social issues such as poverty, hunger, racism, immigration, war, the environment, and workers' and human rights.

Prerequisite: ENG 101 recommended.

325 Historical Development of American Christianity (3)

This course will examine selected theological issues and their historical context related to the growth, development, and experience of Christianity and Protestant Christianity in the United States from colonial times to the present. Such issues may include mission, immigration/ethnicity, inculturation, spirituality, and evangelization. Prerequisite: ENG 101 recommended.

327 Women in the Bible (3)

This course is about women *in* the Bible and women *and* the Bible. It will be based on the study of the rich heritage of the stories of women in the biblical narrative which range from the strong leadership of women to "terror-filled" stories about women. In addition, the course will explore the following questions: What were the general attitudes towards women based on the biblical texts that emerged in a patriarchal world? Through the use of biblical critical methods, what are the modern day attitudes towards women based on biblical texts? And finally, how do we explain the attitudes that women have towards the bible which range from complete rejection to unconditional acceptance?

354 Christian Spirituality (3)

This course is an academic study of the nature of Christian spirituality as both religious and lived experience. The student will be exposed to the biblical and theological foundations of Christian spirituality, its overall origins and development, and the varieties of Christian spiritualities that have appeared throughout history in both groups and in specific individuals who have been viewed as exemplary of Christian spiritual life. Prerequisite: ENG 101 recommended.

360 Women in the Christian Tradition (3)

The course examines some of the major doctrines of Christian theology in light of women's experiences and theological reflection. These major doctrines include Christology, creation, sin, redemption, theological anthropology, and the church. Prerequisite: ENG 101 recommended.

491 Independent Study (3)

This course provides an opportunity to do advanced study in the field of theology. Prerequisite: approval of Program Director.

495 Theology Research Seminar (3)

Through focused and extensive study on an approved topic of interest, students demonstrate their cumulative ability to research, reflect critically, and think theologically. Presentation of research to faculty members and the public is required. Prerequisite: approval of the Theology Program Director.

Theatre (THR)

The theatre curriculum is designed to give students a broad introduction to various aspects of the theatrical arts. All THR courses are approved for fine arts credit in Tiers II and III of the Core Curriculum.

Theatre courses develop communication, presentation, and interpersonal skills that are useful in many careers. Additionally, students have the opportunity to experience many aspects of theatrical production through our resident professional theatre company, Brigit Saint Brigit.

101 The Art of the Theatre (3)

This introduction to theatre will acquaint students with each element of the art and discipline of the theatre. The class will explore the development of live performance and touchstone plays. Students will learn about the techniques of acting, directing, and production. Students' examination of this area will be undertaken through attending lectures, play reading and study, reading aloud in class, and visiting a theatre or theatres in various states of production. No prerequisite.

201 Dramatic Literature (3)

Students will study significant plays from the Greek classic through contemporary eras and the historical periods which fostered them. When possible, works discussed will be enhanced by live theatre or audiovisual productions. Prerequisite: ENG 101.

343 Shakespeare in Performance (3)

A careful examination of several Shakespeare texts and the way in which they translate into live theatre. This course is designed to enable students to understand the words, the plots and the theatrical conventions which bring the plays to life. When possible, works discussed will be enhanced by live theatre or audiovisual productions. Prerequisite: ENG 101.

360 Theatrical Production (3)

Theory and practice in the experience of theatre. Study in the philosophy of the form will provide a basis for play selection, casting, directing, and production techniques. Prerequisite: THR 101 or permission of the instructor.

Women's Studies (WST)

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

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

Minor Requirements: Eighteen credit hours of courses designated WST must be completed. Of these 18 credit hours, at least 12 must be beyond General Education requirements.

137 Self Defense for Women (1)

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

205 Women in Music (3)

This course, taught from an historical perspective, focuses on the accomplishments of women as composers and performers from the early days of the Christian church to the present. (Also listed as MUS 205.)

208 Women in Art (3)

A study of the role and work of women artists from the Middle Ages to the present in an effort to foster an appreciation for the contributions of women to art which have been largely overlooked. (Also listed as ART 208.)

240 History of Women in Europe (3)

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

251 History of Women in the United States (3)

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

257 Women & Film (3)

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

260 Women in Christian Tradition (3)

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

266 Images of Women in Literature (3)

Women have been stereotyped (and have played stereotypes) in life; these traditional images are reflected in literature. The study of these images of women is through writings from various places around the world and from different time periods. Prerequisite: ENG 101. (Also listed as ENG 266.)

310 Philosophy of Women (3)

The question about what it is to be a woman will be the major topic of this study. Selected works of philosophy and related disciplines, both ancient and contemporary, will be critically examined. Prerequisite: ENG 101 recommended. (Also listed as PHL 310.)

311 Utopia: From Women's Points of View (3)

This course is designed to introduce students to the concept of utopian worlds, particularly ideal worlds from women's points of view. The course will deal with the following topics: Utopian worlds, patriarchy, concepts of God, desire for immortality, uses of power, and uses of language. Prerequisites: ENG 101 and sophomore standing. (Also listed as ELA 310.)

330 Gender and Communication (3)

This course is designed to examine the construction of gender through communication, grounded on the premise that *all* we create—including gender—is accomplished through communication. It examines how (and why) masculinity and femininity are socially constructed and maintained. (Also listed as COM 330.)

