



2014-2015

Graduate Academic Catalog

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



July 1, 2014

Table of Contents

Academic Calendar.....	3
The College	6
Philosophy of Graduate Education.....	9
Degrees Offered	10
Academic Support Services	11
Admissions	13
Financial Aid	23
Tuition	29
Student Life and Development.....	33
Academic Policies	44
Doctor of Education.....	62
Master of Arts in Teaching	70
Master of Science in Education	72
Master of Science in Nursing	75
Master of Science in Organizational Leadership	78
Master of Science in Physician Assistant Studies.....	81
Master in Occupational Therapy	84
Post Baccalaureate Certificate in Paralegal Studies	85
Course Descriptions	86

Academic Calendar

FALL SEMESTER:

August 2014:

Thur. 7	Soccer and Volleyball athletes move into Residence Halls
Thur. 7	Adjunct Faculty In-Service, 5:15 – 8:15 p.m.
Sat. 9	Mothers Living & Learning Students move into Residence Hall, 2 p.m.
Sat. 9	Graduate Student Orientation (MAT, MSE, MSN, ED.D.) (8:15 am -12:40 p.m.)
Sat. 9	Graduate Student Orientation (MAT, MSOL, PBPLG) (12:15-4:40 p.m.)
Sun. 10	CSM Advantage Students move into Residence Halls, 3 p.m.
Tues. 12	New Full Time Faculty Orientation 10:30 a.m. - 4 p.m.
Wed. 13-Thur. 14	Faculty In-service
Fri. 15	Program Planning (TBD)
Sat. 16	New Students Arrive for move into Residence Halls
Sat. 16	MS in ORGANIZATIONAL LEADERSHIP CLASSES BEGIN
Sat. 16	MASTER OF ARTS IN TEACHING CLASSES BEGIN
Mon. 18 - Tue. 19	Advising/Registration for Students
Wed. 20	DAY and EVENING CLASSES BEGIN
Fri. 22 – Sun. 24	WEEKEND CLASSES BEGIN #1
Sat. 23	BUSINESS LEADERSHIP AND MANAGEMENT CLASSES BEGIN
Mon. 25	Faculty Committee Meetings, 12:45 p.m.
Wed. 27	Last Day to Drop/Add/Late Registration for Day/Evening
Sat. 30	Labor Day Weekend – no classes

September 2014:

Mon. 1	LABOR DAY HOLIDAY, COLLEGE CLOSED
Fri. 5– Sun. 7	Weekend College #2
Mon. 8	Academic Division Meetings, 12:45 p.m.
Wed. 10-Wed. 17	Early Warning Alerts – deadline for entry is 9/17
Fri. 12	CSM Founder’s Day
Mon. 15	<i>Opening Convocation: Dedication of the 2014-15 Academic Year – 1:00 p.m.</i>
Fri 19 – Sun. 21	Alumnae Reunion Weekend
Fri. 19 – Sun 21	Weekend College #3
Mon. 22	Faculty Assembly, Meeting Room, 12:45 p.m.
Wed. 24	Mercy Day
Mon. 29	Faculty Committee Meetings, 12:45 p.m.

October 2014:

Thur. 2– Wed. 8	Mid-Term Week
Fri. 3 – Sun. 5	Weekend College #4 (Mid-Term)
Mon. 6	Academic Division Meetings, 12:45 p.m.
Fri. 10	Weekend Mid-Term Grades Due in Self Service by 5:00 p.m.
Thur. 9 – Fri. 10	FALL BREAK – NO CLASSES
Mon. 13	Faculty Forum (if needed)
Fri. 17	Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
Fri. 17 – Sun. 19	Weekend College #5
Mon. 20	Faculty Assembly, Meeting Room, 12:45 p.m.
Mon. 27	Faculty Committee Meetings, 12:45 p.m.

November 2014:

Fri. 31 – Sun 2	Weekend College #6
Mon. 3 – Fri. 14	Focused Registration for Spring and Summer 2015
Mon. 3	Academic Division Meetings, 12:45 p.m.
Mon. 10	Faculty Assembly, Meeting Room, 12:45 p.m.
Fri. 14	5:00 p.m. – Last Day to Withdraw from Weekend AND DAY/EVE classes
Fri. 14 – Sun. 16	Weekend College #7
Mon. 17	Faculty Committee Meetings, 12:45 p.m.
Mon. 24	Thanksgiving Luncheon
Wed. 26 – Sun. 30	THANKSGIVING VACATION FOR STUDENTS
Thu. 27– Fri. 28	THANKSGIVING HOLIDAY, COLLEGE CLOSED
Sat. 29	Thanksgiving Holiday - NO CLASSES

December 2014

Mon. 1	Academic Division Meetings, 12:45 p.m.
Fri. 5 – Sun. 7	Weekend College #8 (Finals)
Mon. 8	Faculty Assembly, Meeting Room, 12:45 p.m.
Tue. 9 – Fri. 12	FINAL EXAMS
Fri. 12	Weekend Grades Due in Self Service by 12:00 p.m.
Sat. 13	Graduate Grades Due by 12:00 p.m.
Sat. 13	BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
	GRADUATE RECEPTION, Dining Hall, 6:00 p.m.
	GRADUATION (Commencement and Ed.D./Master Candidate Hooding)
	Lied Fitness Center, 7:30 p.m. (<i>times subject to change</i>)
Mon. 15	CHRISTMAS VACATION FOR STUDENTS BEGINS
Wed. 17	Day/Evening Grades Due in Self Service by 5:00 p.m.
Wed. 24 -Thur. Jan 1	CHRISTMAS BREAK, COLLEGE CLOSED

SPRING SEMESTER:

January 2015:

Fri. 2	College Offices Open
Mon. 12	Faculty In-service
Mon. 12 – Tues. 13	Advising/Registration for New Students
Wed. 14	<u>DAY and EVENING CLASSES BEGIN</u>
Fri. 16 – Sun. 18	WEEKEND CLASSES BEGIN
Mon. 19	Faculty Committee Meetings, 12:45 p.m.
Wed. 21	Last Day for Late Day/Evening Registration Drop/Add
Mon. 26	Academic Division Meetings, 12:45 p.m.
Fri. 30 – Sun. 1	Weekend College #2

February 2015:

Mon. 2	Faculty Assembly, Meeting Room, 12:45 p.m.
Mon. 9	Faculty Committee Meetings, 12:45 p.m.
Wed. 4 – Wed. 11	Early Alerts – deadline for entry is 2/11
Fri. 13 – Sun. 15	Weekend College #3
Mon. 16	Academic Division Meetings, 12:45 p.m.
Mon. 23	Faculty Assembly, Meeting room, 12:45 p.m.
Fri. 27 - Sun. 1	Weekend College #4 (Mid-Terms)

March 2015:

Mon. 2	Faculty Committee Meetings, 12:45 p.m.
Mon. 2-6	Mid-Term Week
Fri. 13	Weekend Mid Term Grades due in Self Service by 5:00 p.m.
Fri. 13 – Sun 15	Weekend College #5
Mon. 9 - 13	SPRING BREAK
Mon. 16	Faculty Forum (if needed)
Fri. 20	Day/Evening Mid-Term Grades Due in Self Service by 5:00 p.m.
Mon. 23	Academic Division Meetings, 12:45 p.m.
Fri. 27 – Sun. 29	Weekend College #6
Mon. 30	Faculty Assembly, 12:45 p.m.
Mon. 30 – Fri. Apr. 10	Focused Registration for Fall 2015

April 2015:

Thu. 2	College closes at 5:00 p.m. for Easter Break—no night classes
Fri. 3 - Mon. 6	Easter Break - NO CLASSES
Fri. 3	GOOD FRIDAY, COLLEGE CLOSED
Fri.10– Sun. 12	Weekend College #7
Fri. 10	5:00 p.m. Last Day to Withdraw from DAY/EVE and Weekend Classes
Mon. 13	Academic Committee Meetings, 12:45 p.m.
Thur. 16	Spirit of Service Day (no day classes)
Mon. 20	Faculty Appreciation Luncheon, Meeting Room 11:30 a.m.
Fri. 24 – Sun 26	Weekend College #8 (Finals)

Mon. 27 Faculty Division Meetings, 12:45 p.m.
Wed. 29 Student Scholars' Day (No Classes)

May 2015:

Fri. 1 Weekend College grades due in Self Service by 5:00 p.m.
Mon. 4 Recognition Day
Mon. 11 Faculty Assembly, 12:45 p.m.
Tues. 12 – Fri. 15 Final Exam Week
Sat. 16 Graduate Grades Due by 12:00 p.m.
Sat. 16 BACCALAUREATE, Our Lady of Mercy Chapel, 5:00 p.m.
HONORS CONVOCATION, Our Lady of Mercy Chapel, 7:30 p.m.
CERTIFICATE CEREMONY, Gross Auditorium, 7:30 p.m.
MASTERS HOODING CEREMONY, Lied Fitness Center, 7:30 p.m.
(times subject to change)
Sun. 17 GRADUATION, Century Link Center, 10:30 a.m.
(times subject to change)
Fri. 22 Day/Evening Grades Due in Self Service by 5:00 p.m.

SUMMER SESSIONS:

May 2015:

Fri. 8 – Sun. 10 PLG CERT WEEKEND COLLEGE BEGINS (SUMMER)
Mon. 18 SUMMER SESSION BEGINS (5/18 – 8/2)
Fri. 22 Last day to Drop, Add, or Register for Three-Week session
Sat. 23 Memorial Day Weekend - NO CLASSES
Mon. 25 MEMORIAL DAY HOLIDAY, COLLEGE CLOSED
Tues. 26 Three-Week Summer Session Begins (May 26– June 12)
Tues. 26 PRACTICAL NURSING PROGRAM BEGINS
Fri. 29 – Sun. 31 PLG Cert Weekend College #2

June, 2015:

Wed. 3 Last day to withdraw "W" from 3-week session
Fri. 12 Three-Week Summer Session Ends
Fri. 12 Last Day to Drop, Add, or Register for Six-Week session
Fri. 12 – Sun. 14 PLG Cert Weekend College #3
Mon. 15 Six-Week Summer Session Begins (June 15 to July 24)
Fri. 26 THREE-WEEK SESSION Grades due in Self Service by 5:00 p.m.
Fri. 26 – Sun. 28 PLG Cert Weekend College #4 (Mid-Terms)

July, 2015:

Fri. 3 INDEPENDENCE DAY HOLIDAY, COLLEGE CLOSED
Fri. 10 Last day to withdraw "W" from Six-Week session
Fri. 10– Sun. 12 PLG Cert Weekend College #5
Fri. 17– Sun. 19 PLG Cert Weekend College #6
Fri. 24 Six-Week Summer Session Ends
Fri. 24 Last day to withdraw "W" from Weekend classes
Fri. 31 SIX-WEEK SESSIONS Grades Due in Self Service by 5:00 p.m.
Fri. 31– Sun. 2 PLG Cert Weekend College #7 (Finals)

August, 2015:

Fri. 7 PLG Cert Weekend Grades Due in Self Service by 5:00 p.m.

The College

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

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

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

Mission

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

This mission inspires us to:

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

Declaration of Open Discourse

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

Each member of the campus community is encouraged to:

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

Leadership Qualities

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

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

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

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

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

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

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

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

History

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

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

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

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

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

Campus

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

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

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

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

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 academic support, tutoring and a coffee shop.

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

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

Philosophy of Graduate Education at College of Saint Mary

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

Degrees Offered

Doctor of Education

- Emphasis in Health Professions Education
- Emphasis in Educational Leadership

Master of Arts in Teaching

Master of Science in Education

- Emphasis in Curriculum Instruction
- Emphasis in Early Childhood Education

Master of Science in Nursing

Master of Science in Organizational Leadership

Master of Science in Physician Assistant Studies

- Five-year combined Bachelor of Science Human Biology/Master of Science PA studies
- Master of Science in PA studies for students with bachelor or higher degree
(*Not accepting applicants until 2015 admission cycle.*)

Master in Occupational Therapy

- Five year combined undergraduate/master's program

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

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

Academic Support Services

Computer Labs

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

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

Online Learning Management System

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

Library

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

The Library offers five study rooms which can be reserved for group or private study. Resources include scanners, a copier, a printer, and twenty computer workstations loaded with the Microsoft Office Suite. Wireless internet access is available throughout the building.

Laptop computers, digital video cameras, voice recorders, and other types of electronic equipment are available for checkout.

