

University of Great Falls
*2010-2011 Undergraduate Catalog**



**The official catalog of the University of Great Falls is maintained online at www.ugf.edu. This document is meant to act as a desk reference and is subject to change. Official program planners are kept on file in the University Registrar's Office.*

2010-2011 Academic Calendar

Fall 2010

August 20	Residence Hall Move In
August 25	Fall 2010 Classes Begin
August 27	Weekend Graduate Sessions Begin
September 1	Last Day to Add Classes Without Instructor Permission
September 6	Labor Day – Campus Closed
September 2-15	Instructor Permission Required to Add a Class
September 15	Students May Not Add Classes After this Date
	Last Day to Drop Classes Without Advisor Permission and No Reflection on Transcript
	Drops After this Date Must Include Student AND Advisor Signature
October 15	Last Day to Apply for December/May Graduation
October 14-15	Fall Break – No Classes – All Offices are Open
November 8	All Withdrawals After This Date will Reflect a WP or WF
	Spring 2011 Registration Begins
November 25-26	Thanksgiving Observance – Campus Closed
December 3	Last Day to Drop a Course –
	Withdrawals No Longer Processed After This Date
December 6-9	Fall semester Final Examinations
December 9	Last Day of Fall 2010 Semester
December 14	Final Grades Due in Registrar’s Office by Noon
December 18	Grades Available to Students
December 24 – 31	Christmas Holiday – Campus Closed

Spring 2011

January 3	All Campus Offices Re-Open
January 12	Spring 2011 Classes Begin
January 14	Graduate Weekend Sessions Begin
January 17	Martin Luther King Day Observance – No Classes – Campus Offices Open
January 19	Last Day to Add Classes Without Instructor Permission
January 20-February 2	Instructor Permission Required to Add a Class
February 2	Last Day to Drop a Courses Without Advisor Permission and No Reflection on Transcript
	Drops After this Date Must Include Student AND Advisor Signature
February 21	President’s Day Observance – Campus Closed
March 7-11	Spring Break – No Classes- Campus Offices Open
April 5	All Withdrawals After This Date Will Reflect WP or WF
	Fall 2011 Registration Begins
April 22-25	Easter Observance – Campus Closed
April 29	Last Day to Drop a Course –
	Withdrawals No Longer Processed After This Date
May 2-5	Spring Semester Final Examinations
May 5	Last Day of Spring 2011 Semester
May 6	Baccalaureate
May 7	Commencement Ceremony
May 10	Final Grades Due in Registrar’s Office by Noon
May 13	Grades Available to Students
May 30	Memorial Day Holiday – Campus Closed

Table of Contents

History.....	iv
General Information.....	iv
Mission Statement.....	v
Catholic Identity Statement.....	v
University of Great Falls Strategic Plan	vi
The Providence Commitment	vi
Ave Alma Mater	vii
Student Creed.....	vii
Admission	viii
Transfer Students	viii
International Students	viii
Dual Credit.....	xi
Financial Aid.....	x
Tuition and Fees.....	xv
Student Development.....	xvi
Campus Facilities.....	xviii
Academic Policies and Procedures.....	xix
Academic Advising and Peer Mentoring.....	xxvi
Accommodations for Disabled Students.....	xxvi
Family Educational Rights and Privacy Act (FERPA)	xxix
Degree Requirements.....	xxxii
University Library.....	xxxvii
Distance Learning Program	xxxvii
University Personnel.....	xxxviii
Telephone Directory.....	xlii
Areas of Curricular Offerings	1
Course Descriptions	60

General Information

History

The University of Great Falls was founded in 1932 by the Most Reverend Edwin V. O'Hara, Catholic Bishop of Great Falls, in collaboration with the Sisters of Charity of Providence and the Ursuline Sisters. Named Great Falls Junior College for Women, the two-year college was originally located in the Ursuline Academy on Central Avenue. The faculty consisted of several sisters, a few priests, and one lay woman. A year later, Great Falls Normal School was established by Sister Lucia Sullivan, S.P., and combined with the Junior College to address the need for prospective teachers in the area.

In its first year, 14 women enrolled. In 1935, the registration for both the Junior College and the Normal School totaled 105 women. In 1937, the first male student enrolled, and the year following there were 19 men in attendance. There were really two schools, each operating under a different Catholic religious community. The union of the two schools was one of convenience and legality. In 1942, Great Falls Junior College for Women was discontinued because of declining enrollment. Great Falls Normal College was renamed the Great Falls College of Education. By the early 1950s it became simply the College of Great Falls under the direction of the Sisters of Providence. Classes were held in the old Columbus Hospital. In September of 1995, the College was renamed the University of Great Falls.

In 1944, land was purchased south of the city by the Sisters of Providence and in the 1950s plans were made to move the College of Great Falls to the new campus. The new campus opened in 1960. At that time there were eleven buildings. Faculty offices were in the north end of the Classroom Building. Administration offices were in the Library. Emilie Hall was a women's residence hall. A ballroom was located on the lower floor of the Student Center, where the Office of Admissions and Records and Financial Aid Office are today.

The Sisters of Providence minister in the Western United States in concert with their motherhouse in Montreal, Canada. Compassion for the poor, the sick and the vulnerable brought the first Sisters of Providence to the West in 1856. With courage, Mother Joseph of the

Sacred Heart and four other sisters made the treacherous journey from Montreal to the untamed Washington Territory. Thanks to their caring, more than 30 hospitals, schools and homes for orphans, the elderly and the sick were founded to ease the harsh frontier life in what would become Washington, Oregon, Idaho, Montana and southern British Columbia. These pioneer sisters traveled by horseback, steamer, stagecoach and rail to wherever God's people had a need. The sisters used their simple tools to build and went door to door, begging for funds to support the orphans and works of charity. Today, the seeds they planted have grown and flourished along the coast from Alaska to southern California, as well as in El Salvador, and inland to Idaho and Montana.

In 1992 Providence Services was established by the sisters as the parent corporation, under lay leadership, for the sisters' ministries in eastern Washington, Idaho and Montana (St. Ignatius Province), paralleling Providence Health System, the parent corporation for western Washington, Oregon, California and Alaska (Sacred Heart Province).

On January 1, 2000 the two Provinces of the sisters united to form Mother Joseph Province and on January 1, 2006 the parent corporations, Providence Health System and Providence Services, merged to form Providence Health and Services which serves as the parent ministry for the University of Great Falls.

UGF Accreditation and Affiliation

The University of Great Falls has been empowered to grant diplomas and to confer academic honors and collegiate degrees since 1932. The University's accreditation by the Northwest Association of Schools and Universities was reaffirmed in 1999. The University is a member of the Council of Independent Colleges, the Independent Colleges of Montana, the Western Independent College Fund, the Association of Catholic Colleges and Universities, the Council for the Advancement and Support of Education, and the Association of PLSeriving Boards. The Paralegal Program is approved by the American Bar Association.

University of Great Falls

Mission Statement

As an expression of the teaching mission of Jesus Christ, the mission of the University of Great Falls is to provide students with the opportunity to obtain a liberal education for living and for making a living.

Philosophy and Purpose

The University was founded through the collaborative efforts of the Sisters of Providence, the Ursuline Sisters, the Catholic Bishop of Great Falls and the civic community all of whom recognized societal need for higher education. Its educational mission, sponsored by the Sisters of Providence, continues to be the shared endeavor of dedicated people.

The University cooperates with both private and public institutions to attain goals consistent with its educational purpose and values.

The University continually and responsibly evaluates its operation and programs. It develops professional and career programs and continuing education courses designed in view of society's present and future needs as well as traditional academic degrees in appropriate fields.

The University offers students a foundation for actively implementing Gospel values and the teaching of Jesus within the Catholic tradition; it serves students of all beliefs who wish to take advantage of its programs.

The faculty and staff of the university join with students in a cooperative and enthusiastic search for truth, so that students may develop:

Character to have a positive impact on the world and to the communities in which they live and work, particularly by recognizing and accepting personal accountability to themselves, to society, and to God;

Competence to further their ability to live full and rewarding lives by becoming competent working members of society who know the basics of their professional field and have access to future learning;

Commitment to find meaning in life which enables them to participate effectively in society while transcending its limitations, by living according to their own moral and religious convictions, as well as by respecting the dignity and beliefs of other people.

Catholic Identity Statement

As a Catholic university, we belong to a **community of faith, the Roman Catholic Church**, committed to live and to proclaim the Good News of the Kingdom of God in the world. Belonging to the community of faith means, first of all, that the university shares in the sacramental unity of the community and bears witness to it in ways appropriate to a community of scholars and co-learners. It means that the university carries out the evangelical mandate to serve the community of faith and the larger community. It means that the university, by its very nature as a Catholic liberal education institution, shares in the mission given by Jesus to his disciples to teach the Good News of the Kingdom of God and of Jesus Christ to all people.

As a Catholic university, we mean to meet the challenges and prospects of the modern world with integrity and with devotion to Truth through our educational and research services. Each discipline in the university is committed to applying the best resources, research and methods to the free, open, honest pursuit of truth.

As a Catholic university, we are committed to participate in the prayer and reflection of the local and the universal Church. The university shares and celebrates the Sacramental, Eucharistic life of the community, provides opportunities for prayer and meditation, and offers appropriate pastoral services to all members of the university community.

As a Catholic university, we attend with special zeal both in action and in teaching to issues of **human dignity, social and economic justice, and peace**. Motivated by the spirit of the Sisters of Providence, we are committed to advocate with and to serve all who are in need.

As a Catholic university, we affirm the goodness of all creation and the necessity of grace to the pursuit of genuine happiness. We live and teach the moral and ethical commitment of the Gospel. All our members are committed to respect the dignity and integrity of every member. By conviction and commitment, we pursue the ecumenical unity of the followers of Jesus and of all humanity.

University of Great Falls Strategic Plan

The Providence Commitment

Vision

Our ministry is to be a transformational entity in the lives of our students by fostering intellectual, personal, and spiritual excellence.

Core Strategy

One Ministry Committed to Excellence in Engagement and Education

Core Values

Mission Inspired

Engage our students, faculty, and staff in an inclusive integrated community experience of personal transformation.

People Centered

Create an environment that respects the dignity, value, and rights of all through service to our students and their engagement with faculty and staff.

Service Oriented

Develop a culture of compassionate service within our campus community and provide opportunities for service-learning outside of our community.

Quality Focused

Engage, develop, and retain faculty and staff who will fulfill our mission and vision through service to our students and one another.

Financially Responsible

Ensure a financial foundation that enables a quality teaching and learning environment.

Growing to Serve

Enhance and nurture a living and learning community that is responsive to an ever-changing world.

Mission

As People of Providence we reveal God's love for all, especially the poor and vulnerable, through our compassionate service.

Core Values

Respect

All people have been created in the image of God.
- Genesis 1:27

We welcome the uniqueness and honor the dignity of every person.
We communicate openly and we act with integrity.
We develop the talents and abilities of one another.

Compassion

Jesus taught and healed with compassion for all.
- Matthew 4:24

We reach out to people in need and give comfort as Jesus did.
We nurture the spiritual, physical and emotional well-being of one another and those we serve.
We embrace those who are suffering.

Justice

This is what the Lord requires of you: act with justice, love with kindness and walk humbly with your God. - Micah 6:8

We believe everyone has a right to the basic goods of the earth.
We strive to remove the causes of oppression.
We join with others to work for the common good and to advocate for social justice.

Excellence

Much will be expected of those who are entrusted with much. - Luke 12:48

We set the highest standards for ourselves and for our ministry.

We strive to transform conditions for a better tomorrow while serving the needs of today.

We celebrate and encourage the contributions of one another.

Stewardship

The earth is the Lord's and all that is in it.
-Psalm 24:1

We believe that everything entrusted to us is for the common good.

We strive to care wisely for our people, our resources and our earth.

We seek simplicity in our lives and in our world.

“Ave Alma Mater”

Where the prairie's golden glory
Spreads beneath the matchless sky,
And the sparkling waters falling
Toss their rainbow mist on high,
Stands a citadel of learning
Guarding knowledge, truth and right,
From its watch-tower ever beaming
Golden pathways through the night.

Ave, Ave Alma Mater
Voices ringing loud and bold,
Sing the glory of your story
Of your banners blue and gold.

Student Creed

We the students of the University of Great Falls are committed to providing a safe and nurturing atmosphere in which to receive an education. It is our task to create this atmosphere by demonstrating responsible conduct on and off campus, by understanding and respecting our own beliefs as well as the cultural and lifestyle differences of other, and living by the principles set forth by the Sisters of Providence.

A Academic: We will stay personally accountable while striving for academic excellence. The educational choices we make now will affect not only our present, but our futures.

R Responsibility: We have an obligation to the university and to our fellow students to bear true faith and allegiance. That obligation also extends into the community, by doing what is legally and morally right.

G Growth: We will gain a sense of leadership by defending and supporting fellow students in their times of need. We will also, develop a sense of our own spirituality through discovery and understanding.

O Openhearted: We have a university that is a place of personal and cultural diversity. Students shall treat each other respectfully without judgment. This includes, but is not limited to, race, gender, religion, and sexuality.

S Service: We, as students, have a duty to serve our university, community, and Creator. By serving selflessly, we generate an atmosphere beneficial to living and prospering.

As a part of the University of Great Falls, we affirm our allegiance to these high ideals and to the core values set forth in the Providence Commitment.



University of Great Falls

Admission

The University invites applications for admission from students seeking a quality education and who are interested in an educational experience with a focus on the whole person. Admission depends upon careful review of all credentials presented by the applicant. The University reserves the right to request additional information from any applicant. Applications will be considered regardless of race, age, gender, religion, or ethnic background.

The Office of Admission hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the **Office of Admission is University of Great Falls, 1301 20th Street South, Great Falls, MT 59405**. The telephone numbers are (800) 856-9544 or (406) 791-5202. The FAX number is (406) 791-5209 and the email address is enroll@ugf.edu.

Deadlines

The University has a rolling admission policy with a priority admission deadline for fall semester. Applicants may apply for admission at any time; however, all applicants are strongly urged to apply at least one month prior to the first day of classes of the term for which they intend to start at the university. All required documents must be submitted to the Office of Admission before a student can register for classes.

Requirements

Freshmen

Any applicant who is a graduate of an accredited high school or who holds a high school equivalency certificate (GED) may be admitted as a freshman. A complete admissions file must include:

1. A completed admission application.
2. A non-refundable, one-time application fee. Online application is free.
3. An official high school transcript showing the date of graduation or an official certificate of high school equivalency with scores from the General Education Development Test (GED). High school students may apply for admission with a transcript indicating completion of the junior year (6th semester). Final official tran-

scripts must be submitted before a student attends classes.

4. Results of American College Test (ACT) or Scholastic Achievement Test (SAT) are necessary for academic advising purposes and consideration of no-need/merit scholarships and while not required for admission are highly encouraged.
5. Proof of immunizations for two measles and one rubella vaccination.
6. One letter of recommendation

Students who have completed their secondary education through a Home School program are required to submit the following*:

1. A completed admission application.
2. A non-refundable, one-time application fee. Online application is free.
3. A parent's transcript.
4. An official ACT or SAT score.
5. A bibliography of high school literature.

**Please note that federal regulations may require a Home School student to submit an official GED transcript to be considered eligible for Federal Financial Aid.*

Transfer Students

An applicant is considered a transfer student if that student has completed one or more terms at another accredited college or university. A completed Admission file must include

1. A completed application for admission.
2. A non-refundable, one-time application fee.
3. Official transcripts from all colleges and universities attended prior to application to the University of Great Falls.
4. Proof of immunizations for two measles and one rubella vaccination.

Transfer of Previous Credit

It is the responsibility of the Registrar's Office to determine whether or not transfer credit is accepted by the University. Students with baccalaureate degrees from an accredited institution pursuing a second bachelor's degree are required to complete the requirements in the major and/or minor only.

International Students

The University will admit qualified international students as degree or non-degree seeking students. International students must submit the following documents to be considered for admission to the University:

1. A completed International Student Admission Packet
2. A non-refundable, one-time application fee
3. A completed Financial Statement certifying the student's ability to meet the cost of attendance each year the applicant is in the United States
4. Official certified copies, in English, of certificates, diplomas, degrees, and course transcripts from secondary schools through the highest level of education achieved
5. International students whose native or original language is not English are required to submit official results of the Test of English as a Foreign Language (TOEFL) exam. The minimum score accepted is 500 written or 173 computer.
Requests for information about TOEFL may be directed to TOEFL, Education Testing Service, P.O. Box 899, Princeton, NJ 08540, or to your local education authorities.
6. English-speaking students should submit Results of American College Test (ACT) or Scholastic Achievement Test (SAT) for academic advising purposes.
7. Evidence of enrollment in a health insurance program.
8. Proof of immunization for two measles and one rubella vaccination
9. A copy of a valid passport or birth certificate

All documents must be received in the Office of Admissions and Records by June 1 for fall semester admission and by November 1 for spring semester.

Re-Admission

A student returning to the University after an absence of more than one academic year must reactivate his or her prior application for admission or submit a new application. The one-time application fee will not be assessed a second time. A student who has attended any other school in the interim period must order official transcripts from all colleges and/or universities attended before being re-admitted.

Non-Degree Admission

The non-degree admission status is for those students who are not seeking a degree at the University. This status allows a student to enroll in classes for such non-academic reasons as personal enrichment or job enhancement. A maximum of 30 semester credits earned in non-degree status may be applied to curriculum course requirements in a degree seeking status. Non-degree seeking students must submit the following:

1. A completed application for admission form.
2. A non-refundable, one-time application fee.

Conversion to Degree Status

A student admitted to the university in a non-degree status may change his/her status to degree seeking by applying for admission as a degree seeking student and by fulfilling those requirements.

Audit

Audit status is for those students who do not want credit for a course but enroll to learn about an academic subject. Approval for auditing a course must be arranged in advance with the class instructor. All class fees connected with the class will be assessed if the auditor is accepted into an activity or laboratory class with fees. Participation by the auditor in class discussions shall be permitted at the discretion of the instructor. Any student enrolling exclusively as an auditor may be admitted to a non-degree status. After the term's normal deadline for adding a course, students may not convert audit classes to academic credits, nor academic credits to audits. Audit students should follow the application process outlined for non-degree admission.

Argo Connect

A junior or senior level high school student may be admitted and allowed to register for university level course(s) provided that he/she is academically prepared to take the course(s) and that academic success can be reasonably predicted. Students will pay \$85/credit as well as any class fees associated with the course. Students will be allowed to enroll in no more than six (6) credits in any given semester (through the summer semester following their high school graduation). Additionally, Argo Connect participants will be restricted to enrollment in 100 and/or 200 level courses and must meet all required pre-requisites for the selected courses.

Students will be required to pay tuition at the time of registration and no Financial Aid will be available. High school students may enroll in courses at the University under the Argo Connect program through the summer semester following their high school graduation. Argo Connect students must submit the following to participate in the program:

1. A completed Argo Connect Application and tuition payment (\$85/credit)
 - a. Must include signature from parent or legal guardian
2. An Official, current high school transcript
3. A letter of recommendation from high school counselor or teacher

Dual Credit

High School juniors and seniors who attend the GFPS are eligible for the dual credit program through the University of Great Falls. This program allows students to earn University credit while attending their high school classes. Students should consult with their high school counselor or the University Registrar's Office to obtain a listing of available courses as well as an application. Participating students have a maximum of 2 years from the time they complete the course at their high school to petition for dual credit acceptance at the University. Students can choose one of two options:

They may petition that the applicable UGF course be waived. Students do not earn college credit but will have the specific course requirement waived once they attend UGF. There is no fee for this option. Students must submit a dual credit application and an official high school transcript showing completion of the course.

They may pay \$85/credit to have the applicable UGF course transcribed for them. Students can then submit transcripts to other colleges/universities for use toward their degree programs. It is up to the discretion of the receiving college/university as to how they wish to utilize the credit. Students are encouraged to visit with their chosen institution to determine the best use of the dual credit program. Students choosing this option must submit full payment for the course and an official transcript from their high school showing successful completion of the course with their application. Students will have the grade they earned in the classroom as the earned grade on their UGF transcript.

Lifelong Learning

The Lifelong Learning program is open to all University of Great Falls graduates who have completed a Master's Degree, a Bachelor's Degree, or a Two-Year Teaching Certificate. Those graduates with only an Associate's degree are not eligible for this program. Qualified alumni have the opportunity to attend any undergraduate class(es) offered — tuition free! The Lifelong Learning student will not need to pay the general fee or the technology fee. However, if there is an additional fee attached to an individual course, the alumnus/alumna will be expected to pay that particular class fee. The available courses include all undergraduate campus courses, telecom courses, and Internet courses. **Graduate classes are not available for this program.**

Lifelong Learning applications can be picked up in the Registrar's Office or in the Alumni Office. Interested individuals will need to mail or hand carry the form to the instructor for approval. Once the form has been approved or denied by the instructor, it should be delivered to the Alumni Office. **No academic credit will be awarded for completion of these courses.** Therefore, the course will not be posted to your transcript. You will instead receive a certificate verifying completion.

Veterans

The university is approved for veterans under PLG 358, and for students under the War Orphans Assistance Act, PLG 634, and the Vocational Rehabilitation Bill, PLG 894, and PLG 815. Inquiries about the benefits and requirements for veterans attending the university should be addressed to the Financial Aid Office.

Financial Aid

Financial Aid programs at the University are designed to assist students in paying for their expenses associated with earning a college degree. Financial Aid is available to help pay for tuition, fees, books, supplies, and the student's living expenses while enrolled. Assistance may be provided through some combination of scholarships, grants, work opportunities, and loans. The financial aid year begins with the fall semester, followed by spring and summer semesters.

The Financial Aid Office hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address is **University of Great Falls Financial Aid 1301 20th Street South, Great Falls, MT 59405**. The telephone numbers are (800) 856-9561 or (406) 791-5235. The FAX number is (406) 791-5242 and the web address is www.ugf.edu/financialaid.

Most UGF students receive some type of financial aid to assist in paying their costs of education. Financial Aid is available for full and part-time students. Assistance from state and Federal programs is limited to U.S. citizens and eligible non-citizens.

To receive any financial aid, you must:

1. Possess a high school diploma or equivalent.
2. Be fully admitted to a degree-granting program.
3. Maintain Satisfactory Academic Progress towards your educational goal as defined by the university.
4. Meet the specific eligibility requirements of the program from which you receive assistance.

Students can apply for aid by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The University of Great Falls school code is 002527. Students must re-apply for federal aid each year.

If selected for verification:

- Students must complete the verification work sheet and provide a signed copy of their federal tax returns to the Financial Aid Office along with all W2's for the year.
- Dependents must also include a signed copy of parents' federal tax return and W2's.

When a student's file is complete in the Financial Aid Office an award letter will be created for the student. Award letters are available electronically on our website. Students should review and reply to awards online within 21 days.

Eligibility for financial need is determined upon a complete review of the student's application. Financial need for assistance is the mathematical difference between the Average Cost of Attendance and the student's Expected Family Contribution. Once financial need is determined, a financial aid package is created combining grants, scholarships, work opportunities, loans, and any other external assistance. An award letter is created explaining the cost of attendance, resources, and the financial aid that UGF is able to offer.

Types of Aid

Grants

Federal Pell Grant is a grant for eligible undergraduate students. Pell Grants can be paid for year round attendance.

Federal Supplemental Educational Opportunity Grant (SEOG) is a grant for exceptionally needy undergraduate students. Funding is limited and Pell eligible students will receive first consideration to the extent that funding is available.

Loans

Loans for college costs are financial aid that must be repaid in the future. Loans may be made to the student or the student's parents to assist in paying college costs. Loans represent the major source of assistance available at the University. Student loan repayment begins after the student ceases half-time attendance. Depending on the total amount borrowed, repayment schedules may extend up to 30 years. The total indebtedness last year for an average graduating student was \$23,878. Certain deferment and forbearance terms may apply for the benefit of the borrower in cases of economic hardship. All students receiving loans are required complete loan entrance counseling prior to the receipt of funds. Students are also required to attend a loan exit counseling session that details the debts incurred at the University and explains student loan repayment rights and responsibilities.

Federal Perkins Loan awards are based on need and made from a limited revolving student loan fund administered by the university. Priority consideration is given to high-need students. Because it is a campus-based aid fund, it is awarded on a first-come, first-served basis until the fund is exhausted. Repayment begins nine months after the student ceases to be enrolled half time, usually after graduation. There are provisions for deferred repayment and cancellation of loans. Details of specific deferments are available from the Financial Aid Office.

Federal Direct Subsidized Stafford Student Loans. The Federal Government provides a guarantee and an interest subsidy to participating lenders to act as a lender to make funds available to students. The amount a student may borrow is the lesser of

demonstrated need or the yearly loan limit for grade level. Repayment begins six months after the student ceases half-time enrollment. Students are not responsible for loan interest until entering repayment.

Federal Direct Unsubsidized Stafford Loans are available to students who may not qualify for a Federal Direct Subsidized Stafford Loan or whose needs go beyond Subsidized Stafford Loan Eligibility. The student is responsible for the interest both while in school and in repayment. The student may choose to defer the interest while in school but should understand that the interest costs are added back to the balance owed (this is called capitalization).

Federal Direct Parent Loan for Undergraduate Students (PLUS) is available to parents of dependent students. Eligibility is determined by subtracting all other aid from the cost of attendance. These loans are credit based.

Private or Alternative Loans are available from a number of different sources. They can be used to fill the unmet need between the financial aid package and the Cost of Attendance. See your bank or the Financial Aid Office for more details on banks that may have these types of loans available.

Veteran Benefits (GI Bill)

The university is approved for veterans under PL 358, and for students under the War Orphans Assistance Act, PL 634, and the Vocational Rehabilitation Bill, PL 894, and PL 815. Inquires about the educational benefits for veterans attending the university should be addressed to the Director of Financial Aid. Veterans must inform the Financial Aid Office if they wish to be "certified" for VA benefits before the beginning of the term; they must also inform the Financial Aid Office if they drop or add any credits during the term.

Student Work Opportunities

The University employs student workers for various tasks throughout the year. Employment is administered by individual departments and allows students who are enrolled on at least a half-time basis to work to meet part of their educational expenses. Students may work no more than 20 hours per week during periods of enrollment. For information regarding current employment opportunities students should contact the Career Services Office.

Federal Work-Study is a Federal program, which provides jobs for undergraduate students with financial need. The amount that a student may earn from a Federal Work Study job is limited to the award made for the academic year; however, the student may, at the option of the hiring department continue the student's employment after the total award has been earned. If the department does so it bears 100% of the student's employment cost.

University Student Employment is a university program that makes jobs available on campus for students. International students may work if positions and funding are available. Student employment is not part of a student's financial aid award.

Family Plan Benefits

This program assists families who have the burden of expense for two or more full-time students enrolled concurrently at the University. The university offers a discount to each attending family member of a qualifying household. A graduate student does not receive the family plan discount. However, a graduate student can serve to qualify an undergraduate family member for the discount. A family group is defined as father, mother, son, daughter, brother, sister, husband, or wife. This waiver is restricted to undergraduate degree seeking students.

Eligibility Guidelines For Family Plan Benefits:

- Each student must be registered as a full-time student.
- Applications for Family Plan benefits are available in the Financial Aid Office.

Student Responsibilities to Maintain Eligibility for Financial Aid

Upon acceptance and receipt of financial assistance of any kind, it becomes the student's responsibility to notify the Financial Aid Office in writing of changes in Financial Aid and/or enrollment status. Changes include

- Change in the number of enrolled credits
- Change in name, address, or telephone number
- Change in financial status, including any additional scholarships, grants, or other benefits received
- Withdrawal from the university. A student who withdraws from UGF during the semester may be responsible for repayment of all or a portion of any financial aid received for the semester. Return of Federal Fund procedures are federally regulated. Contact the Financial Aid Office for additional information.

Satisfactory Academic Progress

The University requires that all students maintain Satisfactory Academic Progress (SAP) toward a degree to maintain eligibility for financial aid. Satisfactory Academic Progress is defined as:

- The maintenance of a cumulative Grade Point Average (GPA) at the University of 2.0 or better.
- Satisfactory completion of at least 66% of credits attempted and;

All students are expected to complete their degree objective within the standard described below:

- For an associate degree a maximum of 96 hours earned credit including transfer work.
- For a bachelor degree a maximum of 192 hours earned credit including transfer work.

Satisfactory Academic Progress is reviewed at the end of each semester. Students who fail to maintain Satisfactory Academic Progress will be placed on Financial Aid Probation for the next semester enrolled. Students on probation may receive financial aid; however, they must meet the conditions of

probation. Students who fail to meet the conditions of their Financial Aid Probation will be suspended from further financial aid eligibility at the University.

Suspensions may be appealed to the Vice President for Enrollment Management within 30 calendar days of the end of the semester in which the student was suspended. Generally, appeals will be granted for extraordinary circumstances beyond the student's ability to control such as illness or death of an immediate family member or personal injury or illness. As a minimum, the appeal must include the following:

- A statement, plus documentation as appropriate, explaining the circumstances that have led to failure to meet the established SAP standards.
- A statement as to how the student will again conform with SAP standards.

Information about the appeal process can be found in the Code of Academic Conduct.

Students may regain eligibility for financial aid by re-establishing their GPA and completion ratios using their own resources. A student who repeatedly violates the standards for Satisfactory Academic Progress may be suspended from further aid eligibility at UGF without a probationary period.

Disbursement Of Funds

Funds are disbursed at the beginning of each semester after registration has been finalized. Grants, scholarships, and student loans will be credited towards tuition and fees first. Any remaining balance after tuition and fees are paid will be refunded to the student for other costs of attendance. Excess university institutional funds will not be calculated into a student refund. Wages earned in the student work program will be paid on a monthly basis.

Fair Notice

The University reserves the right to revise any financial aid award. Modification of awards may be required due to lack of federal or state funding, corrections or changes in the data reported to the university by parents and/or students, receipt of additional awards from non-college sources, unintended error, student changes in credit load, change in residence, or other reasons consistent with federal or state law or university policies and procedures. Policies regarding financial aid are subject to change without advance notice if required by federal or state law, university policy, or the Financial Aid Office.

Scholarships

The university offers institutional scholarships to in-coming students based on academic achievement, financial need, an interest in or demonstrated aptitude. In addition, Continuing Student Gift Scholarships are awarded on the basis of academic criteria and/or any combination of academics, financial need, campus/community activities, leadership positions and work experience. Scholarships reward, encourage, and assist students in pursuing academic excellence and leadership roles.

Registration

Course registration requires the approval of a student's advisor prior to the student officially being enrolled in courses. Students can access current course schedules via the Internet at www.ugf.edu and under the Academics portion of the site. All students are encouraged to register for the upcoming semester prior to leaving campus for the Christmas holiday and summer break. For registration questions, please contact the University Registrar's Office or your faculty advisor.

Refund Policies

Fees are not refunded after the first day of classes. A student who reduces his or her credit load for a semester in a way that would reduce the total tuition charged for the semester may be eligible to receive a refund of a percentage of the difference in tuition.

The University website contains the refund schedule along with adjustments for weekend and summer classes. Financial Aid regulations may affect refunds.

Tuition and Fees for 2010-2011

Below is the established tuition for the 2010-2011 academic year. A flat rate applies to full-time students enrolled for twelve to eighteen credits. A per-credit rate applies to students taking fewer than 12 or more than 18 credits, distance learning programs, and summer term courses. In addition to tuition, each student pays the general fee and an educational technology fee. Additional fees may be required for application to the university, orientation, program participation, use of campus health services and wellness facilities, application for graduation, transcripts, independent study, home study and directed reading courses, specific course requirements (i.e. laboratory supplies), and bad checks.

Campus

<i>Undergraduate</i> Full Time (12 or more credits) 12-18 credits	Per Semester \$8928
Additional Per-Credit charge for credits over 18.....	Per Credit Rate \$ 566
<i>Undergraduate</i> Part Time (Less than 12 credits).....	Per Credit Rate \$ 566
<i>Graduate</i> Per Credit for All Credits.....	Per Credit Rate \$ 590

Distance Learning

<i>Undergraduate</i> Per Credit for All Credits.....	Per Credit Rate \$ 566
<i>Graduate</i> Per Credit for All Credits.....	Per Credit Rate \$ 590

RN to BSN Degree Completion

Per Credit for All Credits.....	Per Credit Rate \$427
---------------------------------	--------------------------

Semester Fee Information

All Fees Are Nonrefundable After the First Day of Classes

Educational Technology Fee			12-18 1-11	\$220 \$22/credit
General Fee	Campus Students		1-5	\$65
	Distance & Graduate Students		6 +	\$155 \$65
Independent Study, Homestudy and Directed Reading Fee	Classes not listed in the schedule which required separate application and approval.	Undergraduate and Graduate		\$50/credit
Graduation Fee	Students graduating with a second degree, at any level, pay \$10 for the second degree application. Please see catalog for deadlines.	Priority Deadline Late		\$50 UG, \$65 GR \$60 UG, \$75 GR \$80 UG, \$95 GR
Bad Check	After three bad checks, all check cashing privileges will be revoked for one year.			\$30
Transcript Fee	Exclusive of graduation copies		Each	\$3
Freshmen Orientation	First Semester and Campus Students Only			\$125
Health Fee	Full Time Undergraduate Campus Only	Undergraduate		\$90/semester \$180/year
Wellness Fee	Full Time Undergraduate Campus Only	Undergraduate		\$85/semester \$170/year
	Part Time Undergraduate Campus Only	Undergraduate		\$42/semester \$84/year

Senior Citizens ages 65 and older may audit University courses free of charge. All such audits are subject to applicable class fees and must follow the University audit policy and procedure. No academic credit is awarded for audits. For those wishing to earn academic credit, all applicable tuition and fee charges will apply.

Student Development

The University provides a wide array of activities and support services for residential and non-residential students. Student Development at the University is designed to meet the many needs of students during their academic career. Active outreach aims at assisting students in fulfilling their personal and career goals while attending the University. Student Development Staff will be able to assist you with information concerning academic, career, or personal counseling services, referral to tutoring resources, career testing services, and support groups. The various offices in Student Development are located in the Student Center.

- Computerized Assessments: ACT Compass Placement Test, Learning Style, and Personality Type Tests
- Workshops: provides study skills tips and academic development
- Disability Services: provides students with a documented disability note-takers, books-on-CD, extended test-taking time in a quiet setting, sign language interpreter, and assistive technology
- Other Services: computer assistance, leadership opportunities, and supplement grant aid

TRIO Student Support Services

The Center for Academic Excellence is a Title IV/TRiO student support services program (SSSP) funded by the US Department of Education. SSSP is strongly committed to the academic success and personal growth and development of students.

The goal of the SSSP is to retain and graduate students whose background or circumstances do not always permit the greatest chance for success. Students in this program are eligible to receive extra hours for tutoring and have access to many workshops, i.e. study skills, time management as well as a host of other support services.

What should students expect?

- Academic Assistance: provides a comprehensive educational support plan
- Professional and Peer Tutoring: tutors that will provide additional instructions
- Peer Mentoring: assistance with transitioning from high school to college and beyond
- Financial Aid Counseling: FASFA application assistance and scholarship information
- Career Counseling: provides resume writing and job searching skills
- Cultural Enrichment: campus sponsored events, community concerts, symphony, museums, Powwow and other events

Which students should apply?

- All Upward Bound and Educational Talent Search Students,
- Low income students (according to federal guidelines),
- First Generation College Students (primary care provider did not graduate from a 4-year institution),
- Students with a documented disability.

How can students apply?

Interested students should stop by the Center for Academic Excellence, located on the first floor of Sullivan Hall, call 406-791-5213 or e-mail the center at: caestud@ugf.edu. For more information on the TRiO program please visit www.trioprograms.org



Career Services

Career Services provides a wide range of resources to UGF students as they work toward their personal and professional goals. Career assessment and career counseling are available on an individual basis. The Career Library houses an extensive collection of career assessment tools, career planning, and educational opportunities. Career Services also offers co-operative education opportunities, information on part time and on and off campus jobs as well as volunteers positions to interested students. For information about Career Services call 406-791-5216.

Student Life

The Student Life program at the University provides a variety of opportunities and activities that allow students to grow socially and as individuals. The program establishes a venue for students to express themselves and share their talents. Opportunities include leadership in student Government, musical performance, intramural sports, or engaging in a student interest based club. Through these activities and social events students develop life-long relationships with their peers and mentors. Student Life is dedicated to providing a place where every student can be heard and every idea explored. Its goal is to create a setting where students can grow, have fun and relax in a setting inviting to all. For more information about Student Life, call 791-5227 or email lspencer01@ugf.edu.

Campus Ministry

Campus ministry at the University serves an essential role in our university's commitment to developing the whole person. Inspired by the Catholic tradition and led by the tradition of the Sisters of Providence, campus ministry provides opportunities and programs to serve the campus community through liturgy and other opportunities for prayer, faith-sharing, spiritual direction theological reflection and service. The University serves all members of the campus community, regardless of their religion or background. For information about Campus Ministry, call 406-791-5230 or email khawkins01@ugf.edu.

Counseling and Health Services

Professional staff persons are available for personal counseling. Registered nurses provide regularly scheduled basic health services.

Corps of Discovery

The University of Great Falls' Corps of Discovery is a multi-year experiential program, with a single purpose: helping students discover themselves and the wondrous world around them. It is a personal development program, encompassing professional, emotional, spiritual and intellectual growth. For information about Corps of Discovery call 406-791-5229 or email nreiff01@ugf.edu.

Grandma Rice Retention Center

The Grandma Rice Retention Center is strongly committed to the academic success and personal growth of students. The Center offers a wide range of services and activities free of charge to all University students.

The Center is designed to:

- Increase the retention and graduation rates.
- Increase the transfer rate from two-year to four-year institutions.
- Foster an institutional climate supportive of the success of all students.
- An active outreach aims at assisting students in fulfilling their personal and career goals while attending the University of Great Falls.
- Provide information concerning academic, career, or personal counseling services, referral to tutoring resources, career testing services, mentoring and support groups.

The functions of the center:

- Collaborate with the TRiO Student Support Service team to provide workshops.
- Provide access to computers and printers
- Provide peer to peer tutoring. (All students referred by UGF faculty)
- Provide study space for students to study alone or with peers.
- Provide access to career assessment tools.
- Provide an environment for their development, academically, emotionally, socially and physically.
- Provide an open area for students to attend workshops related to academic success.

For more information please call the Student Development Office (406) 791-5308 or email psowers01@ugf.edu.

Campus Facilities

The University is located on a forty-five acre campus, one block south of the major thoroughfare in Great Falls. The campus facilities consist of twelve buildings. In addition, the university manages a two apartment complexes located two blocks from campus for upper-level student housing. The campus buildings and their facilities are:

Administration Complex

Accounting Services
Administration and Finance
Alumni Office
Business Office
Controller
Human Resources
Institutional Advancement
President's Office
President's Conference Room
Provost's Office
Public Relations/Public Information

DiRocco-Peressini Science Building

Biology Laboratory
Chemistry Laboratory
Classrooms
Computer Lab
Faculty Offices
Herbarium & Botany Laboratory
Microbiology Laboratory
Physics Laboratory

Emilie Hall

Residence Hall

Fine Arts Center

Art Building

Ceramics Studio
Faculty Offices
Gallery
Painting & Drawing Studio
Photography Darkroom
Printmaking Studio

Theater Building

Band Room
Dressing Rooms
Faculty Offices
Classroom
Piano Lab
Practice Rooms
Stage Workroom
Theater

IT Services Center

Help Desk
IT Support
Distance Learning/Telecom Office
Distance Learning Classroom

Library

Audio-Visual Collection
Classroom
Curriculum Collection
Faculty Offices
Academic Deans' Offices
Meeting Room
General Collection
Law Library
Library Offices
Periodicals and Serials Collection
Rare Book Collection
University Archives

Lincoln Heights

Resident Apartments

McLaughlin Center

Athletics Department
Classroom
Fitness Center
McLaughlin Cafe
Gymnasium
Meeting Room

Physical Plant Building

Maintenance

Providence Hall

Galleria Trinitas
Classroom
Residence Hall

Sikora Hall

Resident Apartments

Student Center

Administrative Computing
Admissions Office
Argo Cafe
Campus Store (Bookstore)
Campus Ministry
Career Services
Commons/Cafeteria
Counseling Services
Financial Aid
Grandma Rice Retention Center
Health Services
Meeting Rooms
Registrar/Records Office
Service Learning
Student Life/Activities
Student Senate
Student Development

Sullivan Hall

Computer Labs
Center for Academic
Excellence-TRiO/Title IV
Classrooms
Education Resource Center
Faculty Offices

Trinitas Chapel

Worship Space
Prayer and Meditation Loft

Villa Apartments

Resident Apartments
Tekakwitha Conference

Academic Policies and Procedures

Academic Misconduct

Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

Plagiarism: representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor's judgment, the student may appeal the instructor's decision by following the "Procedure for Student Appeal in Academic Matters" in the Code of Academic Conduct.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

Academic Probation and Suspension

All students are continuously evaluated to ensure that they are making satisfactory academic progress toward their degrees. To make satisfactory academic progress and remain in good academic standing, a student must maintain a total cumulative GPA of at least 2.00. Students who have attempted a minimum of nine (9) semester credits and do not have a GPA of at least 2.00 are placed on academic probation.

If after one semester on probation (or a minimum of nine [9] additional semester credits) a student's cumulative GPA remains or returns to below the required level of 2.00, the student will be placed on academic suspension. Academic suspension is recorded on the student's transcript. Students placed on academic suspension will not be allowed to enroll at the university for a minimum of one semester or up to for one calendar year as determined by the Registrar and the Academic Dean

After a period of academic suspension, a student may be readmitted and placed on academic probation for one semester. If at any time thereafter the student earns a GPA below 2.00 for any term, the students will be suspended.

Students who wish to appeal their academic standing must prepare a clearly written statement addressed to the Academic Dean detailing the extenuating circumstances beyond the student's control that occurred during the semester and submit it along with all documentation to the Student Development Office within 30 calendar days of notification of probation or suspension. If the student is not satisfied with the Dean's decision, the student should contact the Student Development Office and request a hearing before the Appeal Committee. The committee will hear the appeal within 14 class days of the student's request. The decision of the committee is final. Students may pre-register for and begin attending classes while an appeal is being processed.

Adding Classes

Students may register for courses through the first week of a semester. Student may register for any course during the second or third week of a semester only by written permission of the instructor. Students may not register for additional courses after the third week of a semester.

Catalog Governing Graduation

As long as a student remains in continuous enrollment he or she may graduate by meeting the requirements of the catalog that was in effect at the time of entrance to the university. Continuous enrollment is defined as successful completion of at least twelve credits in residence per year. If enrollment is not continuous, a student is bound by the requirements of the current catalog.

Challenge of Courses

Whenever students believe that they have mastered the subject of any course for which there is no CLEP test available, they may challenge that course with the permission of the appropriate faculty member. Students obtain a Challenge Form from the Registrar's Office, pay the fee, which is 50% of the tuition rate, to the Business Office, and submit the form to the faculty member. The coursework and/or examination will be determined and evaluated by the faculty member. If evidence submitted is satisfactory, a grade of "P" is submitted by the faculty member on the challenge form, and credit hours and a grade for the course are recorded on the student's transcript. Students may not challenge a course that they have previously audited or taken for credit. Challenge course credits earned at other institutions will not be accepted as transfer credit at the University. Students planning to apply for graduate school or to transfer University of Great Falls' credits to another college or university should obtain that institution's policies regarding acceptance of challenge course credits.