346 Women's Spiritual Journeys in Literature (3)

A study of 20th century narratives that explore the nature of women's spiritual experiences. Prerequisite: ENG 101. (Also listed as ENG 346)

355 Women/Novels/Film (3)

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

360 Psychology and Women (3)

Issues and life experiences that are unique to women are explored, with an emphasis on how those issues affect today's women. Past and current contributions of women to the field of psychology will also be addressed. Prerequisite: PSY 101.

368 Women Writers (online) (3)

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

382 Women and the Bible (3)

This course is about women *in* the Bible and women *and* the Bible, based on the study of the rich heritage of stories of women in the biblical narrative. (Also listed as THL 382)

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Vice President, Enrollment Services and Marketing

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Jason Degn
Associate Vice President, Institutional Technology

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Linda Gibbs
Campus Store Manager

Copy Center

Teresa Morley
Copy Center Specialist

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Network Administrator

Mark Baumgartner

Help Desk Specialist/
Computer Lab Manager

Angie Dixon

Application Specialist

Jason Schlesiger

Instructional Technology Specialist

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Jan Wiener
Coordinator Custodial Service

Eric Rosen
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Jesse Arrellin
Custodian

Bob Charnley
Duty Engineer

Jerry Bowens
Custodian

Thomas Beach
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Sherri Shelton
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Rich Kottich
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Head Softball Coach

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Head Soccer Coach

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Head Cross Country Coach

Rich Draper
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Jennifer Hewitt
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COOPERATING AGENCIES

Alegent Health: Behavioral Services

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

Alegent Health: Immanuel Fontenelle

6901 N. 72 Street, Omaha, NE 68122

Alegent Health: Lakeside

17030 Lakeside Hills Plaza, Omaha, NE 68130

Alegent Health: Midlands Community Hospital

11111 S. 84 Street, Papillion, NE 68046

Alegent Women's Health

7070 Spring Street, Omaha, NE 68106

Bergan Mercy Child Development Center

1919 S. 74 Street, Omaha, NE 68124

Central Iowa Health System

700 E. University Ave, Des Moines, IA 50316

Children's Respite Care Center

14245 Q Street, Omaha, NE 68137

Council Bluffs – WIS

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

Community Alliance North Star

3321 Fontenelle Blvd. Omaha, NE 68104

Douglas County Correctional Center

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

Educational Service Unit #145

PO Box 426, Waverly, NE 68462

Fremont Area Medical Center

450 E. 23 Street, Fremont, NE 68025

Glenwood Resource Center

711 S. Vine, Glenwood, IA 51534

Handprints and Footsteps

5930 Vandervort Drive, Lincoln, NE 68156

Jennie Edmundson Memorial Hospital

933 E. Pierce, Council Bluffs, IA 51501

Lincoln Regional Center

PO Box 94949, Lincoln, NE 68509-4949

Alegent Health: Bergan Mercy Medical Center

7500 Mercy Road, Omaha, NE 68124

Alegent Health: Immanuel Medical Center

6901 N. 72 Street, Omaha, NE 68122

Alegent Health: Mercy Hospital

800 Mercy Dr., Council Bluffs, IA 51503

Alegent Health System

1207 S. 13th Street, Omaha, NE 68108

The Ambassador

1540 N. 72nd Street, Omaha, NE 68114

Bryant-LGH Hospital

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

Children's Hospital

8301 Dodge Street, Omaha, NE 68114

Clarkson Hospital

44th & Dewy, Omaha, NE 68106

Community Alliance

4001 Leavenworth St., Omaha, NE 68105

Creighton University Medical Center

601 N. 30th Street, Omaha, NE 68131

Douglas County Youth Center

710 S. 17 St., Omaha, NE 68105

Filmore County Hospital

PO Box 193, Geneva, NE 68361

Friendship Program

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

Grand Island Physical Therapy

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

Home Access Solutions

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

Kids on the Move

3823 N. 88th Street, Omaha, NE 68134

Loess Hills AEA 13

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

Madonna Rehabilitation Hospital

5401 South Street, Lincoln, NE 68506

Millard Good Samaritan

12856 Deauville Drive, Omaha, NE 68137

Munroe Meyer Institute

985450 Nebraska Medical Center, Omaha, NE
68198-5450

Nebraska Hospital Association

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

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

2727 S. 144th Street, Omaha, NE 68144

Nye Wellness Center

655 W. 23 St., Fremont, NE 68025

Physicians Clinic, Inc.

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

Project Harmony

7110 F St., Omaha, NE 68117-1014

Risen Sun Christian Village

3000 Risen Son Blvd., Council Bluffs, IA 51503

Sarpy County Cooperative Head Start

701 Olson Drive, Papillion, NE 68046

St. Elizabeth Physician Network

5730 S. 57 St., Lincoln, NE 68516

Mary Lanning Hospital

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

Mory's Haven

1112 5th Street, Columbus, NE 68601

Munroe-Meyer Rehabilitation Institute

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

Nebraska Medical Center

987537 Nebraska Medical Center, Omaha, NE
68198

Nebraska Orthopedic Hospital

2808 S. 143 Plz., Omaha, NE 68144

Open Door Mission

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

ProCare3

13336 Industrial Rd. #105, Omaha, NE 68137

Rehab Visions

11623 Arbor Street, Omaha, NE 68144

Rose Blumkin Home

323 S. 132nd Street, Omaha, NE 68154

St. Elizabeth Community Hospital

555 S. 70 Street, Lincoln, NE 68510

University of Nebraska Medical Center

Emile at 42 St., Omaha, NE