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

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

Admissions

1. Applicants desiring admission to College of Saint Mary graduate programs apply through Enrollment Services and must meet the CSM graduate admissions detailed below. To apply on-line go to: <http://www.csm.edu>.
2. An application is complete when the applicant submits the following required items:
 - A. Completed College of Saint Mary Graduate Program application form
 - B. Official transcripts of all previous academic work (with certified translations, for non-English transcripts) from which undergraduate grade point averages can be computed
 - C. Proof of English competency for international students for whom English is not the first language. Applicants must demonstrate English competency by accomplishing **at least one** of the following:
 - Test of English as a Foreign Language (TOEFL):
an Internet based score of 80 or above
 - Test of Written English (TWE): a score of 4 or above; or
 - ESL Language Center: completion of Level 9
 - D. Resume
 - E. \$30 non-refundable application fee.
 - F. Submission of program specific requirements as follows:
 - Master of Science in Nursing (MSN)
 - Current, unencumbered Registered Nursing license in Nebraska or compact state
 - Scholarly writing that demonstrates the ability to do graduate level work
 - Evidence of earned BSN
 - Completion of background check
 - Cumulative GPA of 3.0 or greater
 - Two professional references—one from a registered nurse
 - Master of Science in Organizational Leadership (MSOL)
 - Bachelor's degree
 - Professional Writing Sample or Professional or Scholarly Writing
 - Interview with Program Director
 - A minimum of 3 years of professional work experience (preferred)
 - Minimum GPA of 3.0 in Bachelor Degree
 - Master of Science in Education
 - Cumulative GPA of 3.0 or greater
 - Official transcripts for accredited bachelor's degree in Education*
 - Verification of teaching certificate (current or lapsed) (Endorsement in Elementary Education required for ECE Emphasis)
 - Copy of passing PPST scores if not licensed in Nebraska
 - Two professional references familiar with the applicant's educational experiences with students
 - Master of Science in Physician Assistant Studies
(*Not accepting applicants until 2015 admission cycle.*)
 - Bachelor's degree or higher degree (or be completing a Bachelor's degree or higher degree by the end of the spring semester prior to the start of the program in June) with submission of official transcripts.
 - Cumulative GPA of 3.4 or greater; all science grades B- or greater.
 - Complete supplemental application materials to include:

1. RESUME encompassing your educational and professional career achievements. If there are gaps in the history, please designate why that gap existed within the body of the resume.
 2. ESSAY-Applicants will submit an essay of 500 words or less explaining their reason for pursuing the program in Physician Assistant studies and how they see themselves embracing the mission of College of Saint Mary in this pursuit.
 3. REFERENCE LETTERS - Applicant must provide contact information for (3) references by completing the "Reference Information Form" found online at www.csm.edu/Academics/Undergraduate_Programs/Physician_Assistant/. The letters of reference should come from someone who is knowledgeable about your qualifications and motivation to become a Physician Assistant. The CSM Admission staff will contact these individuals with instruction on completing an online letter of reference.
- Complete the **PREREQUISITE COURSES** with grades of B- or better. Official transcripts sent to Admissions for in-progress courses, must be received no later than May 31st of the year entering the program. The **PREREQUISITE COURSES**** are:
 - **Required Biological Sciences:**

Anatomy and Physiology with lab	2 Semesters
Microbiology with lab	1 Semester
Genetics or Immunology	1 Semester
Biochemistry with lab	1 Semester
 - **Required Other Sciences:**

College Physics with lab	2 Semesters
Applied Statistics or Biostatistics	1 Semester
 - **Required Non-Sciences:**

Introduction to Psychology or Developmental Psychology	1 Semester
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 - ****Note:** Prerequisite courses are subject to change prior to the first graduate course being offered in Fall of 2016.
 - Agree to comply with the CSM- Physician Assistant Technical Standards of the Profession. These standards can be found on the CSM PA web page at www.csm.edu/Academics/Undergraduate_Programs/Physician_Assistant/.
 - Provide official documentation of 500 hours of direct patient contact hours of which 300 hours can be fulfilled with service learning experiences prior to entering the program in June of the year matriculating. Shadowing of a Physician Assistant needs to comprise at least 20 hours of the total 500 hours required. These experiences can be gained either through volunteer activities or employment activities. Experiences should reveal the applicant's leadership development and their ability to grow in responsibility or autonomy.

- The signature on the application form indicates understanding of the following requirements for entrance into the Physician Assistant Studies phase of this combined degree program:
 1. A Criminal Background check is required during Level IV for Supervised Clinical Practice Experience (SCPE) rotation assignments. A felony charge or pattern of misdemeanors may block access to SCPE rotations, certification by the National Commission on Certification of Physician Assistants (NCCPA), and/or license to practice. CSM does not recommend that applicants with a felony charge be allowed to matriculate through the program because CSM cannot ensure the SCPE rotation placements as required in the Physician Assistant Studies Program.
 2. Students must provide proof of current health insurance coverage prior to the SCPE rotations, as this is part of our contractual agreement with sites.
 3. Documentation of immunization is needed for SCPE rotation assignments. A record of MMR, Hepatitis B, DTaP, and annual influenza will be required.

Enrollment Disclaimer: There is a limited capacity in the Professional Phase (Graduate-Level IV/V) that leads to an MS in PA studies. College of Saint Mary will fill the professional phase (Graduate –Level IV) each year with students in the dual degree BS/MS Program who continue to meet progression criteria first.

- Master of Arts in Teaching (MAT)
 - Bachelor’s Degree or coursework in a teaching area for which CSM has a program.
 - Completion of background check (<http://www.onesourcebackground.com>) prior to both field experiences (practicum and student teaching).
 - If a student has felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct as defined in state rule section 005.07A he/she will be rejected for admission to the program.
 - Minimum passing scores on Praxis Series Assessment must be completed prior to admission to the program. The student will be admitted and given one semester to take courses while completing the tests. After the first semester the student will not be able to register until passing scores are submitted. There will be support offered by the Achievement Center for students who have not passed.
 - Minimum GPA of 2.75
 - Resume
 - Demonstration of required professional dispositions through the application process
 - Approval of Program Director
- Doctor of Education with an emphasis in Health Professions Education
 - Current, unencumbered license in a health-related profession in Nebraska or compact state, if applicable
 - Scholarly writing that demonstrates the ability to do graduate level work
 - Master’s degree (either the Bachelors or Master’s degree must be in a health related field)
 - Cumulative GPA of 3.0 or greater

- Two letters of recommendation by qualified persons acquainted with applicant's scholarly and professional work, achievements, and potential for leadership
 - Resume
 - Information/interview meeting with Ed.D. faculty member (before application)
- Doctor of Education with an emphasis in Educational Leadership
- Current Teaching certificate** or appropriate qualifying* prerequisites
 - Scholarly writing that demonstrates the ability to do graduate level work
 - Evidence of earned master's degree in Education or a related field
 - Cumulative GPA of 3.0 or greater
 - Two letters of recommendation by qualified persons acquainted with applicant's scholarly and professional work, achievements, and potential for leadership
 - Resume
 - Information/interview meeting with Ed.D. faculty member (before application)

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

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

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

**In accordance with Rule 21 of Nebraska Law 92. Please see Program Director for details.

Additional Program Requirements

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

Doctor of Education with an emphasis in Health Professions Education

1. CPR requirement while enrolled in any practicum, internship or preceptorship course.
2. Clinical agency requirements while enrolled in any practicum, internship or preceptorship course.
3. Health record requirements while enrolled in any practicum, internship or preceptorship course.
4. The above requirements may include an investigative consumer report, a drug screen, evidence of health records including immunizations and health screening, and the

physical and mental ability to engage in practicum/internship/preceptorship experiences safely.

5. All costs associated with accruing the evidence described in #4 above are the responsibility of the student.

Doctor of Education with an emphasis in Educational Leadership

Students who do not have a degree in education and who have not been certified to teach will be required to complete 12 credit hours of teacher education courses prior to the beginning of the Ed.D. program. This decision is made at the discretion of the program director upon evaluation of official transcripts.

Master of Arts in Teaching

1. Show proof of liability insurance through SEAN membership for both clinical experiences.
2. Effective September 1, 2014: All candidates applying for certification in Nebraska must provide evidence they have taken the required Praxis II content test. Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required Praxis II content test and received the required passing score.

Master of Science in Education

1. Completion of Legal Clearance self-report.
2. Adherence to the Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education is a basic requirement for all student teachers.

Master of Science in Nursing:

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

CPR Requirement

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

Clinical Agency Requirements

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

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

Health Requirements

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

Policies:

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

Procedures:

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

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

Master of Science in Organizational Leadership

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

Master of Science in Physician Assistant Studies:

Students must satisfy the requirements set by the clinical entities and sites affiliated with CSM for the clinically-related activities or supervised clinical practice experience (SCPE) rotations required by the program.

The above requirements may include an investigative consumer report or criminal background check, a drug screen, evidence of health records including immunizations and health screening, and the physical and mental ability to engage in clinically-related activities or SCPE rotation courses safely.

Students must participate in periodic comprehensive assessments to include but not limited to Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT), Physician Assistant National Certifying Examination (PANCE), course & program evaluations.

Students must maintain a valid CPR certification while enrolled in any SCPE rotation courses.

All costs associated with accruing the evidence described above are the responsibility of the student.

International Students

College of Saint Mary welcomes and is authorized under federal law to enroll non-immigrant students from outside the United States. All students on an F1 visa must be enrolled as full-time students. Non-immigrant students are required to submit the following:

- International student application form.
- Non-refundable application fee.
- Complete certified copies of records from all secondary schools, colleges and universities attended. These records must be evaluated and translated into English by a credential evaluation service such as World Education Services (<http://www.wes.org>).
- Certificate of Financial Responsibility (to be sent directly to the College from the applicant's bank).
- Proof of English proficiency: the applicant must meet one of the following language requirements: Student must meet the following language requirements: a score of 80 on the TOEFL iBT (internet-based test) or a score of 4 or above on the Test of Written English (TWE), or completion of Level 9 at an ESL Language Center.
- After receiving the I-20, international students must pay the Student and Exchange Visitor Information System (SEVIS) a \$100 fee (Form I-901). This must be submitted before going to the U.S. Embassy or consulate for a visa interview.

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

Readmission

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

- the recommendation made by the Graduate Student Policies Committee at the time the student was dismissed;
- the amount of time elapsed between dismissal and the anticipated date of readmission;
- whether the program is a cohort program of study; and
- any new admissions requirements in place at the time of readmission will be applicable.

Second Master's Degree

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

Transfer Policies

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

Program	Total Required Credits	Residency Credits
MSN	36	24
MSOL	36	36
MSE	36	24
MAT (ELD/SPE)	36-57	24-38
MSPAS	90	90
Ed.D.	87	36

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

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

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

Transfer Procedure:

1. Enrollment Services shall:
 - A. Secure application materials and submit them to the Program Director.
 - B. Send a letter to the applicant stating the admission decision after review by the Program Director.
 - C. Inform the applicant of her/his advisor's name and refer her/him to the advisor for registration.
2. The Program Director shall:
 - A. Review applicant materials for: satisfactory completion of required courses; academic standing and GPA; course deficiencies, if any; course content and competencies; and letters of recommendation.
 - B. Arrange for an interview with the applicant as deemed necessary.
 - C. Make recommendations to the Graduate Admission Committee regarding the applicant's eligibility should a prospective student not meet the minimum admissions criteria.
 - D. Meet with the student to develop and discuss a preliminary plan of study. (A copy is given to the student and the original is placed in the student's folder.)
3. The Registrar shall finalize the transcript for transferable credit of courses.

4. The Office of Academic Affairs shall approve doctoral plans of study.

Tuition Deposit Requirement:

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

Tuition Deposit Refunds:

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

Financial Aid

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

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

Types of Financial Assistance

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

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

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

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

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

Renewal of Aid

Students should renew their FAFSA online each year after January 1 at www.fafsa.gov. Priority will be given to those who submit their paperwork by March 15. CSM's school code is 002540. Financial aid awards are based on the anticipated hours of enrollment indicated by the student at the time she/he files the FAFSA. After the first week of classes each semester, enrollment status is verified and adjustments are made accordingly.

Satisfactory Academic Progress Requirements

To maintain eligibility for all types of financial aid, satisfactory progress toward completion of a degree must be maintained on qualitative and pace standards while students attend

College of Saint Mary. Satisfactory Academic Progress (SAP) review is completed annually at the end of spring term and/or at the end of summer term, if the student receives financial aid for summer enrollment. SAP requirements for financial aid recipients are defined below.