Class Attendance

Students are expected to attend all classes and complete all assigned work. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.

CLEP, Dantes and AP credits

The University accepts CLEP credit in accordance with ACE guidelines. Specifically, this policy provides for credit for CLEP scaled scores of fifty or above. In addition, the university accepts Advanced Placement (AP) credit in accordance with the recommendation of The College Board. At present, the policy provides credit for scores of 3 or higher. DANTES credits are also accepted according to ACE recommendations. A chart detailing the specific correlation between CLEP, DANTES and AP credits and university requirements is available through both the Student Development Office and the Registrar's Office.

In a bachelor degree program the total number of credits which may be applied to the University core curriculum is 30 semester credits, 15 semester credits for associate degree program. No more than 15 semester credits may be applied to a major, 9 semester credits for a minor.

Codes of Conduct/ Conflict Resolution

The University expects all students to conduct themselves as responsible and law abiding members of the academic community and to respect the rights of other students and members of the faculty and staff to utilize, enjoy and participate in the university community, its programs and facilities. Student conduct that disrupts, invades, or demonstrates disrespect for the rights of others is prohibited and may be subject to disciplinary action. Such incidents may include verbal harassment, physical abuse, verbal abuse, intimidation, solicitation of others, including unwanted touches and suggestions, and the damaging of property.

A responsible, professional relationship is expected of all University employees in their interactions with University students. Incidents may occur in which students believe a University faculty or staff member has dealt with them in a manner that violates their rights or exceeds the professional limits of the employee's position. Such incidents may include verbal harassment, discrimination, physical abuse, verbal abuse, intimidation, or other unfair treatment.

A comprehensive listing of rules and regulations Governing student conduct and rights is provided in the Code of Academic Conduct.

Course Numbering System

Course numbers reflect the level of academic preparation typically required for the course. Courses numbered 100-299 are typically introductory courses, while those numbered 300-499 are more advanced courses. Courses numbered 500 or above are graduate courses. Courses numbered EDU 592 are reserved for professional development credits and are not applicable toward a degree. Courses with an X designation after the 3-digit number are certificate courses and are not degree applicable.

Course Waivers

A required course may be waived by an instructor in the program in which the course is taught. While a waiver will satisfy the course requirement, it does not reduce the 128 credit hours required for graduation and must be replaced with an equal number of credits from another course. The credits may be from any academic course including general electives. Forms are available in the Registrar's Office.

Credit Transfer Policies

The University accepts transfer credits from regionally accredited institutions. Acceptance of transfer credit from institutions lacking regional accreditation is rarely granted and requires approval of the Dean. The university will not accept in transfer:

- Credit for coursework that is remedial or developmental, usually courses below the 100 level, from any institution.
- Credit for experiential learning not associated with a formal training program.
- Credit for coursework in which a student earned a grade below "C", any grade designation below "P" (Pass), or audit grades.
- Credit for coursework which is repeated; only the last course taken is eligible for transfer.
- Challenge course credits from other institutions.

The University has articulation agreements with several area two-year colleges which are updated annually. These agreements are designed to assist students with curriculum planning prior to enrolling at UGF. Standing agreements are in effect for the following: Dawson Community College, Flathead Vally Community College, Miles City Community College, and MSU-Great Falls COT. The University is always open and willing to establish new agreements with other institutions.

Credits

The university operates on a semester system. Typically, a semester will encompass fifteen weeks, and each credit corresponds to fifteen hours of classroom instruction. Students should plan to spend an average of between two and three hours in out of class study for each hour of classroom instruction. Courses

with required laboratory or studio time typically have thirty hours of supervised laboratory or studio time for each credit. Non-classroom courses, such as internships and field experiences, require sixty hours of documented work time for each semester credit hour.

Designation of Degrees

Bachelor's degrees will be designated as a Bachelor of Arts or Bachelor of Science based on the major completed to earn the degree. Degrees, majors, and minors are recorded after the end of the term in which all requirements for graduation have been met.

"Double Dipping"

Completion of a specific course that is required for the University Core or in a major, minor or concentration will fulfill any requirement of that same course in another category whether it be for University Core or a major, minor, or concentration. Additional credits are not required to substitute for a course that fulfills more than one category of requirements, so long as the student obtains the requisite 128 credits for graduation.

However, courses used to fulfill elective requirements in a major, minor, or concentration MAY NOT be used to fulfill requirements in any other major, minor, or concentration or in the University Core. Additionally, courses used to fulfill major or minor requirements MAY NOT be used to fulfill any requirements within the Exploring the Liberal Arts (ELA) portion of the University Core.

Drop/Withdrawal

A student may drop a class or do a complete withdrawal up to the final class prior to exam week. A student permitted, with advisor approval, to withdraw from a course between the first day of the fourth week until the last day of the 10th week of course will receive a W for the course. A student permitted, with advisor approval, to withdraw from a course from the Monday that begins the 11th week of the course to the end of the term but before the final examinations will receive either a WP or WF grade. A WP (Withdrawal Passing) grade does not confer credit and is not calculated in the GPA and a WF (Withdrawal Failing) grade, also does not confer credit but is calculated in the GPA in the same manner as an "F" grade.

Dual Majors

Students may graduate with a dual major so long as they complete all requirements for both majors, comply with the policy on “double-dipping” (above), and comply with all regular requirements for graduation.

English Completion Requirement

No students may enroll in ANY 300 or 400 level courses until he or she has passed ENG 117.

As an exception transfer students who do not have ENG 117 or equivalent must enroll in it when they register or, if not available, the next semester it is offered. In the meantime they are not barred from 300 or 400 level courses.

The prerequisite of ENG 117 applies only to 300 and 400 level courses. It may be recommended by individual degree programs for 100 or 200 level courses.

Grade Appeal Procedure

To appeal a final grade, a student must follow the grade appeal process. Students should contact the Office of Student Development and review the Code of Academic Conduct for an outline of the process.

Grade Change Policy

Once an instructor has submitted an official grade report to the Registrar’s Office, a grade can only be changed within one year of its issuance and only in the case of fraud, clerical error, or a successful student academic appeal. A grade cannot be lowered by an instructor without the approval of the Dean. In extraordinary circumstances, a change of grade may be requested after the one year limit has expired. However, any grade change after a one year period must have the approval of the Dean.

Grade Completion Dates

Applicants for graduation must receive credit for any course required for graduation by the following dates. Degrees will not be conferred for those student who have grades of I, IP or RD by these deadlines. Incoming transcripts but be received by this date as well.

- January 15 for December graduation
- June 15 for May graduation
- September 1 for August graduation

Grading System

The following grades are used to assess student work in courses:

A - 4.0 points per credit

B - 3.0 points per credit

C - 2.0 points per credit

D - 1.0 point per credit

F - 0 points per credit. No credit is granted for the course

AU - “Audit” An audit is not a grade, involves no credit, and is not calculated in the GPA.

P - “Pass” Grades of “P” are not computed in the student’s semester or cumulative grade point averages.

I - “Incomplete” An incomplete is given when the student, for reasons beyond his or her control, cannot complete the requirements for the course in a timely fashion. The “I” grade will only be given with the permission of the instructor and upon completion of the “Incomplete Form”. The instructor will make a grade change when requirements are met, otherwise the “I” will convert to the alternate grade indicated by the instructor or to an F if no alternate grade was indicated. The maximum timeframe before grade conversion is six months.

IP - “In Progress” This notation is used in courses in which the coursework by design extends beyond the normal term of registration: Home Study, Directed Reading, Independent Study, Research, Practicum, Independent Field Experience. The course must be completed within 12 months.

RD - “Grade Report Delayed” This is not a grade. It is an administrative notation assigned by the Registrar to indicate that the instructor has not reported the grade for the course to the Registrar’s Office.

W - “Withdrawal” A student permitted, with advisor approval, to withdraw from a course between the first day of the fourth week until the last day of the 10th week of course will receive a W for the course. A student permitted, with advisor approval, to withdraw from a course from the Monday that begins the 11th week of the course to the end of the term but before the final examinations will receive either a WP (Withdrawal Passing) which does not confer credit and

is not calculated in the GPA, or a WF (Withdrawal Failing), which does not confer credit but is calculated in the GPA in the same manner as an “F” grade.

WA “Administrative Withdrawal” This grade is provided in extraordinary circumstances when a student is unable to complete courses during a semester. Written documentation must be provided to justify the withdrawal and approval granted by both the Dean and the Registrar. This grade is not calculated into the GPA.

GPA - A student’s grade point average (GPA) is calculated by dividing the total number of grade points by the total number of credits attempted. Grades or notations of AU, P, W, I, IP, and RD are not computed in the grade point average.

Grade Reports

Student grades will be made available via the student portal on the date specified on the academic calendar (approximately 5 business days after the close of term.) Summer term grades are recorded and made available to students after all sessions are completed. Students should refer to the academic calendar for specific dates.

Graduation Applications

To graduate, students must submit a formal application for graduation to the Registrar’s Office. Students should work closely with their academic advisor on course selection to ensure that course requirements for graduation are met; however, each student retains ultimate responsibility for meeting all graduation requirements. The formal application deadlines for graduation are listed online and in the Registrar’s Office.

Late fees will be charged to applicants who do not meet the deadline for submission. Late applications will not be processed for graduation unless they receive approval from the Registrar. The graduation fee is assessed for each individual degree.

Applications are available online and in the Registrar’s Office. All applications should include completed program planning sheets and an advisor signature. Incomplete applications will be returned to the applicant and will not be processed. The cost to apply for graduation is \$55. Priority applications receive a \$10 discount and pay \$45 while late applications will be charged a \$20 late fee. Fees can be paid that the time of application or charged to student accounts. There is a \$5 fee increase for those applying to graduate after August 2011.

Graduation Application Deadlines

December	Priority Deadline	February 15 April 15
May	Priority Deadline	April 15 October 15
August	Priority Deadline	October 15 February 15

Graduation Participation Policy

The commencement ceremony is a celebration and does not imply conferral of a degree. Students who have applied for a degree in December, May, or August of an academic year may participate in the May commencement ceremony.

Graduation with Honors

Graduation with honors is reserved for those students who are earning bachelor degrees and who have successfully completed a minimum of 50 credits at the University. To qualify for honors, students must possess the requisite cumulative GPA listed below based on coursework completed ONLY at the University.

The honor **cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.50 - 3.74.

The honor **magna cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.75 - 3.89.

The honor **summa cum laude** will be conferred upon graduates who have earned a cumulative GPA of 3.90 - 4.00.

Recording of Degrees

Degrees, majors, and minors are recorded after the end of the term in which all requirements for graduation have been met.

“Incomplete” Policy

Students are responsible for completing requirements for each course in which they are enrolled by the final day of the term. Incomplete grades may be given at the discretion of the instructor if students, for reasons beyond their control, are unable to complete the requirements for a particular course on time. Incomplete grades may be requested and given only during the final three weeks of a term. It is the student’s responsibility to request an incomplete grade from an instructor, to obtain the Incomplete Form from the Registrar’s Office, to secure the required signatures on the form, and to return the form to the Registrar’s Office prior to the final day of the semester. The maximum time allowed for the removal of an incomplete grade “I” is six months after the final day of the term in which the “I” is given. Incomplete grades which are not removed by the six month deadline will revert to the “alternate grade” submitted by the instructor or a grade of “F”. No student may graduate with a grade of “I”.

Independent Study, Directed Reading and Home Study

With permission of the instructor, students may earn credit through Independent Study (IS), Directed Reading (DR), or Home Study (HS). Courses listed as IS, DR or HS in the printed class schedule are pre-approved for students who meet all prerequisites or other qualifications for a course and will need no additional approval. Otherwise, students who wish to pursue IS, DR or HS courses must submit written proposals to the prospective supervising professors, obtain all required approvals, and pay the IS/DR/HS course fee. Application forms for IS, DR and HS are available in the Registrar’s Office. A maximum of 30 credits in IS, DR and HS coursework can be applied to a bachelor degree, and 15 credits toward an associate degree. IS, HS and DR credits may satisfy no more than 50% of a student’s university residence requirement. Only 6 credits of IS, HS or DR may be taken in any one semester.

Integrated Learning Communities (ILCs)

These courses combine two or more academic disciplines. The courses are all built around a single focused theme and consider ethical as well as discipline specific issues. ILC courses are a required component of the University Core Curriculum but may also be offered in different disciplines for major requirements.

Internships and Field Experiences

Internships and field experiences require 60 hours of documented work time for each semester credit hour. Internships are usually listed under a 495 course number and students can complete a maximum of 15 credits of internship work in any given discipline. Field experiences are listed as 397 or 497 courses and may be repeated for a maximum of 6 credits in any discipline.

Non-Collegiate Learning Experiences

Credit toward a degree may, with acceptable documentation, be granted for non-collegiate learning experiences such as professional workshops, law enforcement training, or other non-academic learning experiences. Application for this credit is made through the Registrar’s Office. The maximum number of non-collegiate credits that can be applied toward a bachelor degree is thirty-two (32).

Pre-Professional Academic Advising

The university provides pre-professional advising for students who will seek admission to a professional school program after graduation. Pre-law students should seek counsel from faculty in Paralegal Studies. Pre-medical students or students seeking other health-care related programs should seek counsel from faculty in Biology and Chemistry.

President's Honor Roll and Dean's List

The University recognizes students who are excelling in their academic endeavors by publishing a President's Honor Roll and Dean's List three times per year. To earn inclusion on the President's Honor Roll, a student must have a grade point average of 4.0 and no grade of "I". To earn inclusion on the Dean's List, a student must have a grade point average between 3.50 and 3.99 and no grade of "I". At the conclusion of the fall and spring semesters, the University publishes a President's Honor Roll and a Dean's List for students who are enrolled full-time and earned inclusion for that semester. At the conclusion of the academic year, the University publishes a President's Honor Roll and a Dean's List for students who have not been enrolled full-time for either semester but who over the course of the two semesters and the preceding summer term completed at least twelve credits and earned inclusion.

Repetition of Courses

If a course is repeated, the new grade is entered on the transcript with a special notation and the previous grade is not calculated in the GPA. All course titles and grades remain on the transcript. The last grade earned in a course is the only one included in the GPA calculation, and only those credits are applicable for satisfying graduation requirements.

Residency Requirements

Resident credit is defined as credit offered through the university. Resident credit includes courses taught on campus, by distance learning, and at Extended Campus sites. To satisfy the University graduation residency requirements, thirty (30) of the final forty (40) credits earned for the bachelor degree (or twenty [20] of the last thirty [30] credits earned for the associate degree) must be credits completed from the University. IS, HS, and DR credits may satisfy no more than 50% of a student's university residency requirements.

Students enrolled in an approved SOCAD program leading to a bachelor degree may satisfy the residency requirements with coursework taken at any time during their enrollment at the University. Students enrolled in an approved SOCAD program leading to an associate degree may satisfy the residency requirements by completing at least sixteen semester credits at any time during their enrollment.

Simultaneous Enrollment

Students proposing to enroll simultaneously at the university and another accredited institution must complete a consortium agreement. Students receiving financial aid should contact the Office of Financial Aid to confirm continued eligibility. Unauthorized credits obtained through simultaneous enrollment will not be accepted for transfer to the university.

Student Classifications

A freshman is a student who has earned fewer than 27 semester credits. A sophomore must have completed 27 or more semester credits. A junior must have completed 58 semester credits. A senior must have completed 92 semester credits.

Student Credit Load

During the fall and spring semesters, the maximum student load is eighteen credits per semester, and any student taking at least twelve credits is regarded as a full-time student. Students taking 9-11 credits are considered three-quarter time students and those taking 6-8 are half-time. During the summer terms the maximum load is a total of fourteen credits. Permission to exceed the maximum load at any time must come from the student's advisor and the Dean.

Use of Requirements from Different Catalogs

Students who have continuously enrolled in the University may choose to complete the University Core, major, minor, or concentration under the requirements of this current catalog even though they choose to continue with the University Core, major, or concentration requirements of the catalog under which they first matriculated at the University. In some instances, accrediting requirements or elimination of previously offered courses may affect the ability of the University to completely fulfill this option. It is acceptable for students to graduate with a core and major or minor from different catalogs provided they meet all requirements. Students should pay close attention to changes in University policies which may impact their chosen catalogs.

Academic Advising and Peer Mentoring

Academic advising is coordinated through the Registrar's office. Each student is assigned a faculty member who will serve as his/her academic advisor. The academic advisor assists students in planning and implementing a comprehensive program of study leading to the completion of their academic degree. Students with no declared major usually assigned a faculty advisor who will help them in selecting courses and guiding them in the choice of a major. When these students decide upon a major, they will be assigned to a faculty advisor in that major who will assist them in completing their major program. Students who wish to change their advisor must complete the required change of advisor paperwork through the Registrar's Office.

The Peer Mentor program is designed to assist first year students in making a successful transition to college life.

A Peer Mentor is an upper year student that volunteers to help freshman student's transition into their first year at college. A Peer Mentor will act as a guide by introducing them to college life and post secondary expectations. A Mentor will help navigate the college campus, listen to their questions and direct them to resources that they may need during their first year. For more information about becoming a peer mentor contact either Twila Croft @ 791-5216 or Nathan Rieff @ 791-5229.

Accommodations for Disabled Students

Philosophy and Purpose

The University is committed to making its programs, services and activities accessible to students with disabilities. Toward this end, we strive to enhance awareness of and sensitivity to the needs of persons with disabilities and to ensure full access to educational opportunity for persons with disabilities as required under Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act.

Disability Law

• **Section 504 of the Rehabilitation Act of 1973**

Title V of the Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation for persons with disabilities on the national level. Included within the various sections of that Title are mandates for nondiscrimination in federal agencies (Section 501), the establishment of the Architectural and Transportation Barriers Compliance Boards (Section 502) and nondiscrimination on the basis of disability with regard to employment in entities and institutions that receive federal financial assistance. Of direct importance for the purpose of this guide is the mandate known as Section 504, which is a program access statute.

Section 504 requires that no otherwise qualified person with a disability be subjected to discrimination, be denied access to, or be denied the benefits of any program or activity provided by any institution or entity

receiving federal financial assistance. Since its passage, this mandate has promoted the development of disability support services programs in colleges and universities across the country. While Section 504 does not require that colleges and universities develop special education programming for disabled students, it does require that an institution be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.

• **The American Disabilities Act (ADA)**

Under the Rehabilitation Act of 1973, Government agencies and recipients of federal funds (such as the University of Great Falls) were prohibited from discriminating on the basis of disability. With the passage of the Americans with Disabilities Act (ADA) in 1990, a much more inclusive piece of legislation, that prohibition was extended to include the private sector. ADA requires that postsecondary institutions make appropriate adjustments and modifications in order to allow full participation of students with disabilities.

Definition of Disability

According to Section 3 of the Americans with Disabilities Act of 1990 (ADA), the term "disability" means, with respect to an individual:

- A. Having a physical or mental impairment that substantially limits one or more of the major life activities of such individual.
- B. Having a record of such an impairment
- C. Being regarded as having such an impairment.

Accommodations and Services Available at The University of Great Falls includes the following:

Disability Services for Students at the University of Great Falls is located in the Center for Academic Excellence in Sullivan Hall. These services assure program access to the University by students with disabilities. Disability Services strive to treat all personal information with the strictest confidentiality. Disability Support Services coordinate and provide reasonable accommodations, advocate for an accessible and hospitable learning environment, and promote self-determination on the part of the students we serve. Reasonable accommodations are changes in the learning environment that permit students with disabilities to compete on equal footing with their peers at the University. Examples include: extended testing times, textbooks on CD, sign language interpreters, and course relocation to physically accessible classrooms. The University charges no fee to students with disabilities for reasonable accommodations.

Student Responsibilities

Each student must meet or exceed the essential requirements of The University of Great Falls and its programs with or without accommodations. While the ADA protects the civil rights of qualified students with disabilities, it also affirms their right to refuse any accommodation. Thus, students are not required to register with Disability Services, identify themselves to instructors, staff, or other students as having a disability. Accommodations and Services Available at the University of Great Falls includes the following:

• **Admissions and registration assistance**

Disability Support Services provides assistance with the admissions and registration process to applicants. To protect confidentiality, DSS recommends that applicants send documentation verifying their disability directly to the Disability Services office located in the Center for Academic Excellence.

• **Advice and advocacy** – Faculty academic advisors will assist students in defining and developing his/her educational path. They will not have knowledge about a student’s disability or its impact. Students will need to know how to ask his/her advisor the right questions. As always, Disability Support Services stands ready to support students. If students have any questions or concerns, they should contact Disability Services located in the Center for Academic Excellence.

Advocacy is the most critical skill students with disabilities will develop in their pursuit of equality in education and, later, in employment and society. Disability Services staff work with students to help them understand their rights and responsibilities and to identify strategies for effective self-advocacy. This includes advocacy on a personal basis with instructors and/or other students, but also includes advocacy on a University-wide basis, or with non-University agencies such as Vocational Rehabilitation.

• **Adaptive equipment** – Disability Support Services works with individual students to determine which reasonable accommodations the student may want to use, including adaptive equipment. Students who qualify for equipment which is not personal must sign an equipment use agreement.

• **Note taking assistance** – Note taking is an accommodation that allows a student with a qualifying disability to acquire lecture notes from a classmate who volunteers to provide assistance. A student may need note taking assistance because of a cognitive or physical impairment. The note taking accommodation is not a replacement for class attendance.

If the student receiving notes withdraws from a particular class, he or she must inform the staff in the Center for Academic Excellence immediately. If the student receiving notes has problems with the note-taker or with the notes, he or she must tell a staff member at the Center for Academic Excellence as soon as possible, so the problem can be corrected.

•**Sign language interpreters** – Deaf and hard of hearing students who require sign language interpreting will be provided with appropriate interpreter services. However, as the University has a very small population of students requiring interpreter services, interpreters are hired on an as-needed basis. Students requiring interpreter services should, therefore, notify Disabled Student Services of their need at least **three months before beginning classes** at the University. This will provide enough lead time to assure that services are in place on the first day of classes.

If you are Absent

If you are unable to attend a class or event for which you requested an interpreter, please notify The University Student Development office at 791-5308 or the Center for Academic Excellence office at 791-5213 as soon as possible.

•**Textbook CDs** – Students with reading disorders and some with physical impairments may be unable to derive full benefit from printed materials. In an effort to provide full access to such materials, The University and the Center for Academic Excellence acquires taped textbooks for these students from Recording for the Blind and Dyslexic (RFB&D).

• **Testing accommodations** – Testing accommodations (i.e. oral, extended time) are provided for qualified students. Accommodations on exams and quizzes are sometimes necessary to allow a person with a disability to demonstrate proficiency in the material being tested. For example, a student with a physical impairment may write too slowly or a person with a cognitive impairment may process information too slowly to allow them to take exams effectively within the time limits established for non-disabled individuals. Testing accommodations may consist of use of special adaptive equipment, a change in exam format (e.g., oral vs. written) or print size, or simply the provision of additional time or a distraction-free environment.

Other specific services are provided in response to individual needs

Information for Parents Regarding Disability Services

DSS Parental Involvement Policy

The parent (or legal guardian) of a primary or secondary school student with a disability is an essential participant in school decisions about that child's disability-related needs. When that child enters the university, however, the parent no longer participates directly in the institution's decision-making process. The parent may continue to offer his or her son or daughter advice and support, but the student becomes solely responsible for communicating with university personnel about disability-related matters.

The University and Center for Academic Excellence staff is aware of the difficulty of the role change and welcome the opportunity to offer advice and general policy information to the parents of students with disabilities.

Policy

A student or prospective student who wishes to request disability accommodations or a formal review of disability documentation must submit a written and signed or in person request for such services. A request from a parent, a legal guardian, a clinician, a school official, or another third party will be accepted in lieu of a direct request from the student.

The University will not discuss the following with the parent or legal guardian of a student (term understood to include the prospective student) unless the student is present during the discussion and a signed release of information from the student is on file with the Center for Academic Excellence:

- The contents of a clinician's report or other documentation of disability
- Additional documentation needed to fulfill documentation requirements
- The status of the disability documentation review process or the results of that process
- A student's accommodation needs, approved disability accommodations or utilization of such accommodations, or the status of a student's request for accommodations and services
- A student's academic progress

However, a student may fill out a release of information form to permit the disabilities specialist to discuss issues with his or her parent(s)/guardian.

Family Educational Rights and Privacy Act ***(FERPA)***

In accordance with the Family Educational Rights and Privacy Act (commonly referred to as FERPA) the University has adopted the following policies and procedures to protect the privacy rights of students.

Definitions

The University uses the following definitions in this policy.

Student: any person who is enrolled or has attended the university.

Education records: any record maintained by the university which is directly related to a student, with the following exceptions:

1. Personal records kept by University employees that are in the author's sole possession and are not accessible or revealed to any other person.
2. Employment records unless the employment records are contingent on the fact that that the employee is a student (i.e. work-study students).
3. Records maintained by the Safety and Security Office solely for law enforcement purposes.
4. Records maintained by the Health Center.
5. Alumni records.

Location of Records

Following are the types of education records that the University maintains, their locations, and their custodians.

1. Admissions records, academic records, academic progress records, and advising records are located in the offices of Admissions and Records. The Registrar is the custodian for these records.
2. Financial Records are located in the Office of Financial Aid. The Director of Financial Aid is the custodian of these records.
3. Nonacademic Records are located in the Office of Student Development. The Vice President of Student Development is the custodian of these records.

Inspecting Education Records

A student may inspect and review his/her education records upon request to the appropriate record custodian. The student should submit in writing his/her request which identifies as precisely as possible the records he/she wishes to inspect. The custodian will make the necessary arrangements for access within 45 days after receipt of the written and will notify the student of the time and place where the records may be inspected.

Fees for Copies of Records

The fee for a transcript of the student's permanent University of Great Falls' academic record is \$3 per copy. The fee for copies of other education records is \$0.50 per page.

Right of the University to Refuse Access

The University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement(s) of the student's parents.
2. Letters and statements of recommendation for which the student has waived his/her right of access, or which were placed in the file before January 1, 1975.
3. Records connected with an application to attend the University if that application was denied.
4. Education records containing information about more than one student; in which case the university will permit access only to that part of the record which pertains to the inquiring student.
5. Those records which are excluded from the FERPA definition of education records.

Right of the University to Refuse to Provide Copies

If the student has an unpaid financial obligation to the University, the University reserves the right to deny transcripts or other copies of records which are required to be made available under FERPA.

Disclosure of Education Records

The university will disclose information from a student's education records only with the written consent of the student, except:

1. To school officials who have legitimate educational interest in the records.

A school official is:

- a. a person employed by the university in an administrative, supervisory, academic, research, or support staff position;
- b. a person elected to the Board of Trustees;
- c. a person employed by or under contract to the university to perform a special task, such as legal counsel or an auditor.

A school official has legitimate educational interest if the official is:

- a. performing a task that is specific in his/her job description or by a contract agreement;
 - b. performing a task related to the student's education
 - c. performing a task related to the discipline of a student;
 - d. providing a service or benefit relating to the student or the student's family, such as health care, counseling, job placement, or financial aid.
2. To officials of another school, upon request, in which a student seeks to enroll.
 3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
 4. In connection with a student's request for or receipt of financial aid, as needed to assess eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
 6. To organizations conducting authorized studies for or on behalf of the university.
 7. To accrediting organizations to carry out their functions.

8. To parents of an eligible student who claim the student as a dependent.
9. To comply with a judicial order or a lawfully issued subpoena.
10. To appropriate parties in a health or safety emergency.

Record of Requested for Disclosure

The University will maintain a record of all requests for and disclosures of information from a student's education records. The record will indicate the name of the party making the request and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

Directory Information

The University designates the following categories of student information as public or "directory information." This information may be disclosed by the institution at its discretion.

Student name (including previous names), current enrollment, dates of attendance, class standing, previous institution(s) attended, major field of studies, awards, honors, degree(s) title and date conferred, and full-time or part-time status, local and permanent address, telephone numbers, past and present participation in officially recognized sports and activities, including physical factors (height, weight of athletes).

Currently enrolled students may either give permission to release all directory information or decide not to disclose any of the directory information. To withhold disclosure, written notification is required on a Disclosure of Directory Information form, available in Registrar's Office. Directory information will be withheld indefinitely until the Registrar's Office receives, in writing, a revocation of the request for nondisclosure. The University will honor a request to withhold information but cannot assume responsibility to contact the student for subsequent permission to release. The University will not change the student's disclosure status until the student notifies the University in writing. Regardless of the effect upon the student, the institution assumes no liability as a consequence of honoring instructions that directory information be withheld. The

University assumes that failure on the part of any student to request specifically the withholding of directory information indicates approval for disclosure. If the student does not return the Disclosure of Directory Information form to the Registrar's Office by the specified date, the university will assume that implied permission has been granted to release all directory information.

Correction of Education Records

If a student believes that any information contained in his/her education records is inaccurate, misleading, or in violation of privacy rights, the student may request in writing that the responsible office amend the record. The student should identify the part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of privacy rights. That office will reach a decision and inform the student in a reasonable amount of time after receiving the request. If the record's custodian refuses to amend the record, the student has the right to a hearing. This hearing will be conducted by a hearing officer appointed by the Provost and Vice President for Academic Affairs of the university. The hearing officer will be someone who does not have a direct interest in the outcome of the hearing. The hearing will be held within a reasonable amount of time after the request for a hearing has been made. The hearing officer will notify the student, reasonably in advance, of the date, place, and time of the hearing.

The student will be afforded a fair opportunity to present evidence relevant to the issue raised. The student may be accompanied by one other person who is not an attorney. The hearing officer/board will make its decision in writing based on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

If the hearing officer/board supports the complaint, the education record will be amended accordingly and the student will be informed. If the hearing officer/board decides not to amend the education record, the student has the right to place in his/her education record a statement commenting on the challenged information and/or stating the reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as the contested portion is maintained.

Degree Requirements

Goals for Undergraduate Degrees

All students will acquire fundamental knowledge, skills, and dispositions during their careers at the University. The following overriding goals shape curricular decisions to ensure breadth and depth of content and experience and to encourage independent learning. They help create the context of a value-based liberal arts education and reinforce the university's Mission Statement including the Catholic University Identity Statement and the Core Values of Providence Health and Services.

University of Great Falls graduates engage the questions:

What does it mean to be human?

- recognize the inherent value and interrelatedness of all God's creation
- accept the inherent dignity of every person
- confirm and value cultural differences and similarities
- recognize that community is essential to being and becoming human
- demonstrate the responsibility to maintain and strengthen society by helping others and advancing justice
- apply positive values of aesthetic and creative expression.

What does it mean to participate in intellectual inquiry?

- participate in the search for truth and knowledge
- synthesize the cumulative wisdom of human inquiry, past and present as a means to enrich the future
- civilly question and challenge, and demonstrate an openness to being questioned and challenged, in pursuit of the common good
- think critically and creatively, analyze situations and proposals accurately; identifying issues, arguments, conclusions and the validity of alternative positions

What does it mean to "make a living" and to live as a productive human being?

- communicate clearly and effectively in multiple modes of discourse
- identify problems and articulate appropriate solutions
- accept the consequences of their decisions and actions
- commits to active participation in their chosen field of endeavor
- demonstrate expertise in a specific concepts or areas of study
- validate the importance of personal health.

What does it mean to participate in the spiritual and religious dimensions of life?

- explore religious world views and value systems and their implications for living
- contemplate spirituality, the meaning of God, religion, and the gospel of Jesus Christ and the importance of these for living
- further God's work of reaching out to humanity
- make sound moral judgments
- recognize the Christian and Catholic traditions.

Bachelor's Degree Requirements

To earn a bachelor's degree from the University of Great Falls, a student must:

1. Complete a minimum of 128 credits.
2. Maintain a cumulative University of Great Falls grade point average of 2.00 or higher.
3. Complete the University of Great Falls Core Curriculum.
4. Complete a major. All courses used to complete the requirements of a major, minor, or concentration must have a grade of C or better. Some majors may require completion of a minor or concentration.
5. Complete thirty of the last forty semester hours of coursework at the University of Great Falls. Students enrolled in an approved Servicemembers Opportunity Colleges Army Degree (SOCAD) program may satisfy the academic residency requirements with coursework taken at any time during their enrollment at the University.
6. Complete at least fifteen semester hours at the University of Great Falls in the major, except for the University Studies major.
7. Complete at least thirty-two credits in upper division coursework (courses numbered 300 or higher), at least sixteen of which must be from the University of Great Falls. (Students should complete at least twelve of these thirty-two credits in coursework outside the student's major, minor or concentration.)
8. Apply for graduation in accordance with the prescribed deadlines.
9. Comply with all University policies, rules, and regulations.
10. Pay all indebtedness to the University.

Bachelor's Degree Core Curriculum

The Core Curriculum at the University of Great Falls promotes the High Standards of the Catholic Intellectual Tradition. It is designed to assist students in exploring the following key concepts:

1. The ability and habit of critical thinking
2. The importance of creative expression
3. The interconnectedness of all knowledge
4. A sense of community and civic responsibility
5. The acquisition of the content and methodology of the major areas of knowledge – the humanities and the fine arts, the natural sciences, mathematics, and the social sciences.
6. The importance of spiritual and ethical values
7. An exploration of key questions central to human growth and development:

What Does it Mean to be Human?

What is Truth?

What is the Common Good?

Corps of Discovery (2 credits)

A two semester experiential program designed to assist students in discovering themselves and the world around them as well as fostering professional, emotional, spiritual and intellectual growth.

1. **1 credit**
COD 101 Corps of Discovery
2. **1 credit**
COD 102 Corps of Discovery

Note: Required of all first year, full time, on campus students. Part time students, distance students and students transferring in with 27 or more credits are exempt.

Basic Skills (0-11 credits)

Courses in this area are designed to bring students up to skill levels required to begin university level work. Students who demonstrate proficiency in any or all of these areas, through high school course work, transfer courses, proficiency exams or other means may be allowed to waive some or all of these requirements.

1. 3 credits

ENG 111 Writing Sentences and Paragraphs

Note: ENG 111 is waived for students with at least a 22 on the English section of the ACT, at least 520 on the verbal section of the SAT, a score of 81 or above on the Compass test.

2. 6 credits

MTH 100 Essential Math Skills and/or
MTH 105 Introduction to Algebra

Note: MTH 100 is waived with a score of 22 on the mathematics portion of the ACT, a 520 on the mathematics portion of the SAT or with a 62 on the pre-algebra portion of the Compass test. MTH 105 is waived with a score of 51 or higher on the algebra portion of the Compass test. Students can waive both MTH 100 and MTH 105 with successful completion (grade of C or higher) of one year of high school algebra.

3. 3 credits

CPS 105 Essentials of Computers

Note: Students may waive this requirement via a computer based test and with a minimum score of 70%.

Foundation Skills (15 credits)

These courses provide students with minimum competencies needed for higher education, expose them to essential subject areas and their methodologies and introduce them to the practice of critical thinking and creative expression.

1. 3 credits

ENG 117 Writing Essays

Note: Transfer students with equivalent ENG 117 credit may be encouraged to repeat ENG 117 prior to enrolling in a 300+ level writing course.

2. 3 credits

MTH 108 Elementary Statistics or
MTH 252 Statistical Methods for the Sciences

3. 3 credits

COM 101 Fundamentals of
Speech Communications

4. 3 credits

CPS 110 Conquering the Digital Divide

5. 3 credits

TRL 200 Fundamentals of Christian Theology

Great Questions (12 credits)

These courses are specifically designed to illustrate the interconnectedness of knowledge, foster critical thinking and creative expression, explore ethical issues and aid students in the acquisition of methodology and content knowledge. Taken together the three courses pose answers to the questions “*What Does it Mean to be Human? What is Truth? What is the Common Good?*”

1. 4 credits

ILC 130x What Does it Mean to be Human

Note: This course is waived for students who transfer to UGF with more than 27 earned credits.

2. 8 credits

ILC 330x What is Truth
ILC 350x What is the Common Good

Note: Students who transfer to UGF with 83 or more earned credits are required to complete only ILC 330 OR ILC 350.

Upper Division Writing 3 credits

All students at the University of Great Falls must take an upper division writing class as a requirement of graduation. Students may choose which course they wish to take to fulfill this requirement unless a particular course is specified by their major.

ENG 300-319 Upper Division Writing

Exploring the Liberal Arts (13 credits)

Exploration credits provide students with additional opportunities to examine the methods, contents and relevance of the liberal arts through purpose designed courses that showcase specific disciplines and demonstrate their connections to daily life.

One course must be taken from each of the four categories. **Courses in the student's major fields MAY NOT be counted towards the student's exploration requirement** but may be counted towards the major (at the discretion of the Major program) or towards completion of general elective credits.

Fine Arts 3 credits

Courses in this category both enhance students' aesthetic appreciation and allow students to explore the creative process as it relates to visual, literary and performing arts. Students must complete one of the following:

ART 112 Exploring Visual Art
ART 115 Studio Art Experience
DRM 112 American Theater
and Media Arts Traditions
DRM 120 Performance-Based Theatrical
Expression
ENG 209 Intro to Creative Writing
MUS 110 Appreciation of Music of Western
Civilization
MUS 115 Musical Expression through
Performance

Humanities 3 credits

Courses in this category study the human condition, using methods that are primarily analytic, critical, or speculative. Students must complete one of the following:

ENG 215 Intro to Literary Studies
HST 110 Contemporary Issues in History
PHL 110 Intro to Western Philosophy
PHL 210 Thinking Logically
TRL 110 Christianity and World Religions

Social Sciences 3 credits

Courses in this category study human society and individual relationships within society as well as provide students with the cognitive and intellectual skills to succeed in the modern world. Students must complete one of the following:

ACC 110 What the Numbers Mean
BUS 110 Financial Health
PLS 110 We, The People:
An Intro to Political Science
HPE 110 Wellness Perspectives
PSY 110 Understanding People
SOC 110 The Real World:
An Introduction to Sociology

Experimental Science 4 credits

Courses in this category must include an experience in the laboratory, classroom, or the field that allows students to engage in the scientific process by designing experiments, recording their data, analyzing their results, and discussing their findings. Students must complete one of the following:

BIO 110 The Living Environment
BIO 115 Environmental Ecology
CHM 110 Chemistry in Context
GSC 110 Contemporary Physical Sciences
SCS 210 Exploring the Social World

Travel Option

Exploring the Liberal Arts (ELA) requirements may be met through travel courses. Courses intended for such will be designated TRV 110, A, S, H, or E depending upon which area (Fine Arts, Social Sciences, Humanities or Experimental Sciences) they fulfill. Department specific travel courses which also satisfy ELA requirements will be noted with a section identifier of "T." Courses may have a limited number of sessions prior to travel. Travel will normally take place during breaks within and between semesters.

Associate's Degree Requirements

To earn the associate degree in science (A.S.) from the University, a student must:

1. Complete a minimum of 64 credits.
2. Maintain a cumulative University of Great Falls grade point average of 2.00 or higher.
3. Complete the associate degree Core Curriculum.
4. Complete an area of specialization. All courses used to complete the specialization must have a grade of C or better.
5. Complete at least twenty of the final thirty semester hours of coursework at the University of Great Falls. Students enrolled in approved Service members Opportunity College Army Degree (SOCAD) program may satisfy the academic residency requirement by completing at least sixteen semester hours at the University at any time during their enrollment.
6. Complete at least fifteen semester hours at the University of Great Falls in the area of specialization.
7. Apply for graduation in accordance with the prescribed deadlines.
8. Comply with all University policies, rules, and regulations.
9. Pay all indebtedness to the University.

Associate's Degree Core Curriculum

Corps of Discovery **2 credits**
COD 101 Corps of Discovery I **and**
COD 102 Corps of Discovery II

Note: Required of all first year, full time, on campus students. Part time students, distance students and students transferring in with 27 or more credits are exempt.

Basic Skills **0-11 credits**
ENG 111 Writing Sentences and Paragraphs **and**
MTH 100 Essential Math Skills **and/or**
MTH 105 Introduction to Algebra **and**
CPS 105 Essentials of Computers

Note: Some or all of the Basic Skills courses may be waived with applicable test scores. Please see pages xxxii for additional information.

Foundation Skills **15 credits**
ENG 117 Writing Essays **and**
MTH 108 Elementary Statistics **or**
MTH 252 Statistical Methods for the Sciences **and**
COM 101 Fundamentals of
Speech Communications **and**
CPS 110 Conquering the Digital Divide **and**
TRL 200 Fundamentals of Theology

Great Questions **4 credits**
ILC 130x What Does It Mean to be Human

Exploring the Liberal Arts **13 credits**
Fine Arts **and**
Humanities **and**
Social Sciences **and**
Experimental Science

Note: Please see the previous page for a complete list of courses that may be used to fulfill individual components of the Exploring the Liberal Arts requirement.

University Library

The University Library provides research facilities for University students, faculty, and staff. The library's collections contain about 120,000 volumes. In addition to 9 public computers, 1 computer with Dragon Naturally Speaking (speech-to-text software), the library also has a computer classroom that students may use whenever a class is not in session. The library participates in OMNI, a shared catalog, that lists all books and other materials owned by the library, as well as materials owned by all OMNI members including MSU-Bozeman, MSU-Billings, etc.

The library provides access to over 100 on-line databases including , Expanded Academic Index, Criminal Justice Periodical Index, ERIC, RIA (Tax Research), WestLaw Campus, CredoReference (a collection of standard reference books), ProQuest Biology Journals, and many others. These databases provide full-text access on and off campus to more than 23,000 journals and other electronic resources. More information about the library and its databases can be found at <http://www.ugf.edu/Library/tabid/77/Default.aspx>.

Distance Learning Program

The University has been meeting the learning needs of off-campus students since 1979 through its pioneering distance learning program. With the advances in Internet technology, the University is now able to serve students anywhere in the world.

Distance learning provides college credit courses and degrees to people who cannot pursue undergraduate or graduate study in a traditional on-campus setting. The Telecom/LearnLinc system combines recorded lectures with live interactive Internet communication between instructor and students, saving students travel time and relocation expenses. The Telecom/LearnLinc distance learning program offers a very personal and interactive experience for both students and instructors.

In addition to the Telecom/LearnLinc system, the University also utilizes the Blackboard platform to offer Web-based distance learning courses which do not require live attendance. This asynchronous teaching method is very adaptable for students who cannot commit themselves to a particular day and time for class sessions.