Qualitative standard

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

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

Pace standards

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

- To earn hours at CSM, one must receive a grade of A, B, C, D, P, or SA. All other grades do not earn hours.
 - Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Withdrawing from classes after the drop/add period will negatively affect students' ability to satisfy the hours earned standard.
 - Accepted transfer credits count as both attempted and earned hours.
 - For repeated coursework taken at CSM, both the repeated and the original attempt count as attempted credit hours, while only successfully completed courses will count as completed.
 - Classes with an Incomplete grade will count as attempted but not earned hours until the grade is confirmed and then will count as attempted and earned hours, if a passing grade is earned.
- Students may not exceed 150% of the program requirements measured in credit hours attempted. For example:
 - Students working toward a Bachelor degree requiring 128 credit hours may not exceed 192 attempted credit hours.
 - Students working toward an Associate Degree requiring 64 credit hours may not exceed 96 attempted credit hours.
 - Students working toward a Certificate requiring 44 credit hours may not exceed 66 attempted credit hours.

Financial Aid Ineligibility

Students not maintaining satisfactory progress according to Qualitative and/or Pace Standards at the time of SAP review are no longer eligible to receive any federal, state, or institutional financial aid. While ineligible, a student will need to make other payment arrangements for any CSM credits.

Financial Aid Appeals & Financial Aid Probation

Students who are ineligible may appeal to request a Financial Aid Probation semester or term. Financial Aid Appeals include a written request detailing the extenuating circumstances which led to failure to meet SAP, documentation of these circumstances, a graduation plan, and an explanation of what has changed to allow the student to meet SAP

in the future. The request for Financial Aid Probation will be reviewed and a written response will be provided to the student. Extenuating circumstances may include, but are not limited to, serious illness or injury, death in the immediate family, or other special circumstances beyond the student's control. For students on Financial Aid Probation, SAP will be evaluated at the end of each semester or term according to the terms of their Financial Aid Probation. Failure to meet SAP requirements set forth by their Financial Aid Probation will result in financial aid ineligibility.

Financial Aid Reinstatement

Students who are ineligible or have been granted a Financial Aid Probation term may reestablish eligibility by taking CSM classes which bring the cumulative GPA back to 2.0 or above and successfully complete 67% of credit hours attempted. A student may request in writing that financial aid eligibility be reinstated. If financial aid ineligibility is due to reaching the maximum time frame of 150%, financial aid eligibility cannot be reinstated without an approved appeal. Reinstatement establishes eligibility for federal and state financial aid. Institutional aid will be reinstated at the minimum academic scholarship amount.

Mid-Year Grade Review

The Financial Aid Office reviews academic records at the end of each semester or term that a student receives financial aid. Students with a cumulative GPA below 2.0 and/or have not completed 67% of the cumulative credit hours attempted at CSM will be notified that they are in danger of becoming ineligible for financial aid at the subsequent SAP review. Academic records are not reviewed mid-year relating to the maximum time frame of 150% of the program requirements.

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

Disbursement of Aid

For all types of financial aid, including all types of federal, state, and institutional grants and loans, disbursement begins the business day after the last day to add or drop classes with a 100% tuition and fee refund each semester. For summer term, this date is the business day after the last day to add or drop classes with a 100% refund for the last session a student is enrolled in for summer.

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

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

- All required financial aid documents are submitted and reviewed by the Financial Aid Office
- Enrolled in an eligible degree or certificate seeking program
- Enrolled in the same number of credits on which their financial aid eligibility is based
- Completed their Semester Financial Arrangements

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

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

Student Appeals

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

Financial Aid Rights and Responsibilities

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

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 the previous year's taxes
2. Sign and return the award letter in a timely manner to the Express Center
3. Provide correct information (misreporting on the FAFSA and the Stafford and PLUS Loan Master Promissory Notes is a violation of Federal law)
4. Read and understand all forms that are being signed
5. Keep copies of all the forms for their own records
6. Accept the responsibility for all agreements that are signed
7. Perform the work that is agreed upon when accepting a work-study position
8. Be aware of, and comply with, deadlines for application and reapplication for aid
9. Be aware of the federal Return of Title IV Funds policy
10. Be aware of Financial Aid Satisfactory Academic Progress requirements and maintain those requirements

College of Saint Mary Return of Title IV Funds

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

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

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

1. Determine institutional charges (institutional charges include tuition and fees; it includes room and board only if the student is living on campus).
2. Determine the amount of Title IV financial aid received and subject to return.
3. Calculate the percent of payment period completed by dividing the number of days attended by the total number of days in the payment period.
4. The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period (as determined in step three), you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of your payment period, you earn all the assistance that you were scheduled to receive for that period.
5. If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. This occurs in very rare cases. If your Post-withdrawal disbursement includes loan funds, you must give your permission before loan funds can be disbursed. Your Post-withdrawal disbursement of grant funds may automatically be used for tuition, fees, and room and board charges.
6. The *percent* of unearned Title IV aid is calculated by subtracting the percentage of earned Title IV aid (step four) from 100%. The *amount* of unearned Title IV aid is

calculated by multiplying the amount of Title IV aid received and subject to return (step two) by the percentage of unearned Title IV aid. The amount of unearned Title IV aid must be returned.

7. If you receive excess Title IV aid that must be returned, CSM must return a portion of the excess equal to the lesser of either your institutional charges (step one) multiplied by the percentage of unearned Title IV aid (step six), or the entire amount of excess funds. Any refund amount is applied in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, Direct PLUS Loan (Graduate Student), Direct PLUS Loan (Parent), Federal Pell Grant, Federal SEOG, and TEACH Grant.
8. Title IV aid returned by CSM will likely result in a balance due on your CSM student account for which you must make satisfactory repayment arrangements with the Express Center.
9. If CSM is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Parent PLUS Loan) repay in accordance with the terms of the promissory note. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds. This occurs in very rare cases, most of the time, CSM is required to return the grant and/or loan funds (steps seven and eight).

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

Tuition

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

Graduate Programs Tuition and Charges 2014-2015 Academic Year Tuition

Master of Science in Education – <i>per credit hour</i>	\$ 285
Master of Science in Nursing – <i>per credit hour</i>	590
Master of Arts in Teaching – <i>per credit hour</i>	590
Master of Science in Organizational Leadership – <i>per credit hour</i>	375
Master in Occupational Therapy – <i>per semester</i>	13,992
Master of Science in Physician Assistant Studies – <i>per semester</i> (to be determined)	
Doctor of Education – <i>per credit hour</i>	710
Post Baccalaureate Certificate in Paralegal Studies – <i>per credit hour</i>	470
Teaching Endorsement – <i>per credit hour</i>	590

Financial Charges and Penalties

Deferral for Corporate Reimbursement – <i>per semester/module</i>	\$ 40
Late Payment Penalty – <i>per month</i>	60
Late Semester Financial Arrangements Penalty – <i>per semester</i>	100
Return/Reissue Check Penalty – <u>per check</u>	25

Alternatives for College Credit

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

Payment Options

Methods of Payment

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

Payment in Full

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

Payment Plan

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

Plan Type	Fall		Spring		Summer	
	Enroll By	Pmt Months	Enroll By	Pmt Months	Enroll By	Pmt Months
6 month	05/27/14	Jun - Nov	11/25/14	Dec - May	*03/24/15	Apr-Aug
5 month	06/25/14	Jul - Nov	12/23/14	Jan - May	*04/21/15	May-Aug
4 month	07/25/14	Aug - Nov	01/27/15	Feb - May	*05/21/15	June-Aug
3 month	08/26/14	Sep - Nov	02/18/15	Mar - May	*06/20/15	July-Aug
3 month	09/25/14	Oct - Dec				

Your payment is withdrawn on the 5th day of the month. A setup charge of \$40 is charged when the plan is initiated and processed immediately. You may also make an optional down payment when you set up your plan. *Summer payment plans are on a 5,4,3,2 monthly schedule.

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

Corporate Deferred

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

Your ACH or credit/debit card 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 charge of \$40 is charged when plan is initiated, and processed immediately.

College of Saint Mary Refund Policy

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

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

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

Refunds are calculated as follows:

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

Dropping below 12 credit hours but is still enrolled

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

Courses Scheduled for Full Semester

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

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

Courses Scheduled for Less than Full Semester

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

Weekend College

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

Summer Sessions

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

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

On-Line Summer Classes

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

Campus Store Vouchers

Students whose financial aid exceeds the total amount of their tuition and other charges may apply for Campus Store credit on their campus card when they SFA for an amount no greater than the anticipated credit balance. This credit will be created by the application of financial aid on the student's account. Any funds left on a student's campus card bookstore account when student refunds are issued will be taken off, and a check will be issued. This anticipated credit can be used for books only in the Campus Store.

Payments of Excess Financial Aid

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

Past Due Student Accounts

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

Delinquent Student Accounts

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

Holds on Student Accounts

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

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

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

Student Life & Development

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

CSM Achievement Center

The Center provides centralized services to help students improve individual academic performance through tutoring, career development, ADA accommodations, learning style assessment, single parent success resources, and innovative academic support programs. The 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 24/7.

Services include:

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

Counseling

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

Health Care

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

closest facility to the university is located at Applewood Clinic, 9717 Q Street, and the phone number is 402-537-1704.

Lied Fitness Center

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

Campus Ministry/Faith Opportunities

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

Children on Campus

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

Code of Conduct

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

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

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

A graduate student at College of Saint Mary must abide by this Code of Conduct, as well as the following sets of policies and agreements: academic catalog, residence hall contract, community agreement, and Federal, state and local laws. Any student engaging in any

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

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

Disciplinary Review

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

Appeal Process

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

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

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

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

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

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

Copyright Laws

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

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

Drug-Free Campus Policy

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

As it is stated in our mission, CSM calls us to pay attention to the development of mind, body, and spirit. Therefore, CSM recognizes that the use of alcohol and drugs have potential health risks. There are numerous, serious health risks associated with the use of illicit drugs and alcohol. Substance abuse, when left untreated, may lead to damaged vital organs such as the liver, brain, and kidneys. Other problems normally associated with substance abuse include nausea, vomiting, loss of memory, slurred speech, blurred vision, and violent acts of aggression. These effects, more often than not, lead to poor academic performance, loss of jobs, arrests, arguments with family and friends, and serious accidents. Consequently, when appropriate, CSM will refer students to CAP (Counseling Assistance Program) for an evaluation. Students will be expected to follow through with the recommendations CAP may suggest.

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

Policy for a Tobacco-Free Campus College of Saint Mary

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

General Student Information

Fire Evacuation Plan

IF A FIRE ALARM SOUNDS, THE OMAHA CITY FIRE DEPARTMENT AND SAFETY AND SECURITY WILL RESPOND TO THE AFFECTED BUILDING. EVERY BUILDING ON CAMPUS, INCLUDING THE RESIDENCE HALLS, IS CONNECTED DIRECTLY TO SAFETY AND SECURITY BY ELECTRONIC MONITORING. IF YOU NOTICE A FIRE IN YOUR BUILDING YOU SHOULD STILL CONTACT BOTH THE SAFETY AND SECURITY DEPARTMENT AND 911 FOR OMAHA CITY FIRE.

Evacuation Procedures

The evacuation procedures shall be as follows:

- Never Ignore a Fire Alarm!
- It shall be the responsibility of every person to immediately leave campus buildings whenever the fire alarm is activated or a fire emergency exists.
- All students, faculty, and staff are required to leave the building and remain outside until the emergency is over. No one shall restrict or impede the evacuation.
- Take your keys and CSM ID with you, if you have time.
- Feel the door from top to bottom
 - If hot, stay calm and do not open door, see tips below if you are trapped.
 - If door is cool, crouch low and open door slowly. Close door quickly if smoke or fire is present. If clear, exit via nearest stairwell. Stay low if smoke conditions exist.
- After exiting the room or office, please leave the room door closed. This is done in case you return to the room.
- Carefully and calmly exit via the closest fire exit route.
- Stay low to the floor and cover your mouth with a wet cloth to make breathing easier in smoky conditions.
- **DO NOT USE THE ELEVATORS.**
- If you encounter heavy smoke in stairwell, go back and use an alternate route.
- If you notice that individuals cannot negotiate the exit, move them laterally away from any obvious danger to a safe place.
- Person with disabilities, such as those who cannot walk or must be assisted down the stairs, may elect to remain in the building until emergency personnel arrive.
- Once outside of building, go directly to a safe assembly point.
 - **100 yards, upwind away from the building**
 - Keep away from power lines, poles, gas lines
- Report the status and location of anyone remaining in the building to campus responders (Safety and Security) and public officials (Police, Fire). Repeat this message often.

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

In The Event of a Fire:

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

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

Additional Measures

The Alarm May Not Sound Continuously:

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

If You Are Trapped

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

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

If You Are On Fire:

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



Using a Fire Extinguisher

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

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

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

- P** - Pull the pin.
- A** - Aim.
- S** - Squeeze the trigger.
- S** - Sweep the fire.

Action taken in case of TORNADO WARNING AT CSM

Everyone will go directly to their designated area of shelter. Do not go outside! Listen to the Weather Radio, which can be found in every designated shelter area on campus, for updates. Once the National Weather Service allows the warning to expire, you are free to leave your designated area of shelter. Be sure that you are alert and looking in your immediate area for debris, glass, or downed power lines.

Designated Shelter Areas

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

Weather Radio Locations

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

Inclement Weather

If winter weather necessitates the closing of CSM for any duration of time, the following process will be followed:

- No later than 6 a.m. (for day classes) or 4 p.m. (for evening classes), College of Saint Mary will contact TV channels, KMTV 3 (CBS), WOW TV 6 (NBC), and KETV 7 (ABC) to ensure that CSM will be included in the reporting on the status of schools. The CSM community should tune in to one or more of these TV stations for the status of the College, whether it is opened, closed or have a delayed start.
- CSM will issue a text alert alerting students if the college is closed or if there is a weather delay. To sign up for emergency text alerts, go to MyCSM web page and click "CSM Alert" link on left side to register
- myCSM will be updated with class closings by the Registrar.

Graduate Student Lounge Area

1. There is a lounge area on third floor of Walsh with vending machines, ice machine, and microwave that is available for students to use to study or relax.
2. Two mediascape stations are available Walsh 342, designed for collaborative group work. Up to six laptops may be connected to the display screen, with the capability to display the screen of any computer connected to the board.
3. All students are expected to show consideration in use of the facilities by picking up and/or cleaning up any items used, including discarding any trash in the bins located in the hallway, south of the Lounge.

I.D. Card

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

Immunization Requirements

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

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

Students born before January 1, 1957 are considered immune to Measles, Mumps, and Rubella.

Documentation of a positive antibody titer proving immunity to Measles (rubella), Mumps, and Rubella (German measles) is acceptable.

Documentation of two doses of MMR vaccine separated by at least one month on or after the first birthday and after January 1, 1968, must be provided.

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

Library and Graduate Student Usage

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

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

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

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

The Library's Interlibrary Loan Department is available to assist graduate students in obtaining books and articles from other libraries across the nation. This service is available at no extra charge. Graduate students are responsible for all replacement costs of lost or

damaged interlibrary loan materials. Costs are set by the lending library. Replacement costs of interlibrary loan materials will be collected at the CSM Library. Registration and transcript holds may be placed on students with any outstanding interlibrary loan replacement costs.

Meals

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

Notary Public

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

Solicitations

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

Student Parking/Vehicle Policy

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

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

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

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

Academic Policies

Academic Responsibility

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

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

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

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

Academic Appeals

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

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

The process for an Academic Appeal is as follows:

- 1) Discuss the matter of appeal with the instructor.
- 2) Discuss the matter of appeal with the Program Director of the course.
- 3) Discuss the matter of appeal with the Vice President for Academic Affairs (VPAA).
- 4) If the matter of appeal is then not resolved, submit a written appeal (forms are available in the Academic Affairs Office, Walsh 118 or on myCSM, Resources, Division of Academic Affairs, Academic Forms) to the Graduate Student Policies Committee.

The Graduate Student Policies Committee will make a recommendation to the VPAA and the VPAA will make the final decision.

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

Academic Dishonesty

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

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

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

Academic Evaluation

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

A: 93-100

B: 85-92

C: 77-84 (+ or – grades may be used by some programs)

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

A grade of Incomplete may be used in circumstances when, for serious and unforeseen reasons beyond the student's control, she/he is unable to complete the work of the course.

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

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

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

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

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

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

The Incomplete Research (IR) grade is used for research-in-progress, which may not be complete within one semester. Incomplete Research (IR) grades which are not removed will become an "F".

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

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

Americans with Disabilities Act (ADA)

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

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

If a student has a certifiable learning or physical disability and requires special accommodations, she/he should contact the Achievement Center ADA office at 402-399-2366 or email ada@csm.edu. *Considerable lead-time is required for accommodations, so it is important that your request is received in the Achievement Center ADA office as early in the semester as possible.* **Please note that all requests will be handled confidentially.**

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

Attendance

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

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

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

The student is responsible at a minimum for notification to the faculty in the first week of the semester or as soon as possible, preferably in the first class, of any absences that will occur as well as notification the week before the absence, including departure times. A student who anticipates missing class for an excused absence is required to discuss this issue with the instructor during the first week of class or as soon as possible to determine the possible solutions or consequences. Courses in some programs with special accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences. The student will need to work with her or his advisor to take classes appropriate for the requirements in the curricular and co-curricular activities. If the student provides adequate notification as outlined above, faculty are expected to honor a valid university excuse for a university-authorized absence and to provide reasonable make-up work in accordance with the policy of the faculty without penalty. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course. The

Academic Programs can determine acceptable parameters for “reasonable make-up work” for their faculty.

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

Authorship Guidelines

Scholarly Presentations and Publications

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

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

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

Use of student work

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

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

Credit to other organizations

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

Permission from other sources

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

Audits

Students who audit courses are not held responsible for the work and receive no grade or credit 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.

Credit for Prior Learning

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

1. The student can demonstrate that what was learned is equivalent to the achievement levels expected of college work.

2. The maximum number of credits to be gained through alternate means is limited to 10 percent of completed study program. However, the maximum number of portfolio credits for the Ed.D. program is 6, with approval from the Program Director and Vice President for Academic Affairs or designee.
3. Credits by alternate means are not considered among the credits to be taken in residence (except for credit by portfolio).
4. All requirements for credit granted by alternate means must be completed prior to the beginning of the final semester before graduation.
5. After completion of a challenge, acceptable grades of "P" (pass), "S" (satisfactory) or a letter grade of C or above will be recorded on the transcript as transfer credit. Credit by portfolio will be recorded as College of Saint Mary credit.

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

Credit by Challenge Examination

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

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

Procedure: To apply for credit by examination for a course, a student registered at College of Saint Mary must obtain an Alternatives for College Credit Form from the Express Center or on myCSM, Campus Services, Registrar's Office, Forms, obtain written approval from her/his academic advisor and the program director, pay the required fee, and obtain the approval of the Vice President for Academic Affairs. Upon receipt of an approved request, the chairperson of the department offering the course will be responsible for the following:

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

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

Credit Through Portfolio Development and Assessment

Portfolio 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 or myCSM.

Steps for developing a portfolio are as follows:

1. The student reviews her/his prior learning and notes which experiences are comparable to college level learning. This might encompass such experiences as employment, education (non-credit courses or seminars), volunteer work, recreation and hobbies, civic and political activities, publications travel, awards, organizational involvement, music or theater work, or languages. In documenting these activities or experiences, the student must demonstrate what knowledge or competencies were attained from these learning opportunities and these must be comparable to college level learning. The specific competencies gained must be fully documented.
2. The student meets with the advisor to review the prior learning. The student may be referred to other faculty members in the specific areas where learning has occurred to give the student an opinion on whether there is potential college credit involved.
3. If the advisor believes the experiences appear to have involved college learning, the advisor completes a Request for Portfolio Credit form including whether the student will get a letter grade or prefers the Pass/Fail option (only used for elective credit), obtains required signatures, and forwards it to the Portfolio Program Coordinator.
4. The Portfolio Program Coordinator reviews the request and, if approved, assigns a faculty reviewer.
5. 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.

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. The portfolio is presented by the student to the Portfolio Program Coordinator who ensures that all required components are included in the portfolio

7. The Portfolio Program Coordinator forwards the portfolio to the faculty reviewer. After grading the portfolio, the faculty reviewer will notify the Portfolio Program Coordinator that grading is complete. The final grade will be entered by the faculty reviewer assigned to the portfolio during final grade entry for the semester in which the portfolio is completed.

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; or
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.

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

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

Failing/repeating Courses

The academic expectation is that all graduate students will earn superior grades.

A student is required to achieve a minimum grade point average of "B" (GPA 3.0) in all graduate courses to be allowed to progress to the next semester of coursework. Students in the Master of Science in Organizational Leadership and Master of Arts in Teaching programs may earn only one "C" during the program of study.

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

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

begin the process no later than one month after the end of the semester in which the decision was made. This policy applies to all graduate students, including those with ADA accommodations.

Family Educational Rights and Privacy Act

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

Listed below are the records presently kept by the 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	Student Billing**
Health record	Alegent Occupational Health
Financial Aid record	Financial Aid Director**
Graduation requirements checklist	Academic Advisor
Individual Plan of Study	Registrar
Approval of Research Proposal	Registrar
Approval of Comprehensive Evaluation	Registrar

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

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

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

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

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records — including Social Security Numbers, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

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

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

Grade Appeal Procedure

The student shall:

- A. Discuss the grade with the instructor and/or course leader for clarification as to how the course work was evaluated.
- B. Discuss the situation with the academic advisor. If the student still has concerns about the evaluation, the student shall make an appointment with the Program Director.
- C. Obtain a copy of the grade appeal procedure from the Office of Academic Affairs.

The Graduate Student Policies Committee will review graduate student appeals and make recommendations to the Vice President for Academic Affairs or designee. The Graduate Student Policies Committee Chairperson shall:

- 1) Review the written appeal submitted by the student.
- 2) Schedule the Graduate Student Policies Committee meeting.
- 3) Provide the written appeal to the academic advisor, the instructor, and Program Director.
- 4) Invite the student, instructor, and academic advisor to the meeting for input of data and to answer questions the committee might have.
- 5) Preside over the meeting:
 - a) Chair of Graduate Student Policies Committee calls the group to order.
 - b) The student presents his/her appeal and circumstances; time is limited to 5 minutes. Graduate Student Policies Committee members may question facts; time is limited to 5 minutes. The student is dismissed from the meeting.
 - c) The instructor is invited to join the meeting and presents his/her rationale for grading decision(s); time is limited to 5 minutes. Graduate Student Policies Committee members may question facts; time is limited to 5 minutes. The instructor is dismissed from the meeting.
 - d) The instructor and/or the student may be asked to return to the meeting for additional questions.
 - e) No discussion of the appeal occurs outside the meeting itself.
- 6) Informs the Vice President for Academic Affairs or designee in writing of the committee's recommendation.

The Vice President for Academic Affairs or designee will make the final decision.

Grade Reports

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

Graduate Assistantships

A graduate assistant is a fully admitted graduate student who receives a stipend in exchange for specific services that the student provides. A graduate assistant usually works directly with one or more faculty.

Any fully admitted graduate student taking six or more graduate hours is eligible; however, exceptions may be made by the Graduate Student Policies Committee. There is generally no special consideration given for financial need. Employment is usually made based on specific qualifications and skills of the individual.

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

Graduate Program Requirements

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

Insurance for National and International Travel

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

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

(for coverage outside of the United States)

www.globalunderwriters.com

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

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

(for coverage within the United States)

www.temporaryinsurance.com

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

Leave of Absence (LOA)

This program is a planned interruption in a student's formal educational program. It is designed for full-time or part-time students in good academic standing. Students are not required to register or maintain active status while on a leave of absence. The leave does not apply toward degree time limits. If approved, a student may go on leave for a minimum of one complete semester, and no more than two semesters or one calendar year. A leave of absence in the Master of Arts in Teaching (MAT) program is limited to one semester. Any exception would be approved by the MAT program director. Leaves will not be granted retroactively. Permission for a leave of absence requires the approval of the

advisor, the Program Director and the Vice President for Academic Affairs or designee although the final decision for approving a LOA lies with the major or program in which the student is enrolled at the time of the application. Students should check with their major advisor or the Program Director BEFORE applying for the LOA to ascertain if their program allows students to apply for a LOA. If courses are to be taken at another institution during the leave of absence, the student must consult the Vice President for Academic Affairs to secure permission for transient study, and provide the Registrar's office with transcripts upon 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 3.0—both at the time of application for leave and following the posting of grades for the semester immediately preceding the term of the requested leave of absence;
- Have her College of Saint Mary account paid in full, both at the time of leave application and following the posting of grades for the semester immediately preceding the term of the requested leave of absence;
- Apply for LOA at any time, but no later than two weeks after the beginning of the next regular term; and
- Have no pending disciplinary action.