The following degrees are available via distance learning:

Associate Degrees

Addictions Counseling
Criminal Justice
Paralegal Studies

Bachelor Degrees

Criminal Justice
Paralegal Studies*
Psychology
Theology and Ministry

Minors and Concentrations

Addictions Counseling
Criminal Justice
Psychology
Theology and Ministry

**The Paralegal Studies major requires students to complete ten (10) semester credits of legal specialty courses in a traditional classroom. Depending on student transfer evaluation, students may be required to attend three (3) classes on campus.*

University Personnel

ADMINISTRATION

Eugene J. McAllister
President

B.S. Loyola University, Los Angeles, CA
M.A. University of California, Davis
Ph.D. Catholic University of America

Richard L. McDowell
Provost

Vice President for Academic Affairs
S.B., S. M., Massachusetts Institute of
Technology
Ph.D. Tufts University

Peggy Boord
Vice President for Administration and Finance
B.A. Webster University
M.B.A. Webster University
Certified Management Accountant (CMA)

Charlene Brown
Vice President for Enrollment
B.A. Liberty University

Tenis Tennyson
Vice President for Philanthropy
B.S. Dakota State University

Rev. James M. Sikora
Academic Dean
B.A. Seton Hall University
B.A., M.A. University of Louvain, Belgium

Katrina Stark
Associate Dean for Graduate Studies and Research
Assistant Professor of Business
B.A. Scripps College
M.S. Troy University
D.M. University of Phoenix

James D. Croft
Chair, Professional Division
B.S., M.I.S. University of Great Falls
M.C.P. Microsoft Certified Professional
M.C.T. Microsoft Certified Trainer
M.C.S.A. Microsoft Certified Systems Administrator
M.C.S.E. Microsoft Certified Systems Engineer

Karen Rachel Hendricks
Chair, Division of Education, Arts & Social Sciences
B.S. University of Texas, Dallas
Ph.D. University of Washington, Seattle

S. Diane Lund
Chair, Division of Science & Humanities
B.A. Carroll College
Ph.D. University of Cincinnati College of Medicine

David Darryl Bibb
University Library Director
B.G.S. University of Kansas
M.L.S. Emporia State University
M.H.A.M.S. University of Kansas

FULL TIME FACULTY

Arthur L. Alt (1982)
Professor of General Science
B.S. M.A. San Diego State College
Ed.D. Montana State University, Bozeman

Ann Bartell (2007)
Instructor of Education
B.A., M.Ed. University of Georgia

Julia Becker (1998)
Professor of Art
B.A. Evergreen State College
M.F.A. Montana State University, Bozeman

Gail A. Belfert (2010)
Assistant Professor of Criminal Justice
B.A. Rutgers College
J.D. Antioch Law School

Nate Bickford (2008)
Assistant Professor of Biology
B.S. Lenoir-Rhyne University
M.S. Appalachian State University
Ph.D. Arkansas State University

Curtis W. Bobbitt (1987)
Professor of English
B.A., M.S. Indiana University
Ph.D. Ball State University

Richard Breiner (1991)
Professor of Speech Communications
B.A. John Carroll University
M.A., Ph.D. Kent State University

Jeremy R. Burkett (2010)
Assistant Professor of Chemistry
B.S. Huntington University
Ph.D. Purdue University

Chrissie A. Carpenter (2010)
Assistant Professor of Chemistry
B.A., Carroll College
Ph.D. University of Montana

Gary Christopher (2007)
Assistant Professor of Health and
Human Performance
B.S., M.A. Brigham Young University
Ph.D. Texas Woman's University

Porter Coggins (2007)
Associate Professor of Education
B.A. Gordon College
M.A.T., M.S., Ph.D. University of Idaho

Molly Havnen Cox (2007)
Assistant Professor of Psychology and Counseling
B.A. Tulane University
M.S. Tarleton State University
Ph.D. University of Akron

James D. Croft (1999)
Assistant Professor of Computer Science
B.S., M.I.S. University of Great Falls
M.C.P. Microsoft Certified Professional
M.C.T. Microsoft Certified Trainer
M.C.S.A. Microsoft Certified Systems Administrator
M.C.S.E. Microsoft Certified Systems Engineer

Joseph R. Fontana (2000)
Professor of Education
B.A. Montana College of Mineral Science and
Technology
M.A. Western Montana College
Ed.D. University of Montana, Missoula

Craig Ganster (2003)
Professor of Criminal Justice
B.A. Alvernia College
M.S. Central Michigan University
Ph.D. Walden University

M. Mark Grobosky (2008)
Associate Professor of Paralegal Studies
B.A. Siena College
J.D. Albany, NY, Law School

Deborah Hanson (1993)
Professor of Business Administration
B.S. Montana State University, Bozeman
M.B.A. University of Montana
Dr. P. H. University of Michigan

Karen Rachel Hendricks (2007)
Professor of Psychology and Counseling
B.S. University of Texas, Dallas
Ph.D. University of Washington, Seattle

Janet Houston (2009)
Assistant Professor of Nursing
B.S.N. University of Pennsylvania
M.S.N. University of Utah

Pam Huso (2009)
Assistant Professor of Nursing
B.S.N. Montana State University
M.N. Oregon Health Sciences University
School of Nursing
Board Certified in Nursing Administration

Deborah J. Kottel (1987)
Professor of Paralegal Studies
B.S. Loyola University
J.D. DePaul University

Michael H. Low (1975)
Associate Professor of Sociology
B.A., M.A. Washington State University,

S. Diane Lund (2003)
Professor of Biology
B.A. Carroll College
Ph.D. University of Cincinnati, College of Medicine

Greg Madson (2006)
Associate Professor of Sociology
B.S. Montana State University, Bozeman
M.A. Western Washington University
Ph.D. Portland State University

Lyndon C. Marshall (1984)
Professor of Computer Science
B.S. College of Great Falls
M.B.A. University of Montana, Missoula
C.D.P. Certified Data Processor
C.S.P. Certified Systems Professional
Ed.D. Montana State University, Bozeman

Richard McDowell (2006)
Professor of Business
S.B., S.M. Massachusetts Institute of Technology
Ph.D. Tufts University

Daniel McGuire (2007)
Assistant Professor of Theology
B.S. Virginia Military Institute
M.T.S. University of Dallas
Ph.D. Marquette University

Kenneth Mielke (2007)
Instructor of Mathematics
B.S., M.S. University of Wisconsin, Madison

Sr. Mary Kaye Nealen, S.P. (1988)
Associate Professor of Theology and Ministry
B.A. Seattle University
M.A. Aquinas Institute of Theology
Ph.D. Catholic University of America

Tami Park, CPA (2007)
Instructor of Accounting
B.S. University of Great Falls
M.S.M. University of Great Falls

Aaron Parrett (2001)
Associate Professor of English
B.A. University of Montana, Missoula
M.A. Ph.D. University of Georgia

Vernon Pedersen (2008)
Associate Professor of History
B.A., M.A. Indiana State University
Ph.D. Georgetown University

L. Marinn Pierce (2009)
Assistant Professor of Psychology and Counseling
B.M. Brenau University
M.S. University of North Carolina at Greensboro
Ed.S. University of North Carolina at Greensboro
Ph.D. University of Tennessee Knoxville

Thomas A. Raunig (2008)
Associate Professor of Education
B.S. University of Montana
M.A. University of Montana
Ed.D. Montana State University

Christopher D. Rose (2010)
Associate Professor of Psychology and Counseling
B.S. Memorial University of Newfoundland
M.A., Ph.D. University of Victoria, BC

Richard A. Schoyen (1981)
Associate Professor of Mathematics
B.S. M.S. Lamar University
M.S. University of Evansville

Daniel Shannon (1996)
Assistant Professor of Paralegal Studies
B.A. University of Notre Dame
J.D. University of Idaho
L.L.M. University of Florida

Rev. James M. Sikora (1993)
Associate Professor of Theology and Ministry
B.A. Seton Hall University
B.A., M.A. University of Louvain, Belgium

Joe Simonsen (2008)
Assistant Professor of English (Writing)
B.A. Concordia College
M.F.A. University of Montana

Katrina Stark (2008)
Assistant Professor of Business
B.A. Scripps College
M.S. Troy University
D.M. University of Phoenix

Angela Turoski (2004)
Assistant Professor of Education
B.S., M.Ed. University of Great Falls

Raymond H. Whiteman (2001)
Instructor of English
B.S. Southwest Texas State University

PART TIME FACULTY

Michael Antila
Instructor of Mathematics
B.S. Montana College of Mineral Science
and Technology
M.S. Washington State University

Jeanette Barragan
Instructor of Education
B.S., M.Ed. Northern Montana College

Nicholas Doulas
Instructor of Information Systems
B.S., M.I.S. University of Great Falls

Jann H. Leppien
Associate Professor of Education
B.S. Montana State University, Bozeman
M.A., Ph.D. University of Connecticut

Craig Moore
Instructor of Biology
B.A. Biology, Concordia College

Paul Ritter
Instructor of Music
B.A. Montana State University
B.M.E. Montana State University
M.S. Montana State University

Jo-Ann M. Swanson
Associate Professor of English
B.A. University of Saskatchewan
M.F.A. University of Montana, Missoula

Cynthia Thomas
Instructor of Mathematics
B.A. Eastern Montana College
M.Ed. Montana State University
Ed.D. Montana State University

DISTINGUISHED FACULTY

Jo Anne A. Church
Associate Professor of English
B.A. College of Great Falls
M.A. University of Montana, Missoula

John R. Cabbage
Professor of Music
B.A. College of Great Falls
M.M. University of Montana, Missoula
Ph.D. Washington University, St. Louis

Mary Ann Dubay
Assistant Professor of Counseling Psychology
B.S. College of Great Falls
M.A. Gonzaga University

Penny Hughes-Briant
Professor of Education
B.A. M.A., Adams State College
Ed.D. University of Northern Colorado

Robert B. LeLieuvre
Professor of Psychology
A.B. Boston College
M.A., Ph.D. University of Cincinnati

Rev. Jon Taylor
Associate Professor of Theology and Ministry
B.A., S.T.B. Pontifical College Josephinum
S.T.L. Pontifical Univ. of St. Thomas Aquinas, Rome
S.S.L. Pontifical Biblical Institute, Rome

PROFESSORS EMERITI

W. Daniel Goodman
Professor Emeritus of Chemistry

Won Shic Hong
Professor Emeritus of Biology

Rev. Francis L. McInnis
Professor Emeritus of Biology

Roger P. Snow
Professor Emeritus of History

TELEPHONE DIRECTORY

OFFICE	EMAIL	PHONE NUMBER	1-800 NUMBER
Admissions	enroll@ugf.edu	(406) 791-5200	1-800-856-9544
Alumni Office	bjohnson01@ugf.edu	(406) 791-5292	1-800-856-9544 ext. 5292
Bookstore*	ntomlinson01@ugf.edu	(406) 791-5260	1-888-817-4805
Business Office*	aobresley01@ugf.edu	(406) 791-5245	1-800-856-9562
Career Services		(406) 791-5216	1-800-856-9544
Graduate Studies	enroll@ugf.edu	(406) 791-5334	1-800-856-9544 ext. 5334
Faculty Divisions			
Educ/Arts/Soc Sci	ddalke01@ugf.edu	(406) 791-5335	1-800-856-9544 ext. 5335
Science/Humanities	pnoble01@ugf.edu	(406) 791- 5382	1-800-856-9544 ext. 5382
Pre-Professional	lmccain01@ugf.edu	(406) 791- 5334	1-800-856-9544 ext. 5334
Financial Aid*			
Library	sbauman01@ugf.edu	(406) 791-5235	1-800-856-9561
McLaughlin Center	library@ugf.edu	(406) 791-5315	1-800-856-9544 ext. 5315
Records/Registration	sworrall01@ugf.edu	(406) 791-5252	1-800-856-9544 ext. 5252
Student Development	registrar@ugf.edu	(406) 791-5201	1-800-856-9544 ext. 5201
Distance Learning*	psowers01@ugf.edu	(406) 791-5308	1-800-856-9544 ext. 5308
	jgretch@ugf.edu	(406) 791-5322	1-800-342-9824

*These 1-800 numbers are available only in Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Washington, Wyoming, Alberta, British Columbia, and Saskatchewan.

Areas of Curricular Offerings

ACCOUNTING	4
Accounting Major (B.S.).....	4
Accounting Minor.....	5
ADDICTIONS COUNSELING.....	6
Addictions Counseling Associate Degree (A.S.)	6
Addictions Counseling Concentration	6
Addictions Counseling Certificate	6
ART	7
Art Major (B.A.).....	8
Art Minor.....	8
Computer Graphics Concentration	8
Fine Art Concentration	8
BIOLOGY.....	9
Biology Major (B.A.)	11
Biology Minor	11
Health Professions	12
Pre-Medical, Pre-Dental, Pre-Veterinarian.....	13
Pre-Pharmacy.....	14
Pre-Physical Therapy.....	14
BUSINESS ADMINISTRATION.....	15
Business Administration Major (B.S.).....	15
Business Administration Minor	16
Management Concentration.....	16
CHEMISTRY	17
Chemistry Major (B.A.)	18
Chemistry Minor	18
COMMUNICATIONS.....	19
Communications Minor.....	19
COMPUTER SCIENCE.....	20
Computer Science Major (B.S.)	21
Computer Science Minor	21
Computer Graphics Concentration.....	21
CRIMINAL JUSTICE	22
Criminal Justice Major (B.S.).....	22
Criminal Justice Minor	22
Criminal Justice Associate Degree (A.S.)	23
Addictions Counseling Concentration.....	23
Corrections Concentration.....	23
Forensic Investigation Concentration.....	23
Human Services Concentration	24
Law Enforcement Concentration.....	24

ELEMENTARY EDUCATION 24

- Elementary Education Major (B.A.) 26
- Art Minor 27
- Communication Arts Concentration 27
- Gifted and Talented Education Concentration 27
- Health and Physical Education Concentration 28
- Mathematics Concentration 28
- Reading Instruction Concentration 28
- Science Concentration 28
- Social Science Concentration 28
- Special Education Concentration 29
- Special Education Major (B.A.) 29

ENGLISH 30

- English Major (B.A.) 30
- English Minor 30

FORENSIC SCIENCE 31

- Forensic Biology Track (B.S.) 32
- Forensic Chemistry Track (B.S.) 33
- Forensic Science Track (B.S.) 33
- Forensic Science Minor 33
- Forensic Investigation Concentration 34

HEALTH AND HUMAN PERFORMANCE 34

- Health and Human Performance Major (B.S.) 35

HEALTH AND PHYSICAL EDUCATION 36

- Health and Physical Education Major (B.A.) 36
- Health and Physical Education Minor 37

HISTORY 38

- History Major (B.A.) 38
- History Minor 38

MATHEMATICS 39

- Mathematics Major (B.S.) 40
- Mathematics Minor 40

RN to BSN DEGREE COMPLETION 41

- Nursing Major (B.S.) 41

PARALEGAL STUDIES 42

- Pre-law 43
- Paralegal Studies Major (B.S.) 43
- Paralegal Studies Associate Degree (A.S.) 44

PHILOSOPHY	44
Philosophy Minor	45
POLITICAL SCIENCE	45
Political Science Minor	46
PSYCHOLOGY	46
Psychology Major (B.A.)	47
Psychology Minor	47
Addictions Counseling Concentration	47
Counseling Concentration	48
Human Services Concentration	48
SECONDARY EDUCATION	49
Secondary Education Major (B.A.)	49
Biology Major for Secondary Education (B.A.)	50
Biology Minor for Secondary Education	50
Broad Field Science Major for Secondary Education (B.S.)	50
English Major for Secondary Education	50
English Minor for Secondary Education	51
Health and Physical Education Major for Secondary Education (B.A.)	51
Reading Instruction Minor	52
SOCIAL SCIENCE	52
Social Science Major (B.A.)	53
SOCIOLOGY	54
Sociology Major (B.A.)	55
Sociology Minor	55
Addictions Counseling Concentration	55
Human Services Concentration	55
SPECIAL EDUCATION	56
Special Education Major (B.A.)	56
THEOLOGY AND MINISTRY	57
Theology and Ministry Major (B.A.)	57
Theology and Ministry Minor	57
Lay Ecclesial Ministry Certificate	58
UNIVERSITY STUDIES	59
University Studies Major (B.A.)	59
University Studies Minor	59
COURSE DESCRIPTIONS	60

Areas of Curricular Offerings

Majors, Minors, and Concentrations

Accounting

Faculty: **Tami Park**
 Wendy Weissman

The undergraduate accounting program at the University of Great Falls offers two-degree paths, a minor in accounting, and a major in-depth in accounting. The minor in accounting is to provide students with the basis for understanding the role accounting plays in the business world. The major in accounting provides students with the educational background and skills to be successful accounting professionals within an organizational setting. The major in accounting prepares students to function as an independent professional, directly providing accounting services to the public. The American Institute of Certified Public Accountants (AICPA) develops the Uniformed CPA Exam. Individual states develop the requirements to obtain a license and permit to practice in each of the respective states.

The objective of a solid accounting curriculum is to blend the conceptual with the practical. Exposure to the underlying conceptual framework of accounting provides a basis of dealing with emerging accounting issues, while examination of technical pronouncements enables students to gain insight into practical issues encountered in an accounting environment. The conceptual framework centers around three categories of competencies:

1. Functional competencies, which are technical competencies most closely aligned with the value contributed by accounting professionals.
2. Personal competencies, such as individual attributes, and values and
3. The broad business perspective competencies, which are perspectives, and skills relating to the understanding of the internal and external business organizations.

Accounting Major/Minor Program Objectives

1. To civilly question and to be personally open to being questioned and challenged in pursuit of the common good.

2. To think critically and creatively and to analyze situations and proposals accurately in order to identify issues, to evaluate and to appreciate alternative positions.
3. To communicate clearly and effectively in multiple modes of discourse; information, financial and non-financial,
4. To identify problems and to articulate appropriate solutions and to possess expertise in financial and managerial accounting.
5. To accept the consequences of professional decisions and actions.
6. To be dedicated to a field of endeavor by possessing expertise in accounting and to appreciate other area of business operations.
7. To possess understanding of all that makes a business viable and successful.
8. To determine and to apply personal ethical values in the business world.

Accounting Major (B.S.)

ACC 201 Principles of Financial Accounting	3
ACC 202 Principles of Managerial Accounting	3
ACC 341 Fundamentals of Taxation	3
ACC 371 Intermediate Financial Accounting I	4
ACC 372 Intermediate Financial Accounting II	4
ACC 380 Principles of Cost Management	3
ACC 422 Principles of Attestation and Auditing	3
ACC 425 Advanced Financial Accounting I	3
ACC 442 Principles of Federal Taxation – Business Entities	3
ACC 481 Advanced Cost Management	3
ACC 485 Accounting Seminars– Capstone	1
BUS 240 Leadership and Management	3
BUS 335 Commercial Law	3
BUS 306 Management Science	3
BUS 400 Financial Analyses	3
CPS 205 Spreadsheets	3

ECN 201 Macroeconomics	3
ECN 202 Microeconomics	3
ENG 312 Writing for Business & Professions	3
MTH 108 Elementary Statistics	3
Approved Elective Credits	6
Total credits for Accounting Major	66

Accounting Minor

ACC 201 Principles of Financial Accounting	3
ACC 202 Principles of Managerial Accounting	3
ACC 371 Intermediate Financial Accounting I	3
ACC 372 Intermediate Financial Accounting II	3
ACC 380 Principles of Cost Management	3
Upper division electives in Accounting	6
Total credits for Accounting Minor	21

For Those Who Wish to be CPAs

A Masters of Science in Organizational management with concentration in Accounting is for individuals who wish to prepare for professional careers in accounting. Candidates for the degree will build on the broad general, accounting, and business education obtained at the undergraduate level. They will gain advanced competencies in the practice and theory of financial accounting, auditing, taxation, law, not-for-profit and Governmental accounting. In addition, students will learn research methods, organizational behavior and communications and other business and professional areas. A graduate level accounting program is one way for a student to complete accounting coursework that prepares him to sit for a CPA exam, or certified public accounting exam. Most states require the completion of one hundred fifty credit hours of undergraduate and graduate level accounting courses as a qualification to sit for the CPA exam. Students with a Bachelor's Degree in Accounting often do not have enough credits to sit for the CPA exam.

Some people get a Master's Degree in to help prepare them for other professional accounting examinations. People want to a career outside of public accounting can use graduate studies to prepare them to take the CMA exam, or certified management accountant exam, the CFM exam, or certified financial manager, the CFE or certified fraud examiner, the CGFM or certified Government financial manager, or the CIA exam, or certified internal auditor exam.

In addition to qualifying for desired certification examinations, a master's degree gives students a competitive edge in the career field for non-CPA career path seekers.

Students who do not wish to seek the master's degree will complete the needed course work to reach the 150 credit requirement by taking the master's courses as a non-degree seeking student.

Suggested Course Sequence Accounting Major

Fall semester Year 1

ACC 201 Principles of Financial Accounting	3
MTH 108 Elementary Statistics	3

Spring Semester Year 1

ACC 202 Principles of Managerial Accounting	3
BUS 240 Leadership and Management	3

Fall semester Year 2

ACC 380 Principles of Cost Management	3
CPS 205 Spreadsheets	3
ECN 201 Macroeconomics	3

Spring semester Year 2

ACC 371 Intermediate Financial Accounting I	4
BUS 306 Management Science	3
ECN 202 Microeconomics	3

Fall semester Year 3

ACC 372 Intermediate Financial Accounting II	4
ACC 422 Principles of Attestation and Auditing	3
ECN 202 Microeconomics	3

Spring semester Year 3

ACC 442 Principles of Taxation – Business Entities	3
ACC 481 Advanced Cost Management	3
ENG 312 Writing for Business and Professions	3

Fall semester Year 4

BUS 335 Commercial Law	3
ACC 431 Fundamentals of Taxation	3
BUS 400 Financial Analyses	3
Elective Credit	3

Spring semester Year 4

ACC 425 Advanced Financial Accounting I	3
ACC 442 Principles of Fed Tax – Bus Entities	3
ACC 485 Accounting Seminars - Capstone	1
Elective Credit	3

Addictions Counseling

Faculty: Christopher D. Rose
Karen Rachel Hendricks
Mary Ann DuBay
Janine Hieb

The Addictions Counseling Associate Degree emphasizes a solid knowledge base in the area of addiction studies. Growth in self-awareness and therapeutic skills leads to professional and ethical practice. Although the field of addiction is broad – covering psychoactive substance use, abuse and dependency, gambling, eating disorders, relationships, sexual and a variety of other behaviors, the program at the University emphasizes treatment and intervention for the chemically dependent. The degree is structured to meet state licensure requirements with the additional completion of supervised internship hours.

Students obtaining their degree through Distance Learning are required to complete 2 courses (PSY 340 Techniques of Counseling and PSY 498 Group Counseling) in a traditional on-campus classroom.

Addictions Counseling Program Objectives

1. Demonstrate knowledge of theoretical concepts and empirical findings relevant to addictions counseling.
2. Accurately assess, decisively intervene, and effectively treat clients and their families where an addictive disorder is involved.
3. Plan treatment, manage services and document a comprehensive treatment process for individuals and families.
4. Apply critical and creative thinking skills in solving problems related to the addictive process and its effect on individuals, families and society.
5. Recognize, discuss, and apply professional and ethical principles of addictions counseling.

Addictions Counseling Associate Degree (A.S.)

ADC 145 Addiction Theory	3
ADC 146 Pharmacology	3
ADC 164 Record Documentation	3
ADC 174 Cultural and Clinical Issues	3
ADC 261 Assessment in Addictions	3

HSV 326 Ethics in Human Services	3
PSY 200 General Psychology	3
PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 498 Group Counseling	3
Total credits for Addictions Counseling Associate Degree	30

Addictions Counseling Concentration

(must be combined with a major in Psychology, Sociology, or Criminal Justice)

ADC 145 Addiction Theory	3
ADC 146 Pharmacology	3
ADC 164 Record Documentation	3
ADC 174 Cultural and Clinical Issues	3
ADC 261 Assessment in Addictions	3
HSV 326 Ethics in Human Services	3
PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 498 Group Counseling	3
Total credits for Addictions Counseling Concentration	27

Addictions Counseling Certificate

(students must have an existing Bachelor's Degree to enroll in the certificate program)

XADC 145 Addiction Theory	3
XADC 146 Pharmacology	3
XADC 164 Record Documentation	3
XADC 174 Cultural and Clinical Issues	3
XADC 261 Assessment in Addictions	3
HSV 326 Ethics in Human Services	3
PSY 200 General Psychology	3
PSY 201 Personality Theory	3
PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 352 Abnormal Psychology	3
PSY 498 Group Counseling	3
Total credits for Addictions Counseling certificate	36

In addition to certificate completion, students will need to complete two additional steps to meet state of Montana licensure requirements.

1. Students must complete 1,000 hours of supervised chemical dependency counseling experience in a

chemical dependency treatment program. Students wishing to obtain some of those hours while in the certificate program may choose to enroll in XADC 295 Internship in Addictions. While not required for the certificate, the internship will assist students in their quest for licensure.

2. Students must take and pass a competency examination. The certificate program is designed to prepare students for passing the state examination.

Students with transfer coursework from an accredited college or university may have their transcripts evaluated to see if they have met any of the certificate requirements with prior collegiate coursework. Students with Bachelor's Degrees in areas such as psychology, sociology, social work, counseling or a related field will likely have completed some work toward the certificate program; therefore reducing the total number of courses they will need to complete.

Master of Science in Counseling (MSC) students currently enrolled in the University program may substitute some of their MSC courses into the certificate program. The certificate program for graduate level students will consist of the following courses:

XADC 145 Addiction Theory	3
XADC 146 Pharmacology	3
XADC 164 Record Documentation	3
XADC 174 Cultural and Clinical Issues	3
XADC 261 Assessment in Addictions	3
MSC 526 Professional Ethics	3
MSC 508 Psychopathology	3
MSC 512 Theories in Counseling and Personality Adjustment	3
MSC 517 Techniques of Counseling	3
MSC 607 Group Counseling	3
Any 2 of the following:	
MSC 529 Developmental Psychology	3
MSC 531 Structure and Process in the Modern Family	3
MSC 534 Parents and Children	3
MSC 536 Family Counseling	3
MSC 606 Cultural Awareness for Professionals	3
MSC 509 Child and Adolescent Psychopathology	3
Total Credits	36

Graduate students enrolling in the certificate program should consult with the Financial Aid Office to verify whether or not they may receive Federal Stu-

dent Aid monies for non-MSc courses. They should also convey their intent to complete the certificate to their Program Coordinator in order to obtain necessary coursework that is not part of their regular program.

Art

Faculty: **Julia Becker**
Daniel Biehl
Robert Kercher
David Rothweiler
Rebecca Scott
Susan Thomas
Brenda Wolf

The art program offers an opportunity for the student to engage in a meaningful involvement with the visual arts through active exploration, critical thinking, and inquiry. The program is designed to develop and enhance the ability to explore the expressive potential of varied media and techniques while linking content with form in developing personal expression. Joining theory and practice, and recognizing the importance of an interdisciplinary approach to problem solving, the art program encourages the development of the artist in all of us, both as a way of life and as a fulfilling livelihood and career.

The art program provides a strong foundation in both art studio practices and art theory. It is recognized that mature freedom grows out of technical command, the knowledge of art heritage, and the conviction that the exploitation of creative potential is an essential quality of a progressive society. Students are well prepared to continue their studies at the graduate level in many related areas of study. The art major provides preparation for many careers including but not limited to fine arts, expressive arts therapy, arts administration, art education, arts advocacy, studio technician, art fields such as graphic, architectural, film, theatre, and industrial design, and the growing need for creative thinkers in every imaginable field and endeavor.

Equipped facilities, small class sizes, low student/teacher ratio, personally designed programs, individual care and assistance, studio space, access, exhibit opportunities, and devoted and professional faculty enable the University art program to succeed in serving every student who desires to pursue the art experience.

Art Major/Minor Program Objectives

1. Demonstrate an understanding of principles and elements of visual design.
2. Investigate the expressive potential of varied media and techniques.
3. Apply basic terminology of visual art processes, media and theory.
4. Investigate interdisciplinary approaches to problem solving and the development of personal expression.
5. Examine the intention and process behind one's own work, and the work of other artists throughout history.
6. Analyze and distinguish periods of art with relevance to stylistic developments and their contribution to the development of human understanding and knowledge.
7. Assess visual art to seek personal and universal meaning.
8. Create a body of work that seeks to link form and content, and synthesize personal expression with universal meaning.
9. Prepare to pursue art as a livelihood, career and/or way of life.

Art Major (B.A.)

ART 120 Studio Art Practice	4
ART 122 Drawing I	3
ART 200 Painting I	3
ART 205 Printmaking I	3
ART 221 Ceramics I	3
ART 255 Photography I	3
ART 280 Art History: Ancient through Medieval	3
ART 281 Art History: Renaissance through Modern	3
ART 322 Life Drawing I	3
ART 485 Careers in Art Seminar	3
ART 498 Senior Thesis I	3
One of the following approved electives:	3
ART 222 Drawing II	
ART 255 Photography II	
ART 300 Painting II	
ART 305 Printmaking II	
ART 321 Ceramics II	
ART 422 Life Drawing II	
Additional Approved 300-400 Level ART Electives	9
Total credits for Art Major	46

Art Minor

ART 120 Studio Art Practice	4
ART 122 Drawing I	3
ART 280 Art History: Ancient through Medieval I	3
ART 281 Art History: Renaissance through Modern	3
Approved electives	9
Total credits for Art Minor	22

Approved Electives for Minors

ART 200 Painting I	3
ART 205 Printmaking I	3
ART 221 Ceramics I	3
ART 255 Photography I	3
ART 322 Life Drawing I	3
ART 392 Art Travel	3
Or any 300-400 level approved electives	

Computer Graphics Concentration

(only available with a major in Art or Computer Science)

CPS 230 Digital Image Manipulation	3
CPS 233 Desktop Publishing	3
CPS 346 Web Programming	3
CPS 361 Intro to 3D Animation	3
CPS 446 Advanced Multimedia	3
ART 485 Careers in Art Seminar	3
OR	
Approved elective	3
Total credits for Computer Graphics Concentration	18

Approved Electives in Computer Graphics

Any 300/400 level Art or Computer Graphic course.

Fine Art Concentration

(only available with a major in Art)

ART 475 Advanced Studio Projects	3
ART 499 Senior Thesis II	3
Approved Electives	15
Total credits for Fine Art Concentration	18
<u>Approved Electives for Fine Arts Concentration</u>	
ART 222 Drawing II	
Any 300/400 level Art course	

Suggested Course Sequence Art Major

Fall semester Year 1

ART 112 Exploring Visual Art 3

OR

ART 113 Studio Art Experience 3

ART 120 Studio Art Practice 4

ART 122 Drawing I 3

Spring semester Year 1

ART 120 Studio Art Practice (if not taken) 4

ART 200 Painting (if completed ART 122) OR

ART 221 Ceramics I OR

ART 255 Photography I 3

Fall semester Year 2

ART 120 Studio Art Practice (if not taken) 4

ART 122 Drawing I 3

ART 280 Art History: Ancient
through Medieval 3

ART 322 Life Drawing I (if Drawing I taken) 3

Other 200 level ART courses not yet taken 3

Spring semester Year 2

ART 200 Painting I 3

ART 205 Printmaking I 3

ART 281 Art History: Renaissance
through Modern 3

Other 200 level ART courses not yet taken 3

Fall semester Year 3

ART 280 Art History: Ancient
through Medieval (if not taken) 3

ART 422 Life Drawing II 3

ART 485 Careers in Art Seminar (or year 4) 3

Approved Electives 3

Spring semester Year 3

ART 281 Art History: Renaissance
through Modern (if not taken) 3

ART 205 Printmaking I (if not taken) 3

ART 475 Advanced Studio Projects 3

Approved Electives 3

Fall semester Year 4

ART 485 Careers in Art Seminar (if not taken) 3

ART 499 Senior Thesis 3

Approved Electives 3

Spring semester Year 4

ART 499 Senior Thesis (if not taken) 3

Approved Electives 3

Biology

Faculty: Nate Bickford
S. Diane Lund

The Bachelor of Arts degree is ideal for students seeking a strong foundation in biology, for teaching, for graduate work in many fields of biology (ecology, wild-life biology, environmental science, toxicology), and for admission to the study of medicine, dentistry, or a number of pre-professional programs (nursing, physical therapy, pharmacy). We have a wonderful group of a highly qualified and motivated faculty, modern laboratory facilities, an abundance of field-based classes, and research opportunities. The classes and opportunities at UGF will help you become who you want to be, whether it is a doctor, physical therapist, dentist, wildlife ecologist or any of the other biology careers.

Why study BIOLOGY at UGF?

1. You will receive preparation for a broad range of career paths, including medicine, teaching, wild-life biology, and many others.
2. You will have the opportunities to integrate your class schedule, studies, or degree plan with independent research and internships.
3. You will get individualized attention from faculty who care.

What makes our program special?

1. A solid foundation for graduate and professional school in medical, dental, veterinary, pharmacy, physical therapy, nursing, ecology, wild-life biology, and environmental science disciplines.
2. Preparation for careers as diverse as teaching, medicine, conservation, field biologist or sales.
3. An emphasis on field and laboratory skills.

4. Exploration of career options through independent study, internships, research projects, summer research positions, field trips, and work-study.
5. State-of-the-art laboratories and classrooms specifically designed for hands-on work and interactive learning.
6. Small class size that allows for more feedback, more conversation, more discussion and more opportunities for interaction with your professors and your peers.

How you benefit?

By developing:

1. A framework of knowledge in modern biology, including concepts in genetics, molecular biology, immunology, cell biology, physiology, ecology, organismal biology, and environmental science.
2. Proficiency in scientific writing and speech, developed through the preparation of lab reports, research papers, posters and oral presentations.
3. An aptitude for using the scientific method and for conducting research both in the field and the laboratory.
4. Organizational abilities through summarizing & abstracting scientific literature & data analysis.
5. A commitment to life-long learning in the sciences and an understanding of the integral relationship between biology and other sciences.

All Biology program majors are required for graduation to earn a grade of at least a “C” in all classes required for the major. In addition, biology majors must earn a “C” in all prerequisites prior to further study in the biology program.

Pre-Biology Major Preparation

Students who enter the biology program must take a placement test. Placement tests are administered by the Center for Academic Excellence. These tests do not affect admission; however, the results are essential for proper placement into English and Math classes.

Students with strong high school backgrounds are urged to complete their basic preparation in general chemistry and mathematics during their freshman year. Students with weak mathematics preparation (as shown by placement test) should make up this deficiency by completing the appropriate courses prior to matriculation into the program. Biology majors should see their faculty advisor early to discuss degree requirements and plan their schedules.

Biology Major/Minor Program Objectives:

1. Describe connections between science & other disciplines, & express the relevance of science to your daily life & health.
2. Work effectively in groups, collaborate in team investigations, provide constructive feedback to peers, & utilize constructive feedback from peers.
3. Distinguish between credible & non-credible sources of scientific information; interpret information from credible sources accurately, drawing logical conclusions. Interpret laboratory data accurately, & draw logical conclusions.
4. Analyze scientific problems & questions, & design experiments to answer them, using the principles of the scientific method. Practice analytical laboratory skills.
5. Integrate fundamental scientific knowledge in the solution of scientific problems.
6. Communicate scientific information with clarity, accuracy, & conciseness, both orally & in writing. Critique scientific literature thoroughly, & consider the impact on the lay public of inaccurate or biased communication of scientific information.
7. Evaluate actual & hypothetical ethical issues related to science/technology, & argue convincingly on more than one side of a given issue, drawing upon scientific knowledge & personal belief systems.
8. Assess the impact of current & future technologies on human society & culture, & anticipate the magnitude of the social & scientific challenges ahead.

Biology Major (B.A.)

BIO 151 General Biology I		4
BIO 152 General Biology II		4
BIO 211 General Zoology	OR	
BIO 280 Microbiology		4
BIO 200 Ecology	OR	
BIO 212 General Botany		4
BIO 311 Genetics		4
BIO 499 Senior Thesis		1
CHM 111 General Chemistry I		4
CHM 112 General Chemistry II		4
CHM 261 Organic Chemistry I		4
CHM 262 Organic Chemistry II		4
CHM 401 Biochemistry I	OR	
BIO 422 Conservation Ecology		4
MTH 241 Calculus I		5
MTH 252 Statistical Methods for the Sciences		3
Approved electives for major		12
Total credits for Biology Major		61

Biology Minor

BIO 151 General Biology I		4
BIO 152 General Biology II		4
BIO 211 General Zoology	OR	
BIO 280 Microbiology		4
BIO 200 Ecology	OR	
BIO 212 General Botany		4
BIO 311 Genetics		4
CHM 111 General Chemistry I		4
CHM 112 General Chemistry II		4
CHM 261 Organic Chemistry I		4
CHM 262 Organic Chemistry II		4
MTH 241 Calculus I		5
MTH 252 Statistical Methods for the Sciences		3
Approved elective for minor		4
Total credits for Biology Minor		48

Approved Electives for Majors or Minors

BIO 251 Anatomy & Physiology I		
	AND	
BIO 252 Anatomy & Physiology II		4
<i>(as a block for 4 credits towards elective requirements in pre-Physical Therapy only)</i>		
BIO 302 Ornithology		4
BIO 304 Mammology		4
BIO 320 Aquatic Ecology		4
BIO 400 Immunology		4
BIO 405 Developmental Biology		4
BIO 411 Cell Biology		4
BIO 420 Virology		4
BIO 490 Research in Biology (MAJOR ONLY)		1-4
BIO 492 Special Topics in Biology		1-4
BIO 495 Biology Internship (MAJOR ONLY)		1-4
CHM 401 Biochemistry I (MINOR ONLY)		4
CHM 402 Biochemistry II		4
PHS 241 Classical & Modern Physics I	AND	
PHS 242 Classical & Modern Physics II		4
<i>(as a block for 4 credits towards elective requirements in pre-Medicine only)</i>		

Suggested Course Sequence Biology Major

Fall semester year 1		
BIO 151 General Biology I		4
CHM 111 General Chemistry I		4
MTH 241 Calculus I		5
Spring Semester year 1		
CHM 112 General Chemistry II		4
BIO 152 General Biology II		4
Fall semester year 2		
BIO 211 General Zoology	OR	
BIO 280 Microbiology		4
CHM 261 Organic Chemistry I		4
Spring semester year 2		
CHM 262 Organic Chemistry II		4
BIO 200 Ecology	OR	
BIO 212 General Botany		4
Fall semester year 3		
BIO 424 Conservation Ecology	OR	
CHM 401 Biochemistry I		4
MTH 252 Statistical Methods for the Sciences		3
Spring semester year 3		
BIO 311 Genetics		4
Approved elective		4

Fall semester year 4	
Approved elective	4
Spring semester year 4	
Approved elective	4
BIO 499 Senior Thesis	1

This model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time or other students who depart from a four year program.

Science Undergraduate Research Experience (SURE)

Students who are interested in research may join the SURE program which is an undergraduate research program that helps students perform hands on, cutting edge research. These students get the chance to both present and publish their work. These types of projects and activities help students claim a spot in an increasingly competitive job market. They also gain knowledge and experience they will need get into and succeed in graduate school

The objectives of SURE center around providing undergraduate students research and educational opportunities designed to enhance their understanding of science and to provide them with skills and confidence to continue their undergraduate science degree program as well as continue their studies at the graduate level.

The collective objectives of SURE are determined by two principal considerations:

- Recruiting students into the sciences through structured professional cross-disciplinary research integrating biology, ecology, chemistry, and mathematics. Students will participate in SURE as members of a research team led by the Principal Investigators. Students majoring in either biology or chemistry will follow a curriculum designed around this research.
- Retaining undergraduates in the sciences by providing exposure to cutting-edge technologies and training opportunities designed to support and nurture these students through their undergraduate and post-graduate careers. Students will gain field experience as well as analytical experience.

The SURE program revolves around “hands-on” research designed to develop critical thinking skills. Critical thinking, among other things, teaches students to

recognize patterns and provides a way to use those patterns to solve a problem or answer a question. Through the analysis, synthesis, and evaluation of their own work as well as the scientific literature relevant to their projects, our students will leave the program with the ability to initiate research and critically evaluate the results. Most importantly, they will be able to support their ideas with evidence, data, qualitative, and statistical measures.

As we move through the 21st century, it is increasingly important that we not only educate students for the current job market, but also prepare them for the future. Our goal is to afford students the opportunity to hone skills that will make them marketable today and tomorrow. SURE students will gain high-demand expertise with analytical equipment, computer programming, quantitative data management, and science communication. The abilities and experiences garnered by SURE students will make them more versatile for an ever changing market. Students with a broad and deep understanding of science will find themselves open to opportunities in biotechnical or environmental fields, as well as in traditional science disciplines.

Health Professions

Today’s health care professions demand more than just achievement in the life sciences. Maturity, leadership, commitment, integrity, communication skills, and knowledge of health care policy are essential for the health care professional. At the University, the choice of a major field of study is left open to the student; however, the majority of pre-health students choose to major in biology, chemistry, or forensics, since these majors include many of the courses required for admission. Some students choose majors in other sciences (computer science or mathematics) or humanities and social science (art, communication, English, history, business, psychology, theology and ministry, sociology -- just about anything.) The quality and scope of your academic accomplishments counts far more than the field in which you major. Nevertheless, your performance in science and mathematics courses is weighted heavily in the admissions process. If you decide not to major in science, then be sure to take more than the bare minimum of science courses required by professional schools, and in particular take several upper-division biology or biochemistry courses that have laboratories.

The University's undergraduate curriculum provides a strong foundation for students with both the breadth and depth necessary to excel. Under the university's curricular plan, each student integrates 4 main elements into their four-year experience: a broad knowledge base, critical-thinking and communication skills, a Study in Depth (a disciplinary major), and multicultural literacy to succeed in today's ever changing world. Our Biology, Chemistry, and Forensic Programs at UGF have several distinguishing features. First, both our introductory and upper-division courses are small in size. Introductory courses range from 20 to 30 students. It is not uncommon to have upper-division classes with less than 15 students. Second, in the vast majority of our laboratory classes, faculty members teach the laboratory sections of the course. Third, students receive a large amount of individualized attention from their professors. Students in our programs develop strong relationships with their professors. Finally, our programs emphasize out-of-class experiences. Our students complete an internship or a student research project. Students also participate in a Senior Thesis course where a short thesis is written based on either laboratory-based or library-based research. As part of this course the student will prepare a poster summarizing the research that will then be presented at a professional public event during the senior year.

Although we have students applying to a variety of health professions, the largest groups of students apply to allopathic and osteopathic programs. These schools require: one year of introductory biology with laboratory, general and organic chemistry with laboratory, one year of physics with laboratory, one year of mathematics, biochemistry, and one year of English writing or literature (in addition to Core). Pre-health students should also take one year of social science, ethics, and statistics. Most physical therapy programs require anatomy and physiology, nutrition, calculus, physics, statistics and psychology courses. BSN and MSN nursing programs require: microbiology, anatomy and physiology, nutrition, developmental psychology, sociology and statistics.

Pre-Medical, Pre-Dental and Pre-Veterinary Medicine

In addition to the general prerequisite courses listed here, students should visit the websites of their health professional schools of interest to determine required coursework specific to that school. Students must have some experience in the field through volunteer work or an internship.

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 311 Genetics	4
BIO 411 Cell Biology	4
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4
CHM 401 Biochemistry I	4
ENG 117 Writing Essays	3
ENG 311 Writing Strategies	3
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	5
PHS 241 Classical and Modern Physics I	4
PHS 242 Classical and Modern Physics II	4

Pre-Pharmacy

Pharmacy programs usually consist of a two-year pre-pharmacy program followed by four years of pharmacy school. Beginning in 2001, all pharmacy schools in the U.S. began granting only pharmacy doctoral degrees. The pre-pharmacy program at UGF provides the academic requirements of the first two years of a pharmacy program. Students are then eligible to transfer into the first professional year at a college of pharmacy. Transfer is highly competitive with most institutions requiring a 3.2 GPA in the sciences and overall cumulative QPA. Most students complete the pre-pharmacy requirements in two years and then transfer to a college of pharmacy as they do not have to fulfill actual major requirements.