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

Non-degree seeking students

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

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

Policy for Repeating Courses

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

Professional Conduct

Inherent in the professions are values demonstrated through professional conduct. Examples of professional values include demonstrating a commitment to one's profession, demonstrating cooperation and collaboration, exhibiting intellectual and personal integrity and adhering to graduate program and practicum/internship/preceptorship agency policies. These categories serve as examples by which the student may be evaluated in the area of professional conduct.

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

a. Professional Conduct

A. Commitment to the Profession:

1. *When in any community agency experience, the student should be identified as a College of Saint Mary student by official identification. The student is expected to exhibit a professional manner which includes, but is not limited to, having a neat, clean appearance and utilizing appropriate language and behavior.*
 2. *The student notifies the faculty appropriately when she/he is unable to complete expected course-related responsibilities, will be absent from the experience, or must leave the area prior to the end of the scheduled experience.*
- b. In practicum/internship/preceptorship settings, graduate students are required to be well groomed and dressed to reflect a professional image. Students will abide by host agency policies for dress code. Students will be asked to leave the practicum/internship/preceptorship experience if their appearance does not meet the guidelines for professional image and personal appearance or the agency policy on dress code.
- c. A graduate student being asked to leave a host agency for any reason is grounds for dismissal from the program. Examples include but are not limited to the following:
- #### A. Others' welfare:
1. The student is expected to conduct him/herself in a nondiscriminatory and nonjudgmental manner that is sensitive to diversity.
 2. When in the community in either an internship or practicum/internship/preceptorship, the student places the welfare of others first by: being accessible and prompt in answering requests; establishing a priority of activities which reflects others' needs; and being responsive and reliable when needs are identified. The student preserves and protects others' autonomy, dignity and rights.
- #### B. Cooperation and collaboration:
1. The student interacts professionally with faculty, staff, community members, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and authority for clarification. (Faculty > Program Director > Division Chair > Vice President for Academic Affairs.) The student's written work is accurate, has a professional appearance, and is completed according to standards of the community agency and College of Saint Mary.
 2. The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and

- accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive criticism.
3. The program director reserves the right to adjust assignments as warranted by objectives, facility requests and faculty availability. Any changes which substantially affect a student's schedule will be communicated to the student by the program director.
- C. Intellectual and personal integrity:
1. The student exhibits intellectual and personal integrity by readily acknowledging mistakes and/or oversights, and takes action to correct the situation. The student is honest and truthful when interacting with others and in completing written work. The student completes his/her own work, not representing anyone else's work as being his/her own. The student identifies group collaboration on projects when appropriate. Refer to the Policy on Academic Honesty in the Graduate Program Catalog.
 2. The student is expected not to enter any learning environment if impaired by physical or mental illness, medication or substance abuse, or any other problem that could jeopardize her/him or others.
 3. Any student who is asked to vacate a facility by duly authorized personnel of the facility is subject to a recommendation of immediate dismissal from the University by the Graduate Student Policies Committee. Decisions of dismissal may be appealed in accordance with Graduate Program Catalog policy.
- d. Consequences of Unprofessional Conduct
- A. Initial action
 1. If displaying unprofessional conduct, the student will be sent from the classroom, practicum/internship/preceptorship or laboratory setting by the instructor or designated authority. The instructor will then notify the Program Director. The Program Director will notify other college officials as deemed necessary. Appropriate documentation will be completed.
 - B. Follow-up
 1. The Program Director and any other college officials as deemed necessary will review any violation of the Code of Conduct. The student has the responsibility to follow appropriate communication channels within two weeks of documentation of the incident in an attempt to resolve the situation. The student will be notified if she/he may return to the classroom or practicum/internship/preceptorship setting. If warranted, the situation may be brought to the Graduate Student Policies Committee for review. The student will be notified of the committee decision.
 - C. Consequences

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

Progression and Graduation

All graduate students are required to maintain a grade point average of 3.0. If a student in the Ed.D, MSE, or MSN programs does not earn at least a B- in a graduate course, the student may be referred to the Graduate Student Policies Committee by the Program Director. Students in the MOT program will follow the policies and procedures as outlined

in the Occupational Therapy Student Manual.

If a student earns a grade of C+ or lower in a graduate course, the Office of Academic Affairs will be notified by the Registrar. If the student is in the MAT or MSOL program, she will receive a letter of concern from the Office of Academic Affairs. If the student is in the MSN, MSE, or Ed.D. program, the Program Director will make a recommendation to the Graduate Student Policies committee regarding the student's status in the program. The Graduate Student Policies committee makes a recommendation concerning the student's progression in the program to the Vice President for Academic Affairs or designee for a final decision. A letter stating the final decision is sent to the student by the Vice President for Academic Affairs or designee.

If a student in the MSOL or MAT programs earns more than one C or earns a grade lower than a C in a graduate course, the Office of Academic Affairs will be notified. A letter notifying the student of removal from the program will be sent to the student by the Vice President for Academic Affairs or designee.

A student who earns below a "B-" in an Ed.D., MSN, or MSE course, and is allowed to continue in the program will be placed on academic probation. The probation will be removed when the course is repeated with a grade of "B-" or higher.

Students in the MSPAS program (Level IV) must earn $\geq 81\%$ or greater (2.5 or "C+") in each didactic course and achieve a minimum cumulative GPA of 3.0 ($\geq 85\%$ or "B-") by the end of the spring semester of the didactic year (Level IV) in order to progress. Pre-professional grades for those in the five-year BS/MS Program are not included in this calculation. MSPAS students must maintain this minimum GPA throughout the remainder of the professional program in order to graduate. Students who are identified by the program director as at risk for not meeting GPA standards, or demonstrating a pattern of concern with respect to academic performance, will be required to participate in program director determined remediation.

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

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

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

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

Program Completion Time-Frame

Completion of the program of study within six years is expected for the Master's degrees. There is a two year maximum for the Master of Science in Organizational Leadership program and Master of Science in Physician Assistant Studies program.

Completion of the program of study within eight years is expected for the doctorate degree. It is required that doctoral students remain continuously enrolled during dissertation work. Any extensions to this time frame may result in repeating coursework as recommended by the Graduate Student Policies Committee and approved by the Vice President for Academic Affairs or designee. Completion of Research (Proposal 1: Generating a Proposal and Research and Proposal 2: Data Collection and Analysis) are required before a dissertation student may seek research approval from his/her dissertation committee. Following the proposal courses, a student may have one semester to seek and gain research approval from his/her dissertation committee. After research is approved by the dissertation committee, students are eligible to begin taking Dissertation 999 credit hours. A maximum of six semesters (includes summer semesters) of Dissertation 999 credit hours are allowed. By the end of the sixth semester of Dissertation 999, a student must gain approval for their written dissertation and successfully defend their dissertation.

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

Registration

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

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

Student Directory

The College will make available an online Student Directory in myCSM listing each student's name, home address, home telephone number, local address, local telephone number, and a CSM 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 the Department of Education Student Clearinghouse using a credit card. (<http://www.csm.edu/transcript>). No transcript is released until all accounts are settled with the Bursar, including any delinquency on outstanding loans or library fines. The College does not release copies of transcripts (high school or college) or other documents received from other institutions.

Withdrawal

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

A student who voluntarily withdraws from a graduate program is not assured of readmission.

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

Course Length	Withdrawal Deadline
15 weeks	End of 12 th week
12 weeks	End of 10 th week
10 weeks	End of 8 th week
8 weeks	End of 6 th week
6 weeks	End of 5 th week
3 weeks	End of 2 nd week

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

Doctor of Education (Ed.D.)

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

Program Description: Curricular Overview of the Doctor of Education Program with emphases in Educational Leadership (EDL) and Health Professions Education (HCE).

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

Cognates (6 hours minimum)

- Leadership in Educational Organizations (EDL)
- Legal Issues in Education (HCE or EDL)
- Academic Integrity

Research Tools (15 hours)

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

- Advanced Statistics
- Qualitative Research
- Quantitative Research
- Research Proposal I
- Research Proposal II

Major Study (18 hours minimum. It is understood that some students may need more than 18 hours to achieve outcomes.)

Education coursework may include:

- Seminars in Doctoral Studies
- Teaching and Learning Theories
- Curriculum, Assessment, and Quality Improvement
- Teaching and Learning Concepts
- Administration and Management
- Technology Leadership
- Teaching Strategies and Technology
- Teaching and Learning Practicum
- Adult Learning Theory
- Teaching in Higher Education
- Teaching in Higher Education Practicum
- Dissertation Readings

Graduation Requirements

Program Competencies:

Upon completion of the Doctor of Education program with an emphasis on Health Professions Education** or Educational Leadership*, the graduate will be able to demonstrate the following competencies:

Competency I: Facilitate Learning

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context.
- Grounds teaching strategies in educational theory and evidence-based teaching practices.
- Recognizes multicultural, gender, and experiential influences on teaching and learning.
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning.
- Uses information technologies skillfully to support the teaching-learning process.
- Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts.
- Models critical and reflective learning.
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills.
- Shows enthusiasm for teaching and learning that inspires and motivates students.
- Demonstrates interest in and respect for learners.
- Uses personal attributes (e.g. caring, confidence, patience, integrity, and flexibility) that facilitate learning.
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel** to promote positive learning environments.
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary health care** or education in K-12*.
- Serves as a role model of a professional.

Competency II: Facilitate Learner Development and Socialization

- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners.
- Provides resources to diverse learners that help meet their individual learning needs.
- Engages in effective advisement and counseling strategies that help learners meet their professional goals.
- Creates learning environments that are focused on socialization to the role of educator and facilitates learners' self-reflection and personal goal setting.
- Fosters the cognitive, psychomotor, and affective development of learners.
- Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes.

- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation.
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy.

Competency III: Use Assessment and Evaluation Strategies

- Uses extant literature to develop evidence-based assessment and evaluation practices.
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains.
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals.
- Uses assessment and evaluation data to enhance the teaching-learning process.
- Provides timely, constructive, and thoughtful feedback to learners.
- Demonstrates skill in the design and use of tools for assessing practice.

Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes

- Ensures that a curriculum reflects institutional philosophy and mission, current trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural environment.
- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies.
- Bases curriculum design and implementation decisions on sound educational principles, theory, and research.
- Revises the curriculum based on assessment of program outcomes, learner needs, and societal, and current trends.
- Implements curricular revisions using appropriate change theories and strategies.
- Creates and maintains community and clinical partnerships that support educational goals.
- Collaborates with external constituencies throughout the process of curriculum revision.
- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the programs.

Competency V: Function as a Change Agent and Leader

- Models cultural sensitivity when advocating for change.
- Integrates a long-term, innovative, and creative perspective into the educator role.
- Participates in interdisciplinary efforts to address health care** and educational* needs locally, regionally, nationally, or internationally.
- Evaluates organizational effectiveness in education.
- Implements strategies for organizational change.

- Provides leadership in the parent institution, as well as in professional programs to enhance the visibility of a health discipline** and its contributions to the academic and community.
- Promotes innovative practices in educational environments.
- Develops leadership skills to shape and implement change.

Competency VI: Pursue Continuous Quality Improvement in the Health Professional Educator/Educational Leadership Role

- Demonstrates a commitment to life-long learning.
- Recognizes that career enhancement needs and activities change as experience is gained in the role.
- Participates in professional development opportunities that increase one's effectiveness in the role.
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution.
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness.
- Engages in activities that promote one's socialization to the role.
- Uses knowledge of legal and ethical issues relevant to higher education and health professional education** as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment.
- Mentors and supports faculty colleagues.

Competency VII: Engage in Scholarship

- Draws on extant literature to design evidence-based teaching and evaluation practices.
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role.
- Designs and implements scholarly activities in an established area of expertise.
- Disseminates professional and teaching knowledge to a variety of audiences through various means.
- Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development.
- Demonstrates qualities of a scholar: integrity, courage, perseverance, and creativity.

Competency VIII: Function within the Educational Environment

- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues.
- Identifies how social, economic, political and institutional forces influence higher education in general such as the limitations and privileges of academic freedom.
- Develops networks, collaborations, and partnerships to enhance the profession's influence within the academic community.

- Determines own professional goals within the context of an academic profession and the mission of the parent institution and graduate program.
- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers.
- Incorporates the goals of the graduate program and the mission of the parent institution when proposing change or managing issues.
- Assumes a leadership role in various levels of institutional governance.
- Advocates for health care and health professional education in the political arena**.

* Indicates Educational Leadership terminology

** Indicates Health Professional Educator terminology

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

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

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

Residency Requirements - 36 of the last 45 hours must be taken at College of Saint Mary.