Prerequisites required by most pharmacy programs are listed below, but students are required to investigate the exact course requirements of the pharmacy program of interest.

BIO 151 General Biology I	4	
BIO 152 General Biology II	4	
BIO 251 Anatomy and Physiology I	4	
BIO 252 Anatomy and Physiology II	4	
BIO 401 Biochemistry I	4	
CHM 111 General Chemistry I	4	
CHM 112 General Chemistry II	4	
CHM 261 Organic Chemistry I	4	
CHM 262 Organic Chemistry II	4	
COM 101 Communications	3	
ECN 202 Microeconomics	3	
ENG 117 Writing	3	
MTH 241 Calculus I	5	
PHS 241 Classical and Modern Physics I	4	
PHS 242 Classical and Modern Physics II	4	
PSY 200 General Psychology		OR
SOC 110 Real World: Intro to Sociology	3	

Pre-Physical Therapy

Prerequisite courses and entrance requirements vary between different programs; however, most programs require the following courses: General Biology I and II, Anatomy and Physiology I and II, General Chemistry I and II, Organic Chemistry I and II, Classical and Modern Physics I and II, Introduction to Psychology, Advanced Psychology, English Composition, and Statistics. Mathematics, English, and computer prerequisites vary depending on the program. Additional courses in psychology, sociology, communication and the humanities may also be required. Applicants to schools of physical therapy must demonstrate knowledge of the profession. To be considered for admission, programs typically require a minimum of 80 hours of full or part time experience under the supervision of a certified physical therapist.

BIO 151 General Biology I			4
BIO 152 General Biology II			4
BIO 251 Anatomy and Physiology I			4
BIO 252 Anatomy and Physiology II			4
CHM 111 General Chemistry I			4
CHM 112 General Chemistry II			4
CHM 261 Organic Chemistry I			4
CHM 261 Organic Chemistry II			4
HPE 201 Safety, First Aid and CPR			2
HPE 415 Kinesiology and Applied Anatomy		AND	2
HHP 420 Kinesiology Lab		OR	
HPE 485 Physiology of Exercise		AND	2
HHP 490 Physiology of Exercise Lab			2
MTH 252 Statistical Methods for the Sciences			3
MTH 241 Calculus I			5
PHS 241 General Physics I			4
PHS 242 General Physics II			4
PSY 200 General Psychology			3
SOC 110 Real World: Intro to Sociology			3
300 – 400 level Psychology course			3

Business

Administration Minor

ACC 201 Principles of Financial Accounting	3
BUS 201 The Art of Thinking	3
BUS 240 Management and Leadership	3
BUS 260 Marketing	3
BUS 335 Commercial Law	OR
BUS 342 Labor Relations and Employment Law	3
COM 301 The Art of Communication	3
ECN 202 Microeconomics	3
Total credits for Business Administration Minor	21

Note: If a student has a major in Accounting, the ACC 201 course is applied only to the major and approved elective credits in ACC, BUS, or CPS must be substituted in the minor for ACC 201.

Management Concentration

(only available with a major in Business Administration)

The management concentration is designed to enhance and complement the business administration major. The program is based on recognition that future business leaders must function in an environment that places more emphasis on technology, faces more globalization in markets and organizations, and places increased importance on societal factors. The goal of the management program at the University is to graduate students who were well versed in the principles and practices of modern.

There will always be a need for trained business people, and the career possibilities for management graduates are excellent. Graduates commonly begin careers in entry-level positions in areas such as corporate management training, banking, public administration, and small business operation. University graduates are trained to recognize and take advantage of challenging opportunities throughout their careers. The professional business leader in our complex society requires the solid background in the liberal arts provided to University students.

BUS 306 Management Science	3
BUS 341 Human Resource Management	3
SCS 312 Social Research Methods & Applied Statistics	4
Approved electives	9
Total credits for Management Concentration	19
<u>Approved Electives</u>	
ACC 341 Fundamentals of Taxation	3
ACC 380 Principles of Cost Management	3
BUS 300 Investment Analysis	3
BUS 306 Management Science	3
BUS 341 Human Resource Management	3
BUS 342 Labor Relations and Employment Law	3
BUS 380 Entrepreneurship	3
BUS 392 Special Topics in Business	3
CPS 440 Information Management	3
SCS 312 Social Research Methods & Applied Statistics (if not used in major)	3
SOC 330 Social Psychology	3

Suggested Course Sequence Business Administration Major

Fall semester Year 1

COD 101 Corps of Discovery	1
ENG 111 Writing Sentences & Paragraphs	OR
ENG 117 Writing Essays	3
MTH 100 Essential Math Skills	OR
Appropriate higher level math	3
CPS 105 Essentials of Computers	OR
CPS 110 Conquering the Digital Divide	2-3
ILC 130x What Does it Mean to be Human	4

Spring semester Year 1

COD 102 Corps of Discovery	1
ENG 117 Writing Essays	3
OR	
BUS 201 The Art of Thinking (if taken ENG 117)	3
MTH 105 Introduction to Algebra	OR
MTH 108 Elementary Statistics	OR
ELA Requirement (if taken MTH 108)	3
CPS 110 Conquering the Digital Divide	OR
ELA Requirement (if taken CPS 110)	3
COM 101 Fundamentals of Speech Communication	3

Chemistry

Faculty: **Jeremy Burkett**
 Chrissie Carpenter
 S. Diane Lund

The Bachelor of Arts degree is ideal for students seeking a strong foundation in chemistry, for graduate work in any field of chemistry, & for admission to the study of medicine, dentistry, or a number of pre-professional programs. The mathematics & physics requirements of this degree program are identical to those required by most medical schools. University students have been highly successful in gaining acceptance into professional & graduate programs. The strategy of the chemistry department is to provide a curriculum that will develop a general knowledge base, stimulate intellectual curiosity, & increase the student's skills in the chemical sciences.

All students majoring in chemistry are required for graduation to earn a grade of at least a "C" in all classes required for the major. In addition, chemistry majors must earn a "C" in all prerequisites prior to further study in the chemistry program.

Pre-Chemistry Major Preparation

Students entering the chemistry program must take a placement test. Placement tests are administered by the Center for Academic Excellence. These tests do not affect admission; however, the results are essential for proper placement in English & Mathematics classes. Students with strong high school backgrounds are urged to complete their basic preparation in mathematics during their freshman year. Students with weak mathematics preparation (as shown by placement test) should make up this deficiency by completing the appropriate courses prior to matriculation into the program. Chemistry majors should see their faculty adviser early to discuss degree requirements & plan their schedules.

Chemistry Major/Minor Program Objectives

1. Describe connections between science & other disciplines, & express the relevance of science to your daily life & health.

Fall semester Year 2

BUS 245 Students in Free Enterprise (SIFE)		1
BUS 260 Marketing		3
CPS 205 Spreadsheets		3
MTH 108 Elementary Statistics	OR	
Elective credits (if taken MTH 108)		3

Spring semester Year 2

BUS 201 The Art of Thinking	OR	
Elective credits (if taken BUS 201)		3
BUS 240 Management and Leadership		3
BUS 245 Students in Free Enterprise (SIFE)		1
ACC 201 Principles of Financial Accounting		3

Fall semester Year 3

ECN 201 Macroeconomics		3
ACC 202 Principles of Managerial Accounting		3
BUS 335 Commercial Law		3
BUS 245 Students in Free Enterprise (SIFE)		1
COM 301 The Art of Communication I		3
ILC 330x What is Truth		4

Spring semester Year 3

ECN 202 Microeconomics		3
BUS 245 Students in Free Enterprise (SIFE)		1
ENG 312 Writing for Business and Professions		3
ILC 350x What is Common Good		4
TRL 200 Fundamentals of Theology		3
Approved Business Elective		3

Fall semester Year 4

BUS 400 Financial Analysis		3
BUS 401 The Art of Leadership		3
Approved Business Elective		3
ELA Humanities		3

Spring semester Year 4

BUS 496 Commerce Integration		3
BUS 495 Internship		3
ELA Experimental Science		4
ELA Fine Arts		3
OR		
Elective Credits		3

2. Work effectively in groups, collaborate in team investigations, provide constructive feedback to peers, utilize constructive feedback from peers.
3. Distinguish between credible & non-credible sources of scientific information, interpreting information from credible sources accurately, drawing logical conclusions. Interpret laboratory data accurately, & draw logical conclusions.
4. Analyze scientific problems & questions, & design experiments to answer them, using the principles of the scientific method. Practice analytical laboratory skills.
5. Integrate fundamental scientific knowledge in the solution of scientific problems.
6. Communicate scientific information with clarity, accuracy, & conciseness, both orally & in writing. Critique scientific literature thoroughly, & consider the impact on the lay public of inaccurate or biased communication of scientific information.
7. Evaluate actual & hypothetical ethical issues related to science/technology, & argue convincingly on more than one side of a given issue, drawing upon scientific knowledge & personal belief systems.
8. Assess the impact of current & future technologies on human society & culture, & anticipate the magnitude of the social challenges ahead by proposing hypothetical public policy related to science/technology, & debating such hypothetical public policy with peers.

Chemistry Major (B.A.)

CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4
CHM 340 Physical Chemistry	4
CHM 350 Quantitative Analysis	4
CHM 401 Biochemistry I	4
CHM 402 Biochemistry II	4
CHM 499 Senior Thesis	1
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	5
MTH 242 Calculus II	5
PHS 241 Classical & Modern Physics I	4
PHS 242 Classical & Modern Physics II	4
Total credits for Chemistry Major	54

Chemistry Minor

CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4
CHM 340 Physical Chemistry	4
CHM 401 Biochemistry I	4
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	5
PHS 241 Classical & Modern Physics I	4
PHS 242 Classical & Modern Physics II	4
Total credits for Chemistry Minor	40

Suggested Course Sequence Chemistry Major

Fall semester Year 1

CHM 111 General Chemistry I	4
MTH 241 Calculus I	5

Spring semester Year 1

CHM 112 General Chemistry II	4
MTH 242 Calculus II	5

Fall semester Year 2

CHM 261 Organic Chemistry I	4
MTH 252 Statistical Methods for the Sciences	3
CHM 340 Physical Chemistry (or Year 3)	3

Spring semester Year 2

CHM 262 Organic Chemistry II	4
CHM 350 Quantitative Analysis (or Year 3)	4

Fall semester Year 3

PHS 241 Classical & Modern Physics I (or year 2)	4
--	---

Spring semester Year 3

PHS 242 Classical & Modern Physics II (or year 2)	4
---	---

Fall semester Year 4

CHM 401 Biochemistry I	4
------------------------	---

Spring semester Year 4

CHM 402 Biochemistry II	4
CHM 499 Senior Thesis	1

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Computer Science

Faculty: **Danyell Bickel**
 James Croft
 Nick Doulas
 Jim Gretch
 Lyndon Marshall

UGF offers a leading edge major in computer science emphasizing the field of informatics—the way in which organizations employ computers to manage information. The major was developed from model curricula from the AITP (Association for Information Technology Professionals) and the ACM (Association for Computing Machinery). The curriculum trains students to be programmers, systems analysts, database administrators, network administrators, and information systems managers. Students enrolling in the curriculum will learn systems, systems analysis, e-business, networking, programming, software design, project management, and computer architecture.

Career Preparation

University students in Computer Science have consistently demonstrated success in their professional careers. Many have been successful with industry leaders such as Novell and Intel. Many have successfully obtained advanced degrees in Information Systems, Computer Science, and Business Administration. Others have performed consistently well on professional certifying exams, including those from the ICCP (Institute for Certification of Computer Professionals), from professional organizations such as CompTIA (Computer Trades Industry Association), and from commercial providers such as Microsoft.

In addition to the major in Computer Science, UGF also offers a minor in Computer Science and a concentration in Computer Graphics. The concentration in Computer Graphics provides students with background in the major fields of application within graphics. This includes animation, multimedia, web development, image manipulation, and desktop publishing.

Computer Science Major/Minor Program Objectives

1. Appraise the structure and organization of popular software development languages.

2. Apply software documentation.
3. Apply software problem solving methods.
4. Apply structured programming principles
5. Apply software design heuristics.
6. Apply the relational model
7. Organize systems to make use of logical and physical data independence.
8. Organize data into the 1st, 2nd, and 3rd normal forms.
9. Use keys, foreign keys, secondary keys, primary keys and candidate keys to implement maximally effective data organization.
10. Appraise the phases of the systems design life-cycle.
11. Appraise the role of methodologies in both analysis and design.
12. Show how to use systems analysis tools such as data flow diagramming and data dictionaries.
13. Develop a requirement document.
14. Interpret and appraise ways in which the social, economic and organizational needs of business entity can be reconciled to the functional characteristics of technology.
15. Evaluate when technological solutions are appropriate and when technological solutions are not appropriate.
16. Appraise different physical network organizations.
17. Appraise the role of protocols in networking.
18. Show use of the OSI Reference Model.
19. Appraise the various physical components of a network.
20. Appraise the major operating characteristics of different major network operating systems.
21. Appraise the elements of the Von Neumann architecture.
22. Name the characteristics of non-Von Neumann architectures.
23. Discuss how memory is managed inside computer systems.
24. Discuss the working of interrupt processing and direct memory access.
25. Show how to use elementary machine and assembly language programming.
26. Appraise the social implications of the technology that they use.
27. Appraise the impact that technologies have on personal privacy.
28. Appraise the ethical implications of new technologies.

Computer Science Major (B.S.)

CPS 120 Concepts of Information Processing	3
CPS 201 Database Fundamentals	3
CPS 210 Computer Network Fundamentals	3
CPS 234 Social and Legal Issues in Computing	3
CPS 270 Introduction to Programming	3
CPS 300 Systems Analysis and Design	3
CPS 310 Digital Computer Fundamentals	3
CPS 330 Operating Systems Theory	3
CPS 370 Advanced Programming	3
CPS 450 Advanced Networking	3
CPS 498 Senior Seminar	3
Approved elective	3
Total credits for Computer Science Major	36

Approved Electives Computer Science Major

CPS 325 Operating Systems File Management	3
CPS 410 Hardware and Software Configuration	3
CPS 440 Information Management	3

Computer Science Minor

CPS 120 Concepts of Information Processing	3
CPS 201 Database Fundamentals	3
CPS 210 Computer Network Fundamentals	3
CPS 234 Social and Legal Issues in Computing	3
CPS 270 Introduction to Programming	3
CPS 300 Systems Analysis and Design	3
CPS 310 Digital Computer Fundamentals	3
Total credits for Computer Science Minor	21

Computer Graphics Concentration

Computer graphics are everywhere – from the internet to the latest computer generated images that are part of our movies. The need for trained professionals who can develop graphics, animate them, and integrate them into documents and web pages continues to grow at an astounding rate. The concentration in Computer Graphics will prepare students to work with the latest graphics design and implementation software. Students will learn digital photography, multimedia techniques, web development, desktop publishing, and animation.

CPS 230 Digital Image Manipulation	3
CPS 233 Desktop Publishing	3
CPS 346 Web Programming	3
CPS 361 Intro to 3D Animation	3
CPS 446 Advanced Multimedia	3
ART 485 Career Seminar	
	OR
Approved elective	3
Total credits for Computer Graphics Concentration	18

Approved Electives in Computer Graphics

Any 300 level or above Art and/or Computer Graphic course.

Suggested Course Sequence Computer Science Major

Fall semester Year 1

CPS 110 Conquering the Digital Divide	3
---------------------------------------	---

Spring semester Year 1

CPS 120 Concepts of Information Processing	3
--	---

Fall semester Year 2

CPS 201 Database Fundamentals	3
CPS 210 Computer Networking Fundamentals	3
CPS 234 Social and Legal Issues In Computing	3

Spring semester Year 2

CPS Elective	3
--------------	---

Fall semester Year 3

CPS 270 Introduction to Programming	3
CPS 300 Systems Analysis and Design	3

Spring semester Year 3

CPS 310 Digital Computer Fundamentals	3
CPS 370 Advanced Programming	3

Fall semester Year 4

Electives/Core

Spring semester Year 4

CPS 330 Operating Systems Theory	3
CPS 450 Advanced Networking	3
CPS 498 Senior Seminar	3

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Criminal Justice

Faculty: Gail Belfert
Craig Ganster

The Criminal Justice program at the University prepares students for careers in law enforcement, probation and parole, and corrections. The objective of the major is to provide the student with an overall perspective of local, state, and national law enforcement and criminal justice systems. The program emphasizes the sociological underpinnings of the field of criminal justice. An emphasis is placed on the helping nature of these professions, and students become familiar with the appropriate roles and responsibilities of the criminal justice professional. Students who graduate in criminal justice are well prepared for the professional roles and responsibilities they seek. Students may enter careers in law enforcement, corrections, probation, parole, or private security as well as graduate studies in criminal justice, sociology, law, and other human service disciplines.

Criminal Justice Major/Minor Program Objectives

1. Identify and define “key” terms utilized within the criminal justice discipline
2. Describe and discuss the applicable major theories involved in the criminal justice discipline.
3. Describe and discuss the applicable historical development and evolution of the criminal justice field.
4. Interpret, appraise, and evaluate contemporary literature of the criminal justice discipline.
5. Demonstrate professional behavior by taking examinations when scheduled: e.g., turning in papers when due and regular class attendance.
6. Effectively communicate knowledge into writing by preparing reports, subject related papers and/or essay questions.
7. Effectively research issues, trends, and history of the criminal justice field/discipline.
8. Recognize ethical dilemmas within the criminal justice system, and be able to interpret what would be the proper course(s) of action.
9. Discuss and identify the different areas within civil law and procedures involved in civil law suits.
10. Effectively communicate through written and

- verbal presentations historical developments of the correctional system and theories behind punishment.
11. Recognize and discuss how personal and cultural differences affect behavior and communication in American society
 12. Evaluate and distinguish current social science research methodology through hypothesis development, analysis of findings, and to compare and contrast types of social research methods.
 13. Apply “key” terms utilized within the criminal justice discipline and apply the research and literature of the discipline demonstrating an upper-level scholarly ability.

Criminal Justice **Major (B.S.)**

(Students are required to complete a minor or concentration

CRJ 100 Introduction to Criminal Justice System	3
CRJ 211 Introduction to Law	3
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	3
CRJ 306 Criminology	3
CRJ 308 Juvenile Delinquency	3
CRJ 371 Corrections	3
HSV 241 Human Relations in Society	3
SOC 304 Sociology of Deviant Behavior	3
SCS 312 Social Research Methods & Applied Statistics	4
Approved electives	3-4
Total credits for	
Criminal Justice Major	34-35

Criminal Justice Minor

CRJ 100 Introduction to Criminal Justice System	3
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	3
CRJ 306 Criminology	OR
CRJ 308 Juvenile Delinquency	3
SOC 304 Sociology of Deviant Behavior	3
Approved electives	6
Total credits for	
Criminal Justice Minor	21

Criminal Justice Associate Degree (A.S.)

CRJ 100 Introduction to Criminal Justice System	3
CRJ 161 Introduction to Law Enforcement	3
CRJ 211 Introduction to Law	3
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	3
CRJ 306 Criminology	OR
CRJ 308 Juvenile Delinquency	3
SOC 304 Sociology of Deviant Behavior	3
Approved elective	3

Total credits for Criminal Justice Associate Degree

24

Approved Electives

FSC 201 Introduction to Forensic Sciences	3
FSC 300 Physical Evidence	3
PLS 370 Constitutional Law	3
HSV 394 Casework Methods and Practices	3
HSV 397 Field Projects	3
HSV 494 Case Management for Human Services	3
HSV 495 Internship	1-15
SCS 312 Social Research Methods & Applied Statistics (minor only)	4
SOC 372 Camp Sky Child	3
Any CRJ course	

Addictions Counseling Concentration

(only available with a major in Criminal Justice, Psychology or Sociology)

ADC 145 Addiction Theory	3
ADC 146 Pharmacology	3
ADC 164 Record Documentation	3
ADC 174 Cultural and Clinical Issues	3
ADC 261 Assessment in Addictions	3
HSV 326 Ethics in Human Services	3
PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 498 Group Counseling	3

Total credits for Addictions Counseling Concentration

27

Corrections Concentration

(only available with a major in Criminal Justice)

The Corrections concentration provides students with an in-depth review of the corrections subsystem of the Criminal Justice System. It emphasizes the agencies, personnel and historical foundations of the corrections process, including community-based corrections. Graduates in this concentration will be prepared for positions as adult/juvenile probation and parole officers, correctional officers, youth workers, victim-witness advocates, and community corrections workers.

CRJ 309 Juvenile Justice and the Youthful Offender	OR	
CRJ 365 Youth at Risk		3
CRJ 381 Techniques of Interviewing		3
CRJ 445 Probation and Parole		3
CRJ 446 Victimology		3
CRJ 471 Correctional Alternatives		3
HSV 394 Casework Methods and Practices		3
HSV 494 Case Management for Human Services		3
Total credits for Corrections Concentration		21

Forensic Investigation Concentration

(only available with a major in Criminal Justice)

CRJ 161 Introduction to Law Enforcement	3	
CRJ 261 Patrol Operations and Procedures	3	
CRJ 451 Criminal Investigation	3	
FSC 201 Introduction to Forensic Science	3	
FSC 300 Physical Evidence for Forensic Science	3	
FSC 301 Advanced Forensic Science I	3	
FSC 302 Advanced Forensic Science II	3	
FSC 430 Forensic Anthropology	3	
Total credits for Forensic Investigation Concentration		24

Three credits of the course work in the concentration may be applied to elective requirements in the Criminal Justice major.

Human Services Concentration

(only available with a major in Criminal Justice, Psychology, or Sociology)

HSV 241 Human Relations in Society	3
HSV 262 Introduction to Rehabilitative Services	3
HSV 326 Ethics in Human Services	3
HSV 394 Casework Methods and Practices	3
HSV 494 Case Management for Human Services	3
Approved electives	6
Total credits for Human Services Concentration	21

Approved Electives for Human Services Concentration

ADC 145 Addiction Theory	3
CRJ 365 Youth at Risk	3
CRJ 446 Victimology	3
HSV 397 Field Projects	3
HSV 495 Internship	1-15
SOC 354 Minorities	3

Law Enforcement Concentration

(only available with a major in Criminal Justice)

The Law Enforcement concentration provides students with an in-depth review of the law enforcement subsystem of the Criminal Justice System. It emphasizes both the classroom and field experience in preparing graduates for entry-level positions in law enforcement at the federal, state and local level.

CRJ 161 Introduction to Law Enforcement	3
CRJ 261 Patrol Operations and Procedures	3
CRJ 361 Community Policing	3
CRJ 381 Techniques of Interviewing	3
CRJ 451 Criminal Investigation	3
CRJ 461 Police Management	3
HSV 397 Field Projects	3
Total credits for Law Enforcement Concentration	21

Suggested Course Sequence

Criminal Justice Major/Minor/Concentrations

Fall semester Year 1

CRJ 100 Introduction to Criminal Justice System 3

Spring semester Year 1

Core

Fall semester Year 2

CRJ 211 Introduction to Law 3

Spring semester Year 2

CRJ 231 Criminal Law 3

Fall semester Year 3

CRJ 251 Criminal Evidence and Procedure 3

CRJ 306 Criminology 3

Spring semester Year 3

CRJ 308 Juvenile Delinquency 3

Fall semester Year 4

CRJ 371 Corrections 3

Spring semester Year 4

Electives

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Elementary Education

Faculty:

Ann Bartell

Porter Coggins

Joe Fontana

Penny Hughes-Briant

Jann Leppien

Tom Raunig

Angel Turoski

For the person who likes children, few career options offer more challenging and rewarding opportunities than elementary teaching. Nurturing the learning of grade school children serves not only children, but their parents and society as well. Elementary teachers must receive sound preparation to be prepared for opportunities to influence the lives of others so profoundly.

The program at the University prepares prospective elementary teachers for successful teaching at all grade levels by providing thorough and balanced training in both teaching methods and content knowledge. Of the 90 credits required for the Elemen-

tary Education major, 19 credits apply to the University Core. Furthermore, at least 10 credits from either the University Core or the major requirements may be applied to the Communication Arts, Mathematics, Science, or Social Science concentrations. Thus, with careful planning, students can complete the degree with one of these concentrations with 128 credits.

Students choosing other minors or concentrations may need more than 128 credits to complete their program; however, some of these other concentration areas, specifically, Gifted and Talented Education, and Reading Instruction or the Special Education major may provide the student enhanced teaching credentials.

Elementary Education Program Objectives

Students who earn a major in Elementary Education will:

1. Apply the central concepts, as outlined in Montana's student content and performance standards, tools of inquiry, and the structures of content for students across grades K-8 to develop meaningful learning experiences that develop students' competence in subject matter and skills.
2. Demonstrate a high level of competence in the use of English language arts and know, understand, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.
3. Use the fundamental concepts in the subject matter of science, including physical, life, and earth and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.
4. Use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.

5. Use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

6. Use – as appropriate to their own understanding and skills – the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;

7. Use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practices of skills that contribute to health enhancement; and

8. Use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences.

Course requirements may change without prior notice to students due to PEPPS rules in the Office of Public Instruction. A Praxis test may be required for some majors and minors at the request of the Office of Public Instruction for licensure.

Elementary Education Major (B.A.)

(completion of approved concentration required)

EDU 200 Orientation to Professional Education	3
EDU 202 Introduction to Gifted Education	2
EDU 244 Instructional Technology	2
EDU 260 Multicultural Education	3
EDU 261 Introduction to Exceptionalities	3
EDU 284 Cognitive Psychology Applied to Learning	4
EDU 315 Assessment of Learning	2
EDU 341 Methods in Elementary Science	2
EDU 342 Methods in Elementary Social Studies	2
EDU 352 Methods in Elementary Mathematics	2
EDU 353 Methods in Elementary Art	2
EDU 356 Methods in Communication Arts I	2
EDU 357 Methods in Communication Arts II	3
EDU 370 Children's Literature	3
EDU 462 PPIE Elementary	2
EDU 472 PPIE Middle School	2
EDU 489 Student Teaching Seminar	2
EDU 490 Elementary Student Teaching	10

Other Required Coursework

BIO 110 The Living Environment	4
GSC 101 Fundamentals of Physical Science	4
GSC158 History of Science	4
HST 203 U.S. History I	3
HST 204 U.S. History II	3
HST 230 World and Regional Geography	3
HPE 188 Personal Health	3
HPE 300 Strategies in Health Enhancement	3
MTH 108 Elementary Statistics	3
MTH 255 Math for Elem Teachers I	3
MTH 256 Math for Elem Teachers II	3
MUS 250 Elementary School Music	2

**Total credits for
Elementary Education Major 89**

Elementary education students completing an Art minor, an HPE minor, a Reading Instruction concentration, or a Special Education major will receive a K-12 endorsement for that subject area and therefore must substitute EDU 482 PPIE Secondary for EDU 472 PPIE Middle School and complete the following additional courses, raising their total for the major to 94 credit hours:

EDU 338 Teaching Reading in the Content Area	2
EDU 430 Secondary Teaching Procedures	2
Total for Elementary Education with a K-12 endorsed concentration	93

Elementary Education majors must take an approved concentration or complete a second major in Special Education. The following are available options:

- Art concentration
- Communication Arts concentration
- Gifted and Talented Education concentration
- Health and Physical Education concentration
- Mathematics concentration
- Reading Instruction concentration
- Science concentration
- Social Science concentration
- Special Education concentration

Suggested Course Sequence

Elementary Education Major

Selection of concentration may require student teaching during the fifth year.

Fall semester Year 1

ENG 111 Writing Sent. & Paragraphs	OR	
ENG 117 Writing Essays		3
HST 203 United States History I		3
CPS 110 Conquering the Digital Divide		3
COM 101 Fundamentals of Speech Communications		3
MTH 100 Essential Math Skills		3
ART or MUSIC		3

Spring semester Year 1

ENG 117 Writing Essays (if not completed)	3
EDU 200 Orientation to Professional Education	3
HST 204 United States History II	3
EDU 244 Instructional Technology	2
HPE 188 Personal Health	3
MTH 108 Elementary Statistics	3

Fall semester Year 2

MTH 110 Precalculus I	4
BIO 110 The Living Environment	4
EDU 261 Into to Exceptionalities	3
EDU 284 Cognitive Psychology Applied to Learning	4
MTH 255 Math for Elementary Teachers I	3

Spring semester Year 2

MTH 256 Math for Elementary Teachers II	3
EDU 260 Multicultural Education	3
HPE 300 Strategies In Health Enhancement Physical Science Course	3 4
Concentration or minor course	3
Fall semester Year 3	
EDU 202 Intro to Gifted Education	2
EDU 315 Assessment of Learning	2
EDU 341 Methods in Elementary Science	2
EDU 356 Methods in Communication Arts I	2
EDU 462 PPIE Elementary	2
Concentration or minor course	3
Elective	3
Spring semester Year 3	
EDU 342 Methods in Elementary Social Studies	2
EDU 352 Methods in Mathematics	2
EDU 353 Methods in Elementary Art	2
EDU 357 Methods in Communication Arts II	3
HST 230 World and Regional Geography	3
Upper division writing course	3
Religion Course	3
Fall semester Year 4	
EDU 370 Children's Literature	3
EDU 472 PPIE Middle School	2
PHL 105 Humanities	3
SOC 110 Real World: Intro to Sociology	3
GSC 158 History of Science	4
Religion Course	3
Concentration or minor course	3
Spring semester Year 4	
MUS 250 Elementary School Music	2
EDU 489 Student Teaching Seminar	10
EDU 490 Elementary Student Teaching	2

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Art Minor

ART 120 Studio Art Practice	4
ART 122 Drawing I	3
ART 280 Art History: Ancient through Medieval I	3
ART 281 Art History: Renaissance through Modern	3
Approved electives	9
Total credits for Art Minor	22

Communication Arts Concentration

(only available with a major in Elementary Education)

COM 101 Fundamentals of Speech Communication	3
EDU 370 Children's Literature	3
EDU 338 Teaching Reading in the Content Area	2
ENG 117 Writing Essays	3
ENG 215 Introduction to Literary Studies	3
ENG 300-319 One upper division writing course	3
Elective Credits	3
Total credits for Communication Arts Concentration	20

Approved Electives:

EDU 302 Lit for Young Adults	3
EDU 336 Developing Emergent Literacy	3
EDU 368 Language Development	3
EDU 441 Remedial Reading	3

Gifted and Talented Education Concentration

(only available with a major in Elementary Education or Secondary Education)

EDU 202 Introduction to Gifted Education	2
EDU 312 Social and Emotional Components of Giftedness	3
EDU 313 Developing Gifted and Talented Programs	3
EDU 384 Creative and Critical Thinking	3
EDU 397 Field Experience in Gifted Education	3
EDU 410 Curriculum Differentiation Strategies or Talent Development	3
Approved elective	3
Total credits Gifted and Talented Education Concentration	20

Health and Physical Education Minor

(only available with a major in Elementary Education or Secondary Education)

BIO 103 Structure and Function of the Human Body	4
HPE 188 Personal Health	3
HPE 210 Hist, Phil, and Soc of HPE and Rec.	2
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 312 Methods in Physical Education and Sports	3
HPE 330 Assessment in HPE	2
HPE 415 Kinesiology and Applied Anatomy	2
HPE 485 Physiology of Exercise	2
Elective Credits	2
Total credits for Health and Physical Education Minor	25

Approved Electives:

HHP 201 Safety, first aid, and CPR	
HHP 202 Racquet and indiv. Sports	
HHP 203 Team Sports	
HHP 260 Sports Psychology	
HHP 281-290 Coaching Specific and/or team sports	
HHP 350 Coaching Certification	

Mathematics Concentration

(only available with a major in Elementary Education)

EDU 338 Teaching Reading in the Content Area	2
MTH 108 Elementary Statistics	3
MTH 110 Precalculus I	4
MTH 120 Precalculus II	4
MTH 177 Discrete Mathematics	OR
PHL 210 Thinking Logically	3
MTH 241 Calculus I	5
Total credits for Mathematics Concentration	21

Reading Instruction Concentration

(only available with a major in Elementary Education or Secondary Education)

EDU 302 Literature for Young Adults	1
EDU 336 Developing Emergent Literacy	1
EDU 338 Teaching Reading in the Content Area	2
EDU 356 Methods in Comm Arts I	2
EDU 357 Methods in Comm Arts II	3

EDU 362 Learning Disabilities	3
EDU 364 Preschool Child at Risk	2
EDU 368 Language Development	2
EDU 370 Children's Literature	3
EDU 441 Remedial Reading	2
EDU 442 Practicum in Reading	2
EDU 493 Specialized Student Teaching - Reading Instruct.	6

Total credits for Reading

Instruction Concentration 29

Science Concentration

(only available with a major in Elementary Education)

BIO 102 Fundamentals of Life Science	4
EDU 338 Teaching Reading in the Content Area	2
GSC 121 Earth and Space Science	4
GSC 158 History of Science	4
GSC 230 Meteorology and Oceanography	3
Elective Credits	6

Total credits for

Science Concentration 23

Approved Electives

GSC 210 Geology and Paleontology	
GSC 220 Astronomy	
BIO 111 Environmental Geology	
BIO 200 Ecology	

Social Science Concentration

(only available with a major in Elementary Education)

EDU 338 Teaching Reading in the Content Area	2
HST 101 World Civilization I	3
HST 102 World Civilization II	3
HST 203 United States History I	3
HST 204 United States History II	3
HST 230 World and Regional Geography	3
HST 392 Native American History	3
Elective Credits	3

Total credits for

Social Science Concentration 23

Approved Electives

ART 280 Art History: Ancient through Medieval	
ART 281 Art History: Renaissance through Modern	
PLS 150 American Government	
PLS 250 State and Local Government	
HST 360 Montana and the West	

Special Education Concentration

(only available with a major in Elementary Education)

EDU 202 Intro to Gifted Ed	2
EDU 261 Intro to Exceptionalities	3
EDU 362 Learning Disabilities	3
EDU 363 Emotional Behavioral Disorders	3
EDU 364 The Preschool Child at Risk	2
EDU 368 Language Development	2
EDU 395 Field Experience in Special Ed	1
EDU 441 Remedial Reading	2
CRJ 309 Juvenile Delinquency	3
Total credits for	
Special Education Concentration	21

Special Education Major (B.A.)

(Must be combined with a major in Elementary Education or Secondary Education)

Special education teachers provide the most specialized diagnostic and prescriptive teaching available for children aged three through twenty-one. Because of the intensive nature of their training, these very exceptional persons have been in continual demand in schools even in times of decreasing school enrollments. In the coming decade of increasing school-age population, the demand for special education teachers promises to be even greater. Not only can prospective teachers of exceptional individuals expect a wide choice of positions and feel justifiable pride in being on the cutting edge of the teaching profession, but they can also experience the satisfaction of demonstrably aiding children whom others cannot help.

EDU 202 Introduction to Gifted Education	2
EDU 355 Developmental Disabilities	3
EDU 361 Assessment of Students with Disabilities	3
EDU 362 Learning Disabilities	3
EDU 363 Emotional and Behavioral Disabilities	3
EDU 364 The Preschool Child at Risk	2
EDU 368 Language Development	2
EDU 388 Transition and Vocational Issues with Disabilities	2
EDU 420 Policies & Proc in Special Education	2
EDU 441 Remedial Reading	2
EDU 461 Curriculum of Special Education	3
EDU 496 Specialized Student Teaching - Special Education	6
Total credits for	
Special Education Major	33

English

Faculty: Susan Ballance
 Curtis Bobbitt
 Jo Anne Church
 Aaron Parrett
 Joseph Simonsen
 Jo-Ann Swanson
 Raymond Whiteman

The English program emphasizes through literature and composition the distinctly humanizing influences of the past and present. Students majoring in English will strongly enhance their analytical abilities in both written and oral expression. The degree in English also prepares students for writing professionally in a number of different fields.

English graduates develop valuable skills and abilities for careers in business, communications, education, law, public relations, and many other fields. A degree in English, especially when combined with studies in other areas, prepares the student for a wide variety of careers and for advanced studies in numerous fields.

English Major/Minor Program Objectives

1. Students will creatively express original ideas in writing and speech through presentation of at least two of the following products: oral interpretation; writing poetry, fiction, or memoir; designing hypermedia.
2. Students will develop and complete effective written products, alone and collaboratively, by using various strategies of invention, organization, revision, editing, and publication for at least two of the following audiences: classmates, the university community, professionals, and the public.
3. Students will develop criteria and evaluate from a personal perspective, in written or oral form, any work of literature in English for various audiences, including scholars, the public, and children.
4. Students will analyze and evaluate any work of literature by applying a variety of literary critical approaches, including but not limited to historicism, formalism, reader-response, feminism, Marxism, and deconstruction.
5. Students will explicate in written and oral

forms passages from traditional and non-traditional works of poetry, drama, fiction, film, and non-fiction prose.

6. Students will objectively analyze language by examining the grammatical, phonetic, semantic, and historical characteristics of the language.

7. Students will explain the different religious and spiritual foundations of human actions as represented in literary works, recognizing and discussing diverse perspectives, both majority and minority.

English Major (B.A.)

ENG 209 Introduction to Creative Writing		3
ENG 215 Introduction to Literary Studies		3
ENG 220 Introduction to Literary Criticism		3
9 Literature Credits from the Following:		
ENG 320 British Literature I (through 1800)		3
ENG 321 British Literature II (1800 - Present)		3
ENG 322 American Literature I (1620-1861)		3
ENG 323 American Literature II (1861 - Present)		3
ENG 324 World Literature		3
ENG 247 Grammar	OR	
ENG 346 Introduction to Linguistics		3
ENG 360 Shakespeare's Tragedies	OR	
ENG 361 Shakespeare's Comedies and History Plays		3
Three upper level writing courses (ENG 300-319)		9
Two 300 level Literature Electives		6
ENG 499 Senior English Paper		1
Total credits for English Major		40

English Minor

6 Credits from the Following:

ENG 209 Introduction to Creative Writing	3
ENG 215 Introduction to Literary Studies	3
ENG 220 Introduction to Literary Criticism	3

6 Literature Credits from the Following:

ENG 320 British Literature I (through 1800)	3
ENG 321 British Literature II (1800 - Present)	3
ENG 322 American Literature I (1620-1861)	3
ENG 323 American Literature II (1861 - Present)	3
ENG 324 World Literature	3

ENG 247 Grammar	OR	
ENG 346 Introduction to Linguistics		3
ENG 360 Shakespeare's Tragedies	OR	
ENG 361 Shakespeare's Comedies and History Plays		3
Two upper level writing courses (ENG 300-319)		6
One 300 level Literature course		3
Total credits for English Minor		27

Suggested Course Sequence English Major

Fall semester Year 1

ENG 117 Writing Essays 3

Spring semester Year 1

ENG 215 Introduction to Literary Studies 3

Fall semester Year 2

ENG 247 Grammar (or Year 3) 3

ENG 320 British Literature I (or Year 3) 3

ENG 346 Introduction to Linguistics (or Year 3) 3

ENG 300-319 Upper level writing course 3

Spring semester Year 2

ENG 321 British Literature II (or Year 3) 3

ENG 360 Shakespeare's Tragedies (or year 3) 3

OR

ENG 361 Shakespeare's Comedies
& History Plays (or Year 3) 3

ENG 300-319 Upper level writing course 3

Fall semester Year 3

ENG 300-319 Upper level writing course 3

ENG 322 American Literature I (if not taken) 3

ENG 360 Shakespeare's Tragedies (if not taken) 3

OR

ENG 361 Shakespeare's Comedies
& History Plays (if not taken) 3

Spring semester Year 3

ENG 323 American Literature II (if not taken) 3

ENG 300/400 Literature elective 3

Fall semester Year 4

ENG 300/400 Literature elective 3

Spring semester Year 4

ENG 499 Senior English Paper 1

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program. Although the student may defer some of the upper level courses for one year, the department recommends that students take courses only offered in alternating years beginning in the Sophomore Year to avoid the possibility of missing a needed rotation.

Forensic Sciences

Faculty: Arthur Alt
Nate Bickford
Craig Ganster
S. Diane Lund

Forensic Sciences is the application of scientific principles to matters defined by civil and criminal law. It is a compilation of all the hard core sciences, including the fields of chemistry, biology, physics, geology, and mathematics in the solving of crimes by the evidence left behind at a crime scene. All three of the major tracks and the minor are designed to prepare students with a strong scientific background directed to the recognition, identification, individualization, and evaluation of physical evidence. The major tracks are directed to preparing the student to work either as a crime scene investigator or in a laboratory environment, or to continue their education at the graduate school level. As such, the majors, minor and concentration focuses on the main elements of criminalistics, including analysis of blood, fibers, glass, paint, soils, hair, and the fields of toxicology, DNA analysis, serology, forensic anthropology, human pathology, and numerous other areas germane to the scientific study of evidence. The concentration in the area focuses on assisting those students who want to primarily go into law enforcement as a police officer to be able to use science in the process of solving crimes but do not want to become immersed in the required sciences.

Forensics Major/Minor

Program Objectives (all tracks)

1. Describe connections between science and other disciplines, and express the relevance of science to daily life and health.
2. Work effectively in groups, collaborating in team investigations as well as providing constructive feedback to peers, utilizing constructive feedback from peers, and developing self-assessment skills.
3. Interpret scientific information accurately, drawing logical conclusions. Interpret laboratory data accurately, and draw logical conclusions.

4. Practice analytical laboratory skills. Critique scientific literature thoroughly, and distinguish between credible and non-credible scientific information. Analyze the experiments of other scientists.
5. Integrate fundamental scientific knowledge in the solution of scientific and criminal problems, making use of crime scene investigation techniques, evidence collection and preservation methods, and proper techniques of data gathering and analysis.
6. Communicate scientific information with clarity, accuracy, and conciseness, both orally and writing. Critique scientific literature thoroughly, and consider the impact on the lay public of inaccurate or biased communication of scientific information.
7. Evaluate actual and hypothetical ethical issues related to science technology, and argue convincingly on more than one side of a given issue, drawing upon scientific knowledge and personal belief systems.
8. Evaluate the impact of current technologies on human society and the environment, and consider the questions and problems society will face as technology advances.

For the Forensic Sciences program, there are three possible tracks: Forensic Sciences for students wanting to be crime scene investigators, to law school or to graduate school, or work outside of a laboratory field mandating extensive chemistry or biology backgrounds (such as Forensic Anthropology or Fingerprint Analysis); Forensic Chemistry for working in laboratory environments dealing with chemistry problems; Forensic Biology for working in laboratory environments specializing in biology problems, particularly DNA analysis.

Forensic Biology Track (B.S.)

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 211 General Zoology	OR
BIO 280 Microbiology	4
BIO 212 General Botany	4
BIO 311 Genetics	4
BIO 499 Senior Thesis	OR
FSC 499 Senior Seminar	1
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4

CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4
CHM 401 Biochemistry I	4
CRJ 100 Intro. to Criminal Justice System	3
FSC 201 Intro. to Forensic Sciences	3
FSC 300 Physical Evidence (with lab)	3
FSC 301 Adv. Forensic Science I (w/ lab)	3
FSC 302 Adv. Forensic Science II (w/ lab)	3
FSC 340 Forensic Biology & Microscopy	3
MTH 241 Calculus I	5
MTH 252 Statistical Methods for the Sciences	3
CRJ 231 Criminal Law	3
Approved FSC BIO electives	12

Total credits for

Forensic Biology Track 82

Approved Forensic Biology Electives

BIO 241 Anatomy & Physiology I	AND
BIO 242 Anatomy & Physiology II	4
<i>(as a block for 4 credits towards elective requirements in Forensic Biology)</i>	
BIO 392 Special Topics in Biology	1-4
BIO 400 Immunology	4
BIO 405 Developmental Biology	4
BIO 411 Cell Biology	4
BIO 420 Virology	4
BIO 424 Ecology	3
BIO 490 Research in Biology	1-4
CHM 402 Biochemistry II	4
FSC 350 Forensic Chemistry	3
FSC 392 Special Topics in Forensics	1-3
FSC 430 Forensic Anthropology	3
FSC 495 Student Internship	1-15
PHS 241 Classical & Modern Physics I	AND
PHS 242 Classical & Modern Physics II	4
<i>(as a block for 4 credits towards elective requirements)</i>	

Forensic Chemistry Track (B.S.)

BIO 151 General Biology I	4
BIO 152 General Biology II	4
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4
CHM 340 Physical Chemistry	4
CHM 350 Quantitative Analysis	4
CHM 401 Biochemistry I	4
CHM 402 Biochemistry II	4
CHM 499 Senior Thesis	1
FSC 499 Senior Seminar	1
CRJ 100 Intro. to Criminal Justice System	3
FSC 201 Intro. to Forensic Sciences	3
FSC 300 Physical Evidence (with lab)	3
FSC 301 Adv. Forensic Science I (w/ lab)	3
FSC 302 Adv. Forensic Science II (w/ lab)	3
FSC 350 Forensic Chemistry	3
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	5
MTH 242 Calculus II	5
PHS 241 Classical & Modern Physics I	4
PHS 242 Classical & Modern Physics II	4
CRJ 231 Criminal Law	3
Approved FSC CHM Electives	8
Total credits for Forensic Chemistry Track	91
<u>Approved Forensic Chemistry Electives</u>	
FSC 340 Forensic Biology & Microscopy	3
FSC 392 Special Topics in Forensic Science	1-3
FSC 430 Forensic Anthropology	3
FSC 495 Internship in Forensic Science	1-15

Forensic Sciences Track (B.S.)

BIO 151 General Biology I	4
BIO 152 General Biology II	4
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
CRJ 100 Intro. to Criminal Justice	3
CRJ 451 Criminal Investigation	3
FSC 201 Introduction to Forensic Sciences	3

FSC 300 Physical Evidence (with lab)	3
FSC 301 Adv. Forensic Science I (with lab)	3
FSC 302 Adv. Forensic Science II (with lab)	3
FSC 340 Forensic Biology & Microscopy	3
FSC 350 Forensic Chemistry	3
FSC 430 Forensic Anthropology	3
FSC 499 Senior Seminar	1
MTH 241 Calculus I	5
MTH 252 Statistical Methods for the Sciences	3
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	3

<u>And one of the following sets of courses:</u>	8-12
BIO 211 Zoology	4
BIO 251 Human Anatomy & Physiology I	4
BIO 252 Human Anatomy & Physiology II	4
OR	
CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4
Approved FSC electives	8
Total credits for Forensic Sciences Track	74-78

Forensic Sciences Minor

CRJ 100 Introduction to Criminal Justice System	3
FSC 201 Introduction to Forensic Sciences	3
FSC 300 Physical Evidence	3
FSC 301 Adv. Forensic Sciences I (with lab)	3
FSC 302 Adv. Forensic Sciences II (with lab)	3
CRJ 251 Criminal Evidence and Procedure	3
Approved FSC elective	3
Total credits for Forensic Sciences Minor	21

<u>Approved Forensic Science Electives:</u>	
CRJ 381 Techniques of Interviewing	3
CRJ 392 Special Topics in Criminal Justice	1-3
FSC 392 Special Topics in Forensic Science	1-3
FSC 430 Forensic Anthropology	3
FSC 495 Internship in Forensic Science	1-15

Forensic Investigation Concentration

(only available with a major in Criminal Justice)

CRJ 161 Intro. to Law Enforcement	3
CRJ 261 Patrol Operations & Procedures	3
CRJ 451 Criminal Investigations	3
FSC 201 Introduction to Forensic Sciences	3
FSC 300 Physical Evidence (with lab)	3
FSC 301 Adv. Forensic Science I (with lab)	3
FSC 302 Adv. Forensic Science II (with lab)	3
FSC 430 Forensic Anthropology	3

Total credits for Forensic Investigation Concentration

24

Suggested Course Sequence

Forensic Sciences Tracks

(for FSC BIO & FSC CHM tracks
see department advisors)

Fall semester Year 1

CHM 111 General Chemistry I	4
CRJ 100 Introduction to Criminal Justice System	3
FSC 201 Introduction to Forensic Sciences	3
MTH 241 Calculus I	5

Spring Semester Year 1

CHM 112 General Chemistry II	4
BIO 151 General Biology I	4
MTH 152 Statistical Methods for the Sciences	3

Fall semester Year 2

BIO152 General Biology II	4
BIO 211 Zoology	4

AND

BIO 251 Anatomy & Physiology I	OR	4
CHM 261 Organic Chemistry I		4
FSC 300 Physical Evidence		3

Spring Semester Year 2

BIO 252 Anatomy & Physiology II	OR	4
---------------------------------	----	---

OR

CHM 262 Organic Chemistry II		4
FSC 301 Adv. Forensic Science I		3
CRJ 251 Criminal Evidence & Procedure		3

Fall semester Year 3

CRJ 451 Criminal Investigation		3
FSC 302 Adv. Forensic Science II		3
FSC elective		3-4

Spring Semester Year 3

FSC 340 Forensic Biology & Microscopy		3
FSC electives		6-8

Fall semester Year 4

FSC 350 Forensic Chemistry		3
FSC electives		3-4

Spring Semester Year 4

FSC 430 Forensic Anthropology		3
FSC 499 Special project		1
FSC electives		3-4

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Health and Human Performance

Faculty: Gary Christopher
Tom Raunig
Traci Alexander
Rachel Brewer
Christine Kelly

The Health and Human Performance major program at the University allows the student to prepare for careers in the health and fitness industry. These include careers in corporate fitness, cardiac rehabilitation, city/county/state recreation, personal training, and coaching. With additional coursework, students may prepare for graduate study in Occupational Therapy, Athletic Training, or Exercise Sciences.

Health and Human Performance

Major Program Objectives

1. Understand the importance and influence of physical activity and exercise on health and be an advocate of physically active lifestyles as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases.
2. Demonstrate a sound foundational knowledge and understanding of the principles of biology, chemistry, physics, and nutrition, and an advanced understanding of human anatomy and physiology as they relate to responses and adaptations to physical activity and exercise.
3. Compare and contrast behaviors that impact psychosocial health within their lives.
4. Examine a variety of strategies to become skillful, lifelong movers.

5. Select and apply strategies of health and fitness literacy as a means to improve personal and community health and fitness.
6. Formulate procedures to manage and evaluate health and fitness programs.
7. Examine the impact of the spiritual health within their lives.

Health and Human Performance Major (B.S)

BIO 103 Structure and Function of the Human Body	4
CHM 101 Essentials of Inorganic Chemistry	4
HHP 201 Safety, First Aid and CPR	2
HHP 202 Racquet and Individual Sports	2
HHP 203 Team Sports	2
HHP 260 Sports Psychology	2
HHP 320 Exercise & Sports Nutrition	3
HHP 340 Ethics, Law, and Health/Fitness Professions	3
HHP 350 Coaching Certification	2
HHP 420 Kinesiology Lab	2
HHP 490 Physiology of Exercise Lab	2
HHP 495 Internship	3
HPE 188 Personal Health	3
HPE 210 History, Philosophy, and Sociology of HPER	2
HPE 215 Physical Education, Recreation, and Fitness Management	3
HPE 230 Adapted Physical Education	2
HPE 330 Assessment in Physical Education	2
HPE 405 Prevention and Care of Athletic Injuries	2
HPE 415 Kinesiology and Applied Anatomy	2
HPE 485 Physiology of Exercise	2
Choose 2 of the following	
HHP 281 Coaching Golf	1
HHP 282 Coaching Racquet Sports	1
HHP 283 Coaching Weight Training	1
HHP 284 Coaching Track/Field/Cross-Country	1
HHP 285 Coaching Wrestling	1
HHP 286 Coaching Baseball/Softball	1
HHP 287 Coaching Basketball	1
HHP 288 Coaching Football	1
HHP 289 Coaching Soccer	1
HHP 290 Coaching Volleyball	1

Total credits for the Health and Human Performance Major 51

Suggested Course Sequence **Health and Human Performance Major**

Year 1 Fall	
COD 101 Corps of Discovery	1
HPE 188 Personal Health	3
HHP 202 Racquet & Individual Sports	2
ENG 111 Writing Sentences and Paragraphs	3
ILC 130 Human:	4
MTH 100 Essential Math Skills	3
Year 1 Spring	
BIO 103 Structure and Function of the Human Body	4
ENG 117 Writing Essays	3
COD 102 Corps of Discovery	1
HHP 201 Safety, First Aid and CPR	2
HHP 203 Team Sports	2
MTH 105 Introduction to Algebra	3
Year 2 Fall	
CHM 101 Essentials of Inorganic Chemistry	4
COM 101 Fund of Speech Communications	3
CPS 105 Essentials of Computers	OR
CPS 110 Conquering the Digital Divide	3
HHP 281-290 Coaching	1
HPE 215 PE, Recreation & Fitness Mgmt	3
HPE 230 Adapted Physical Education	2
Year 2 Spring	
CPS 110 Conquering the Digital Divide	3
Exploring the Liberal Arts	OR
HHP 260 Sports Psychology	2
HHP 281-290 Coaching	1
HPE 210 History, Philosophy & Soc. of HPER	2
MTH 108 Elementary Statistics	3
TRL 200 Fund. of Christian Theology	3
Year 3 Fall	
Exploring the Liberal Arts	7
HHP 320 Exercise & Sports Nutrition	OR
HHP 340 Ethics, Law & Health/Fit Prof.	3
ILC 330: Truth:	4
Year 3 Spring	
ENG 300-319 Upper Division English	3
Exploring the Liberal Arts	OR
HHP 260 Sports Psychology	2-3
HHP 350 Coaching Certification	2
HHP 330 Assess. in Physical Education	2
HPE 405 Prevention & Care of Athletic Injuries	2
ILC 350: Good	

Year 4 Fall

Exploring the Liberal Arts	3
HHP 320 Exercise & Sports Nutrition	OR
HHP 340 Ethics, Law, & Health/Fitness Prof.	3
HHP 420 Kinesiology Lab	2
HHP 495 Internship	3
HPE 415 Kinesiology & Applied Anatomy	2

Year 4 Spring

HHP 350 Coaching Certification	2
HPE 405 Prevention and Care of Athletic Injuries	2
HHP 490 Physiology of Exercise Lab	2
HPE 485 Physiology of Exercise	2
HHP 495 Internship (if not taken)	3

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Health and Physical Education

Faculty:	Becky Acra
	Traci Alexander
	Christell Benson
	Julia Becker
	Gary Christopher
	Connie Cramer-Caouette
	Deborah Jenkins
	Christine Kelly
	Craig Madsen
	Cynthia Quarta
	Pamela Quinn
	Tom Raunig
	April Terry

The health and physical education teaching major program at the University allows the student to prepare for a career as a physical education instructor or coach in the school system.

Health and Physical Education
Minor/Major Program Objectives

1. Determine their health-enhancing behaviors through a cognitive process.
2. Compare and contrast behaviors that impact psychosocial health within their lives.

3. Plan physical fitness programs to improve personal health.
4. Examine a variety of strategies to become skillful, lifelong movers.
5. Select and apply strategies of health literacy as a means to improve personal and community health.
6. Formulate procedures to manage and evaluate health and physical education programs.
7. Examine the impact of the spiritual health within their lives.
8. Formulate a plan to use developmentally appropriate instruction in K-12 education programs.
9. Evaluate the overall effectiveness of K-12 health enhancement, intramurals, and extramural programs.

Health and Physical Education Major (B.A.)

(only available with a major in Elementary Education or Secondary Education)

BIO 103 Structure and Function of the Human Body	4
HPE 188 Personal Health	3
HPE 210 History, Philosophy & Sociology of Health, Physical Education and Recreation	2
HPE 215 Physical Education, Recreation, and Fitness Management	3
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 312 Methods in Physical Education and Sports	3
HPE 330 Assessment in Health and Physical Education	2
HPE 405 Prevention and Care of Athletic Injuries	2
HPE 415 Kinesiology and Applied Anatomy	2
HPE 485 Physiology of Exercise	2
Approved Electives	8
Total Credits for Health and Physical Education Major	36

Approved Health and Physical Education Electives

HHP 201 Safety, first aid, and CPR	2
HHP 202 Racquet and Individual Sports	2
HHP 203 Team Sports	2
HHP 260 Sports Psychology	2
HHP 281-290 Coaching:	1
HPE 252 Montana Officials Association Officiating Certificate Courses (Max of 3)	1

HHP 320 Exercise & Sports Nutrition	3
HHP 340 Ethics, Law and Health/Fitness Prof	3
HHP 350 Coaching Certification	2
HHP 420 Kinesiology Lab	2
HHP 490 Physiology of Exercise Lab	2

Health and Physical Education Minor

BIO 103 Structure and Function of the Human Body	4
HPE 188 Personal Health	3
HPE 210 Hist, Phil, and Soc of HPE and Rec.	2
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 312 Methods in Physical Education & Sports	3
HPE 330 Assessment in HPE	2
HPE 415 Kinesiology and Applied Anatomy	2
HPE 485 Physiology of Exercise	2
Elective Credits	2

Total credits for Health and Physical Education Minor

25

Approved Electives:

HHP 201 Safety, first aid, and CPR	2
HHP 202 Racquet and indiv. Sports	2
HHP 203 Team Sports	2
HHP 260 Sports Psychology	2
HHP 281-290 Coaching Specific and/or team sports	1
HHP 350 Coaching Certification	2

Suggested Course Sequence

Health and Physical Education Major

Fall semester Year 1

COD 101 Corps of Discovery	1
ENG 111 Writing Sentences & Paragraphs	3
HHP 202 Racquet & Individual Sports	2
HPE 188 Personal Health	3
ILC 130: Human:	4
MTH 100 Essential Math Skills	3
Spring semester Year 1	
BIO 103 Structure & Function of the Human Body	4
COD 102 Corps of Discovery	1
EDU 200 Orientation to Professional Education	3
ENG 117 Writing Essays	3
HPE 201 Safety, First Aid, and CPR	2
MTH 105 Introduction to Algebra	3

Fall semester Year 2

EDU 260 Multicultural Education	3
---------------------------------	---

COM 101 Fund of Speech Communications	3
MTH 108 Elementary Statistics	OR
CPS 110 Conquering the Digital Divide	3
HHP 281-290 Coaching	2
HPE 215 PE, Recreation and Fitness Management	3
HPE 230 Adapted Physical Education	2
HHP 252 MOA Officiating	1

Spring semester Year 2

CPS 110 Conquering the Digital Divide	OR
EDU 261 Intro to Exceptionalities	3
HPE 210 History, Phil & Sociology of HPER	2
TRL 200 Fund of Christian Theology	3
EDU 315 Assessment of Learning	OR
Exploring the Liberal Arts	3
HPE 300 Strat in Health Enhancement	OR
HHP 260 Sports Psychology	3
HHP 281-290 Coaching	1
EDU 244 Instructional Technology	2

Fall semester Year 3

EDU 261 Intro to Exceptionalities	OR
EDU 315 Assessment of Learning	3
Exploring the Liberal Arts	4
EDU 284 Cognitive Psych Applied to Learning	3
ILC 330: Truth:	4
HPE 300 Strategies in Health Enhancement	OR
HPE 312 Methods in Physical Education and Sport	3

Spring semester Year 3

ENG 300-319 Upper Division English	3
EDU 430 Secondary Teaching Procedures	2
EDU 472 PPIE Middle School	2
HPE 330 Assess in Health and Physical Education	2
HPE 350 Coaching Certification (or Spring Year 4)	2
HPE 405 Prevention and Care of Athletic Injuries	2
HPE 485 Physiology of Exercise	2

HHP 350 Coaching Certification	OR
HHP 201 Team Sports	OR
HHP 490 Physiology of Exercise Lab	2

Fall semester Year 4

Exploring the Liberal Arts	OR
HHP 420 Kinesiology Lab	2
EDU 482 PPIE High School	2
HPE 415 Kinesiology & Applied Anatomy	2
ILC 350: Good	4
EDU 338 Teaching Reading in the Content Area	2
HPE 312 Methods in Physical Educ. and Sport	OR
HPE 300 Strategies in Health Enhancement	3

Spring semester Year 4

EDU 489 Elem/Secondary Internship Seminar	2
EDU 498 Secondary Internship	10

History

Faculty: Vern Pedersen
Gary Wallace

The History curriculum most directly reflects and enhances intellectual inquiry and explores the past in an effort to illuminate the question of what it means to be human. Careful, impartial, and honest examination of the human story over time contributes to our understanding and appreciation of the collective experience of humankind.

The University offers liberal education “for living, and making a living,” and those electing to study history typically acquire preparation for an enriched life experience. Students who choose to major or minor in history will enhance their abilities to read and think critically and to discuss and write in a logical manner. Such skills are highly prized in the professional world. Many of our graduates complete the history curriculum in preparation for careers in teaching or law. Some have chosen to continue their studies at the graduate level, and others have gone on to diverse careers in the public and private sectors.

Courses transferred from other institutions may be approved at the discretion of the department. Students may apply a maximum of nine transfer credits to fulfillment of the approved electives requirement. Three credits of HST 495 Internship may be counted toward major requirements.

History Major/Minor Program Objectives

1. Assess the cause and effect relationships that inform and condition the human experience and reflect our shared humanity.
2. Acquired knowledge and understanding of historical origins and cause and effect relationships.
3. Acquire knowledge of a spectrum of social, political, economic, cultural, ideological, and religious phenomena in the context of their historical development and impact through time.
4. Identify different historical interpretations and perspective of the ways in which the past illuminates the present.

History Major (B.A.)

HST 101 History of Civilization I	3
HST 102 History of Civilization II	3
HST 203 United States History I	3
HST 204 United States History II	3
HST 360 Montana and the West	3
Approved History electives at the 300 level	15
HST 499 Senior Research Project	3
Total credits for History Major	33

History Minor

HST 101 History of Civilization I	3
HST 102 History of Civilization II	3
HST 203 United States History I	3
HST 204 United States History II	3
HST 360 Montana and the West	3
Approved history electives at the 300 level	6
Total credits for History Minor	21

Approved Electives for Majors and Minors

PLS 300 International Relations	3
PLS 305 Comparative Government	3
HST 321 Ancient History	3
HST 322 Medieval History	3
HST 342 The American Civil War	3
HST 345 The Constitution	3
HST 367 Renaissance and Reformation	3
HST 392 Special Topics in History	1-3
HST 495 Internship	1-15

Suggested Course Sequence

History Major

Fall semester Year 1

HST 101 History of Civilization I 3

Spring semester Year 1

HST 102 History of Civilization II 3

Fall semester Year 2

HST 203 United States History I 3

Spring semester Year 2

HST 204 United States History II 3

Elective 3

Fall semester Year 3

Electives 6

Spring semester Year 3

Electives* 6

Fall semester Year 4

Electives* 6

Spring semester Year 4

HST 499 Senior Research Project 3

**Instead of an approved elective, take HST 360, Montana and the West if offered this semester. This required course is offered Spring semesters, even years only.*

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Mathematics

Faculty: Richard Schoyen
Ken Mielke
Mike Attila
Cynthia Thomas

Mathematics as a discipline has universal applicability. Mathematics is a science created to understand the nature and the use of natural phenomena to improve human life. It is the simplest systematic discipline that human beings have created. To acquire a sound understanding and appreciation of it, one should learn its objectives and uses and the foundations of its present concepts and structure. It is necessary for all educated people to have some knowledge of mathematics and problem solving.

The mathematics program at the University is designed to provide students with an opportunity to develop their reasoning powers and problem solving skills. The goal of the program is to graduate students who are capable of logical thinking, independent research, and analysis. This goal is achieved by directing each student in a systematic study of mathematics. The University's small class size allows for a math seminar format which creates an atmosphere of shared learning among students and the instructor.

Participants in the mathematics program are expected to explore the application of mathematics in other disciplines and career fields. Therefore, in addition to the requirements for a Bachelor's degree outlined in this catalog, each University of Great Falls mathematics major must also complete the requirements for a minor or second major. The student, in coordination with his/her advisor, should decide on a minor or second major and a strategy for completing those requirements early in their program of study.

Goals of the Mathematics Major

In keeping with the university's mission statement, the mathematics program seeks to provide students with a liberal education for making a living by developing the students' competence to perform in the arena of the professional mathematician. In so doing, the major provides students with an opportunity to develop:

1. Their deductive and inductive reasoning skills,
2. The ability to think and work in the abstract,
3. A set of analytical, graphical, and technological problem solving tools, and
4. (In the case of those seeking Montana secondary teaching certification) A familiarity with the pedagogical issues of teaching mathematics at the secondary level.

Program Objectives for Mathematics Major

It is fully expected that successful completion of the mathematics program will ensure that a student has demonstrated the following:

1. Mastery of an appropriate mathematical factual knowledge base. Currently this consists of traditional courses in pre-calculus, calculus, differential equations, linear algebra, probability and statistics, and modern algebra. Additionally majors are required to take courses in discrete mathematics, geometry, and mathematical modeling.
2. A facility for clear, unambiguous articulation of concepts and ideas orally and in writing. From the beginning, students are required to express their understanding of mathematical concepts in clear, precise terms. At the upper level, students write research papers, proofs, and solutions of complex modeling problems. In addition, students are required to do oral presentations of their work in the capstone-like courses, Math 405 and 415. Students must exhibit the ability to convey the mathematical concepts encountered in the classroom to audiences at various levels of mathematical sophistication.
3. Establishment of a framework for analytical reasoning and abstraction. While students in lower division courses are taught the importance of proof and knowing what we are doing is valid, Math 370 serves as a transition course in which students are taught to read and critique proofs written by others

and to write their own rigorous proofs of simple and/or traditional theorems. Students in the upper division courses develop their critical thinking/reasoning ability by building on these skills in the study of real world models and abstract systems. One of the most critical skills of any mathematician is the ability to think in the abstract. The development of this skill begins at the lowest level and continues throughout the curriculum. In Math 405 students spend the majority of the course working with abstract structures. Students must exhibit the ability to perform operations, make conjectures, draw conclusions, and prove theorems within these abstract systems.

4. The ability to model real world phenomenon using mathematical tools and techniques for problem solving. The applied portion of the curriculum is based upon modeling real world phenomena. The terminology, symbology, tools, and techniques are introduced beginning with Math 110, Pre-Calc I, and culminate with Math 415, Mathematical Modeling. Throughout the curriculum, students encounter applications of mathematics and are required to solve problems involving mathematics in biology, demography, engineering, physics, business, and other areas. The Math 415 final project requires independent investigation by the student, leading to a working solution that models the phenomenon under investigation.

Mathematics Major (B.S.)

(Students are required to complete a second major or minor)

MTH 120 Precalculus II	4
MTH 177 Discrete Mathematics	3
MTH 241 Calculus I	5
MTH 242 Calculus II	5
MTH 252 Statistical Methods for the Sciences	3
MTH 300 Linear Algebra	3
MTH 351 Differential Equations	3
MTH 370 The Nature of Mathematics	3
MTH 405 Modern Algebra	3
MTH 415 Mathematical Modeling	3
MTH 420 Modern Geometry	3
Total credits for Mathematics Major	38

Mathematics Minor

MTH 120 Precalculus II	4
MTH 177 Discrete Mathematics	3
MTH 241 Calculus I	5
MTH 242 Calculus II	5
MTH 252 Statistical Methods for the Sciences	3
MTH 300 Linear Algebra	3
Total credits for Mathematics Minor	23

Suggested Course Sequence Mathematics Major

Fall semester Year 1

MTH 110 Precalculus I (if required)	3
MTH 177 Discrete Mathematics	3

Spring semester Year 1

MTH 120 Precalculus II	4
MTH 252 Statistical Methods for the Sciences	3

Fall semester Year 2

MTH 177 Discrete Mathematics (if not taken)	3
MTH 241 Calculus I	5

Spring semester Year 2

MTH 242 Calculus II	5
---------------------	---

Fall semester Year 3

MTH 300 Linear Algebra	3
MTH 370 The Nature of Mathematics	3

Spring semester Year 3

MTH 405 Modern Algebra	3
MTH 420 Modern Geometry	3

Fall semester Year 4

MTH 351 Differential Equations	3
--------------------------------	---

Spring semester Year 4

MTH 415 Mathematical Modeling	3
-------------------------------	---

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program. Years 3 and 4 of this program may be reversed for some students based on course rotations.

Nursing

RN to BSN Completion

Faculty: Nate Bickford
 Porter Coggins
 Janet Houston
 Pam Huso
 Greg Madson
 Diane Lund

The B.S. in Nursing degree-completion program is offered primarily for the licensed, practicing Registered Nurse in the Providence Health & Services System. The program is delivered through a combination of distance technologies and commences with a two-week intensive immersion session in the summer of the curriculum. Nurses are expected to progress through the program on a part-time, cohort-based model with required nursing courses being offered on a single day per week.

The degree-completion program prepares a fully accountable, professional B.S. prepared Registered Nurse. The Graduates practice nursing that centers on a sacred, therapeutic relationship with patients and their families; practice that is characterized by vigilance in keeping patients safe and protected from harm. Such nursing care is grounded in the best available evidence and reflects a spirit of inquiry in delivering clinically excellent care of the whole patient. The UGF nurse thrives in the constant, complex change that defines contemporary health care delivery, and is prepared to effectively lead and manage through it.

The UGF B.S. in Nursing degree-completion \ program is designed for completion in five consecutive semesters, with fewer required course requirements in both summer semesters. Following a required two-week, on-site immersion in Summer I, students complete all required nursing and other coursework at their designated hospital receive site. Local nurse faculty members at each distance site work in close partnership with UGF faculty in Great Falls, Montana to assure students receive a consistent, world-class and student-focused experience throughout the system. Successful students begin in Summer I as a cohort,

progress through the subsequent four semesters together, and meet requirements for graduation at the end of Fall Semester II. The program as designed is completed in approximately 18 months, once all non-nursing course requirements are successfully completed.

Nursing Major (B.S).

NRS 301 Applied Stats In a Hlthcare Context	3
NRS 303 Professional Role Transitions	1
NRS 401 Evid-based Nur Prac & Hlthcr Informatics	3
NRS 403 Ethical & Spiritual Dimensions of Nur Practice	3
NRS 405 Applied Pathophys & Pharmacologic Cnpts Lfspn I	3
NRS 406 Applied Pathophys & Pharmacologic Cnpts Lfspn II	3
NRS 407 Nur Care of Communities & Populations	3
NRS 409 Bioethical & Genetic Challenges in Healthcare Delivery	3
NRS 411 Leading Effective Change in Hlthcare Orgs	3
NRS 413 Admin & Mgmt of Resources Healthcare Orgs	3
NRS 489 Emerging Trends in Nur & Health Policy	3
NRS 499 Human Response to Variations in Health Status Across the Lfspn	3
Total credits for Nursing Major	34

Suggested Course Sequence Nursing Major

Summer semester Year 1

NRS 301 Applied Stats in a Hlthcare Context	3
NRS 303 Professional Role Transitions	1

Fall semester Year 1

NRS 401 Evid-based Nur Prac & Hlthcr Informatics	3
NRS 403 Ethical & Spiritual Dimensions of Nur Practice	3
NRS 405 Applied Pathophys & Pharmacologic Cnpts Lfspn I	3

Spring semester Year 2

NRS 406 Applied Pathophys & Pharmacologic Cnpts Lfspn II	3
NRS 407 Nur Care of Communities & Populations	3

NRS 409 Bioethical & Genetic Challenges in Healthcare Delivery	3
Summer semester Year 2	
NRS 411 Leading Effective Change in Hlthcare Orgs	3
ENG 3xx Upper Division Writing (if needed)	3
TRL core requirement (if needed)	3
Fall semester Year 2	
NRS 413 Admin & Mgmt of Resources Healthcare Orgs	3
NRS 489 Emerging Trends in Nur & Health Policy	3
NRS 499 Human Response to Variations in Health Status Across the Lfspn	3

Paralegal Studies

Faculty: **M. Mark Grobosky**
 Deborah Kottel
 Daniel Shannon
 Anita Dzivi

The field of paralegal studies prepares students to assume challenging legal positions. Each core courses in the major provides a balance between legal theory and practical application. Elective options allow students to pursue specialty area expertise. The program requires an internship, where the student obtains actual experience in a law firm, judge’s office, or corporation.

Law firms offer the majority of placement opportunities; however, many graduates choose to join corporations, legal aid organizations, banks, insurance companies, or Government. Graduate school opportunities, including law school, are available for paralegal studies graduates with bachelor degrees. A paralegal is a non-lawyer who assists attorneys in their professional duties. Paralegals cannot practice law, or may not provide legal services directly to the public, except as permitted by law.

It is the policy of the Paralegal Studies program to accept legal specialty transfer credits from accredited institutions with ABA approved programs at the time the credit is earned provided the student completes the fol-

lowing procedure. First, the student must meet with the Paralegal Studies Program Director. The student must provide either a catalog description or a course syllabus and be able to discuss goals and objectives completed during the course. If the program director determines that the course is sufficiently similar to one in the program, and if the student has received a “C” or better in that course, then the program director notifies the Registrar that the course is accepted in transfer as a substitute for a legal specialty course. Signed articulation agreements with ABA approved programs will act as pre-approval for students transferring from articulated programs. Students must still complete a minimum of 15 credits from the University in Paralegal Course work to be eligible for a degree from this institution.

The Paralegal Advisory Board occupies the ongoing position of focusing on program quality and relevancy. The paralegal program is American Bar Association approved.

Students obtaining their degree through Distance Learning are required to complete ten (10) semester credits of legal specialty courses in a traditional classroom. Depending on student transfer evaluation, students may be required to attend three (3) classes on campus.

Paralegal Program Objectives

1. Understand and utilize the concepts of critical and analytical thinking skills
2. Understand and demonstrate the importance of effective communication skills in success as a paralegal professional.
3. Have a working knowledge of the federal and state court system.
4. Be familiar with and capable of drafting the forms of documentation utilized in the legal community.
5. Be adept at computerized and manual legal research techniques.
6. Demonstrate professional caliber legal writing skills.
7. Understand and utilized the principles of effective time management and people skills to maintain professional relationships, conduct client/witness interviews, and orchestrate the human resource demands of management.

8. Understand and abide by the Professional Rules of Responsibility/Ethical Conduct for the legal community. Most notable, students will understand and abide by the limitations on the practice of law by non-lawyers.
9. Educate and train students in areas of procedural law emphasizing the paralegal's role in litigation.
10. Provide paralegals with knowledge of several core substantive areas.

Pre-Law Program

The University offers students a Pre-Law program that includes pre-law advisement and assistance in law school admission. No particular course of study serves as a prerequisite for admission to law school. Present-day law students have undergraduate degrees in history, English, business, science, paralegal studies and a host of other disciplines. However, some broad general recommendations about college preparation for law school are useful. The Pre-Law program places emphasis on the development of scholarly skills and insights rather than the mastery of a prescribed subject. Each Pre-Law student will be assigned a Pre-Law advisor in addition to an advisor in their major. The pre-law advisor assists students in evaluating their interest in law and helps them make proper preparations to be advantageously positioned to enter the law school of their choice.

The main guide to undergraduate study should be your own interests and talents. Successful study and practice of law can be based on any of a large number of college backgrounds; therefore, the pre-law student should feel free to study in depth what interests him or her and to enjoy the breath of undergraduate education.

Goals of the Pre-Law Program

The Pre-Law program strives to assist each student to tailor a program of study that focuses on their strengths and prepares them to succeed in law school. Pre-Law students are advised to take classes that will develop their communication and critical thinking skills.

1. Communications Skills

A lawyer must be able to communicate effectively in oral and written expression. Words are the tools of the lawyer's trade. Training for communication

skills obviously must include mastery of the English language. Lawyers must be able to write well. Students are encouraged to take writing intensive courses.

2. Social Understanding

Prospective law students need a range of critical understanding of human institutions and values. Pre-Law students are advised to take courses in philosophy, art, sociology and history.

3. Critical Thinking

A lawyer must be able to reason closely from a premise to a defensible conclusion. The analysis of a legal problem involves close reasoning. Courses in mathematics, physical sciences, logic and advanced political and economic theory will help develop these needed skills.

Pre-Law Club

Pre-Law students are invited to join the Pre-Law Club, which is designed to provide students with information about law schools, entrance examinations and career opportunities in the field of law. Students also participate in law related service projects.

Paralegal Studies Major (B.S.)

BUS 335 Commercial Law	3
PLG 101 Introduction to Paralegalism	3
PLG 203 Introduction Legal Analysis	3
PLG 305 Legal Research and Writing	4
PLG 333 Litigation and Trial Practice	3
PLG 397 Field Experience in Legal Assistance	3
PLG 430 Current Issues in Paralegalism	3

Six credits from Specialty Electives:

PLG 361 Commercial Transactions	3
PLG 373 Domestic and Family Law	3
PLG 375 Property Law	3
PLG 376 Estate Law	3
PLG 420 Debtor-Creditor Law	3
PLG 424 Office Systems	3
PLG 493 Legal Research Institute	1-3
Approved electives	6

Total credits for

Paralegal Studies Major 34

Approved Electives for Paralegal Studies

Any Specialty Electives (listed above)	
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	3
PLS 370 Constitutional Law	3
PLG 325 Personal Injury Law	3
PLG 336 Environmental Law	3
PLG 364 Business Organizations	3
PLG 461 Evidence and Remedies	3
PLG 403 Negotiations and Mediations	3
Other courses as approved by Program Director	

Spring semester Year 2

PLG 305 Legal Research and Writing	4
------------------------------------	---

Fall semester Year 3

Paralegal Specialty Electives	3
Paralegal Approved Electives	3

Spring semester Year 3

Paralegal Approved Electives	3
------------------------------	---

Fall semester Year 4

PLG 430 Current Issues in Paralegalism	3
--	---

Spring semester Year 4

PLG 397 Field Experience	3
PLG 430 Current Issues in Paralegalism (if not taken)	3

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Paralegal Studies Associate Degree (A.S.)

BUS 335 Commercial Law	3
PLG 101 Introduction to Paralegalism	3
PLG 203 Introduction Legal Analysis	3
PLG 305 Legal Research and Writing	4
PLG 333 Litigation and Trial Practice	3
PLG 397 Field Exp. in Legal Assistance	3
PLG 430 Current Issues in Paralegalism	3

Two of the following courses:

PLG 361 Commercial Transactions	3
PLG 373 Domestic and Family Law	3
PLG 375 Property Law	3
PLG 376 Estate Law	3
PLG 420 Debtor-Creditor Law	3
PLG 424 Office Systems	2
PLG 493 Legal Research Institute	1-3

**Total credits for Paralegal
Studies Associate Degree 28**

Suggested Course Sequence

Paralegal Studies Major

Fall semester Year 1

PLG 101 Introduction to Paralegalism	3
PLG 203 Introduction to Legal Analysis	3

Spring semester Year 1

BUS 335 Commercial Law	3
PLG 203 Introduction to Legal Analysis (if not taken)	3

Fall semester Year 2

PLG 333 Litigation and Trial Practice	3
Paralegal Specialty Electives	3

Philosophy

Philosophy is where education begins and ends; it is both the source and fruition of human thought. Here one finds the ideas and the ideals which have captured and captivated the minds of human beings. In a highly technical age philosophy becomes doubly important, for it nourishes the heart, examines purpose, and feeds the intellect. The student who chooses a minor in philosophy should expect to graduate with a solid knowledge of why the present time is as it is – politically, religiously, economically, etc., and thus will be well-equipped to cope with, and perhaps even to change that present for the better. In addition, the student will have come to possess a solid set of concepts about human nature, an ability to appreciate and to enjoy life and living, and a scientific method of making moral and legal judgments.

Philosophy Minor Program Objectives

1. Discuss the inherent dignity of every person
2. Distinguish cultural differences and similarities.
3. Recognize that community is essential to being and becoming human.
4. Recognize the responsibility to maintain and strengthen society by helping others and advancing justice.
5. Evaluate aesthetic and creative expression.

6. Evaluate truth and knowledge.
7. Recognize the cumulative wisdom to human inquiry, past and present, as a means to enrich the future.
8. Civilly question and challenge, and remain open to being questioned and challenged, in pursuit of the common good.
9. Think critically and creatively, analyze situations and proposals accurately, identify issues, and recognize and evaluate alternative positions.
10. Communicate clearly and effectively in multiple modes of discourse.
11. Identify problems and articulate appropriate solutions.
12. Estimate the consequences of the decisions and actions.
13. Identify religious worldviews and value systems and their implications for living.
14. Assess moral judgments.

Philosophy Minor

PHL 105 Humanities	3
PHL 130 History of Western Thought I	3
PHL 132 History of Western Thought II	3
PHL 201 Thinking Logically	3
PHL 240 Aesthetics	3
<u>One of the following:</u>	
PHL 215 Contemporary Ethical Issues	
PHL 235 The Philosophy of Law (Legal Ethics and Jurisprudence)	
An approved 200-level elective	3

One of the following:

PHL 302 Philosophical Anthropology	
PHL 337 God and Cosmos: Design or Chance?	
An approved 300-level elective	3
Total credits for Philosophy Minor	21

Political Science

Faculty: **Joe Fontana**
 Vern Pedersen

Through the study of Government, students will explore human nature and will learn to appreciate the inherent dignity of every person, appreciate and value cultural differences and similarities, appreciate that community is essential to being and becoming human, and appreciate their personal responsibility to maintain and strengthen society by helping others and advancing justice. Government students systematically study (1) the nature of individual dignity, popular sovereignty, political power and political authority; (2) American democracy as a form of Government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation; (3) the organization, powers, and politics of the national, state, tribal, and local units of American Government; (4) the role of public opinion, elections, interest groups, and political leaders in building compromise and policy making; (5) the American political system compared with forms of Government and politics of other countries of the world and of American Indian tribes; and (6) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order.

Political Science Minor Program Objectives

1. Construct effective arguments to articulate political issues.
2. Assemble historical information to assess the relevance of present-day issues.
3. Evaluate the American system in comparison with other forms of politics and Government, and examine analyze, and evaluate international relations, principles, and organizations.
4. Analyze and evaluate cultural diversity in relation to the historical, social, and political connections, and commonalities of human experience.

Political Science Minor

PLS 150 American Government	3
PLS 250 State and Local Government	3
PLS 300 International Relations	3
PLS 305 Comparative Government	3
Approved electives:	9
Total credits for Political Science Minor	21

Approved Electives

ECN 201 Macroeconomics	3
ECN 202 Microeconomics	3
PLS 325 Modern Political Theory	3
PLS 370 Constitutional Law	3
PLS 392 Special Topics in Government	3
PLS 499 Senior Paper	3
HST 345 The Constitution	3
PLG 405 Administrative Law	3
PHL 235 Philosophy of Law	3
SOC 254 Minorities	3
SCS 312 Social Research Methods & Applied Statistics	4

Suggested Course Sequence

Political Science Minor

Fall semester Year 1

Core

Spring semester Year 1

PLS 150 American Government	3
-----------------------------	---

Fall semester Year 2

PLS 250 State & Local Government	3
----------------------------------	---

Spring semester Year 2

Approved Elective	3
-------------------	---

Fall semester Year 3

PLS 300 International Relations (or Year 4)	3
---	---

PLS 305 Comparative Government (or Year 4)	3
--	---

Approved Elective	3
-------------------	---

Spring semester Year 3

Approved Elective	3
-------------------	---

Fall semester Year 4

PLS 300 International Relations (or Year 3)	3
---	---

PLS 305 Comparative Government (or Year 3)	3
--	---

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Psychology

Faculty:	Karen Hendricks
	Molly Cox
	L. Marinn Pierce
	Christopher D. Rose
	Mary Ann Dubay
	Robert LeLeuvre
	Derek Bonds
	Angela Daily
	Michelle Hill

Psychology applies the scientific approach to the study of human mental processes. Psychology bridges the gap between the biological and social sciences by bringing students into contact with the facts and theories of their biological heritage, with the history of Western thought regarding persons within their environment, and with the development of scientific methods to study the many facets of human activity.

Courses in psychology emphasize knowledge of scientific theory and recent data in the field, as well as self-understanding and self-evaluation. Students in the fields of education, human services, or any of the helping professions may increase their understanding of their clientele with psychology courses. The bachelor's degree program prepares students for positions in the mental health, welfare, legal, and corrections fields, and for entrance into graduate programs in psychology, counseling, law, business administration, and the health care fields.

The core competencies for the psychology program are: knowledge base in psychology; critical thinking skills; values; information and technological literacy; communication skills; socio-cultural and international awareness; and personal development.

Program Objective for Psychology Major/Minor

1. Demonstrate competency with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Know and apply basic research methods in psychology, including research design, data analysis, and interpretation.

3. Use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Know and apply psychological principles to personal, social, and organizational issues.
5. Demonstrate the ability to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
6. Demonstrate the ability to use computers and other technology appropriate to the science and practice of psychology.
7. Communicate effectively in a variety of formats, including writing assignments, discussions, and oral presentations.
8. Recognize, understand, and distinguish among the diverse socio-cultural and international perspectives of other peoples.
9. Demonstrate knowledge and understanding of the many reasons for their own and others' behaviors; will apply effective strategies for self-management and self-improvement.
10. Develop realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Psychology Major (B.A)

PSY 200 General Psychology	3
PSY 201 Personality Theory	3
PSY 212 Human Growth and Development	3
PSY 352 Abnormal Psychology	3
PSY 422 Experimental Psychology	3
SOC 330 Social Psychology	OR
PSY 355 Princ. of Conditioning & Learning	3
SCS 312 Social Research Methods & Applied Statistics	4
Approved electives	12
Total credits for Psychology Major	34

Psychology Minor

PSY 200 General Psychology	3
PSY 201 Personality Theory	3
PSY 212 Human Growth and Development	3
PSY 352 Abnormal Psychology	3
Approved electives	9
Total credits for Psychology Minor	21

Approved Psychology Electives

Any 300 or 400 level UGF Psychology course or faculty approved electives from other institutions.

Approved Related Area Electives

CRJ 308 Juvenile Delinquency	3
CRJ 365 Youth At Risk	3
CRJ 446 Victimology	3
SOC 201 Sociology of the Family	3
SOC 304 Sociology of Deviant Behavior	3

Addictions

Counseling Concentration

(only available with a major in Criminal Justice, Psychology or Sociology)

The Addictions Counseling concentration emphasizes a solid knowledge base in the area of addiction studies. Growth in self-awareness and therapeutic skills leads to professional and ethical practice. A combination of psychology and addictions courses provides the student with excellent academic preparation for State of Montana licensure as an addictions counselor. Students who wish to qualify for licensure must successfully complete both clinical courses and supervised internship hours.