Doctor of Education Degree with an emphasis in Health Professions Education (HCE) Plan of Study

Student Name: _____ ID# _____

Prerequisites: _____ Research Methods _____ Research Statistics					
Course	Course #	Title	Credit Hours	Term/Grade	Competency ¹
Major Study (required minimum of 18 credit hours)					
HCE	811	Doctoral Seminar 1: Inquiry & Communication	1*		
HCE	812	Doctoral Seminar 2: Critical & Analytical Thinking Skills	1*		
HCE	813	Doctoral Seminar 3: Scholarship & Contribution to the Professional Field	1*		
HCE	821	Curriculum, Assessment, & Quality Improvement	3*		
HCE	845	Teaching/Learning Theory	3*		
HCE	855	Teaching/Learning Concepts	3*		
HCE	869	Dissertation Readings	3*		
HCE	837	Teaching Strategies & Technology	3		
HCE	849	Administration & Management	3		
HCE	856	Adult Learning Theory	3		
HCE	876	Teaching & Learning Practicum	3		
HCE	879	Leadership Practicum	3		
Subtotal				18	
Cognates (required minimum of 6 credit hours)					
EDU	823	Leadership in Educational Organizations	3		
EDU	853	Legal Issues in Education	3		
PHL	824	Academic Integrity	3*		
Subtotal				6	
Research Classes (required minimum of 15 credit hours)					
EDU	842	Advanced Statistics	3*		
HCE	864	Quantitative Research	3*		
HCE	866	Qualitative Research	3*		
HCE	959	Research Proposal: Generating an RP	3*		
HCE	969	Research Proposal: Data Collect & Analy	3*		
Subtotal				15	
Dissertation & Requirements (required minimum of 12 credit hours)					
HCE	999	Dissertation	12*		
		Oral Defense	*		
		Comprehensive Examination	*		
Credit hours this page					
Credit hours previous page (Maximum of 36)					
Total Credit hours for Ed.D.				87	

(T) = transfer (P) = portfolio * = required course E = elective ✓ = competency met * M = Met * N = Needed

¹course numbers in () are from masters level work

Residency Hours (36 hours required): _____ Doctoral Hours (51 hours required): _____

Doctor of Education Degree with an emphasis in Educational Leadership (EDL) Plan of Study

Student Name: _____ ID# _____

Prerequisites: _____ Research Methods _____ Research Statistics					
Course	Course #	Title	Credit Hours	Term/Grade	Competency ¹
Major Study (required minimum of 18 credit hours)					
EDL	811	Doctoral Seminar 1: Inquiry & Communication	1*		
EDL	812	Doctoral Seminar 2: Critical & Analytical Thinking Skills	1*		
EDL	813	Doctoral Seminar 3: Scholarship & Contribution to the Professional Field	1*		
EDL	821	Curriculum, Assessment, & Quality Improvement	3*		
EDL	837	Technology Leadership	3*		
EDL	856	Adult Learning Theory	3*		
EDL	869	Dissertation Readings	3*		
EDL	855	Teaching/Learning Concepts	3		
EDL	857	Teaching in Higher Education OR	3		
EDL	859	Educational Administration	3		
EDL	879	Leadership Practicum	3		
EDL	845	Teaching/Learning Theory	3		
Subtotal				18	
Cognates (required minimum of 6 credit hours)					
EDU	823	Leadership in Educational Organizations	3*		
EDU	853	Legal Issues in Education	3		
PHL	824	Academic Integrity	3*		
Subtotal				6	
Research Classes (required minimum of 15 credit hours)					
EDU	842	Advanced Statistics	3*		
EDL	864	Quantitative Research	3*		
EDL	866	Qualitative Research	3*		
EDL	959	Research Proposal: Generating an RP	3*		
EDL	969	Research Proposal: Data Collect & Analy	3*		
Subtotal				15	
Dissertation & Requirements (required minimum of 12 credit hours)					
EDL	999	Dissertation	12*		
		Oral Defense	*		
		Comprehensive Examination	*		
Credit hours this page					
Credit hours previous page					
Total Credit hours for Ed.D.				87	

(T) = transfer (P) = portfolio * = required course E = elective ✓ = competency met

¹course numbers in () are from masters level work

Residency Hours (36 hours required): _____ Doctoral Hours (51 required): _____

Doctor of Education Degree with an emphasis in Educational Leadership (EDL) Plan of Study: Interdisciplinary Leadership

Student Name: _____ **ID#** _____

Prerequisites: _____ Research Methods _____ Research Statistics					
_____ Ed Psychology EDU 512 _____ Technology in the Classroom EDU 501					
Course	Course #	Title	Credit Hours	Term/Grade	Competency ¹
Major Study (required minimum of 18 credit hours)					
EDL	811	Doctoral Seminar 1: Inquiry & Communication	1*		
EDL	812	Doctoral Seminar 2: Critical & Analytical Thinking Skills	1*		
EDL	813	Doctoral Seminar 3: Scholarship & Contribution to the Professional Field	1*		
EDL	821	Curriculum, Assessment, & Quality Improvement	3*		
EDL	837	Technology Leadership	3*		
EDL	856	Adult Learning Theory	3*		
EDL	869	Dissertation Readings	3*		
EDL	849	Administration & Management	3		
EDL	857	Teaching in Higher Education	3		
EDL	879	Leadership Practicum	3		
EDL	855	Teaching/Learning Concepts	3		
EDL	845	Teaching/Learning Theory	3		
Subtotal				18	
Cognates (required minimum of 6 credit hours)					
EDU	823	Leadership in Educational Organizations	3*		
EDU	853	Legal Issues in Education	3		
PHL	824	Academic Integrity	3*		
Subtotal				6	
Research Classes (required minimum of 15 credit hours)					
EDU	842	Advanced Statistics	3*		
EDL	864	Quantitative Research	3*		
EDL	866	Qualitative Research	3*		
EDL	959	Research Proposal: Generating an RP	3*		
EDL	969	Research Proposal: Data Collect & Analy	3*		
Subtotal				15	
Dissertation & Requirements (required minimum of 12 credit hours)					
EDL	999	Dissertation	12*		
		Oral Defense	*		
		Comprehensive Examination	*		
Credit hours this page					
Credit hours previous page					
Total Credit hours for Ed.D.				87	

(T) = transfer (P) = portfolio * = required course E = elective ✓ = competency met

¹course numbers in () are from masters level work * M = Met in master's program * N = Needed

Residency Hours (36 hours required): _____ Doctoral Hours (51 required): _____

Master of Arts in Teaching (MAT)

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

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

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

K-6 elementary education and K-12 ESL

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

4-9 Middle level or 7-12 Secondary

College graduates who want to teach high school (grades 7-12) or middle school (grades 4-9) can earn both their Nebraska teaching certificate and Master's degree through College of Saint Mary's Master of Arts in Teaching (MAT) program. This program is an accelerated program with course offerings on Saturdays and can be completed in one year plus a semester of student teaching. *Fall or spring start date.*

7-12 Special Education Subject Endorsement

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

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

MAJOR PROGRAM COURSES	39	COMP	GRD
EDU 501 Technology in the Classroom	3		
EDU 512 Educational Psychology and Measurement	3		
EDU 520 Lifespan Development	3		
EDU 527 History, Philosophy and Trends in Educ.	3		
EDU 551 Reading in the Content Area	3		
EDU 560 Teaching Middle School and Secondary Students*	3		
EDU 575 Human Relations	3		
EDU 571 OR 572 Student Teaching	4		
EDU/SPE 595 Student Teaching Seminar	2		
ENG 562 Literature for Young Adults for Teachers (Mid & Language Arts Only) *	3		
EDU 552 Writing in the Content Area	3		
SPE 501 Introduction to Special Education	3		
SPE 540 Guidance and Classroom Management	3		
*Not taken for Special Education			
Prerequisites:			
Bachelor's Degree			
Grade point: 2.75			
Praxis I Test			
Background Check with One Source			
Endorsement(s) (Middle/Secondary)			
Business Marketing Information Technology			
Biology			
Chemistry			
English			
English Language Arts			
Mathematics			
Science			
Social Science			
Special Education			
World Language – Spanish			
Endorsement(s) K-12			
Art			
Health & PE			
Religious Education			
ESL			
Information Technology			

Coaching			
Elementary Education			
EDU 550 Teaching Reading & Language Arts ELD & MID	3		
EDU 553 Teaching Natural & Social Science ELD & MID	3		
EDU 555 Teaching Mathematics ELD & MID	3		
EDU 557 Teaching Health & Physical Education ELD & MID	3		
EDU 558 Integrating Fine Arts in Classroom ELD & MID	3		
SPE 530 Diagnosis & Remediation of Reading	3		
Special Education			
SPE 520 Learners with Mildly/Moderately Handicapping Conditions	3		
SPE 522 Assessment Techniques for Diverse Learners	3		
SPE 533 Legal and Ethical Issues in Special Educ.	3		
SPE 573 Critical Issues in Special Education	3		
SPE 531 Inclusive Practices	3		
SPE 530 Diagnosis & Remediation of Reading	3		
SPE 560 Transitions and Life Skills	3		
SPE 575 Critical Issues II in Secondary Alternative Program	3		
ESL			
EDU 515 Teaching ESL Students	3		
EDU 525 Assessment of ESL Students	3		
EDU 520 Linguistics for Teachers	3		
EDU 573 ESL Practicum	3		

Master of Science in Education (MSE)

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

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

Program Description

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

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

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

MAJOR PROGRAM COURSES	62	COMP	GRD
EDU 603 Educational Leadership	3		
EDU 621 Curriculum Design and Program Planning	3		
EDU 632 Assessment and Evaluation Strategies	3		
EDU 642 Research Statistics	3		
EDU 662 Research Methods	3		
EDU 695 Capstone Project	6		
CONTENT COURSES			
EDU 612 Learning in Educational Settings	3		
EDU 675 Diversity and Education (online)*	3		
EDU 655 Improvement of Teaching	3		
EDU 651 Technology Integration in Instruction	3		
EDU 674 Special Projects*	3		
TOTAL	36		

*Electives for students seeking certification in endorsement tracks

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

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

Master of Science in Nursing (MSN)

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

• MSN Student Learning Outcomes

- Facilitate Learning
- Facilitate Learner Development and Socialization
- Use Assessment and Evaluation Strategies
- Participate in Curriculum Design and Evaluation of Program Outcomes
- Function as a Change Agent and Leader
- Pursue Continuous Quality Improvement in the Nurse Educator Role
- Engage in Scholarship
- Function within the Educational Environment

Program Description

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

Core courses (9)

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

Major courses (18)

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

Cognate courses (6)

statistics and leadership.

Major project (3)

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

Graduation Requirements

Major Project - The major project experience is under the direction of the graduate faculty.

The expectation for the major project is to further develop an interest derived from the MSN studies. Students will be expected to present the project in a scholarly manner. Examples include a thesis or planning and implementing a substantial educational endeavor. Research Components - Students must demonstrate beginning skills in qualitative and quantitative research methods. Students should have experiences in designing, conducting, interpreting and communicating research. Research tools should also include educational measurements and evaluation and computer assisted analysis and research methodologies. Residency Requirements - 24 of the 36 hour MSN program must be taken at College of Saint Mary.