ADC 145 Addiction Theory	3
ADC 146 Pharmacology	3
ADC 164 Record Documentation	3
ADC 174 Cultural and Clinical Issues	3
ADC 261 Assessment in Addictions	3
HSV 326 Ethics in Human Services	3
PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 498 Group Counseling	3
Total credits for Addictions Counseling Concentration	27

Counseling Concentration

(only available with a major in Psychology)

Counseling is the application of psychological theory in a collaborative process with clients. A Counseling Concentration with a major in Psychology provides students with a broad understanding of the discipline of psychology and the knowledge and introductory skills essential to counseling practice. Counseling classes help prepare students for positions in mental health fields, social services, substance abuse treatment, corrections, and for entrance into graduate programs in psychology, counseling, and social work.

PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 450 Neuropsychology	3
PSY 497 Field Experience in Psychology	3
PSY 498 Group Counseling	3
HSV 326 Ethics in Human Services	3
Approved elective	3
Total credits for Counseling Concentration	21

Human Services Concentration

(must be combined with a major in Criminal Justice, Psychology, or Sociology)

The concentration in Human Services is an interdisciplinary program that provides a framework for students who wish to prepare for careers in the human service field. The concentration ensures grounding in the behavioral sciences as well as practical skill based training. Career opportunities are available in public agencies and private non-profit organizations.

HSV 241 Human Relations in Society	3
HSV 262 Introduction to Rehabilitative Services	3
HSV 326 Ethics in Human Services	3
HSV 394 Casework Methods and Practices	3
HSV 494 Case Management for Human Services	3
Approved electives	6
Total credits for Human Services Concentration	21

Approved Electives for Human Services Concentration

ADC 145 Addiction Theory	3
CRJ 365 Youth at Risk	3
CRJ 446 Victimology	3
HSV 397 Field Projects	3
HSV 495 Internship	1-15
SOC 354 Minorities	3

Suggested Course Sequence Psychology Major

Fall semester Year 1

Core curriculum

Spring semester Year 1

Core

ENG 117 Writing Essays 3

PSY 200 General Psychology 3

Fall semester Year 2

PSY 212 Human Growth and Development 3

Spring semester Year 2

PSY 201 Personality Theory 3

PSY 352 Abnormal Psychology 3

Fall semester Year 3

PSY 355 Prins. of Conditioning & Learning 3

SCS 312 Social Research Methods
and Applied Statistics 4

Spring semester Year 3

SOC 330 Social Psychology 3

PSY electives 3

Fall semester Year 4

PSY electives 3

Spring semester Year 4

PSY 422 Experimental Psychology 3

Electives

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Secondary Education

Faculty: Ann Bartell
 Jeanette Barragan
 Gary Christopher
 Porter Coggins
 Joseph Fontana
 Penny Hughes-Briant
 Jann Leppien
 Tom Raunig
 Angel Turoski

The Montana Office of Public Instruction requires that secondary education majors have a teachable major and minor in order to be licensed. Only specific majors and minors are defined as teachable by the state. Accordingly, secondary education majors should see an advisor in the education department as soon as possible.

Secondary Education Program Objectives

Students who earn a major in Secondary Education will:

1. Apply the central concepts, tools of inquiry, and the structure of the discipline(s) he or she teaches. Students will create learning experiences that make these aspects of subject matter meaningful for students.
2. Analyze how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.
3. Identify how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Apply individual and group motivation and behavior techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on content area knowledge, students, the community, and curricular goals.
8. Apply formal and informal assessment strate-

gies to insure the continuous intellectual, social, and physical development of the learner.

9. Apply contextual and experiential learning to the success of students.

10. Identify connections between academic learning and the skills required in the present and future workforce.

Secondary Education Major (B.A.)

EDU 200 Orientation to Professional Education	3
EDU 244 Instructional Technology	2
EDU 260 Multicultural Education	3
EDU 261 Introduction to Exceptionalities	3
EDU 284 Cognitive Psychology Applied to Learning	4
EDU 315 Assessment of Learning	2
EDU 338 Teaching Reading in the Content Area	2
EDU 430 Secondary Teaching Procedures	2
EDU 472 PPIE - Middle School	2
EDU 482 PPIE - High School	2
EDU 489 Student Teaching Seminar	2
EDU 498 Secondary Student Teaching	10

Total credits for

Secondary Education Major 37

Secondary education students majoring or minoring in Art, HPE, or Special Education or completing the Reading Instruction concentration will receive a K-12 endorsement for that subject area and must therefore complete EDU 462 PPIE Elementary in lieu of EDU 472 PPIE Middle School.

Due to federal legislation, requirements may be subject to change with or without notice.

Approved majors:

- Art major – see ART
- Biology major for Secondary Education
- English major for Secondary Education
- Broad Field Science major for Secondary Education
- Health and Physical Education major for Secondary Education
- History major – see HISTORY
- Mathematics major – see MATHEMATICS
- Social Science major – see SOCIAL SCIENCE
- Sociology major – see SOCIOLOGY
- Special Education major - see SPECIAL EDUCATION

Approved minors:

- Art minor – see ART
- Biology minor for Secondary Education
- English minor for Secondary Education
- Health and Physical Education minor – see HEALTH AND PHYSICAL EDUCATION
- History minor – see HISTORY
- Mathematics minor – see MATHEMATICS
- Political Science – see POLITICAL SCIENCE
- Psychology minor – see PSYCHOLOGY
- Reading Instruction minor
- Sociology minor – see SOCIOLOGY

Biology Major for Secondary Education (B.A.)

(only available with a second major in Secondary Education)

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 211 General Zoology	4
BIO 212 General Botany	4
BIO 311 Genetics	4
CHM 401 Biochemistry I	4
MTH 252 Statistical Methods for the Sciences	3
Approved electives	10
Total credits for Biology Major for Secondary Education	37

Biology Minor for Secondary Education

(only available with a major in Secondary Education)

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 211 General Zoology	4
BIO 212 General Botany	4
Approved electives	6
Total credits for Biology Minor for Secondary Education	22

Broad Field Science Major for Secondary Education (B.S.)

(only available with a second major in Secondary Education)

Teachers of science typically are people who are fascinated with the phenomena of life, enjoying the mystery of analyzing problems and seeking solutions to them. The general science major offers in-depth preparation for teaching science in grades 5-12. Secondary schools typically group the special areas of science into the broad fields of biological science, chemistry, earth science, and physics. Most prospective science teachers, therefore, prepare to teach general courses and find a broad background is most useful.

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 211 Zoology	4
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
CHM 261 Organic Chemistry I	4
GSC 158 History of Science	4
GSC 210 Geology and Paleontology	4
GSC 220 Astronomy	3
GSC 230 Meteorology and Oceanography	3
PHS 241 Classical and Modern Physics I	4
PHS 242 Classical and Modern Physics II	4
MTH 241 Calculus I	5
BIO 212 General Botany	
	OR
CHM 262 Organic Chemistry II	4
Total credits for Broadfield Science Major	53-56

English Major for Secondary Education

(only available with a major in Secondary Education)

COM 101 Fundamentals of Speech Communication	3
ENG 111 Writing Sentences and Paragraphs	3
ENG 117 Writing Essays	3
ENG 215 Introduction to Literary Studies	3
ENG 247 Grammar	3
ENG 320 British Literature I (through 1800)	3
ENG 321 British Literature II (1800 to Present)	3
ENG 322 American Literature I (1620 – 1861)	3
ENG 323 American Literature II (1861 to Present)	3

ENG 329 Topics in Minority Literature	3
ENG 346 Introduction to Linguistics	3
ENG 360 Shakespeare's Tragedies	3
	OR
ENG 361 Shakespeare's Comedies and History Plays	3
Approved Upper Division Elective	3
<u>Upper Division Writing (two of the following)</u>	6
ENG 308 Creative Writing: Fiction	3
ENG 309 Creative Writing: Nonfiction	3
ENG 310 Creative Writing: Poetry	3
ENG 311 Writing Strategies	3
ENG 312 Writing for Business and Professions	3
ENG 317 Writing for Mass Media	3
ENG 319 Topics in Advanced Writing	3
ENG 499 Senior English Paper	1
Total Credits for English Major for Secondary Education	46

English Minor for Secondary Education

(only available with a major in Secondary Education)

COM 101 Fundamentals of Speech Communications	3
ENG 111 Writing Sentences and Paragraphs	3
ENG 117 Writing Essays	3
ENG 215 Introduction to Literary Studies	3
ENG 247 Grammar	3
ENG 320 British Literature I (through 1800)	3
ENG 321 British Literature II (1800 to Present)	3
ENG 322 American Literature I (1620 – 1861)	3
ENG 323 American Literature II (1861 to Present)	3
ENG 329 Topics in Minority Literature	3
ENG 346 Introduction to Linguistics	3
ENG 360 Shakespeare's Tragedies	OR
ENG 361 Shakespeare's Comedies and History Plays	3
Approved Elective	3
Total Credits for English Minor for Secondary Education	39

Approved Electives for English Minor

ENG 308 Artistic Writing	
ENG 311 Writing Strategies	
ENG 312 Writing for Business and Professions	
ENG 317 Writing for Mass Media	
ENG 319 Topics in Advanced Writing	

Health and Physical Education Major for Secondary Education (B.A.)

*(only available with a second major in
Secondary Education)*

The Health and Physical Education teaching major program at the University allows the student to prepare for a career as a physical education instructor or coach in the school system.

BIO 103 Structure and Function of the Human Body	4
HPE 188 Personal Health	3
HPE 210 History, Philosophy & Sociology of Health, Physical Education and Recreation	2
HPE 215 Physical Education, Recreation, and Fitness Management	3
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 312 Methods in Physical Education and Sports	3
HPE 330 Assessment in Health and Physical Education	2
HPE 405 Prevention and Care of Athletic Injuries	2
HPE 415 Kinesiology and Applied Anatomy	2
HPE 485 Physiology of Exercise	2
Approved Electives	8
Total Credits for Health and Physical Education Major	36
<u>Approved Health and Physical Education Electives</u>	
HHP 201 Safety, First Aid and CPR	2
HHP 202 Racquet and Individual Sports	2
HHP 203 Team Sports	2
HHP 252 Montana Officials Association Officiating Certificate Courses (Max of 3)	1
HHP 260 Sports Psychology	2
HHP 281-290 Coaching:	1
HHP 350 Coaching Certification	2

Reading Instruction Minor

(only available with a major Secondary Education)

EDU 302 Literature for Young Adults	1
EDU 336 Developing Emergent Literacy	1
EDU 338 Teaching Reading in the Content Area	2
EDU 356 Methods in Comm Arts I	2
EDU 357 Methods in Comm Arts II	3
EDU 362 Learning Disabilities	3
EDU 364 Preschool Child at Risk	2
EDU 368 Language Development	2
EDU 370 Children's Literature	3
EDU 441 Remedial Reading	2
EDU 442 Practicum in Reading	2
EDU 493 Specialized Student Teaching- Reading Instruction	6
Total credits for Reading Instruction Concentration	29

Suggested Course Sequence

Secondary Education Major

(Depending on the choice of major or minor, student teaching may occur in the fifth year.)

Fall semester Year 1

ENG 111 Writing Sentences & Paragraphs	3
HST 203 U. S. History I	3
COM 101 Fund. of Speech Communication	3
MTH 108 Elementary Statistics	3
ART or MUSIC	3

Spring semester Year 1

ENG 117 Writing Essays (if not completed)	3
EDU 200 Orientation to Prof. Education	3
EDU 244 Instructional Technology	4
SOC 110 The Real World: An Intro to Sociology	3
HPE 188 Personal Health	3
HST 204 U.S. History II	3

Fall semester Year 2

MTH 110 Precalculus I	4
EDU 261 Intro to Exceptionalities	3
EDU 284 Cognitive Psy Applied to Learn Major	4
Major or minor course	3-4
	3

Spring semester Year 2

EDU 260 Multicultural Education	3
ENG 215 Introduction to Literary Studies Major	3
Major or minor course	4
Major or minor course	3
Major or minor course	3

Fall semester Year 3

EDU 315 Assessment of Learning	2
--------------------------------	---

EDU 472 PPIE Middle School	2
MTH 106 Contemporary Math (or MTH 205)	3
Major	3
Major	3
Major or minor course	3
Major or minor course	3
Spring semester Year 3	
EDU 338 Teach Read in Cont. Area	2
EDU 430 Second Teach Procedures	3
EDU 482 PPIE High School	2
Religion course	3
Major	3
Major	3
Major or minor course	3
Fall semester Year 4	
GSC 158 History of Science	4
Upper division writing	3
Religion Course	3
Major	3
Major or minor course	3
Major or minor course	3
Spring semester Year 4	
EDU 489 Student Teaching Seminar	2
EDU 498 Secondary Student Teaching	10

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Social Science

Faculty: Greg Madson

The Social Science curriculum blends course sequences in History, Government, Psychology, and Sociology into a cohesive study of the human experience, past and present. Students majoring in Social Science particularly explore the human condition. They contemplate the inherent dignity of all people, the value of diverse cultures and societies, the importance of community, and the need to advance justice in the world. Many students in the Social Science program elect to complete preparation in Secondary Education, and embark on careers teaching at the middle school and high school levels. Others go on to complete graduate studies in history and law. The wide-ranging, human centered studies completed by Social Science graduates, in the spirit of the University's mission, constitute an excellent enhancement for "living and for making a living."

Social Science Major Program Objectives

1. Use the major concepts and modes of inquiry from the integrated social studies.
2. Make informed decisions as citizens of a culturally diverse democratic society and interdependent world

Social Science Major* (B.A.)

PLS 150 American Government	3
PLS 250 State and Local Government	3
PLS 300 International Relations	3
PLS 305 Comparative Government	3
HST 101 History of Civilization I	3
HST 102 History of Civilization II	3
HST 203 United States History I	3
HST 204 United States History II	3
HST 230 World and Regional Geography	3
SCS 312 Social Research Methods & Applied Statistics	4
HST 360 Montana and the West	3

A Psychology sequence consisting of:

PSY 200 General Psychology	3
PSY 212 Human Growth and Development	3

AND

Two PSY electives	6
-------------------	---

OR

A Sociology sequence consisting of:

SOC 110 Real World: Intro to Sociology	3
SOC 202 Social Problems	3

AND

Two SOC electives	6
-------------------	---

One PLS elective	3
------------------	---

Two HST electives	6
-------------------	---

Total credits for

Social Science Major 55

**Students completing the Social Science major automatically have completed a minor in History.*

Approved Political Science Electives

ECN 202 Microeconomics	3
PLS 325 Modern Political Theory	3
PLS 370 Constitutional Law	3
PLS 392 Topics in Government	3
PLS 499 Senior Paper	3
HST 345 The Constitution	3
PLG 405 Administrative Law	3
PHL 235 Philosophy of Law	3
SOC 254 Minorities	3

Approved History Electives

HST 321 Ancient History	3
HST 322 Medieval History	3
HST 342 The American Civil War	3
HST 345 The Constitution	3
HST 367 Renaissance and Reformation	3
HST 390 Special Topics in 19th Century History	3
HST 392 Special Topics in History	1-3
HST 495 Internship	1-15

Approved Psychology Electives

ADC 145 Addiction Theory	3
CRJ 365 Youth at Risk	3
CRJ 446 Victimology	3
HSV 397 Field Projects	3
HSV 495 Internship	3
SOC 354 Minorities	3

Approved Sociology Electives

CRJ 306 Criminology	3
CRJ 308 Juvenile Delinquency	3
CRJ 309 Juvenile Justice and the Youthful Offender	3
CRJ 365 Youth At Risk	3
CRJ 466 Victimology	3

Suggested Course Sequence

Social Science Major

Fall semester Year 1

HST 101 History of Civilization I	3
-----------------------------------	---

For those taking the Sociology sequence:

SOC 110 Real World: Intro to Sociology	3
--	---

Spring Semester Year 1

HST 102 History of Civilization II	3
------------------------------------	---

PLS 150 American Government	3
-----------------------------	---

For those taking the Psychology sequence:	
PSY 200 General Psychology	3
For those taking the Sociology sequence:	
SOC 202 Social Problems	3
Fall semester Year 2	
HST 203 United States History I	3
PLS 250 State & Local Government	3
For those taking the Psychology sequence:	
PSY 212 Human Growth & Development	3
Spring Semester Year 2	
HST 204 United States History II	3
HST 230 World & Regional Geography	3
HST 360 Montana & the West	OR
HST elective	3
Fall semester Year 3	
PLS 300 International Relations (or Year 4)	3
	OR
PLS 305 Comparative Government (or Year 4)	3
PLS elective	3
Spring Semester Year 3	
HST 360 Montana & the West	OR
HST elective	3
For those taking the Psychology sequence:	
PSY elective	3
For those taking the Sociology sequence:	
SOC elective	3
SCS 312 Social Research Methods & Applied Statistics	4
Fall semester Year 4	
HST elective	3
PLS 300 International Relations	3
	OR
PLS 305 Comparative Government	3
Spring Semester Year 4	
Reserved for Student Teaching	

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Sociology

Faculty: Michael Low
Gregory Madson

Sociology is concerned with human interaction, the social nature of human beings, and human coexistence among varying kinds of groups. The sociology program offers an integrated approach to the study of human social behavior. Through the concepts of self and roles, social institutions, the community, family, and social and cultural heritage, the group behavior of humans is studied. Students obtain a solid grounding in theory as well as skill-based education from experiential learning opportunities. Persons with a sociology background can find employment in many sectors, including business, agricultural organizations, labor relations, criminal justice, human services, and social work. Many students enter graduate school. Recent graduates have entered law school and master degree programs in family counseling and sociology. No one "professional title" explains the job of a well-prepared sociology graduate, since employment opportunities exist within a multitude of fields.

Sociology Major/Minor Program Objectives

1. Ask theoretically, socially, and ethically relevant questions.
2. Seek answers to theoretically, socially, and ethically relevant questions.
3. Formulate, propose, and initiate solutions.
4. Evaluate formulated, proposed, or initiated solutions.
5. Flexibly adjust to new situations and ask new questions.
6. Develop an ethical/moral approach to social analysis.

Sociology Major (B.A.)

SOC 110 Real World: Intro to Sociology	3
SOC 201 Sociology of the Family	3
SOC 202 Social Problems	3
SOC 330 Social Psychology	3
SOC 352 Social Theory	3
SOC 354 Minorities	3
SOC 498 Sociology Senior Seminar	3
SCS 312 Social Research Methods and Applied Statistics	4
Approved electives	9
Total credits for Sociology Major	34

Sociology Minor

SOC 110 Real World: Intro to Sociology	3
SOC 201 Sociology of the Family	3
SOC 202 Social Problems	3
SOC 330 Social Psychology	3
Approved electives	9
Total credits for Sociology Minor	21

Approved Electives

Any Sociology class	3
CRJ 306 Criminology	3
CRJ 308 Juvenile Delinquency	3
CRJ 309 Juvenile Justice and the Youthful Offender	3
CRJ 365 Youth At Risk	3
CRJ 466 Victimology	3

Addictions Counseling Concentration

(must be combined with a major in Criminal Justice, Psychology or Sociology)

ADC 145 Addiction Theory	3
ADC 146 Pharmacology	3
ADC 164 Record Documentation	3
ADC 174 Cultural and Clinical Issues	3
ADC 261 Assessment in Addictions	3
HSV 326 Ethics in Human Services	3
PSY 241 Introduction to Counseling	3
PSY 340 Techniques of Counseling	3
PSY 498 Group Counseling	3
Total credits for Addictions Counseling Concentration	27

Human Services Concentration

(must be combined with a major in Criminal Justice, Psychology, or Sociology)

HSV 241 Human Relations in Society	3
HSV 262 Intro. to Rehabilitative Services	3
HSV 326 Ethics in Human Services	3
HSV 394 Casework Methods and Practices	3
HSV 494 Case Management for Human Services	3
Six credits from the following:	
ADC 145 Addiction Theory	3
CRJ 365 Youth at Risk	3
CRJ 446 Victimology	3
HSV 397 Field Projects	3
HSV 495 Internship	1-15
SOC 354 Minorities	3
Total credits for Human Services Concentration	21

Suggested Course Sequence Sociology Major

Fall semester Year 1

SOC 110 Real World: Intro to Sociology	3
--	---

Spring semester Year 1

SOC 202 Social Problems	3
-------------------------	---

Fall semester Year 2

SOC 201 Sociology of the Family	3
---------------------------------	---

Spring semester Year 2

SOC 330 Social Psychology	3
---------------------------	---

Fall semester Year 3

SCS 312 Social Research Methods and Applied Statistics	4
---	---

Spring semester Year 3

SOC 354 Minorities	3
--------------------	---

Fall semester Year 4

SOC 352 Social Theory	3
-----------------------	---

SOC 498 Sociology Seminar	3
---------------------------	---

Spring semester Year 4

Elective

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

Theology and Ministry

Faculty: Daniel McGuire
 Sr. Mary Kaye Nealen, SP
 Roderick Pitstick
 Rev. James Sikora
 Sr. Eileen Hurley, SCL

Theology and Ministry at the University is the most explicit expression of the mission of the University to participate in the teaching mission of Jesus Christ. Courses and programs in Theology and Ministry express the Catholic and ecumenical heritage and values of the University. These programs of study enable students to (1) construct a critical, grounded understanding and appreciation of the roots and function of religion in life; (2) demonstrate consistently the value of community and the interrelatedness of all creation; (3) identify and explain central Catholic and Christian doctrines and ethical principles; (4) make sound moral decisions that contribute to a world of respect, service, and justice; (5) foster genuine ecumenical dialogue from a stance of deep commitment; and (6) explore ministry in the Catholic Church. The Theology and Ministry program also provides the foundation for the Certificate of Lay Ecclesial Ministry in collaboration with the Diocese of Great Falls-Billings.

Theology and Ministry Major/Minor Program Objectives

Students who earn a major in Theology and Ministry will:

1. Make the community of all life and creation your own.
2. Show us knowledge and comprehension of more complex religious concepts.
3. Show us the key components of Christian theology with attention to the development of those concepts and their understanding.
4. Show us breadth and depth in specific areas of scripture, hermeneutics, and theology.
5. Make moral decisions that contribute to a world of respect, justice, and service.
6. Show us your construction of a framework of religious and ethical meaning of your life.

Theology and Ministry Major (B.A.)

TRL 120 Basic Christian Ethics	3
TRL 200 Fundamentals of Theology	3
TRL 210 Catholicism	3
TRL 240 Reading the Old Testament	3
TRL 250 Reading the New Testament	3
TRL 303 Jesus, the Christ	3
TRL 320 The Christian Vocation to Justice	3
TRL 498 Senior Seminar	3
Approved electives	9
Total credits for Theology and Ministry Major	33

Theology and Ministry Minor

TRL 120 Basic Christian Ethics	3
TRL 200 Fundamentals of Theology	3
TRL 240 Reading the Old Testament	3
TRL 250 Reading the New Testament	3
TRL 303 Jesus, the Christ	3
TRL 320 The Christian Vocation to Justice	3
Approved electives	3
Total credits for Theology and Ministry Minor	21

Approved Electives

HST 367 Renaissance and Reformation	3
HSV 326 Ethics in Human Services	3
TRL 210 Catholicism (Minor only)	3
TRL 224 Formation of Christian Conscience	3
TRL 270 Fundamentals in Ministry (with instructor approval)	3
TRL 337 Providence and Ecology	3
TRL 370 Church Ministries (with instructor approval)	3
TRL 389 Church's Life and Worship	3
TRL 390 Seven Sacraments	3
TRL 392 Special topics in Theology & Ministry	1-3
TRL 495 Internship	1-15

Lay Ecclesial Ministry Certificate Program

The University in collaboration with the Diocese of Great Falls- Billings offers a certificate program in lay ministry through distance learning. Initiated in 1999, this certification program consists of 30 hours of college level work in theology, scripture, and ministry offered through video and the internet. Lay ministry students may begin the program at any time. The ministry courses should be taken after the completion of the theology courses and in sequence: TRL 370, TRL 496.

Lay Ecclesial Ministry Certificate Objectives

Students who earn a certificate for lay ecclesial ministry will:

1. Make the community of all life and creation your own.
2. Show knowledge and comprehension of basic religious concepts beyond the core level.
3. Explain central Catholic and Christian teachings and moral values in a coherent and knowledgeable manner.
4. Make moral decisions that contribute to a world of respect, justice, and service.
5. Deepen the understanding and expression of your own spiritual journey, within a framework of religious and ethical meaning for your life.
6. Explore or deepen ministry in the Catholic Church.

Lay Ecclesial Ministry Certificate

TRL 200 Fundamentals of Theology	3
TRL 224 Formation of Christian Conscience	3
TRL 240 Reading the Old Testament	3
TRL 250 Reading the New Testament	3
TRL 270 Fundamentals in Ministry	3
TRL 320 The Christian Vocation to Justice	3
TRL 370 Church Ministries	3
TRL 389 Church's Life and Worship	3
TRL 390 Seven Sacraments	3
TRL 496 Practicum in Ministry	3

**Total credits for Lay Ecclesial
Ministry Certificate 30**

Suggested Course Sequence Theology Major, Minor, & Certificate

Year 1

TRL 240 Reading the Old Testament	3
TRL 250 Reading the New Testament	3

Year 2

TRL 200 Fundamentals of Theology	3
TRL 210 Catholicism (MAJOR ONLY) Ministry Track	3
TRL 224 Formation of Christian Conscience Theology Track	3
TRL 120 Basic Christian Ethics	3

Year 3

TRL 303 Jesus, the Christ Ministry Track	3
TRL 270 Fundamentals in Ministry	3
TRL 390 Seven Sacraments	3
TRL 389 Church's Life and Worship Theology Track	3
Theology & Ministry electives	

Year 4

TRL 320 The Christian Vocation to Justice Ministry Track	3
TRL 370 Church Ministries	3
TRL 496 Practicum in Ministry Theology Track	3
Theology & Ministry electives	
TRL 498 Senior Seminar	3

The model schedule above is a guide for planning only. It cannot be followed precisely by transfer, part-time, or other students who depart from a four-year program.

University Studies

Faculty: Rev. James Sikora

University Studies Major (B.A.)

The university studies major requires a program of study approved by the Dean. Typically, this major is provided for students who transfer a significant number of credits (not less than thirty-three) evidencing detailed understanding of a discrete field of study not offered at the University.

University Studies Minor

The university studies minor requires a program of study approved by the Dean. Typically, this minor is provided for students who transfer a number of credits (not less than twenty) evidencing fundamental understanding of a discrete field of study not offered at the University.

Course Descriptions

ACCOUNTING

ACC 110 What the Numbers Mean

What the numbers mean is relevant to the student whose interest is not in the area of accounting. Accounting is the language of business. Financial statements result from the accounting process and are used by owners/investors, employees, creditors, regulators, and other in the planning, controlling, and decision making activities as they seek to achieve and/or evaluate the achievement of the organization's objectives. To effective in the activities requires some command of this language. This course will cover the basics: what accounting information is, how it is developed, how it is used, and what it means. An examination of financial statements to learn what they do and do not communicate, aimed at enhancing the student's decision-making and problem-solving abilities from a user perspective. The course will not focus on the mechanical aspects of the accounting process.

Expected to be offered: Fall and Spring semesters
3 credits

ACC 201 Principles of Financial Accounting

The purpose of this course is to help you to develop your knowledge of accounting and your ability to use accounting information in making economic decisions. Course content and assignments apply whether you are student in the accounting field or a student of business administration. This is an introductory course in accounting with an emphasis on the theory and fundamentals of accounting practices. The course will promote a balanced approach to the basic structural form, modern data collection, and uses of accounting. This course is the first semester of a two semester introductory accounting sequence.

Pre-requisite: CPS 105 (may take concurrently)
Expected to be offered: Fall and Spring semesters
3 credits

ACC 202 Principles of Managerial Accounting

The purpose of this course is to help you to develop your knowledge of accounting and your ability to use accounting information in making economic decisions. Course content and assignments apply whether you are student in the accounting field or a student of busi-

ness administration. This is an introductory course in accounting with an emphasis on the theory and fundamentals of managerial accounting practices. The course will promote a balanced approach to the basic structural form, modern data collection, and uses of accounting. This course is the second semester of an accounting sequence. For accounting major's successful completion of this class gives you the opportunity to study financial accounting at the next level and is the first step towards your goal of becoming a Certified Public Accountant. For Business Administrative students the course will enable the student to apply basic accounting principles to finance and management decisions.

Prerequisite: ACC 201

Expected to be offered: Fall and Spring semesters
3 credits

ACC 300 Financial Statement Analysis

Financial statements form the basis for understanding the financial position of a business firm. Assessments can be made regarding the firm's historical performance, current management practices, and industry level comparisons. Financial statements present a clear representation of a firm's financial health and lead to informed business and investment decisions. This course is designed to illuminate the mysteries of such documents.

Prerequisite: ACC 202
Expected to be offered: Spring semester, Odd years
3 credits

ACC 341 Fundamentals of Taxation

The course will introduce the students to standard IRS forms. Use of actual tax forms throughout the course will give the students the opportunity to understand the principles behind tax law while learning to work with clients. In addition, students will be discussing the legal requirements, proper form placement, and format of complete tax reporting. The course will also introduce students to tax software. The course will introduce the students to the fundamentals of tax research. Students will research relevant tax authorities such as the Internal Revenue Code, Treasury Regulations, revenue rulings, revenue procedures, and court cases. Topics covered include: Introduction to Individual taxation, Self-employed business taxation, capital gains and loss, tax credit, payroll taxes, retire-

ment and other tax-deferred plans and annuities, property transactions at-risk, passive activity, alternative minimum tax, partnerships and corporate taxation.

Prerequisites: ACC 202

Expected to be offered: Fall semesters

3 credits

ACC 371 Intermediate Financial Accounting I

The purpose of this course will examine financial accounting information and its increasingly varied uses in the world today. Accounting is the practice of identifying, measuring, recording, and communicating economic information that enables users to make informed economic decisions. The course will explore Generally Accepted Accounting Principles and compliances with other regulatory pronouncements as related to financial statements reporting, asset measurement and income determination. This course will equip students with the tools needed to critically evaluate evolving accounting practices needed to meet the demands of a dynamic, professional world.

Prerequisite: ACC 201

Expected to be offered: Spring semesters

4 credits

ACC 372 Intermediate Financial Accounting II

The purpose of this course will examine financial accounting information and its increasingly varied uses in the world today. Accounting is the practice of identifying, measuring, recording, and communicating economic information that enables users to make informed economic decisions. The course will explore Generally Accepted Accounting Principles and compliances with other regulatory pronouncements as related to financial statements reporting for liabilities, investments, and stockholders equity. The course will also cover income recognition and measurement of net assets, accounting for income tax, accounting for postemployment benefits, accounting for leases, cash flow statements, and accounting for changes and errors. This course will equip students with the tools to evaluate evolving accounting practices needed to meet the demands of a dynamic, professional world.

Prerequisite: ACC 371

Expected to be offered: Fall semesters

4 credits

ACC 380 Principles of Cost Management

Cost accounting is primarily concerned with the accumulation and analysis of cost information for internal use by managers for planning, control, and decision-making. This is the first of a two-semester course with emphasis on the cost management approach. The student will begin by looking at cost accounting fundamentals, tools for planning and control and cost information for decisions. This includes a shift from the production orientation only to include service related companies.

Prerequisite: ACC 202

Expected to be offered: Fall semesters

3 credits

ACC 392 Special Topics in Accounting

Expected to be offered: Sufficient demand

1-6 credits

ACC 422 Principles of Attestation and Auditing

Audit reports, professional ethics, legal liability, audit evidence, audit planning, audit documentation, audit materiality, audit risk, assessment of internal control risk, audit program, sales and collection cycle, audit sampling for tests of controls, and substantive tests of transactions.

Prerequisite: MTH 108, ACC 372, ACC 380

Expected to be offered: Fall semesters

3 credits

ACC 425 Advanced Financial Accounting I

Business combinations, consolidated financial statements, differences between cost and book value, unrealized intercompany inventory profit, unrealized intercompany fixed asset transfer profit, deferred income taxes, changes in ownership interest, indirect ownership, reciprocal stockholdings, pooling of interests, and equity method of reporting investments in common stock.

Prerequisite: ACC 372

Expected to be offered: Spring semester, Even years

3 credits

ACC 442 Principles of Federal Taxation - Business Entities

Corporate tax liability, tax credits, foreign tax credit, business credits, investment credit, targeted jobs credit, alternative minimum tax, environmental tax, taxable income, tax exemptions, itemized deductions, corporate distributions and adjustments, corporate liquidations,

collapsible corporations, corporate reorganizations, corporate carryovers, taxable years, corporate inventories, estates, trusts, beneficiaries, gifts, decedents, tax liability of partners and partnerships, S corporations, gains and losses, cooperatives, and fiduciaries.

Prerequisite: ACC 341

Expected to be offered: Spring semesters

3 credits

ACC 481 Advanced Cost Management

Variance investigation, cost allocation, strategic management, logistics, life cycle analysis, target costing, value engineering, constraints, throughput, graphical linear programming, simplex linear programming, strategic planning, master budget, cost-volume-profit analysis, short-run profit measurement, managerial performance evaluation, intracompany product transfers, transfer pricing, capital budgeting, capital project implementation.

Prerequisite: ACC 380

Expected to be offered: Spring semesters

3 credits

ACC 485 Accounting Seminar - Capstone

The purpose of the course is to update the students on current and emerging accounting issues. The course will also serve as a capstone class for the accounting degree.

Prerequisite: ACC 425

Expected to be offered: Spring semesters

3 credits

ACC 495 Internship

Expected to be offered: Sufficient demand

1-15 credits

ADDICTIONS COUNSELING

ADC 145 Addiction Theory

Theories, principles, and application of therapies commonly used in the counseling and rehabilitation of chemical abuse and dependency.

Expected to be offered: Distance Learning,

Fall semesters

3 credits

ADC 146 Pharmacology

Covers ingestion, absorption, metabolism, and effects of alcohol and other drugs on human tissue; nature of tolerance, withdrawal and addition; interaction among drugs

and polydrug abuse; prescription and non-prescription drugs; effects on the central nervous system, liver, and other tissue damage; and Fetal Alcohol Syndrome.

Expected to be offered: Distance Learning,

Spring 2010 and Fall 2011

3 credits

ADC 164 Record Documentation

Students learn record keeping skills including treatment planning, documenting client and counselor interactions, and report writing. Legal and professional standards of record keeping applicable to the chemical dependency and other health care fields will be covered.

Expected to be offered: Distance Learning,

Spring semesters

3 credits

ADC 174 Cultural and Clinical Issues

This course addresses issues of concern to the addictions counselor including concepts and interventions related to cultural differences, abuse, anger and resistance, suicide, and other issues.

Expected to be offered: Distance Learning,

Fall semesters

3 credits

ADC 261 Assessment and Appraisal

Examines methods and techniques in assessing clients for chemical dependency with emphasis on testing and training.

Expected to be offered: Distance Learning,

Spring semesters

3 credits

ADC 295 Internship in Addictions Counseling

Emphasis on functioning as part of an agency staff, development of advanced individual, group, and family counseling skills.

Prerequisite: Consent of instructor

Expected to be offered: Fall and Spring semesters

1-8 credits

ART

**Most courses require additional studio time*

ART 112 Exploring Visual Art

In this course students will be introduced to historical and contemporary visual arts from around the world including painting, sculpture, printmaking, architecture, camera and computer arts, multi-media and installation. Analytical and critical skills are developed in the examination of various artistic forms of expression in the cultures from which they come. This course is designed to offer shared exploration through lectures, presentations, discussions and projects.

**Expected to be offered: Fall and Spring semesters
Distance and Campus
3 credits**

ART 115 Studio Art Experience

This course immerses students in the shared exploration of ideas, concepts and fundamental principles of visual art through direct studio practice. Students design and produce a variety of projects both individually and collaboratively that incorporate skill building, problem solving and critical process. Projects engage students in interdisciplinary investigations of concepts and encourage them to exploit the expressive potential of varied media techniques. The topics, techniques and methods vary with each semester depending on the professional practice and passion of the faculty and transdisciplinary topic-based approaches. Students develop their own ideas and voice in relation to the material and themes being presented by faculty. Students will develop the ability to maintain a dialogue between making and thinking that requires both technical and critical competencies.

**Expected to be offered: Fall and Spring semesters
3 credits**

ART 120 Studio Art Practice

Studio Art Practice is a first year experience in the art major/minor that presents a rigorous investigation of conceptual, technical, and critical skills common to diverse areas of creative production. Students explore methods, materials, tools and concepts in the areas of surface (2-dimensional), space (3-dimensional), and time (4-dimensional), both independently and in relationship to one another. Traditional strategies and experimental approaches are utilized for skill building and the transformation, development and interconnection of ideas towards the realization of art projects. Students are

challenged to design and produce a variety of smaller assignments and larger complex projects both individually and collaboratively. Students will develop the ability to maintain a dialogue between making and thinking that requires both technical and critical competencies.

**Expected to be offered: Fall and Spring semester
4 credits**

ART 122 Drawing I

Exploration of media, techniques, line, form, space, color, composition and personal expression. Emphasis on linking content with appropriate expression.

**Expected to be offered: Fall semesters
3 credits**

ART 192 Special Workshops in Art

**Expected to be offered: Sufficient demand
1-3 credits**

ART 200 Painting I

Introduction to painting and related media. Exploration of basic aesthetic and technical concepts in painting. Understanding and developing individual stylistic tendencies, linking them and content with appropriate expression.

**Prerequisite: ART 122
Expected to be offered: Spring semester and
possibly Summer semester
3 credits**

ART 205 Printmaking I

Introduction to basic techniques of relief and intaglio printmaking.

**Prerequisite: ART 140, ART 122
Expected to be offered: Spring semester
3 credits**

ART 221 Ceramics I

Introduction to clay as a historical and contemporary art-making medium. Basic exploration of hand-building, throwing, glazing and surface treatment.

**Expected to be offered: Fall and Spring semesters
3 credits**

ART 222 Drawing II

Continued exploration in drawing with a variety of media. Emphasis on the development of a personal artistic style.

**Prerequisite: ART 222
Expected to be offered: Fall semesters
3 credits**

ART 255 Photography I

The use of the camera as a creative tool for beginners in photography. Basic photo-lab chemistry for the processing of black and white film and prints. Camera required.

Expected to be offered: Fall semesters and Spring semester with sufficient demand
3 credits

ART 280 Art History: Ancient through Medieval

Broad scope of artistic development from the Paleolithic era through the Middle Ages.

Expected to be offered: Fall semesters
3 credits

ART 281 Art History: Renaissance through Modern

Broad scope of artistic development from the Renaissance through modern period.

Expected to be offered: Spring semesters
3 credits

ART 292 Special Topics in Art

Expected to be offered: Every semester
1-3 credits

ART 300 Painting II

Continued exploration of painting techniques, materials, and traditional and nontraditional approaches. Emphasis on linking content with form in developing a personal expression.

Prerequisite: ART 200
Expected to be offered: Spring semesters and Summer with sufficient demand
3 credits

ART 305 Printmaking II

Further exploration of printmaking processes and advanced techniques.

Prerequisite: ART 205
Expected to be offered: Spring semesters and Summer with sufficient demand
3 credits

ART 321 Ceramics II

Further exploration of the ceramic process including hand building and throwing, and glazes and firing technology.

Prerequisite: ART 221
Expected to be offered: Fall and Spring semesters; Summer with sufficient demand
3 credits

ART 322 Life Drawing I

Study of the live model in the Renaissance tradition. Development of technical and perceptual skills as well as aesthetic awareness of the human form to enhance expression of the artist's ideas. Emphasis on developing drawing skills throughout.

Prerequisite: ART 222
Expected to be offered: Fall semesters
3 credits

ART 355 Photography II

Further exploration into the use of the camera and photo process as creative tools for personal expression.

Prerequisite: ART 255
Expected to be offered: Spring semesters, Fall semester with sufficient demand
3 credits

ART 360 Art of the Book

Introduction to artists' books and bookmaking. Exploration of traditional and contemporary approaches, techniques and materials through the creation of artists' books. Personal expression linking form and content emphasized.

Expected to be offered: Fall semesters, Odd years
3 credits

ART 392 Special Topics in Art

Expected to be offered: Every semester
1-6 credits

ART 392 T Art Travel

Opportunity to experience art and culture through travel. Check with Art faculty about special opportunities.

Expected to be offered: Once a year
1-6 credits

ART 397 Field Experience

Independent art research, production and/or application that involves, and depends on, working in the

field and may include travel. Initial proposal includes detailed plan to complete and present a final project manifesting the essence of the learning experience.

Prerequisite: Consent of instructor

Expected to be offered: Every semester

1-3 credits

ART 422 Life Drawing II

Further exploration of drawing and the study of the human form.

Prerequisite: ART 322

Expected to be offered: Fall semesters

3 credits

ART 475 Advanced Studio Project

This is an advanced independent studio course. The student will propose and complete a body of work that involves critical investigation of materials, techniques and concepts as well as explorations in creative process. Written proposals of the project are due at the start of the semester and must be accepted by faculty. Written and oral self-critiques as well as ongoing journaling and regular critiques with faculty and peers will be performed.

Prerequisite: Advanced students only. Faculty consent required.

Expected to be offered: Every semester

3-6 credits

ART 485 Careers in Art Seminar

Capstone seminar course designed to increase students' awareness of available career opportunities and resources, and to assist in the development of a strategy for achieving their career goals in the visual arts through the introduction of professional business practices and marketing skills.

Prerequisite: Junior or senior standing

Expected to be offered: Fall semester, Even years

3 credits

ART 495 Internship

Provides opportunities to develop skills, knowledge and hands-on experience in areas of art research, production and/or application in a professional setting and may involve community service and/or an apprenticeship.

Prerequisite: Consent of instructor

Expected to be offered: Every semester

1-15 credits

ART 498 Senior Thesis I

Capstone project for art majors/fine art majors in their senior year. Senior thesis involves creating a final body of work and completing a public exhibit and presentation.

Prerequisite: consent of instructor

Expected to be offered: Every semester

1-6 credits

ART 499 Senior Thesis II

Capstone project for art majors/fine art majors in their senior year. Senior thesis involves creating a final body of work and completing a public exhibit and presentation.

Prerequisite: ART 498 and consent of instructor

Expected to be offered: Every semester

1-6 credits

BIOLOGY

BIO 103 Structure and Function of the Human Body

An introductory course for non-science majors emphasizing human biology. Areas of study include the chemical and cellular basis for life and the major organ systems of the body (the skin, skeletal, muscular, cardiovascular, digestive, respiratory, reproductive, urinary, immune, nervous, and endocrine systems.)

Expected to be offered: Spring semester

4 credits

BIO 110 The Living Environment

All living things share certain characteristics and requirements. Though non-living things may exhibit one or more of these characteristics, living things exhibit them all. This course will give students deeper insight and appreciation of how fundamental science concepts are used in emerging research and discoveries in the life sciences. Science is a clearly defined process. Both laboratory and science process skills are developed through hands-on activities and discussion contributions. Students will gain and understanding of science as a way to serve human needs and solve human problems.

Expected to be offered: Fall semesters

Distance Learning: Spring semester, Even years

4 credits

BIO 111 Environmental Geology

An examination of both the controls of human activities by geology and the impact of humans on natural geologic processes; a survey of fundamental geologic processes and associated hazards (earthquakes, volcanoes, floods, etc.); the use and conservation of geologic resources (energy, minerals, water, soil); and topics such as pollution, waste disposal and land-use planning. An opportunity will be given to discuss, from a geologic perspective, ramifications of and potential solutions to problems associated with Earth's resources.

Expected to be offered: Sufficient demand

4 credits

BIO 112 Field Ecology

Relationships of plants and animals to their environment in the field, with emphasis upon habitat adaptation, the ecosystem, community structure, and ecological succession in the western part of North America.

Expected to be offered: Summer semesters;

Sufficient demand

4 credits

BIO 115 Environmental Ecology

An interdisciplinary study for both science and non-science majors interested in the interconnection between human society and the natural world as they have developed over time. Based on an understanding of ecological concepts and principles, students examine lifestyle issues and critically analyze the relationship among populations, natural resources, land use, agriculture, biodiversity, industrialization and pollution. Environmental problems are examined from scientific, ethical, economic and sociological perspectives to enable students to understand the relevance of biology to contemporary issues in human society.

Expected to be offered: Spring semesters

Distance Learning: Fall semester, Even years

4 credits

151 General Biology I

Foundational course designed to prepare students for upper division courses in any of the life sciences. This course introduces the chemical context of life and emphasizes fundamental life processes at the cellular level, including metabolism, cellular respiration, and photosynthesis. Others topics cov-

ered are mechanisms of evolution and the evolutionary history of biological diversity. Accompanying laboratory experience utilizes research processes and their subsequent application to real world problems.

Expected to be offered: Fall semesters

4 credits

BIO 152 General Biology II

A continuation of BIO 151, this course completes the discussion of fundamental cellular processes with DNA replication, translation, cell division, and chromosomal inheritance. Other topic emphasis includes the study of populations, ecosystems, plant, as well as animal form and function. Accompanying laboratory experience utilizes research processes and their subsequent application to real world problems.

Prerequisite: BIO 151

Expected to be offered: Spring semesters

4 credits

BIO 190 Freshman Science Seminar

Freshman Science Seminar is an introduction in how to succeed in science, how to initiate a research project, and how to get through the first two years of a science program. Freshman or sophomores will learn skills needed to succeed in science. Students will identify future goals, career objectives and put together a plan for graduation.

Expected to be offered: Spring semesters

1 credit

BIO 200 Ecology

Ecology integrates much of what you have learned in previous biology courses while focusing on higher levels of organization (populations, communities and ecosystems). This initial course will present classical and contemporary theories of the ecological relationships applicable to plants and animals. Emphasis will fall on terminology and conceptual development, observations and experiments, and current directions. Current field and lab techniques along with statistical and mathematical approaches to data analysis will be included.

Prerequisite: BIO 151

Expected to be offered: Spring semesters

4 credits

BIO 211 Zoology

Principles of zoology; comparative study of structure & function in animals. Topics discussed: reproduction, development, heredity, ecology, & a survey of the animal kingdom.

Prerequisite: BIO 151

Expected to be offered: Spring semesters

4 credits

BIO 212 General Botany

General principles of botany; structure & function in plants; reproduction; heredity; ecology; economic botany; & a survey of the plant kingdom. Laboratory experiments & microscopic studies coordinated with lecture.

Prerequisite: BIO 152

Expected to be offered: Spring semesters

4 credits

BIO 251 Human Anatomy & Physiology I

A study of the anatomy & physiology of the human body & its relationship to human function. The examination of integumentary, skeletal, muscular, nervous, & endocrine systems include the use of a human cadaver in the laboratory setting.

Prerequisite: CHM 111

Expected to be offered: Fall semesters

4 credits

BIO 252 Human Anatomy & Physiology II

A continuation of BIO 251, this course is a study of anatomy & physiology. Systems covered include cardiovascular, lymphatic/immune, respiratory, digestive, urinary, & reproductive systems. A human cadaver & iWorx physiology software are utilized in the laboratory setting.

Prerequisite: BIO 251

Expected to be offered: Spring semesters

4 credits

BIO 271 Basic and Clinical Nutrition

Study of the basic concepts of human nutrition as they relate to the health and well being of the individual. Included are studies of the nutritional needs of the body, digestion and metabolic processes, dietary trends, recommended daily allowances, vitamin supplementation, nutritional diseases, and nutrition of the elderly.

Prerequisite: BIO 251

Expected to be offered: Spring semesters

Distance Learning: Spring semester, Odd years

3 credits

BIO 280 Microbiology

Study of bacteria, viruses, fungi. Discussion of the form, metabolism, reproduction, physiology, & methods of classification of microscopic organisms, their relationships to each other, & their effects on humans.

Prerequisite: BIO 151

Expected to be offered: Fall semester, Odd years

4 credits

BIO 290 Sophomore Science Seminar

This science seminar course is the second in a series of four. Students will learn skills needed to succeed in science through exploration of research opportunities, developing a research project, and ultimately finding funding for their research.

Expected to be offered: Spring semesters

1 credit

BIO 302 Ornithology

Welcome to the study of avian biology! Ornithology is an upper level biology course with a full lab complement that will build on knowledge obtained in introductory biology courses. The lecture component of this course offers a survey of the evolution, morphology, behavior, and reproductive biology of birds (Class Aves). It will then expand their knowledge with an in-depth study of the biology of birds, including avian form and function, behavior and migration. Students will discuss the roles of birds in ecosystems and the importance of conservation efforts to preserve habitats. Students will learn to identify birds by characteristics such as size, shape, color, marking, flight patterns, habitat and behavior. Students will gain skills in field identification, and will be expected to learn the taxonomy and natural history of the avifauna of Montana. Labs will include study of prepared skins, dissections and field trips in the local area.

Prerequisite: BIO 211

Expected to be offered: Fall semesters, Odd years

4 credits

BIO 304 Mammalogy

A study of mammals with emphasis on principles of mammalian ecology, conservation, biodiversity, techniques of field study, and methods of collection and preservation. The lecture portion of the course has two primary objectives: (a) the understanding of the Class Mammalia, accomplished primarily through lectures and discussions focusing on mammal structure and

function, diversity, ecology, behavior, and biogeography; and (b) an introduction to taxonomic groups designed to complement the laboratory. We will use the textbook, lecture, and primary literature to discuss a topic each week. The laboratory portion of the course will focus on mammalian diversity through the study of museum material, slides, video, and literature. Efforts will be made to cover mammals of Montana, North America, exotic mammals popular in zoos, as well as interesting mammals from around the world.

Prerequisite: BIO 211

**Expected to be offered: Fall semesters, Even years
4 credits**

BIO 311 Genetics

This upper-division course for majors covers the fundamentals of classical & molecular genetics, including gene structure, function, & transmission in prokaryotes, eukaryotes, & viruses. Methods of genetic manipulation & statistical analysis will be considered in a problem-solving context.

Prerequisite: BIO 152 & MTH 252

**Expected to be offered: Spring semesters
4 credits**

BIO 320 Aquatic Ecology

This course is devoted to the major questions, approaches, applications and tools of modern freshwater ecology. With its primary focus on freshwater ecosystems, this course will cover important issues in aquatic ecology. This course will cover basic ecological theory, methodology, and issues such as global warming, surface and groundwater quality, dams and water diversion. Students will acquire the necessary knowledge and tools to assess the quality and ecological status of freshwater bodies and select specific management options.

Prerequisite: BIO 200

**Expected to be offered: Fall semester, Odd years
4 credits**

BIO 390 Junior Science Seminar

Junior Science seminar is a continuation of Science Seminary I for juniors and seniors. Students will use this class to compile their portfolio for subsequent career opportunities. They will discover the who, what, when, where and how of the graduate or professional school application process in their chosen field. Students will continue their research and writing towards the completion of their Senior Thesis. Finally, students

will mentor freshman and sophomore science majors.

Expected to be offered: Spring semesters

1 credit

BIO 392 Special Topics in Biology

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand

1-6 credits

BIO 400 Immunology

This upper division elective course for biology majors discusses the science of “self/non-self” discrimination. Examination of physiological functions of immune response, including cell & antibody mediated immunity, allergic & hypersensitive reactions, surveillance mechanisms, & inborn & acquired immune responses. Clinical & laboratory applications of immunologic function will be covered such as transplantation, modulation, immune deficiencies, & disease states.

Prerequisites: BIO 280 & BIO 311

**Expected to be offered: Fall semester 2010
4 credits**

BIO 405 Developmental Biology

This upper division elective for biology majors discusses the genetic mechanisms underlying the formation of organisms from a single cell. Molecular & cellular influences on the differentiation & development of cells, tissues & organs, will be used as a basis for the morphological changes that are found in the developing organism as a whole.

Prerequisite: BIO 311

**Expected to be offered: Fall semester 2011
4 credits**

BIO 411 Cell Biology

This upper-division elective for biology majors offers an in-depth look at cellular structure & function. Students examine the role of organelles, biological membranes, the cytoskeleton, & extra-cellular matrix in the processes of organelle biosynthesis, vesicle transport, protein targeting, molecular motors, & secretion.

Prerequisite: BIO 311 & CHM 401

**Expected to be offered: Spring semester, Odd years
4 credits**

BIO 420 Virology

This upper division elective course for biology majors explores current concepts in the field of virology. The structure & genetic composition of viruses as well as

strategies for the replication & expression of viral genetic material will be examined. Mechanisms of viral pathogenesis will be presented.

Prerequisite: BIO 280 & BIO 311

Expected to be offered: Fall semester 2012
4 credits

BIO 422 Conservation Ecology

Human activities are having a cumulative effect on the natural systems upon which life depends. Future land management impacts will likely entail unprecedented change in environmental conditions. More integration of the traditional natural resources fields will be required to develop innovative approaches to sustain resource development. Conservation Ecology provides insights to the many benefits and services that nature offers and explores strategies for management options to sustain ecological integrity and the production of goods and services. It is an emerging interdisciplinary approach to harmonizing the interactions between people and nature at ecosystem scales. The course is designed to explore the knowledge, theories, and research related to the total environment in which we practice conservation. Emphasis will be on the synthesis and integration of knowledge, skills and abilities that are needed as conservation issues become more complex. A problem-based learning format will require students to actively participate in their own learning by researching and analyzing real-life problems to arrive at "best" solutions.

Prerequisite: BIO 200

Expected to be offered: Fall semesters, Even years
4 credits

BIO 490 Research in Biology

Research experience for Biology majors. This student initiated undergraduate research project aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, & performing experiments to test both the design difficulties & limitations in experimental strategies due to design, equipment, organism selected, etc.

Prerequisite: consent of instructor

Expected to be offered: Summer or Fall semesters
1-4 credits

BIO 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand
1- 4 credits

BIO 499 Senior Thesis

This upper division course for biology majors requires submission of a written report (thesis) & oral seminar presentation based on critical evaluation of scientific literature and/or an independent research project.

Prerequisite: consent of instructor

Expected to be offered: Fall and Spring semesters
1 credit

BUSINESS

BUS 110 Financial Health

Course introduces students to the study of financial principles through the examination of their personal financial health. Among the subjects covered will be spending patterns, use of credit cards and loans, and how to develop investing strategies. Practical assignments will include building a personal financial plan and exercises in making informed financial decisions affecting the students' futures.

Expected to be offered: Fall semesters

Distance Learning: Fall semesters

3 credits

BUS 201 The Art of Thinking

This course introduces students to the process of thinking logically. The first step of solving any problem is to identify it. Analyzing situations, including ethical aspects, is a critical component of the art of thinking.

Pre-requisite: ENG 117

Expected to be offered: Spring semesters

3 credits

BUS 240 Leadership and Management

A major area of focus will be the basic principles and functions of management involved in planning, organizing, and controlling a business organization. Attention will also be paid to the relationship of management and leadership. This will include an examination of classical sources for the meaning and implications of leadership as well as an extensive look at modern leadership ideas and team building tools. The importance of ethics in determining the role and function of leadership will be a central feature of this course.

Expected to be offered: Spring semesters

3 credits

BUS 245 Students in Free Enterprise (SIFE)

A team of students designs and implements projects to meet unmet needs – but with a “business twist.” SIFE projects require that students apply the principles of free enterprise while bringing about social good. The team documents its projects and enters them into a regional competition each April. SIFE may be taken up to four times. It is highly recommended that students plan to take SIFE both fall and spring semesters so they can participate in the project from start to competition.

Expected to be offered: Fall and Spring semesters
1 credit

BUS 260 Marketing

Examination of the role of contemporary marketing in our economy. Areas studied: the contemporary marketing environment (competitive, legal, economic, social); product strategy, distribution strategy, promotional strategy; and pricing strategy.

Expected to be offered: Fall semesters
3 credits

BUS 300 Investment Analyses

Whether you work for an organization deciding where to place its liquid assets or decide for personal wealth, analyzing investments is a terrific skill to develop. This course takes you through the types of investments, their evaluation, the strengths and weaknesses of each, and the process of buying and selling. As a part of the course, you may be making actual purchase and sale recommendations for a \$50,000.00 portfolio belonging to the University of Great Falls, sponsored by DA Davidson.

Expected to be offered: Fall semester, Even years
3 credits

BUS 306 Management Science

Spreadsheet programs are used to build models of decision problems faced by managers in their daily work activities. Examples of decisions utilizing linear programming, forecasting techniques, project management, inventory control, waiting line analysis, and simulation are created and evaluated. Students will apply one or more of these techniques to a project of their own choosing.

Prerequisite: CPS 205

Expected to be offered: Spring semester, even years
3 credits

BUS 335 Commercial Law

Law regarding contracts, torts, property, with business applications. Business ethics and Governmental regulation.

Expected to be offered: Fall semesters

Distance Learning: Fall semester, odd years
3 credits

BUS 341 Human Resource Management

Personnel function as it relates to the management of the human resources of the organization.

Prerequisite: BUS 240

Expected to be offered: Fall semesters, even years
3 credits

BUS 342 Labor Relations and Employment Law

Designed to acquaint students with the modern American labor scene and employment law. Consideration given to: history of the union movement; the structure and function of unions; unions in relation to wages; income, employment, and numerous types of labor problems; and evolutionary process of labor legislation with focus on trends in modern labor legislation.

Prerequisite: BUS 240 recommended

Expected to be offered: Fall semester, Odd years
3 credits

BUS 370 Real Estate

Topics considered include home ownership; mortgage lending and finance; appraisal and evaluation of property; purchase and sale of property; legal framework of selling, subdivision, zoning, and planning. Prepares student for Montana Real Estate Exam.

Expected to be offered: Summer semesters
4 credits

BUS 380 Entrepreneurship

Entrepreneurs are the energizers of economic enterprise. This course looks at how ideas for small businesses and other economic enterprises are generated and brought to fruition. Centered around writing a business plan, the course teaches how to examine the feasibility of a business idea from the aspect of marketing, operating, and managing the firm.

Prerequisites: BUS 240 and BUS 260

Expected to be offered: Fall semester; Odd years
3 credits

BUS 392 Special Topics in Business
Expected to be offered: Sufficient demand
1-6 credits

BUS 400 Financial Analysis
A study of the financial problems associated with the operation of an organization. Includes estimating the financial needs of an enterprise, break-even point, time value of money, capital structure, budgeting, and working capital management.
Prerequisite: ACC 201, CPS 205, ECN 202, senior standing or instructor permission
Expected to be offered: Fall semesters

3 credits

BUS 401 The Art of Leadership
Working with others is an essential skill for today's leaders. Effective team formation, participation, and leadership is examined in this course. Change is certain, no matter what organizational setting in which you are located. Dealing effectively with change and helping those you lead deal well is important.
Prerequisite: BUS 201, COM 301
Expected to be offered: Fall semesters

3 credits

BUS 495 Internship
This course provides the opportunity to apply the theories or see how the theories are applied that you have learned about throughout your academic career. A minimum of 60 hours per credit will be spent observing and/or working within an organization.
Prerequisite: Junior or senior standing, completion of internship paperwork prior to beginning of the semester during which the internship occurs.
Expected to be offered: Every semester

1-12 credits

BUS 496 Commerce Integration
The focus of this course will be on integrating the various tools that the 21st century businessperson needs in order to run a successful enterprise. Particular attention will be paid to the development of business plans. Accordingly, understanding marketing and its central role in business planning will be a significant part of this course. Furthermore, this course will focus on understanding the integration of web and other new market economic tools into the traditional "bricks and mortar"

methods of doing business. The role of the manager as "chief integrator" of the business will also be examined. This includes the manager's role as the organization's first team leader, visionary, and prime communicator.
Prerequisite: BUS 400

Expected to be offered: Spring semesters
3 credits

CHILD DEVELOPMENT ASSOCIATE

CDA 101 CDA Child Centered Competency Goals
UGF Course engages those seeking CDA certification in mastering the Council for Professional Recognition CDA Competency Standards in order to apply for CDA certification. The course covers accomplishing those competency goals in a Center Setting. Both CDA 101 and CDA 102 are required along with supervised assessment of the CDA Competency goals to apply for CDA certification.
Expected to be offered: Fall semesters

3 credits

CDA 102 CDA Center, Family Center and Home Visitor Competencies
UGF Course engages those seeking CDA certification in mastering the Council for Professional Recognition CDA Competency Standards in order to apply for CDA certification. The course covers accomplishing those competency goals in a Home and Home visitation Settings Both CDA 101 and CDA 102 are required along with supervised assessment of the CDA Competency goals to apply for CDA certification.
Expected to be offered: Spring semesters

3 credits

CHEMISTRY

CHM 101 Essentials of Inorganic Chemistry
An overview of inorganic chemistry. Topics include scientific methods, tools of science, historical aspects, atomic structure, chemical bonding, gases, liquids, solids, solutions, colloids, and chemical reactions. May be used in preparation for CHM 111
Expected to be offered: Fall semesters

4 credits

CHM 102 Essentials of Organic and Biochemistry

A survey of organic and biochemical molecules--especially designed for health occupations students--with an emphasis on the names, structures, and functions of key molecular types.

Prerequisite: CHM 101

Expected to be offered: Spring semester, Even years
3 credits

CHM 110 Chemistry in Context

Elementary treatment of principles of general and organic chemistry for non science majors. This is a non-science majors course designed to help the student acquire a wide and general view of science through chemistry and to reflect the significant role chemistry in environmental science, medicine, forensics, industry and technology.

Expected to be offered: Spring semesters

Distance Learning: Fall semester, Odd years
4 credits

CHM 111 General Chemistry I

Course covers topics integral to Inorganic Chemistry, including atoms & bonding, theories of bonding, molecular geometries, naming of inorganic compounds, simple chemical reactions, properties of liquids, solids, & gases.

Prerequisite: MTH 105 or acceptable test score.

Expected to be offered: Fall semesters
4 credits

CHM 112 General Chemistry II

A continuation of CHM 111. Topics include rates of chemical reactions, the second law of thermodynamics, & an extensive discussion of chemical equilibrium, encompassing gas phase reactions, reactions in solutions, acid-base chemistry, solubility, & electrochemistry.

Prerequisite: CHM 111

Expected to be offered: Spring semesters
4 credits

CHM 261 Organic Chemistry I

A detailed view of structure of organic compounds & their reactions with an emphasis on the mechanisms for their preparation & conversion. Organic Chemistry I & II follow a mechanistic approach: the functional groups are introduced in terms of how & why they react.

Prerequisite: CHM 112

Expected to be offered: Fall semesters
4 credits

CHM 262 Organic Chemistry II

A detailed view of the structure & reactions of aliphatic & aromatic organic compounds is continued with an emphasis on mechanisms & synthesis. Organic Chemistry I & II follow a mechanistic approach: the functional groups are introduced in terms of how & why they react.

Prerequisite: CHM 261

Expected to be offered: Spring semesters
4 credits

CHM 340 Physical Chemistry

A survey of thermodynamics & quantum chemistry & their applications to molecular studies. Topics include gas laws, energies, chemical equilibrium, quantum effects, & electrochemistry.

Prerequisite: CHM 112

Expected to be offered: Fall semester, Even years
4 credits

CHM 350 Quantitative Analysis

An introductory view of a variety of methods of chemical analysis, their underlying principles & their applications. This includes both classical "wet" methods & modern instrumental methods involving spectroscopy, chromatography, & electrochemistry.

Prerequisite: CHM 112

Expected to be offered: Spring semester, Odd years
4 credits

CHM 392 Special Topics in Chemistry

Expected to be offered: Sufficient demand
1-6 credits

CHM 401 Biochemistry I

A detailed view of proteins, enzyme kinetics, & cellular metabolism. The relationship between structure & function & the regulatory mechanisms by which a cell or organism controls its own activities will be examined.

Prerequisite: CHM 262

Expected to be offered: Fall semesters
4 credits

CHM 402 Biochemistry II

A detailed view of biosynthesis, especially emphasizing the role of enzymes & of DNA & RNA in transcription, translation, gene expression, & other cellular phenomena. The relationship between structure & function

& the regulatory mechanisms by which a cell or organism controls its own activities will be examined.

Prerequisite: CHM 262

Expected to be offered: Spring semester, even years
4 credits

CHM 490 Research in Chemistry

Research experience for students in Chemistry. This student initiated undergraduate research project aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, & performing experiments to test both the design & the question. We consider how to assess difficulties & limitations in experimental strategies due to design, equipment, organism selected, etc.

Prerequisite: Consent of Instructor

Expected to be offered: Summer and Fall semesters
1-4 credits

CHM 492 Special Topics in Chemistry.

Prerequisite: Consent of Instructor

Expected to be offered: Sufficient demand
1-4 credits

CHM 495 Internship.

Prerequisite: Consent of instructor

1-4 credits

CHM 499 Senior Thesis

This upper-division requirement of majors consists of oral & written presentations by students majoring in chemistry & is based on critical evaluation of scientific literature &/or an independent research project.

Prerequisite: Consent of Instructor

Expected to be offered: Fall and Spring semesters
1 credit

Corps of Discovery

COD 101 Corps of Discovery

Corps of Discovery 101 is a required course designed to assist campus-based first-year students as they transition to collegiate life and struggle to overcome barriers to academic and social success at the university. The primary objective of the course is self-awareness, with a focus on student emotional, physical and spiritual develop-

ment. Students participate in a wide variety of engaging field experiences and meaningful classroom activities. The final assignment is a personal mission statement.

Expected to be offered: Fall Semesters

1 credit

COD 102 Corps of Discovery

Corps of Discovery 102 is a required course designed to assist campus-based first-year students as they transition to collegiate life and struggle to overcome barriers to academic and social success at the university. The primary objective of the course is self-awareness, with a focus on student emotional, physical and spiritual development. Students participate in a wide variety of engaging field experiences and meaningful classroom activities. The final assignment is a personal creed.

Expected to be offered: Spring Semesters

1 credit

COD 201 Corps of Discovery

Corps of Discovery 201 is an elective course for sophomores, juniors and seniors. It builds upon Corps of Discovery 101. Using the theme of "Uncommon Courage," the course encourages students to connect with our 75-year history while building models of community service into the future. Students plan and implement small team projects that are aimed at enhancing our own sense of university community. COD 201 was designed by our own faculty and staff with the primary objective of creating a culture of service at the University of Great Falls.

Expected to be offered: Fall Semesters

1 credit

COD 201B Corps of Discovery

COD 201 is an elective course for sophomores, juniors and seniors. It builds upon Corps of Discovery 101. Using the theme of "Our Environment and Stewardship," the course examines ideas of environmental stewardship through inquiry, readings, discussion, and active group projects, such as recycling and a community garden project on campus. Reflection accompanies this collaborative, hands-on experience that makes a difference.

Expected to be offered: Sufficient Demand

1 credit

COD 202 Corps of Discovery

Corps of Discovery 202 is an elective course for sophomores, juniors and seniors. It builds upon Corps of Discovery 101. Using the theme of "Uncommon Courage," the course encourages students to connect with our 75-year history while building models of community service into the future. Students plan and implement small team projects that are aimed at enhancing our sense of community within Great Falls. COD 201 was designed by our own faculty and staff with the primary objective of creating a culture of service at the university, city and state levels.

Expected to be offered: Spring Semesters
1 credit

COMMUNICATIONS

COM 101 Fundamentals of Speech Communication

Speech as a communicative art; personal and social uses of speech; theory and practice of correct vocal expression; and experience in speaking before groups.

Expected to be offered: Fall & Spring semesters
3 credits

COM 107 Parliamentary Debate and Individual Events

This course provides students the opportunity to learn and engage in Parliamentary debate through the forum of class and intercollegiate competition. The purpose of the class is to increase ability in argumentation and speaking ability and prepare for competition in National Parliamentary Debate Association and American Forensics Association Events. This course may be taken twice.

Expected to be offered: Fall & Spring semesters
1 credit

COM 230 Using Humor Effectively

Broaden your humorous perspective and learn to communicate more effectively through humor with others at work, at home, or just for the fun of it. Gain self-esteem by learning to see the funny side of your own behavior. Explore beneficial uses of humor in classroom, legal and health professions, and business and with family, friends, and visiting in-laws. Develop your

ability to make humor work with serious topics. Reduce stress; create a more positive atmosphere when dealing with difficult people (maybe even meet some).

Prerequisite: COM 101, ENG 117

Expected to be offered: Sufficient demand
3 credits

COM 301 The Art of Communication

Attitudes, skills, and methods for effective discussion in small groups. Practical application of small group theory, especially in the areas of leadership, shared responsibility, evaluation of group effectiveness, and problem solving. Effective communication through the use of Robert's Rules of Order will also be incorporated into this course.

Prerequisite: COM 101, CPS 110

Expected to be offered: Fall semesters
3 credits

COM 307 Advanced Parliamentary Debate and Individual Events

This course provides students the opportunity to learn and engage in Parliamentary debate through the forum of class and intercollegiate competition. The purpose of the class is to increase ability in argumentation and speaking ability and prepare for competition in National Parliamentary Debate Association and American Forensics Association Events. This course may be taken twice.

Prerequisite: COM 107

Expected to be offered: Fall & Spring semesters
1 credit

COM 321 Public Relations

Function of public relations in our social and economic system; theory and process of public relations; practical information needed to implement public relations activities.

Prerequisite: COM 101

Expected to be offered: Fall semesters, even years
3 credits

COM 392 Special Topics in Communications

Expected to be offered: Sufficient demand
1-6 credits

COM 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: sufficient demand
1-15 credits

COMPUTER SCIENCE

CPS 105 Essentials of Computers

A basic course intended for anyone unfamiliar with the academic use of computers. Students will learn to use word processing and spreadsheet applications, practice effective use of e-mail and safe web surfing practices. In addition all students will learn techniques such as file saving and procedures for logging on and off that will prevent data loss, frustrate potential hackers and prolong the useful life of their machines.

Expected to be offered: Every semester

2 credits

CPS 110 Conquering the Digital Divide

This course takes as its starting point the proposition that technology is central to the modern world as one of the primary tools enabling communication and learning. Students will learn the principles behind computer systems, become familiar with a variety of computer hardware, software, and networks, learn to use the Internet for computer based researching, peer-to-peer sharing of information, multimedia applications, integrating word processors and spreadsheets, and how collaborative tools function. The ethical implications of computing, such as security, malware, privacy, identity theft and the social implications of information sharing will be given particular consideration.

Pre-requisite: CPS 105 or applicable test score

Expected to be offered: Every semester

3 credits

CPS 120 Concepts of Information Processing

Fundamental concepts that surround computer systems and their use in the business, scientific, industrial and educational worlds. Study of hardware and software components and their relation to jobs that will be accomplished by computers. Survey of leading edge concepts, such as Artificial intelligence and robotics; legal aspects of computing; and major application software packages, such as text editors, spreadsheets, database managers, telecommunications packages, and graphics programs. Students will be exposed to the use of operating systems and their utilities and they will be introduced to the process of computer programming.

Expected to be offered: Fall and Spring semesters

3 credits

CPS 201 Database Fundamentals

A hands on introduction to databases currently focusing on the relational database model using Microsoft Access. Topics to be covered include basic database design, forms, queries, reports, and an introduction to database programming in the Access environment.

Prerequisite: CPS 110

Expected to be offered: Fall semesters

3 credits

CPS 205 Spreadsheets

An in-depth look at the basics of spreadsheets (currently Microsoft Excel). Students will explore proper workbook design, professional worksheet development, charting and graphing, creating lists, integrating spreadsheets with other software, application creation, use of multiple worksheets, creation of data tables and scenarios, solving complex business problems, importing data into a spreadsheet, and basic Visual Basic for Applications (VBA) programming techniques.

Prerequisite: CPS 110

Expected to be offered: Fall semesters

3 credits

CPS 210 Computer Network Fundamentals

An introduction to the Windows operating system environment including a survey of some popular windows software. Previous microcomputer experience required.

Prerequisite: CPS 120

Expected to be offered: Fall semesters

3 credits

CPS 230 Digital Image Manipulation

Methods in Adobe Photoshop. Fundamental tools for digitizing, manipulating, and enhancing images in Photoshop.

Prerequisite: CPS 110

Expected to be offered: Fall semesters, odd years

3 credits

CPS 233 Desktop Publishing

Methods in Adobe PageMaker for creating written publications such as newsletters, books, catalogs, and menus.

Prerequisite: CPS 110

Expected to be offered: Fall semester, Even years

3 credits

**CPS 234 Social and Legal Issues
in Computing**

An overview of the major issues confronting us as people as we become increasingly immersed in, and dependent upon, computer technologies. The topic will be covered from a multiplicity of viewpoints, including the historical, legal, ethical, and prophetic.

Prerequisite: CPS 120

Expected to be offered: Fall semesters

3 credits

CPS 270 Introduction to Programming

This course will serve as an introduction to the current programming environment. The fundamentals of the language will be investigated as well as development and documentation methods.

Prerequisite: CPS 120

Expected to be offered: Fall semesters

3 credits

CPS 300 Systems Analysis and Design

Theory and role of systems. Structured analysis and design techniques, feasibility studies, diagramming standards, forms design, and data dictionaries.

Prerequisite: CPS 270

Expected to be offered: Fall semesters

3 credits

CPS 310 Digital Computer Fundamentals

Organization and operation of digital computers. Assembly language programming including addressing, looping, logic, and registers. Used as a vehicle for understanding computer architecture.

Prerequisite: CPS 270

Expected to be offered: Spring semesters

3 credits

CPS 330 Operating Systems Theory

This course represents an advanced consideration of the issues relating to the design of operating systems. The components of operating systems will be presented. A comparison of major operating systems will be made.

Prerequisite: CPS 310

Expected to be offered: Spring semesters

3 credits

CPS 346 Web Programming

Basic methods for creating web software that supports graphics and animations. How to create the greatest impact with graphics while minimizing bandwidth.

Prerequisite: CPS 230

Expected to be offered: Fall semesters

3 credits

CPS 361 Animation

Advanced animation methods in two dimensions. Techniques will use both vector and raster based methods.

Prerequisite: CPS 230

Expected to be offered: Spring semesters

3 credits

CPS 370 Advanced Programming

This course will serve as an advanced course in computer programming including file programming, arrays, algorithms, and data structures.

Prerequisite: CPS 270

Expected to be offered: Spring semesters

3 credits

CPS 392 Special Topics in Computer Sciences

Expected to be offered: Spring semester, Odd years

1-6 credits

**CPS 410 Hardware and Software
Configuration**

Advanced study of software applications and hardware trouble shooting and design.

Prerequisite: CPS 120; CPS 205 or CPS 211

Expected to be offered: Spring semesters

3 credits

CPS 440 Information Management

An introduction to the concepts and ideas implicit in the management of information systems. Ideas addressed include: long and short range information resource planning, applications portfolios, developing institutional information architectures, budgeting and planning for information resources, and project planning and administration.

Prerequisite: CPS 300,

Senior standing for Business Majors

Expected to be offered: Spring semester, Even years

3 credits

CPS 446 Advanced Multimedia
Creating interactive projects using tools such as Macromedia Director.
Prerequisite: CPS 230
Expected to be offered: Fall semesters
3 credits

CPS 450 Advanced Networking
Advanced look at local area networks. Emphasis on the use, planning, and implementation of Local Area Networks (LAN). Students will gain an advanced knowledge of LAN hardware and software. Emphasis will be placed on LAN architecture and performance considerations.
Prerequisite: CPS 120, CPS 210
Expected to be offered: Spring semesters
3 credits

CPS 495 Internship
Prerequisite: Consent of instructor
Expected to be offered: Sufficient demand
1-15 credits

CPS 498 Senior Seminar
A capstone course that investigates leading edge topics in the field of computer science. Advanced topics in artificial intelligence, software design, database organization, hardware organization, and the social impacts of computers will be considered.
Prerequisite: Consent of instructor
Expected to be offered: Spring semesters
3 credits

CRIMINAL JUSTICE

CRJ 100 Introduction to Criminal Justice System
History, role, development, and philosophy of the criminal justice system in democratic society; introduction to agencies and their functions in the administration of criminal justice; and career orientation.
Expected to be offered: Fall and Spring semesters;
Distance Learning: Fall semesters
3 credits

CRJ 161 Introduction to Law Enforcement
This course will explore the historical development of law enforcement agencies, focusing on the British and American systems. Application procedures and

pre-hiring criteria, examinations, physical and psychological testing, background investigations, mandatory police training, field training programs, and in-service training will be detailed, as well as the role of the police, police ethics, and values.

Prerequisite: CRJ 100
Expected to be offered: Spring semester, Odd years;
Distance Learning: Spring semester, Even years
3 credits

CRJ 211 Introduction to Law
Introduction to basic legal concepts common to private and public law systems. General principles involved in tort, contract, law of association, property, family law, criminal law, and criminal procedure. Student will become familiar with court procedures and organization.
Prerequisite: CRJ 100
Expected to be offered: Fall semester;
Spring semester, Even years;
Distance Learning: Spring semesters
3 credits

CRJ 231 Criminal Law
The purpose of criminal law, the characteristics of particular crimes, the general principles of liability to punishment, and the negation of punishability by reason of special defense.
Prerequisite: CRJ 100, and CRJ 211 or PLG 101
Expected to be offered: Spring semesters;
Distance Learning: Spring semester, Odd years
3 credits

CRJ 251 Criminal Evidence and Procedure
Criminal evidence and procedure and their application in trials. Topics: rules of evidence, rules of procedure, arrests, searches and seizures, use and suppression of evidence in trial, constitutional implications.
Prerequisite: CRJ 100, and CRJ 231 or PLG 101
Expected to be offered: Fall semesters;
Distance Learning: Spring semester, Even years
3 credits

CRJ 261 Patrol Operations and Procedures

This course will examine operations, methods, and techniques of police patrol function, emphasizing the philosophy and theories of patrol, types of patrol, methodologies, tactical operations and their contribution towards crime prevention, crime repression, and community service.

Prerequisite: CRJ 100 and CRJ 161

Expected to be offered: Fall semesters, Even years;

Distance Learning: Fall semesters, Odd years

3 credits

CRJ 284 Basic Firearms in Law Enforcement

This course will provide prospective law enforcement officers with basic marksmanship skills, including: introduction to firearms, shooting fundamentals, range behavior and safety, range work for basic firearms, classroom and range work for practical firearms, and handgun qualification.

Prerequisite: Consent of instructor and upper class standing

Expected to be offered: Sufficient demand

2 credits

CRJ 306 Criminology

This course is designed to explore crime and the criminal; social, cultural, biological, and psychological theories of crime causation; and control and treatment of the criminal. The student will be offered an overview of the field of criminology, which has been defined as a discipline that gathers and analyzes empirical data. The purpose of the activity is to attempt to determine the society's response to these violations.

Prerequisite: CRJ 100 or SOC 110

Expected to be offered: Fall semesters;

Distance Learning: Fall semester, Odd years

3 credits

CRJ 308 Juvenile Delinquency

Etiology and extent of delinquency; personal, familial, and community factors; theories, punishment and treatment; preventive and institutional agencies; and research.

Prerequisite: CRJ 100 or SOC 110

Expected to be offered: Spring semester; Even years

Distance Learning: Spring semester, Odd years

3 credits

CRJ 309 Juvenile Justice and the Youthful Offender

Examination of the various methods used to control and treat the youthful offender, including, but not limited to, diversion, detention, institutionalization, probation, parole, group homes, and foster homes.

Prerequisite: CRJ 308

Expected to be offered: Fall semesters, even years;

Distance Learning: Summer semesters, odd years

3 credits

CRJ 361 Community Policing

This course will focus on innovative, proactive policing, while exploring the relationships and sometimes misunderstandings between police and the citizens that the police "Protect and Serve."

Prerequisite: CRJ 261

Expected to be offered: Fall semester, Even years;

Distance Learning: Fall semester, Odd years

3 credits

CRJ 365 Youth At Risk

An examination of the dynamics concerning youth at risk. This group of young people has been affected by stress, substance abuse, adolescent pregnancies, truancies, and developmental disabilities. It includes missing, abducted, runaway, and throwaway children, and those affected by the multiple-problem family and fetal alcohol syndrome.

Prerequisite: CRJ 100, CRJ 308, or PSY 200 or SOC 110.

Expected to be offered: Spring semester, Even years

3 credits

CRJ 371 Corrections

This course is designed to explore the topic of corrections. This exploration will include the developmental history of the field, the issues facing the decision-makers, the social reactions to the control and treatment of offenders, the various components that make up the corrections system, and how social change has impacted the field.

Prerequisite: CRJ 100 and CRJ 306

Expected to be offered: Fall semester, odd years;

Distance Learning: Fall semester, Even years

3 credits

CRJ 381 Techniques of Interviewing

This course discusses how facts are gathered and analyzed. It will begin with the initial interview and cover such topics as taking statements from witnesses and victims, detecting deception and interrogation techniques.

Prerequisite: CRJ 100 and ENG 117

Expected to be offered: Fall semester, Odd years;

Distance Learning: Fall semester, Even years
3 credits

CRJ 392 Special Topics in Criminal Justice.

Expected to be offered: Spring semester, Odd Years
and Fall semester, Even years
1-6 credits

CRJ 397 Field Projects

Provides field experience in the available areas of human services. Designed to integrate theory with practice in order to develop appropriate skill, knowledge, attitudes, and professional identification. Students may enroll for two semesters.

Prerequisite: Consent of instructor

Expected to be offered: Fall and Spring semesters;

Distance Learning: Every semester
3 credits

CRJ 445 Probation and Parole

Introduction to and survey of probation and parole practices from a historical perspective. Assumptions and theories about human behavior underlying such practices; contemporary and future trends in the field.

Prerequisite: CRJ 371

Expected to be offered: Spring semester, Odd years;

Distance Learning: Summer semester, Even years
3 credits

CRJ 446 Victimology

An examination of the relationship between the criminal and his or her victim, the victim's role in the criminal justice system, and the rights and needs of the victim as well as the crime impact on the victim.

Prerequisite: CRJ100 or HSV 241 or instructor permission

Expected to be offered: Fall semester, Odd years;

Distance Learning: Summer semester, Even years
3 credits

CRJ 451 Criminal Investigation

This course will focus upon the role of the police investigation in the crime scene preservation and investigative techniques. Securing the crime scene, documentation of the crime scene, collection and preservation of physical evidence, preliminary and follow-up investigation will be presented. Theoretical approach in the investigation of felonies or serious crimes. Investigative techniques involving homicides, robberies, sexual assaults, child abuse, and domestic violence will be emphasized.

Prerequisite: CRJ 261 or FSC 300

Expected to be offered: Spring semester,

Even years;

Distance Learning: Spring semester, Odd years
3 credits

CRJ 461 Police Management

Course will introduce management within law enforcement agencies. Operation, administration, leadership skills, and suggestions to create a better understanding of what is required to have an efficient, effective law enforcement agency.

Prerequisite: CRJ 261

Expected to be offered: Fall semester; Odd years

Distance Learning: Fall semester, Even years
3 credits

CRJ 471 Correctional Alternatives

Course will examine the concept of community-based corrections, the role of the corrections worker, and specific programs including, but not limited to: community service, community residential centers, fines, and work release.

Prerequisite: CRJ 371

Expected to be offered: Spring semester, Even years

Distance Learning: Summer semester, Odd years
3 credits

CRJ 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand

1-15 credits

DRAMA

DRM 112 American Theater and Media Arts Traditions

American theater and media arts have been influenced principally from Western European traditions and practices. However, unique viewpoints and styles have come from the minds of talented American artists who have been influenced by a wide of array of world cultures. American Theater and Media Arts Traditions will examine those forms and practices that are uniquely American as well as examining the origins of and influences on those forms. Although live theater in America is an outgrowth of the European theatrical tradition, movies and television are art forms that were developed in the United States. All three of these storytelling forms will be experienced. Students will study the development of these forms from their inception to the present. Students will explore landmark works while placing these works within the social and political context of the times in which they were produced.

Expected to be offered:

3 credits

DRM 120 Performance-Based Theatrical Expression

Theatrical performance is a time honored method of teaching the fundamentals of theater. While the non-performance based study of theatrical history and appreciation of theater's many forms is an essential component of theatrical study, mounting and participating in all aspects of live performance is an irreplaceable experience. Performance-Based Theatrical Expression will allow students to explore a wide range of theatrical pieces and styles. Students will be expected to participate in live University of Great Falls theater performances as either actors or crew.

Expected to be offered:

3 credits

DRM 121 Theatre Performance Acting

Students may receive credit for acting in University productions. May be repeated to a total of six credits.

Expected to be offered: Fall and Spring semesters

1-2 credits

DRM 123 Theatre Performance: Crew

Students may receive credit for work on the stage crew in University productions. May be repeated to a total of six credits.

Expected to be offered: Fall and Spring semesters

1-2 credits

ECONOMICS

ECN 201 Macroeconomics

Macroeconomics explores the nature of exchange relationships among people, the nature of resource importance and allocation, and the manner by which the human community may improve the quality of life it enjoys. We will explore, in particular, the manner in which man uses his environment - the choices we make - and how these behaviors impact the quality of our lives and those of future generations. We will familiarize ourselves with some of the tools we can use to estimate our well-being and plan our future choices. We will also begin to understand why other people's goals are legitimate even when they conflict with our own.

Expected to be offered: Fall semesters

3 credits

ECN 202 Microeconomics

This course examines subsystems of the economy, such as the economics of individual, the firm and the industry. It also analyzes the pricing mechanism of the economy and the theories of income distribution.

Expected to be offered: Spring semesters

3 credits

EDUCATION

EDU 200 Orientation to Professional Education

Broad overview and introduction to issues relevant to K-12 education in the United States for students considering the teaching profession and professional teaching certification in the state of Montana. Along with a required 20 hour in-school practicum, students will explore the foundations underlying the develop-

ment and organization of public education through knowledge of its history, philosophies, ethics, laws, governance, funding and structure, classroom management methods, current issues in education and issues relevant to Montana including Indian Education for All. **Students will be required to complete fingerprinting and background check as well as provide evidence of teacher liability insurance. Expected to be offered: Fall and Spring semesters**
3 credits

EDU 202 Introduction to Gifted Education

This course is designed for prospective teachers who require current research, trends, and practices within the field of education of the gifted and talented. Gifted and talented students have special needs that require instructional and curricular modifications commensurate with their abilities within the classroom setting and specialized programs. This course provides the students with an overview of giftedness as it relates to young people and as it provides an introduction to virtually all aspects of program planning and development.

Expected to be offered: Fall semesters
2 credits

EDU 244 Instructional Technology

The focus of this course will be the development of competence in the use of technology in the classroom setting. The ability to work around difficulties is emphasized. The student will acquire a working knowledge of basic principles in technological environment through the process of course instruction, completing a series of tutorials, homework, instruction, and research. Sources and resources for instruction utilizing technology are applied.