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

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

Course	Course No.	Title	Credit Hour	Grade
Core Curriculum (9)				
NUR	562	Research Methods	3	
NUR	568	Theories and Critical Issues in Nursing	3	
PHL	624	Academic Integrity	3	
Major Study- Education (18)				
NUR	531	Directed Readings in Nursing Education	3	
NUR	569	Teaching and Learning Theories and Concepts	3	
NUR	621	Curriculum Design and Program Planning	3	
NUR	632	Assessment and Evaluation Strategies in Education	3	
NUR	637	Teaching Strategies and Technology in Nursing Education	3	
NUR	655	Practicum in Nursing Education	3	
Cognates (6)				
EDU	723	Leadership in Educational Organizations OR	3	
		Legal Issues in Education	3	
EDU	643			
EDU	642	Research Statistics	3	
Project (3)				
NUR	659	Major Project in Nursing	3	
Credit hours this page				
Total Credit hours for MSN				

Master of Science in Organizational Leadership (MSOL)

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

Mission Statement

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

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

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

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

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

- 1) Utilize reflective and self-management skills to build and demonstrate effective social intelligence competencies;
- 2) Analyze the role of women in leadership in our current and future societies;
- 3) Assess situations for leadership needs and create strategies for organizational success.
- 4) Articulate self, in both oral and written communication, in ways that enhance leadership effectiveness and /or is appropriate for scholarly endeavors;
- 5) Manage self and organizational agendas with a sound ethical foundation.
- 6) Build collaborative intra- and inter-agency teams/work groups;
- 7) Assess organizational process, systems, and culture, and collaboratively create and implement strategies for organizational growth;
- 8) Demonstrate skill as a capable consumer of research by seeking leadership best practice data and writing a review of the literature; and

9) Build a broad foundation for sustainable and influential leadership practice;

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

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

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

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

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

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

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

Master of Science in Physician Assistant Studies (MSPAS)

(First group of students to matriculate in Fall 2016 pending provisional accreditation)*

Overview

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

Program Description

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

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

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

Experiential Learning Credits/Advanced Placement

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

Accreditation*

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

Mary Physician Assistant (PA) Program has applied for provisional accreditation of the professional component from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). CSM anticipates matriculating its first PA class in Fall 2016, pending provisional accreditation in Spring 2016. Provisional accreditation is an accreditation status for a new PA program that has not yet enrolled students, but at the time of its comprehensive accreditation review, has demonstrated its preparedness to initiate a program in accordance with the accreditation *Standards*. The ARC-PA can be contacted at ARC-PA, Inc., 12000 Findley Road, Suite 150, Johns Creek, Georgia 30097 Phone: 770-476-1224; Fax: 770-476-1738, www.arc-pa.org.

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

MAJOR PROGRAM COURSES		COMP	GRD
Students will be awarded a Bachelor of Science in Human Biology at the end of the 4th year—but will begin graduate courses during the Level 4.	128		
Graduate Courses			
PAS 461 – Cardiopulmonary Pathophysiology	3		
PAS 462 - Gastroenterology and Renal Pathophysiology	3		
PAS 463 - Endocrinology	2		
PAS 464 - Immunology	3		
PAS 510 - PA Professional Issues and Ethics	1		
PAS 512 - Clinical Anatomy	4		
PAS 514 - Clinical Science	2		
PAS 516 - Physical Diagnosis	2		
PAS 520 - Healthcare Delivery Systems	1		
PAS 522 - Clinical Neuroanatomy	2		
PAS 523 - Infectious Disease	2		
PAS 524 - Clinical/Preventative/ Laboratory Medicine 1	8		
PAS 525 - Pharmacology 1	3		
PAS 526 - Applied Clinical Practice 1	2		
PAS 530 - Applied Research and Evidence-based Medicine	1		
PAS 534 - Clinical/Preventative/Laboratory Medicine	4		
PAS 535 - Pharmacology 2	3		
PAS 536 - Applied Clinical Practice 2	2		
PAS 538 - Clinical Skills	2		
PAS 660 - Family Practice Rotation 1	3		
PAS 670 - Family Practice Rotation 2	3		
PAS 671 - Internal Medicine Rotation	3		
PAS 672 - Pediatric Rotation	3		
PAS 673 - OB/GYN Rotation	3		
PAS 674 - Emergency Medicine Rotation	3		
PAS 675 - Psychiatry Rotation	3		
PAS 676 - General Surgery Rotation	3		
PAS 677 - Elective Rotation 1	3		
PAS 678 - Elective Rotation 2	3		
PAS 679 - Elective Rotation 3	3		
PAS 690 - Master's Project	3		
PAS 710 – PA Practice Transition	2		

**** THE REQUIREMENTS FOR THE MSPAS PROGRAM OF STUDY IS SUBJECT TO CHANGE AS CSM IS CURRENTLY SEEKING PROVISIONAL ACCREDITATION AND WILL MAKE NECESSARY ADJUSTMENTS TO MEET THE ACCREDITATION STANDARDS.**

**Master in Occupational Therapy
Plan of Study**

MAJOR PROGRAM COURSES	160	COMP	GRD
Before starting the graduate coursework: Must complete the Bachelor of Rehabilitation Studies OR must hold a bachelor degree AND have successfully completed all of the undergraduate course requirements	128		
Graduate Courses	32		
OTH 540 Community Based OT	3		
OTH 552 Princ of Neuro-Reh II	2		
OTH 555 OT Management	2		
OTH 560 Clinical Reason III	3		
OTH 561 OT Leadshp/Advocacy	2		
OTH 568 Therapeutic Modalities	2		
OTH 590 Princ of OT Resrh II	2		
OTH 593 Princ of OT Resch III	3		
OTH 573 Transition to Level II	1		
OTH 674 Fieldwork IIA Jan-Mar	6		
OTH 675 Fieldwork IIB Apr-Jun	6		

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

The goals of the Paralegal Studies Program are:

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

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

Post Baccalaureate Certificate – Paralegal Studies - 2013-2014

CORE CURRICULUM SUPPORTING COURSES	3	COMP	GRD	MAJOR PROGRAM COURSES	26	COMP	GRD
Any one of the following:				LAW 101 Introduction to Paralegal	3		
BIS 220 Adv. Bus. Applications OR	3			LAW 200 Legal Research & Writing I	3		
HSV 231 Interviewing Skills OR	3			LAW 210 Legal Research & Writing II	3		
ACC 161 Principles of Accounting	3			LAW 220 Law Office Administration	3		
				LAW 230 Litigation I	3		
				LAW 231 Litigation II	3		
				AND 2 OF THE FOLLOWING	6		
				LAW 300 Torts	3		
SUMMARY				LAW 310 Advanced Business Law	3		
MAJOR	26			LAW 320 Estates, Trust, Tax Law & Prob	3		
SUPPORTING COURSES	3			LAW 330 Real Estate Law	3		
TOTAL	29			LAW 340 Contracts	3		
				LAW 350 Family Law	3		
				ANY 2 OF THE FOLLOWING	2		
				LAW 410, 430, 440, or 450	1		

A person pursuing a Certificate in Paralegal Studies who already holds a Bachelor Degree, as stated below, is eligible for LAW 470 Paralegal Internship as a law elective.

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

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

Course Descriptions

Doctor of Education (Educational Leadership and Health Professions Education)

(Pre-requisite for Ed.D. program if not taken in master's program: EDL/HCE 642: Research Statistics (3), EDL/HCE 762: Research Methods (3), EDU 512: Educational Psychology (3) (EDL only), and EDU 501: Technology in the Classroom (3) (EDL only).

EDL/HCE 762: Research Methods (3) Evidenced-based inquiry processes will provide the student with tools for conducting a major research project. Topics include conceptualizing a research study, designs for research, methodology, data collection, analysis of data, communicating results and utilizing research findings. Application of research methods to P-12 education, higher education, continuing education, professional development or patient education is expected. (Cross listed as EDU 662/NUR 562)

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

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

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

HCE 837: Teaching Strategies and Technology (3) This course focuses on the application of evidence-based student-centered teaching strategies in diverse learning settings. Integrating educational technology within the learning environment also is a component of the course. (Cross listed as NUR 637)

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

HCE/EDL 849 Administration and Management (3) This course prepares the graduate student to design organizational systems that leverage human, financial, and technological resources to promote evidence-based, fiscally responsible, quality outcomes. The student will address theories and concepts of organizational behavior and management relevant to higher education, continuing education, professional development, or patient education. It is expected that students will apply administrative and management principles for a major project in a health care/education setting. At the completion of the course the student will be prepared to present the project to a select audience.

EDL/HCE 855: Teaching and Learning Concepts (3) This graduate level course examines the role of the educator in health professional programs or educational settings through the application of teaching and learning concepts. Evidence-based teaching strategies to engage learners in inquiry and overt, active learning will be foundational in creating a stimulating learning environment to meet mutually determined outcomes for the individual learner, group, or organization. Application of principles to either P-12 education, higher education, continuing education, professional development, or patient education is expected. (Cross listed as NUR 569)

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

EDL/HCE 857 Teaching in Higher Education (3) Students will utilize teaching and learning strategies, educational research findings, and evaluation methods with diverse students in Higher Education to maximize student learning outcomes. Using theories of education, students will explore and analyze how various teaching strategies influences teaching, learning, and evaluation of student learning. Students will develop a variety of classroom management techniques and their applicability to learning goals, active learning strategies, and different learning environments. Students will evaluate how teacher and learner roles are influenced by peer interaction, teacher-learner relationships, and feedback.

EDL/HCE 857A Teaching in Higher Education Practicum (1) Students will utilize teaching and learning strategies, educational research findings, and evaluation methods with diverse students in Higher Education to maximize student learning outcomes. Using theories of education, students will explore and analyze how various teaching strategies influences teaching, learning, and evaluation of student learning. Students will develop a variety of classroom management techniques and their applicability to learning goals, active learning strategies, and different learning environments. Students will evaluate how teacher and learner roles are influenced by peer interaction, teacher-learner relationships, and feedback. Students taking this additional credit will develop a learner-centered

environment utilizing evidence-based teaching strategies for the clinical/laboratory/practicum settings.

EDL 859 Educational Administration (3) This course prepares students for leadership roles in educational institutions as they explore the responsibilities, accountability and challenges of leadership within today's increasingly complex educational institutions. Content is structured around a number of topics, including instructional, moral, democratic, facilitative, curricular, constructivist and ethical leadership in education. This will be accomplished through various experiences, including class discussions, case studies, guest speakers, interviews and observation of school leaders at work communication and decision-making. Students will develop and refine necessary skills to build strong learning communities that will facilitate productive relationships with people who work in educational institutions, including administrators, teachers, students, parents and community groups.

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

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

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

EDL/HCE 876: Teaching and Learning Practicum (3) This graduate level course focuses on the implementation of the educator role through the application of teaching and learning theories and concepts for a chosen learner population in P-12 education, higher education, professional development, continuing education or patient education. The role will be analyzed and applied in collaboration with an education preceptor. Evidence-based teaching strategies will be developed into a comprehensive teaching plan to engage learners in inquiry and overt, active learning and implemented to meet mutually determined outcomes for the individual learning, group or organizations.

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

development or patient education.

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

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

Philosophy

PHL 824/624: Academic Integrity (3) This applied ethics course examines the implications of several influential philosophical theories for a broad range of questions bearing on research, teaching, role expectations, the allocation of resources, and contemporary dilemmas in organizations of P-12, higher education, continuing education, professional development or patient education.

Education

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

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

Students will complete field experiences in early childhood classrooms as part of the course requirements.

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

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

ECE 634 Early Childhood Education Theories and Practices (3)

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

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

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

ECE 642 Early Childhood Program Organization and Leadership (3)

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

EDU 501 Technology in the Classroom (3)

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

EDU 506 Intercultural Communications (3)

This course emphasizes skills you can utilize throughout your and personal and professional life by preparing you to effectively communicate both within small group settings and one-on-one communication. It is based

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

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

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

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

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

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

philosophy of teaching paper and prepare a major research paper. Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 550 Teaching Reading & Language Arts (4)

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

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

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

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

Study combines content methodology and appropriate materials for effectively presenting social studies and science in elementary and middle school settings. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of content and methodologies presented in "hands on" activities is achieved in practicum experiences of 32 hours and in planning and teaching units of study. (Also listed as EDU 353.)

EDU 555 Teaching Mathematics: Elementary and Middle (3) Students learn current trends and strategies in teaching elementary and middle level math, including content, methodology, and appropriate materials. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Implementation of teaching strategies is achieved in practicum experiences of 32 hours. (Also listed as EDU 355.)

EDU 557 Teaching Health and Physical Education (3) Students learn how to coordinate and implement an elementary school physical education program. They gain health education and wellness instructional procedures based on mental, emotional, physical, and social characteristics of elementary/middle school children. The health education curriculum includes nutrition, safety and first aid, family life, death, divorce, drugs, aging, dental health, disease control and prevention, environment, self-concept, the human body, and mental health. Contemporary fitness activities and skill development are presented in physical education segments. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. (Also listed as EDU 357.)

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

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

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

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

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

EDU 571/572 Student Teaching (4) Supervised teaching experience under the direction of a college faculty member and a classroom teacher in the student's intended teaching area. (To be taken concurrently with EDU 595.) Appropriate use of instructional technology is integrated into instruction and pedagogy.

EDU 595 Student Teaching Seminar (2) The student teacher seminar is to provide an opportunity and environment for student teachers and college faculty to share and discuss

problems, successes, teaching methods and innovations of mutual interest. Student teachers are encouraged to share their ideas, insights and observations for the benefit of others in the seminar. Students will learn strategies for career planning and seeking professional employment. Emphasis will be placed on professionalism, organization skills and ethical behaviors for successful employment in a teaching career. Students will complete a Case Study from their student teaching placement. Appropriate use of instructional technology is integrated into instruction and pedagogy.

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

EDU 590 Directed Readings: Reading and Writing (3) Students research current theories, strategies and evaluative techniques included in reading literature. Selected experiences direct students to explore individual needs and areas of interest. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: EDU 350 or 351 or permission.

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

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

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

EDU 632 Assessment and Evaluation Strategies (3) This course provides an introduction to best practice principles for educational assessment and evaluation in PK -12 education, continuing education and staff development. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels

including individual student, class, course, curriculum, program and educational organization will be studied and analyzed. Students will explore underlying selection, construction, administration, and interpretation of educational tests, including the constructs of reliability and validity and how to apply them. (Cross listed as EDL/HCE 832)

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

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

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

EDU 655 Improvement of Teaching (3) This course addresses topics of concern to practicing teachers and guides them in developing action plans to revise their teaching and classroom management practices to improve learning in their classrooms. Students will consider various theories and models of teaching and classroom management to develop knowledge and skills required to improve their teaching.

EDU 662 Research Methods (3) Evidenced-based inquiry processes will provide students with tools for conducting a major research project. Topics include conceptualizing a research study, designs for research, methodology, data collection, analysis of data, communicating results and utilizing research findings. Application of research methods to PK-12 education, continuing education, or staff development is expected. (Cross listed as EDL/HCE 762 and NUR 562)

EDU 674 Special Projects (3) This course will guide educators through implementing knowledge and skills acquired through program coursework in genuine educational

settings. Through electronic discussion, students will share experience and results of their projects and receive assistance from instructor.

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

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

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

EDU 842: Advanced Statistics (3) Advanced level course prepares the doctoral student to utilize and interpret statistics for a dissertation. Students will review descriptive and inferential statistics. The course will focus on ANOVA, multiple regression, and multivariate statistics. Students will be able to run moderately challenging analysis using PASW/SPSS with confidence. 35% of the course will focus on application, including an annotated review of data analysis in health care or education research studies. Students will perform analysis of health care or education related data sets using SPSS. Prerequisites: EDU 642 Research Statistics, graduate level statistics from another institution, successful completion of competency test reflecting objectives of EDU 642, or instructor permission required.

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

English

ENG 520 Linguistics for Teachers (3) This course is a study of the structure of the

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

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

Master of Science in Organizational Leadership

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

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

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

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

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

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

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

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

MOL 640 Finance (3) This course is designed to provide students a working knowledge of the concepts, problems, tools, and applications of corporate and non-profit financial decision making. The course provides a fundamental understanding of how an organization

obtains funds, plans for how to use funds, and manages funds. Students are introduced to the concepts of financial management, the time value of money, and budgeting and forecasting. Students will also gain experience in reviewing financial statements, asking relevant questions, and preparing a business proposal that includes a financial plan. Students will be re-introduced to strategic planning and the role of finances in the planning process or creation of a business plan. The course will lead to an understanding of the importance of the integrating financial management within all areas of the business organization.

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

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

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

Nursing

NUR 531: Directed Readings in Nursing Education (3) This graduate level course requires the student to conduct a scholarly research literature review specific to a selected aspect of nursing education. Each student will conduct a thorough literature review with depth and breadth. There is the potential that this course can be useful in defining and designing the literature review for the major project. Topics will be selected in conjunction with the graduate faculty. Prerequisites: Graduate level standing

NUR 562: Research Methods (3) Evidenced-based inquiry processes will provide the student with tools for conducting a major research project. Topics include conceptualizing a research study, designs for research, methodology, data collection, analysis of data, communicating results and utilizing research findings. Application of research methods to higher education, continuing education, staff development or patient education is expected. Prerequisites: Admission to MSN program

NUR 568: Theories and Critical Issues in Nursing (3) This course examines theories and concepts that are foundations of nursing and health care. A wide-range of theories from nursing and other disciplines will be analyzed in relation to their applicability to evidenced-based practice. Critical issues affecting health care delivery and outcomes will also be examined. Prerequisites: NUR 562: Research Methods

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

NUR 621: Curriculum Design and Program Planning (3) This graduate level course focuses on designing nursing curriculum in diverse learning environments using evidence-based theories and concepts as well as relevant standards and criteria for evaluation. Development, implementation and evaluation of a continuing education program for staff, patient or public education also is emphasized. Prerequisites: NUR 569: Teaching and Learning Theories and Concepts

NUR 632: Assessment and Evaluation Strategies in Education (3) This graduate level course focuses on best practice principles for educational assessment and evaluation in higher education, continuing education, staff development and patient education. Various methods for designing, conducting, and analyzing assessments and evaluations of outcomes on multiple levels including individual student, class, course, curriculum, program and educational organization will be appraised. Prerequisites: NUR 569: Teaching and Learning Theories and Concepts

NUR 637: Teaching Strategies and Technology in Nursing Education (3) This course focuses on the application of evidence-based student-centered teaching strategies in diverse learning settings. Integrating educational technology within the learning environment also is a component of the course. Prerequisites: NUR 569: Teaching and Learning Theories and Concepts

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

organization. Prerequisites: NUR 621: Curriculum Design and Program Planning, NUR 632: Assessment and Evaluation Strategies in Education, NUR 637: Teaching Strategies and Technology in Nursing Education

NUR 659: Major Project in Nursing Education (3) The major project provides the opportunity for the student to apply the knowledge and skills acquired throughout the MSN program. The student will develop, implement, and evaluate a substantial educational endeavor related to nursing education, staff development, continuing education or patient education within the context of an organization. Evidence-based practice and research will be utilized throughout the program. Prerequisites: NUR 621: Curriculum Design and Program Planning, NUR 632: Assessment and Evaluation Strategies in Education, NUR 637: Teaching Strategies and Technology in Nursing Education

Occupational Therapy

OTH 540 Community Based Occupational Therapy (3)

This course gives students the opportunity to design and provide services to address unmet needs for individuals, groups, or populations in community settings. Students will explore occupation in the context of community in applying components of program development and grant writing. Prerequisites: OTH 434, 444, 490, 452, 460, and 476

OTH 552 Principles of Neuro-Rehabilitation II (2)

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

OTH 568 Therapeutic Modalities (2)

This course is designed to allow students to apply practice course knowledge through the use of specialized therapeutic modalities in occupational therapy. Students will demonstrate safe and effective application of physical agent modalities as well as explain the evidence behind the use of such modalities in occupational therapy intervention. The second module of this course gives students the opportunity to explore and create recommendations for assistive technology to enhance the quality of life in individuals. Prerequisites: OTH 434, 444, 490, 452, 460, and 476

OTH 555 Occupational Therapy Management (2)

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

OTH 560 Clinical Reasoning III (3)

This course is the last in the three-part progression preparing students to be critical thinkers. The course is designed to integrate theory and the knowledge of pathologies and intervention strategies with an understanding of the OT process. The focus is on developing the student's ability to evaluate and synthesize information from complex

situations and practice setting involving individuals and populations. Prerequisites: OTH 590, OTH 540, and OTH 568

OTH 561 Occupational Therapy Leadership and Advocacy (2)

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

OTH 573 Transition to Level II Fieldwork (1)

This course is designed to prepare students for transition to Level II fieldwork experiences and entry level practice, as well as ensure compliance with fieldwork site requirements. Prerequisites: OTH 590, 540, and 568

OTH 590 Principles of Occupational Therapy Research II (2)

This is the second course in the three-part research progression. Students will practice interpreting basic descriptive quantitative statistics, as well as code, and synthesize qualitative data to develop meaningful conclusions. Students utilize selected topics of interest to initiate a literature review in developing their scholarship skills. The Institutional Review Board process will be discussed as part of this course. Prerequisites: OTH 434, 444, 490, 452, 460, and 476

OTH 593 Principles of Occupational Therapy Research III (3)

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

OTH 674 Level IIA Fieldwork (6)

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

OTH 675 Level IIB Fieldwork (6)

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

Physician Assistant Studies

BIO 461 Cardiopulmonary Pathophysiology (3)

Common cardiovascular and pulmonary diseases of the human body across the lifespan will be covered. The course will begin with normal cardiovascular and pulmonary physiology and progress on to the alterations in normal anatomical and physiological processes that

cause disease. The course will provide a foundation in cardiovascular and pulmonary scientific principles required for future understanding of disease management and patient care. (Also listed as PAS 461) Prerequisite: Permission of Physician Assistant Program Director

BIO 462 Gastroenterology and Renal Pathophysiology (3)

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

BIO 463 Endocrinology (3)

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

BIO 464 Immunology (3)

A study of the nature and theory of antigen-antibody interaction, mechanisms of immunity, principles and procedures of serodiagnosis. Prerequisites: BIO 110/111 or permission of the instructor. (Also listed as PAS 464) Lecture meets 3 hours per week.

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

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

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

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

PAS 520 Healthcare Delivery Systems (1) An overview of healthcare delivery systems in the United States, the Physician Assistant's role, and the coordination of care will be

presented with a focus on the past, present, and future of healthcare systems. Reimbursement, access to care, and quality performance standards will be discussed, as well as concepts related to public health.

PAS 522 Clinical Neuroanatomy (2) An overview of the structure and function of the central nervous system will be discussed with a focus on principles related to clinical neurology and interpretation of the neurological examination.

PAS 523 Infectious Disease (2) An overview of infectious disease and microbiology related to the disease processes will be discussed with a focus on the etiology, epidemiology, pathogenesis, and diagnosis of infectious agents related to the disease. Principles of the immune system will be discussed in relation to infectious agents.

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

PAS 525 Pharmacology 1 (3) Basic principles of pharmacology will be covered to provide the knowledge required for safe and effective use of medications. The course begins with establishing a foundation of pharmacokinetics and pharmacodynamics followed by principles of pharmacology in the alteration of physiology and metabolism that emphasizes drug name and class, mechanism of action, common uses, side effects, and interactions. Topics covered include pharmacology related to Cardiology, Pulmonology, Gastroenterology, ENT, Ophthalmology, Endocrinology, Nephrology, Urology, Obstetrics, Gynecology, and Infectious Disease.

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

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

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

Oncology, Immunology, Orthopedics, Rheumatology, Emergency Medicine, Geriatrics, and Pediatrics.

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

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

PAS 538 Clinical Skills (2) The technical skills required to become proficient in clinical procedures expected of the Physician Assistant will be taught in this course using a hands-on approach. This will include surgical skills, procedural skills, resuscitation and emergency first aid, and various technical skills. Surgical documentation and patient management will be discussed.

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

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

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

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

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

PAS 674 Emergency Medicine Rotation (3) A four-week clinical preceptorship in emergency medicine will be completed by the student after successfully completing the

didactic curriculum. Readings, assignments, and examinations during the preceptorship will be required.

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

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

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

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

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

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

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

Special Education

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

service delivery systems and family issues will also be examined. Appropriate use of instructional technology is integrated into instruction and pedagogy.

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

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

SPE 530 Diagnosis and Remediation in Reading (3) This course is designed to provide teachers with assessment procedures for students on an achievement spectrum from below grade level to above grade level and effective instructional and diagnostic techniques in reading. Instruction is provided in a self-directed portfolio mode featuring acquisition of theory, teaching strategies, and assessment procedures. Students participate in formal and informal testing including achievement, criterion references, observational, and portfolio strategies. Implementation of the teacher's knowledge of this curriculum is achieved within a directed reading practicum in a partnership school. 40 hours of clinical experiences focus on effective assessment and teaching procedures based on awareness of individual learners. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.

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

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

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

SPE 560: Transitions and Life Skills (3)

This course is designed to provide future special education teachers extensive study in preparing students with disabilities to make transitions throughout their educational experience and into adulthood. Course participants will study strategies that will enable them to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations. Participants will identify strategies that are essential in teaching life-skills to students and are necessary to achieve the greatest level of personal independence. This course will prepare students to work with families, students with disabilities, and related agencies to plan and prepare for transitional needs that will enhance each student.

SPE 570/571/572 Student Teaching (5 each) The culminating experience for recommendation for Special Education Endorsement. Included are opportunities to observe, instruct, and participate in teacher and parent conferences and the opportunity to develop individual educational plans (I.E.P.s) for specific students. Student teachers have the opportunity to become familiar with the team approach to diagnosis and to participate in diagnostic procedures used in schools. Appropriate use of instructional technology is integrated into instruction of content and pedagogy. Prerequisite: permission.

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

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

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

based education. Current research regarding each topic and appropriate remediation strategies will be discussed and presented. Appropriate use of instructional technology is integrated into instruction of content and pedagogy.