Prerequisite: CPS 110

Expected to be offered: Fall and Spring semesters
2 credits

EDU 260 Multicultural Education

Upon completion of this class, candidates will be able to demonstrate the ability to understand and respect the broad range of cultural expression, and to incorporate that knowledge in a sensitive and humane manner to promote understanding and concern among people of differing economic, social, cultural, racial, ethnic, gen-

der, and religious backgrounds and develop a classroom and social climate that values this diversity. Attention will be given to the Indian Education for All initiative. **Expected to be offered: Fall and Spring semesters; Extended Campus-Kalispell: Spring and Summer semesters**
3 credits

EDU 261 Introduction to Exceptionalities

This course is a foundation course which introduces the teacher candidate to the various exceptionalities, introduces methods for intervention, and provides an opportunity to observe 21 hours in the school setting the procedures and practices in the education of individuals with disabilities. Various forms of diversity are studied along with how exceptionalities affect families. The federal mandate to provide a free appropriate public education in the least restrictive environment for children and adolescents with disabilities is closely reviewed as well as the Responsiveness to Intervention model of **identifying students with learning disabilities. Expected to be offered: Fall and Spring semesters**

3 credits

EDU 284 Cognitive Psychology Applied to Learning

Cognitive processing concepts relevant to the practice of education are explored. Topics include basic developmental neurobiology, learning theories (including those of Thorndike, Piaget, Vygotsky, Bandura, Information Processing, and Schema) attention, memory, motivation, higher-order thinking (including meta-cognition, problem solving, creativity, transfer, and critical thinking). Students will then apply the above cognitive processing foundations and current research to the subjects reading, writing, mathematics, and problem solving as relevant to the practice of education. Students will accomplish this through text and current scholarly journal readings, case study analysis, and an end of course literature review on a topic relevant to the course content. All work for this course is expected to be in APA format.

Expected to be offered: Fall and Spring semesters;
4 credits

EDU 302 Literature for Young Adults

Students will develop a rationale for education and society to support adolescent literacy. Students will survey Adolescent Literacy titles, authors and digital sources in all genres of literature and publications as well as showing knowledge of professional review sources for the evaluation and selection of adolescent litera-

ture. Students will demonstrate integrating literature into teaching different curriculums and enhancing the diverse needs and cultures of students, as well as addressing issues concerning publications and intellectual freedom.

Prerequisite: EDU 200

Expected to be offered: Fall semesters; Extended

Campus-Kalispell: Spring semester, Odd years

1 credit

EDU 312 Social and Emotional Components of Giftedness

This course is designed to address the social and emotional needs of students who display gifted behaviors and to discuss current research on affective growth and potential adjustment problems of gifted youth. This course is specifically designed to help teacher candidates understand the cognitive complexity and emotional intensity of high ability students. An overview of psychological theory, current research, and practical counseling techniques will provide beginning teachers with a supportive network of developmental knowledge and strategies to help them serve this special population.

Prerequisite: EDU 202

Expected to be offered: Fall semester, Odd years

3 credits

EDU 313 Developing Gifted and Talented Programs

This course is designed to introduce the variety of models used in programming services for high ability youth. Participants will review the research and history regarding talent development and gifted education. Program models, which focus on talent development, curriculum modification, and differentiation, will be explored in depth. Participants will spend a majority of their time learning how to implement a classroom-based or school-based enrichment and talent development program. Additionally, the role of the enrichment specialist will be articulated so that a teacher candidate will be prepared to design and develop a comprehensive program for a school district and work directly with classroom teachers to develop curricular options to meet the academic and social needs of students.

Prerequisite: EDU 202

Expected to be offered: Spring semester, Even years

3 credits

EDU 315 Assessment of Learning

The major purpose of this course is to study the theoretical and practical aspects of the use of assessment in understanding student achievement. The course has been designed to familiarize teacher candidates with the various purposes and types of assessment used in school settings to document academic achievement.

Prerequisite: EDU 284

Expected to be offered: Fall and Spring semesters;

Extended Campus-Kalispell: Spring semesters

2 credits

EDU 336 Developing Emergent Literacy

The focus of this course is on how young children learn literacy skills and how educators can provide developmentally appropriate communication arts experiences in the classroom. Teacher candidates will demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences in the area of language and teaching.

Prerequisite: EDU 200

Expected to be offered: Spring semesters; Extended Campus-Kalispell: Summer semester, Odd years

1 credit

EDU 338 Teaching Reading in the Content Area

Students will interpret and evaluate that the need for acquiring literacy skills is essential to success in school and for life long learning. Students will recognize the need for teaching reading skills and strategies in content area courses and the necessity for a range of reading materials and sources in content learning to meet diverse reading abilities and cultural backgrounds. Students will prepare lesson plans for the teaching/learning of reading strategies and skills before, during and after reading in content courses and demonstrate teaching techniques that support their lesson planning.

Prerequisite: EDU 200

Expected to be offered: Fall semesters;

Extended Campus-Kalispell: Summer semesters

2 credits

EDU 341 Methods in Elementary Science

This course is designed for prospective elementary teachers who require current research, trends, practices, and knowledge of professional literature within the field of elementary science instruction.

Topics include current Montana and National Science Education Teaching Standards, research-based, developmentally appropriate methods, lesson planning, and assessment of teaching elementary school science, and correction of science misconceptions.
Prerequisite: BIO 102, GSC 101, GSC 158 (concurrent enrollment permitted)

Expected to be offered: Fall semesters; Extended Campus-Kalispell: Fall semesters
2 credits

**EDU 342 Methods in Elementary
 Social Studies**

This course is designed for prospective elementary teachers who require current research, trends, practices, and knowledge of professional literature within the field of elementary social studies instruction. This course provides the teacher candidate with an overview of the discipline, with special emphasis on curriculum development procedures, resource media, and instructional strategies and procedures for teaching social studies through a process approach.
Prerequisite: HST 203, HST 204 or HST 230 (concurrent enrollment permitted)

Expected to be offered: Spring semesters; Extended Campus-Kalispell: Spring semester, Even years
2 credits

EDU 352 Methods in Elementary Mathematics

This course is designed for prospective elementary teachers who require current research, trends, practices, and knowledge of professional literature within the field of elementary mathematics instruction. Topics include current Montana and National Mathematics Process Standards (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation), research-based, developmentally appropriate methods, lesson planning, and assessment of teaching elementary school mathematics, and error detection and correction of mathematics misconceptions.

Expected to be offered: Spring semesters;
Extended Campus-Kalispell: Spring semesters
2 credits

EDU 353 Methods in Elementary Art

This course prepares candidates in the teaching of elementary art education. At the end of this course, candidates will understand the use of visual arts for child development, communication and problem solving.

The candidates will be able to integrate the visual arts into the content areas, Indian Education for All, as well as other art forms, such as music, dance and drama. A portfolio of elementary art projects including examples and lesson plans which are aligned to the Montana Standards for the Visual Arts will be completed during this class.

Expected to be offered: Spring semesters
2 credits

EDU 355 Developmental Disabilities

Information on the various kinds of developmental disabilities. Forms of treatment, educational strategies, community services, citizen advocacy, and career roles working with individuals with developmental disabilities.

Prerequisite: EDU 261
Expected to be offered: Fall semester, Even years;
Extended Campus-Kalispell: Fall semester, Even years
3 credits

EDU 356 Methods in Communication Arts I

Students will learn the stages of literacy learning K-8 and how to assess oral, reading and writing development in each literacy stage and how to interpret student responses to these assessments. Students will become familiar with specific reading, writing and oral assessments and will give assessments in a school setting. Students will analyze the importance of assessment for teaching and meeting the diverse backgrounds, learning needs of students and the need to collaborate with colleagues and parents to enhance school learning.

Prerequisite: ENG 215, EDU 200, EDU 284 and EDU 370 (concurrent enrollment permitted)
Expected to be offered: Fall semesters; Extended Campus-Kalispell: Fall & Summer semesters
2 credits

EDU 357 Methods in Communication Arts II

Students will apply the stages of literacy and oral, writing and reading assessments, the use of children's literature and art as human communication to the teaching and learning of the communication arts. Students will learn, analyze and apply the components of a Balanced Literacy - Reader's Workshop teaching/learning program. Students will compose an integrated, interdisciplinary unit applying Read Alouds, Think Alouds, Guid-

ed Reading/Writing, Shared Reading/Writing, reading/writing minilessons, teacher/student conferencing, oral presentation, group learning activities, art as communication, and the concepts of cultural and learning diversities. Students will learn and develop a plan for involving parents and guardians in their children's education.

Prerequisite: EDU 356

Expected to be offered: Spring semesters; Extended Campus-Kalispell: Spring & Summer Semesters
3 credits

EDU 361 Assessment of Students with Disabilities

This course will provide teacher candidates with a thorough study of multiple types of instruments for the assessment of children with disabilities and will focus on a variety of alternative methods of assessment in the classroom setting including curriculum-based measurement. Legal policies, ethical principles of measurement and assessment will be explored. Development of goals, objectives, and benchmarks will be emphasized, and the writing of each will be practiced. Interpreting goals and developing instructional formats and data collection systems will be initiated. Teacher candidates will be able to develop, select, administer, and interpret formal and informal assessment tools at the end of this course.

Prerequisite: EDU 261, EDU 315

Expected to be offered: Spring semesters; Extended Campus-Kalispell: Summer semester, Odd years
3 credits

EDU 362 Learning Disabilities

Teacher candidates in this course will examine the learning difficulties of P-12 students. They will study the criteria for identification, the major characteristics, and the instructional strategies for those students who present learning difficulties or learning disabilities in the area of reading, mathematics, and written expression. Candidates will explore the concepts of collaboration, inclusion, and modifications of general education curriculum. There will be a specific focus on implementation of these concepts within a classroom setting. Writing and implementing an IEP will be addressed.

Prerequisite: EDU 261, EDU 315

Expected to be offered: Fall semesters
3 credits

EDU 363 Emotional and Behavioral Disabilities

Teacher candidates taking this course will review the philosophical, historical, and legal foundations of the emotionally disturbed child and adolescent and will learn the models, theories, and philosophies that provide the basis for past and present educational practices with the P-12 student with emotional and behavioral disabilities. Students will explore how P-12 students with this disability impact the community of the classroom, school, and the home. Legal mandates, procedural safeguards, and appropriate instructional strategies will be explored. Attention will be given to writing behavioral goals, to carrying out a functional behavior assessment and to creating behavior intervention plans.

Prerequisite: EDU 261, EDU 315

Expected to be offered: Fall semester, Odd years;
Extended Campus-Kalispell: Summer semester,
Odd years

3 credits

EDU 364 The Preschool Child at Risk

This course provides a detailed analysis of infant and early childhood growth and developmental patterns with emphasis on the high-risk infant. Prenatal and perinatal difficulties, as well as postnatal environmental hazards will be studied in this course. Teacher candidates will have the opportunity to observe and work in a preschool setting and put into practice concepts learned in the classroom environment. Emphasis will also be given to an understanding of language and its effect on the development of the infant and young child. The federal mandate for preschool students with disabilities will be reviewed.

Prerequisite: EDU 261

Expected to be offered: Spring semester, Odd years; Extended Campus-Kalispell: Spring semesters

2 credits

EDU 368 Language Development

This course will focus on the importance of and current research about language development from birth through adolescence and will emphasize the relationship of language to being human. How receptive and expressive language development affects reading and written language as well as all other academic areas will be studied. Social communication will be reviewed and candidates will demonstrate through written proj-

ects their knowledge of typical and atypical language development in children and the part that language has played in the historical development of theories of education. Observation and analysis of the language development of a pre-school child is required.

Prerequisite: EDU 261

Expected to be offered: Fall semesters; Extended

Campus-Kalispell: Fall semester, Odd years

2 credits

EDU 370 Children's Literature

This course is a survey of the best literature for elementary students. Teacher candidates will know, understand, and use children's literature to create interdisciplinary connections between content areas. Candidates will work with literature from all genres including multicultural literary works.

Prerequisite: EDU 200

Expected to be offered: Fall semesters; Extended

Campus-Kalispell: Fall semesters

3 credits

EDU 384 Creative and Critical Thinking

The major purpose of this course is to study the theoretical and practical aspects of creativity (i.e., what it is and how to develop it in ourselves and in the students with whom we work). This course is an introduction to major definitions, theories and research related to the study of creativity and the creative individual. This course is designed to help students better understand creativity and the creative processes, and to suggest ideas for stimulating creative growth and production in their lives.

Prerequisite: EDU 202

Expected to be offered: Fall semester, Odd years

3 credits

EDU 388 Transition and Vocational Issues with Disabilities

Teacher candidates will study the issues of transition and vocational education necessary to prepare the candidate to successfully deal with those transition points and transition years with the student with a disability in the school setting. Understanding

the community resources available to assist in this transition and vocational educational planning will be emphasized and studied throughout the course.

Prerequisite: EDU 261

Expected to be offered: Spring semester, even years; Extended Campus-Kalispell: Summer semesters, even years

2 credits

EDU 392 Special Topics in Education

Expected to be offered; Sufficient demand

1-6 credits

EDU 395 Field Experience in Special Education

Teacher candidates will engage in clinical practice in the school environment to implement the skills learned in previous coursework. Candidates must be concurrently enrolled in a content course to assist them in designing, implementing and evaluating activities in their field experiences in P-12 settings. Application of knowledge, skills and dispositions will be the focus in this practicum. 50 hours of class time per credit..

Prerequisite: EDU 261

Expected to be offered: Every semester; Extended Campus-Kalispell: Fall and Spring semesters

1-3 credits

EDU 396 Field Experience in Middle School Education

Teacher candidates preparing to obtain certification will have the opportunity to participate in a middle school field experience. In this experience teacher candidates will put into practice the knowledge learned in their coursework. They will learn to modify their approaches as needed for the diversity found in the middle school setting. Teacher candidates will learn the skills and dispositions necessary to face the challenges of the middle school population. 50 hours of class time per credit.

Prerequisite: EDU 200

Expected to be offered: Every semester

1-3 credits

EDU 397 Field Experience in Gifted Education

This course is designed for prospective elementary teachers who require knowledge of professional literature and field practices within the field of gifted education. The purpose of this course is to provide the students with a

practical experience in a resource room setting where identified students are being served by a gifted and talented program. In conjunction with the field experience, the students will meet with the instructor in a seminar session to discuss local, state, and national issues in the field of gifted education. 50 hours of class time per credit.

Prerequisite: EDU 202

Expected to be offered: Every semester

1-3 credits

EDU 398 Field Experience in Education

This field experience is a practical experience to explore and gain experience in sample career opportunities. The opportunity is offered by consent and arrangement with the director of field experiences. Educational field experience may include fieldwork in elementary and secondary schools or other human services agencies. Credits up to 4 may be arranged, and each credit equals 50 hours of contact time in the classroom setting.

Prerequisite: EDU 200 or instructor permission

Expected to be offered: Every semester

1-3 credits

EDU 410 Curriculum Differentiation Strategies for Talent Development

The major purpose of this course is to study the theoretical and practical aspects of curricular experiences for meeting the needs of diverse learners. This course has been designed to familiarize educators with the various theories, principles, and models of curriculum development that can assist teachers in designing curriculum that addresses the diverse instructional needs of students.

Prerequisite: EDU 202 and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Fall semester, Even years

3 credits

EDU 420 Policies and Procedures in Special Education

Students will be able to describe the major components of NCLB, IDEA, Montana Special Education Reference Manual, Section 504, and the ADA as they relate to education of children with exceptionalities. This course will prepare students to create individualized education plans from case studies and describe the possible means of data collection and reporting methods. Students will also examine Montana technical assistance documents

as they relate to required forms used in special education.

Prerequisites: EDU 261, EDU 355, EDU362, EDU 363 and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Spring semester, Even years, Fall semester, Odd years; Extended Campus-Kalispell: Fall semester, Odd years

2 credits

EDU 430 Secondary Teaching Procedures

This course will emphasize best teaching practices employed in secondary and middle schools. Areas of instruction will be planning lessons, writing objectives, classroom management, discipline, instructional strategies, interdisciplinary methods, creating a positive and supportive classroom environment, and school curriculum including state standards.

Prerequisite: Concurrent enrollment in EDU 472 or EDU 482 and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Fall and Spring semesters; Extended Campus-Kalispell: Fall semester, Even years

2 credits

EDU 441 Remedial Reading

Students will know, analyze and interpret reading assessments to effectively choose teaching/learning techniques and methods for effective diagnostic teaching and instructional intervention. Students will know and analyze the reading process and reading as a component of literacy. Students will be introduced to effective researched based instructional materials and methods. Students will give an Informal Reading Inventory, analyze student response and formulate a beginning intervention teaching/learning plan.

Prerequisite: EDU 284, EDU 368, EDU 356, EDU 357, Take EDU 442 in conjunction with EDU 441 and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Fall Semesters; Extended Campus-Kalispell: Spring semester, Even years

2 credits

EDU 442 Practicum in Reading

Students will participate in a supervised and coordinated clinical experience in a public school setting. Students will read, analyze and report on current research on the effective teaching of reading and intervention for challenged readers. Students will keep track of observations in the school setting, by concentrating on the following

- effective use of standardized, criterion referenced, program and informal reading assessments and determine the importance of reading assessments of and for learning
- types of effective reading instruction, intervention and accelerated reading instruction and programs
- what affects student success in learning reading/literacy skills and strategies
- the effects of student diversity on learning to read

Prerequisite: Take concurrently with EDU 441 and admission to the Teacher Education Program.

Expected to be offered: Every semester; Extended Campus-Kalispell: Every semester
2 credits

EDU 461 Curriculum of Special Education

Students will demonstrate knowledge of research-based instructional strategies for curriculum development and evaluation and apply those strategies to plan, develop, implement and modify curriculum based upon a child's individualized needs. Particular attention will be given to understanding the skills necessary to develop instructional plans to meet goals set down in the individual education plan for the individual student as well as developing skills necessary for creating positive learning environments. Attention will be given to the adjustment of instruction based on data collection in meeting the needs of the P-12 student. A total classroom management system will be developed for instruction.

Prerequisite: EDU 261, EDU 361, and EDU 362 (concurrent enrollment in EDU 361 permitted) and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Spring semesters; Extended Campus-Kalispell: Spring semester, Odd years
3 credits

EDU 462 Preprofessional Integrative Experience (PPIE) Elementary

The purpose of this course is to provide the teacher candidate with a clinical experience in an elementary school classroom setting prior to the student teaching

capstone. Candidates will be required to spend 60 hours in a school setting. The initial portion of this course will consist of 24 hours of classroom instruction at the University. Additionally, candidates will meet with the course instructor in seminar sessions.

Prerequisite: EDU 341, EDU 342, or EDU 354 (concurrent enrollment permitted) and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Fall and Spring semesters; Extended Campus-Kalispell: Spring semesters
2 credits

EDU 472 Preprofessional Integrative Experience (PPIE) Middle School

The purpose of this course is to provide the teacher candidate with a clinical experience in a middle school classroom setting prior to the student teaching capstone. Candidates will be required to spend 60 hours in a school setting. The initial portion of this course will consist of 24 hours of classroom instruction at the University. Additionally, candidates will meet with the course instructor in seminar sessions.

Prerequisite: EDU 341, EDU 342, EDU 354, or EDU 430 (concurrent enrollment permitted) and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Fall and Spring semesters; Extended Campus-Kalispell: Fall semesters
2 credits

EDU 482 Preprofessional Integrative Experience (PPIE) High School

The purpose of this course is to provide the teacher candidate with a clinical experience in a high school classroom setting prior to the student teaching capstone. Candidates will be required to spend 60 hours in a school setting. The initial portion of this course will consist of 24 hours of classroom instruction at the University. Additionally, candidates will meet with the course instructor in seminar sessions.

Prerequisite: EDU 430 (concurrent enrollment permitted) and admission to the Teacher Education Program or instructor permission.

Expected to be offered: Fall and Spring semesters; Extended Campus-Kalispell: Spring semesters
2 credits

EDU 489 Student Teaching Seminar

The internship seminar provides the student with opportunities to learn how to develop a placement file, how to complete certification requirements and submit necessary materials, how to prepare for an interview, and how to complete an application for a teaching position. Discussion includes various aspects of classroom management, techniques for helping students learn, and methods of instruction for effective delivery. Students also meet with their University Supervisors. Five seminars are required.

Prerequisite: Student Teaching placement and concurrent enrollment in EDU490 or EDU 498 and admission to the Teacher Education Program.

**Expected to be offered: Fall and Spring semesters;
Extended Campus-Kalispell: Fall and Spring semesters**

2 credits

EDU 490 Elementary Student Teaching

This capstone experience will provide candidates with teaching opportunities in a classroom setting (K-8). After completing all methods courses, student teachers will observe, plan and implement lessons based upon standards, assess student learning, and take responsibility for the delivery of the total program in a classroom. Candidates will utilize the knowledge they have acquired during the completion of their education program to demonstrate content proficiency and to develop the skills and dispositions necessary to be a successful teacher in the school setting. Candidates will develop skills for building relationships with students, professional colleagues, families and communities. Supervision is provided at the school site by both the mentor teacher and the University supervisor. Attendance by candidates at monthly seminars is required on site or on-line. Professional development and professional ethics will be addressed during this experience.

Prerequisite: Admission to teacher education and internship through application, concurrent enrollment in EDU 489 required

**Expected to be offered: Every semester;
Extended Campus-Kalispell: Every semester
10 credits**

EDU 491 Elementary Student Teaching

This capstone experience will provide candidates with teaching opportunities in a classroom setting (K-8). After completing all methods courses, student teachers will observe, plan and implement lessons based upon standards, assess student learning, and take responsibility for the delivery of the total program in a classroom. Candidates will utilize the knowledge they have acquired during the completion of their education program to demonstrate content proficiency and to develop the skills and dispositions necessary to be a successful teacher in the school setting. Candidates will develop skills for building relationships with students, professional colleagues, families and communities. Supervision is provided at the school site by both the mentor teacher and the University supervisor. Attendance by candidates at monthly seminars is required on site or on-line. Professional development and professional ethics will be addressed during this experience.

Prerequisite: Admission to Teacher Education Program and course through application, enrollment limited to students placed outside campus area.

Expected to be offered: Every semester;

**Extended Campus-Kalispell: Every semester
12 credits**

EDU 493 Specialized Student Teaching - Reading Instruction

This experience will help the teacher candidate gain and demonstrate competence in teaching reading K-12. Upon completion of this internship, candidates will have: (1) knowledge of corrective and accelerated reading instruction; (2) knowledge of instructional techniques which facilitate direct instruction and model the "what, when, why, where, and how" reading strategies with narrative and expository texts; and (3) knowledge of modeling and teaching questioning strategies, and modeling teacher and student initiated questions. Assessments of candidates will be carried out throughout clinical practice jointly by the candidates themselves, school personnel, and University faculty.

Prerequisite: Admission to teacher education and internship through application, and successful completion of EDU 489, 490 or 491.

Expected to be offered: Every semester;

**Extended Campus-Kalispell: Every semester
6 credits**

**EDU 496 Specialized Student Teaching –
Special Education**

This capstone experience will provide candidates with teaching opportunities in a special education classroom setting that compliments their general education preparation (p-12). After completing all required coursework, student teachers will plan and implement research-based instruction based upon individualized education programs and general education learning expectations, assess student learning utilizing both formal and informal methods, write and participate in IEP's as appropriate, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate proficient knowledge of procedural safeguards and confidentiality as well as develop skills for building relationships with students, collaborating with professional colleagues, families and community service providers. Appropriate planning for challenging behaviors will also be assessed. Professional development, professional dispositions and professional ethics will be addressed during this experience. Supervision is provided at the school site by both the mentor teacher and the University Supervisor.

Prerequisite: Admission to teacher education program and course through application, and successful completion of EDU 489, 490, and 491.

Expected to be offered: Fall, and Spring semesters; Extended Campus-Kalispell: Fall and Spring semesters

6 credits

EDU 498 Secondary Student Teaching

This capstone experience will provide candidates with teaching opportunities in a classroom setting (5-12). After completing all content courses and methods courses, secondary student teachers will observe, plan and implement lessons based upon content standards, assess student learning, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate content proficiency and the ability to synthesize and apply the appropriate educational knowledge and techniques to deliver content for student engagement. Additionally, candidates will develop skills for building relationships with students, professional colleagues, families and communities. Attendance by candidates at monthly seminars is required either on site or on-line. Professional de-

velopment, professional dispositions and professional ethics will be addressed during this experience.

Prerequisite: Admission to teacher education program and course through application, concurrent enrollment in EDU 489 required

Expected to be offered: Every semester;

Extended Campus-Kalispell: Every semester

10 credits

EDU 499 Secondary Student Teaching

This capstone experience will provide candidates with teaching opportunities in a classroom setting (5-12). After completing all content courses and methods courses, secondary student teachers will observe, plan and implement lessons based upon content standards, assess student learning, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate content proficiency and the ability to synthesize and apply the appropriate educational knowledge and techniques to deliver content for student engagement. Additionally, candidates will develop skills for building relationships with students, professional colleagues, families and communities. Attendance by candidates at monthly seminars is required either on site or on-line. Professional development, professional dispositions and professional ethics will be addressed during this experience.

Prerequisite: Admission to teacher education and internship through application, enrollment limited to interns placed outside campus area.

Expected to be offered: Every semester;

Extended Campus-Kalispell: Every semester

12 credits

ENGLISH

ENG 111 Writing Sentences and Paragraphs

Designed to develop skill in writing the sentence and the paragraph and to prepare the student for success in English 117. Students practice writing description, narration, and illustration, with emphasis on clarity of purpose, use of pertinent details, organization, sentence structure, punctuation, spelling, use of correct pronoun and verb forms, and acceptable manuscript forms.

Expected to be offered: Fall and Spring semesters;

Distance Learning: Fall semesters

3 credits

ENG 117 Writing Essays

Experience in the formulation of ideas and their effective expression in writing. Emphasis on the short theme. Review of grammar, discussion of writing strategies, and introduction to techniques of college-level research.

Prerequisite: ENG 111 or acceptable test scores

Expected to be offered: Fall & Spring semesters;

Distance Learning: Spring semesters

3 credits

ENG 209 Introduction to Creative Writing

In this course, students will learn strategies for developing their skills and techniques in writing fiction, poetry, and creative nonfiction. In addition to reading each other's works-in-progress and providing helpful revision comments, students will study work by established writers, thinking about how these authors respond to literary traditions while also seeking to break new creative ground. Through the use of techniques such as imagery, voice, character, setting, development, and revision, this course introduces basic skills and structures for students interested in a general knowledge of creative writing, and helps to prepare the committed student writer for further study in the field. No prior experience in creative writing is necessary.

Expected to be offered:

3 credits

ENG 215 Introduction to Literary Studies

Literature is one of the primary ways that a culture speaks back to itself about its own values and beliefs, wrestles with its most pressing questions, and attempts to envision its own future. In this course, students will develop the critical and analytic skills to read and respond to literature that speaks to contemporary culture. With readings from a variety of genres such as poetry, drama, fiction, artistic nonfiction, and film, students will explore components of literary meaning such as personal reaction, historical influences, traditional form, and artistic language. By studying and applying different critical and theoretical approaches to literature, students will develop their skills at finding literary meaning that is relevant to their lives.

Expected to be offered: Every semester

3 credits

ENG 220 Introduction to Literary Criticism

This course develops the analytical and critical skills required for sophisticated readings and interpretations of literary works. Students will be introduced to the vocabulary and methods of literary theory from a variety of traditional and current critical approaches, including historicism, formalism, reader-response, feminism, deconstruction, etc. The comparative study of major critical theories encourages students to participate in the history of ideas and the current controversies between various schools of criticism.

Expected to be offered: Spring semester, Even years

3 credits

ENG 247 Grammar

General outline of English structure and its components, with intensive study of the levels of systematic rules and relationships called syntax. Course provides a paralinguage for describing language, essentially from a structural linguistics perspective.

Prerequisite: ENG 117

Expected to be offered: Fall semester, Even years

3 credits

ENG 308 Creative Writing: Fiction.

This workshop focuses on the skills necessary for crafting a successful short story. Students will explore various methods for developing plot, form, and structure, and elements for creating compelling characters, dialogue, and point of view. The workshop requires participants to share their work with classmates and instructor. Participants also critique their classmates' work. The instructor will encourage all students to develop at least one work for publication.

Prerequisite: ENG 117 and ENG 209 or consent of instructor.

Offered: Every third semester (excluding Summer)

3 credits

ENG 309 Creative Writing: Nonfiction

Students will develop their facility in reading and writing a variety of nonfiction forms – memoir, interactive journalism, personal essays, lyric essays, etc. – as they gain a critical foundation for discussing and analyzing nonfiction. Through readings, class discussions, and writing assignments, students will hone their skills in using narrative arc, point of view, diction, description, narrative distance and vocabulary. The workshop

requires participants to share their work with classmates and instructor. Participants also critique their classmates' work. The instructor will encourage all students to develop at least one work for publication.
Prerequisite: ENG 117 and ENG 209 or consent of instructor.

Offered: Every third semester (excluding Summer)
3 credits

ENG 310 Creative Writing: Poetry

This workshop develops students' poetry writing skills and their creative, critical, and aesthetic understanding of the genre. Students will work extensively with various elements of creating poetry, including language use, imagery and metaphor, sound, rhythm, and meter. The workshop requires participants to share their work with classmates and instructor. Participants also critique their classmates' work. The instructor will encourage all students to develop at least one work for publication.
Prerequisite: ENG 117 and ENG 209 or consent of instructor.

Offered: Every third semester (excluding Summer)
3 credits

ENG 311 Writing Strategies

Study and practice of the most widely demanded form of writing at college level: the expository essay. The course objective is the student's mastery of a variety of skills for a mature expository writing style.
Prerequisite: ENG 117

Expected to be offered: Spring semesters
3 credits

ENG 312 Writing for Business and Professions
Emphasis on the value of articulate communication in management affairs; technique and form of business letters; preparation of reports and resumes; and application of communication theory to planning, transmitting, and evaluating messages. Review of grammar, mechanics, and style essential to effective writing in all fields.
Prerequisite: ENG 117

Expected to be offered: Fall and Spring semesters
3 credits

ENG 313 Writing for the Sciences

This course focuses on the fundamental conventions of scientific writing. Students will read and discuss published material and produce their own original writings in a variety of genres, including review articles, popular science articles, and all sections of peer-reviewed journal articles. In addition to studying the conventions of these forms, students will also examine writing strategies for making conscious decisions regarding structure, organization, voice, and editing that are appropriate for various audiences throughout the science fields. Students' current research work provides the content material for writing whenever possible.

Prerequisite: ENG 117, MTH 252

Expected to be offered: Spring semester
3 credits

ENG 317 Writing for Mass Media

Practice in writing news stories, features, and interviews; evaluation of current mass media writing. Emphasizes style flexibility according to journalistic conventions as students cover the campus and community and write news, feature, and in-depth stories which may be published.

Prerequisite: ENG 117

Expected to be offered: Fall and Spring semesters
3 credits

ENG 319 Topics in Advanced Writing

Prerequisite: ENG 117

Expected to be offered: Sufficient demand
3 credits

ENG 320 British Literature I (through 1800)

Chronological and critical study of British literature with focus on medieval, Renaissance, 17th and 18th-century literature. Includes Chaucer, Shakespeare, and Milton.

Prerequisite: ENG 117, ENG 215

Expected to be offered: Fall semesters, odd years
3 credits

ENG 321 British Literature II (1800 to the Present)

Chronological and critical study of British literature with focus on Romantic, Victorian, and modern writers.

Prerequisite: ENG 117, ENG 215

Expected to be offered: Spring semester, Even years
3 credits

ENG 322 American Literature I (1620 - 1861)

A study of major literary figures from colonial times, through the struggle for independence, and up to the Civil War. Includes colonial writers, Franklin, Freneau, Bryant, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Whitman.

Prerequisite: ENG 117, ENG 215

Expected to be offered: Fall semester, Even years
3 credits

ENG 323 American Literature II (1861 to the Present)

A study of major writers from the time of the Civil War to the present. Includes Melville, Dickinson, Clemens, Robinson, Frost, Dreiser, Anderson, O'Neill, T. S. Eliot, Henry James, Hemingway, Fitzgerald, Wharton, Crane, Steinbeck, Sinclair Lewis, and Faulkner.

Prerequisite: ENG 117, ENG 215

Expected to be offered: Spring semester, Odd years
3 credits

ENG 324 World Literature

This cross-cultural survey course examines the literary, cultural, philosophical, religious and social dimensions of different literary traditions and the common mechanisms of writing employed in great works of world literature, specifically those not likely to be covered in courses on American or British literature. Readings are selected from at least three different chronological or geographical literary traditions, such as Ancient Greek literature, early Islamic literature, Premodern Japanese literature, contemporary Latin American literature, etc.

Prerequisite: ENG 215

Expected to be offered: Spring semester, Odd years
3 credits

ENG 329 Topics in Minority or Regional Literature

Each section of this course assigns a selection of literature by a particular group often marginalized by book-sellers and critics, such as Native American writers, African-American writers, Canadian writers, southern writers, or female writers. The selection for each section will include works from at least three of the major literary genres: poetry, drama, fiction, essay, and film.

Prerequisites: ENG 117, ENG 215

Expected to be offered: Spring semester, Even years
3 credits

ENG 339 Literary Themes

Each section of this course assigns a selection of literature covering a particular theme or focus such as classical myth, romanticism, Arthurian legends, mysteries, science fiction, etc. The selection for each section will include works from at least three of the major literary genres: poetry, drama, fiction, essay, and film. Course may be repeated if offered with a different focus.

Prerequisites: ENG 117, ENG 215

Expected to be offered: Fall semesters
3 credits

ENG 346 Introduction to Linguistics

Scientific investigation into the human language. Emphases: origin and acquisition of human language; structure and distinctive features of language; linguistic schools and theories. Includes phonology, morphology, morphophonemics, syntax, semantics, and a brief history of the English language.

Prerequisite: ENG 117

Expected to be offered: Spring semester, Odd years
3 credits

ENG 349 Major Literary Figures

Each section of this course assigns a selection of literature by one writer, such as Chaucer, Milton, Austen, Dickens, Woolf, etc. Class activities will include reading individual works, orally discussing them, orally interpreting some, and writing about some. Students will also study the many contexts and influences of the writer and works: historical, religious, social, economic, and linguistic. Course may be repeated if offered with a different focus.

Prerequisites: ENG 117, ENG 215

Expected to be offered: Sufficient demand
3 credits

ENG 360 Shakespeare's Tragedies

A study of the tragedies of William Shakespeare; emphasis is placed on the plays as members of the genre of drama, and as illustrative of the ancient Tragic Ritual in the Elizabethan View of the universe.

Prerequisite: ENG 117, ENG 215

Expected to be offered: Fall Semester Even Years
3 credits

ENG 361 Shakespeare's Comedies and History Plays

A study of the major comedies and/or major history plays as members of the genre of drama, and as illustrative of the ancient Comic Ritual, and of tragicomic elements of human history in the Elizabethan View of the universe.

Prerequisite: ENG 117, ENG 215

Expected to be offered: Fall Semester, Odd years
3 credits

ENG 392 Special Topics in English

Expected to be offered: Sufficient demand
1-6 credits

ENG 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand
1-15 credits

ENG 499 Senior English Paper

Each student majoring in English must produce a substantive paper on a literary figure or theme connected with one of the literature courses. Students select one full-time or distinguished English faculty member at UGF who will select two additional English faculty members as expert readers.

Prerequisite: Two upper level writing courses
(ENG 300-319)

Expected to be offered: Fall and Spring semesters
1 credit

FORENSIC SCIENCE

FSC 201 Introduction to Forensic Sciences

An overview of the basic elements of forensic sciences and criminalistics, crime scene procedures and documentation. Methods of laboratory analysis for studies in specialized areas of science applied to solving criminal problems. Includes an introduction to forensic applications of science, including DNA profiling, pathology, serology, trace evidence, toxicology, and the role of the forensic laboratory. Laboratory activities included.

Expected to be offered: Fall semesters
3 credits

FSC 300 Physical Evidence in Forensic Sciences

Investigation into the nature of all possible types of evidence left or exchanged at the scene of a crime. Focus will be on the nature of materials, collection, and analysis for use in solving particular forensic problems. The analysis of physical evidence in regards to firearms examination, classification and comparison of bullets and cartridges, toolmarks, serial number restoration, document examination, hairs and fibers, voice-print identification, fingerprints and polygraph exams will be considered. Laboratory analysis of data.

Prerequisite: FSC 201

Expected to be offered: Fall semester, Even years
Distance Learning: Spring 2010

3 credits

FSC 301 Advanced Forensic Sciences Laboratory I

Comparison and individualization of physical evidence by chemical properties will be presented in lectures and carried out in laboratory. Theories and practices of chemical analysis are applied with available equipment. Course deals specifically with impression evidence, textiles, firearms examination, toolmarks, paints, glass, and many other areas using chemistry in evidence analysis. Hands-on experience is stressed as much as possible. Laboratory activities included.

Prerequisite: FSC 201

Expected to be offered: Spring semester, Odd years
Distance Learning: Summer 2010

3 credits

FSC 302 Advanced Forensic Sciences Laboratory II

Detailed advanced microscopic and instrumental methods with extensive "hands-on" experience provided by laboratory section. Principles and methods of analysis of microscopic and microscopic evidences of biological materials, including fingerprints, hair, drugs, blood, DNA, and forensic pathology.

Prerequisite: FSC 201

Expected to be offered: Fall semester, Odd years
Distance Learning: Fall 2010

3 credits

FSC 340 Forensic Biology & Microscopy

Introduction to the basics of general biology as applied to the resolution of forensic problems. Included will be analysis of materials from the study of cells, genetics, human biology, plants and poisons, zoology of microorganisms and insects, systems and functions within the body, and serology. Emphasis on the mechanisms of solving biological problems that arise in the legal system. Concentration on use of microscope as major tool for biological analysis. Laboratory activities included.

Prerequisite: FSC 201 & BIO 151

Expected to be offered: Spring semester, Even years
3 credits

FSC 350 Forensic Chemistry & Instrumentation

Introduction to the general concepts of chemistry as they apply to the solution of forensic problems. Includes topics from inorganic, organic, and biochemistry, with emphasis on mechanisms of applications to chemical problems. Topics include atoms, molecular studies, poisons and toxins, chemical pollutants, chemistry of blood, trace element analysis. Major instruments of chemical analysis are investigated and used as appropriate. Laboratory activities included.

Prerequisite: CHM 111 & 112

Expected to be offered: Fall semester, Even years
3 credits

FSC 392 Special Topics in Forensic Sciences

Topics of a specific nature will be presented in each course. Courses may include: arson and explosives; bio-medical methods in forensics; facial and body reconstruction; forensic geology; forensic toxicology; and forensic engineering; forensic entomology.

Expected to be offered: Sufficient demand

1-6 credits

FSC 430 Forensic Anthropology with Laboratory

Introduction to a detailed study of the information gained from human skeletal remains. Topics include determination of sex, age, time of death, causes of death, racial determination, osteology of humans. Extensive laboratory work in bone identification and analysis.

Prerequisite: FSC 20 & FSC 301

Expected to be offered: Spring semester, Odd years
Distance Learning: Spring 2010

3 credits

FSC 495 Internship in Forensic Sciences

Intensive internship taken by students in their senior year, working with one of the local or regional laboratories or with physicians involved in forensic work.

Prerequisite: consent of instructor

Expected to be offered: Sufficient demand

1-15 credits

FSC 499 Senior Capstone Seminar in Forensic Sciences

Preparation and presentation of a capstone paper resulting from work undertaken during internship or from work as independent study on one of the diverse areas of forensic sciences. The student will be expected to show competency in gathering evidence, scientifically analyzing evidence, and preparing valid conclusions.

Prerequisite: consent of instructor

Expected to be offered: Spring semesters

1 credit

FRENCH**FRN 101 Elementary French I**

Development of functional ability in oral and written French with emphasis on communication skills and appreciation of the French culture.

Expected to be offered: Fall semesters

3 credits

FRN 102 Elementary French II

Continuation of FRN 101

Prerequisite: FRN 101

Expected to be offered: Spring semesters

3 credits

GENERAL EDUCATION**GEN 192 REACH:**

Students will receive an introduction to a specific field of study. Students will be exposed to current practices and techniques in the specific field through hands-on projects and activities. Encourages team building, analytical, project development and presentation skills.

Expected to be offered: Summer semesters

1-4 credits

GENERAL SCIENCE

GSC 110 Contemporary Physical Sciences

Course uses the scientific method to understand and make decisions involving the realms of science, including topics and applications from astronomy, geology, chemistry, physics, oceanography, paleontology, meteorology, the biological sciences, forensic sciences, and the history of science. Students will develop proficiency in applying logical and analytical methods in designing experiments (including replicating some of the great experiments of history), manipulating data, analyzing results, and drawing valid conclusions. Communication of results and conclusions will be stressed in both oral and written form.

Expected to be offered: Fall semesters;

Distance Learning: Spring semester, Odd years
4 credits

GSC 121 Earth and Space Sciences

Overview of the earth as part of the solar system, and as part of the universe. Stresses forces working on earth, including plate tectonics, water interactions, and the development and change of the land/ocean/ atmosphere on conglomerate. Additional focus on identification of geologic forces and structures on other worlds, along with the origins of planetary systems as by-products of star evolution. History of study of earth and extraterrestrial bodies will be highlighted to show evolution of ideas over time.

Expected to be offered: Spring and Summer semesters; Distance Learning: Spring semesters
4 credits

GSC 158 History of Science

Overview of the realms of science, including physical, life, and earth and space sciences. Focuses on the concepts in science and technology that have shaped human culture, in both personal and social perspectives. Stresses history and nature of science, including the unifying concepts and the inquiry processes that scientists use in the discovery of new knowledge.

Expected to be offered: Fall and Summer semesters; Distance Learning: Fall semesters
4 credits

GSC 210 Geology and Paleontology

The study of the physical processes that have formed the earth through time. Emphasis upon sedimentary deposits and the depositional environments and preservation of both invertebrates and vertebrates, dating methods, life on the origin and evaluation of the earth through geologic time.

Expected to be offered: Fall semester, Even years
4 credits

GSC 220 Astronomy

Overview of the forces and processes that have formed and shaped all the components of the universe. Course explores the solar system, formation and evolution of stars, galactic evolution, and the origin and development of the universe and its structures. Special topics of current interest including pulsars, black holes, birth and death of the entire universe, and multi-universe and alternate universe theories.

Expected to be offered: Fall semester, Even years
3 credits

GSC 230 Meteorology and Oceanography

Introduction to the fluid systems of planet Earth. Focus will be on the processes and principles governing the oceans and the weather/climate systems of the world. Oceanic-atmospheric interactions will be stressed. Topics include water movements, undersea geology, chemical and biological formations, weather phenomena and their explanations, violent weather systems, oceanic features, and climates of the past.

Expected to be offered: Spring semester; Odd years
3 credits

GSC 392 Special Topics in Science

Courses dealing with modern topics of interest in the rapidly developing sciences.

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand
1-6 credits

HEALTH AND HUMAN PERFORMANCE

HHP 201 Safety, First Aid, and CPR

This course provides the student with knowledge and practical techniques associated with safety, first aid and CPR. CPR and First Aid certification is available.

Expected to be offered: Spring semesters

2 credits

HHP 202 Racquet and Individual Sports

Skill and pedagogy development in racquet and individual sports.

Expected to be offered: Fall Semesters

2 credits

HHP 203 Team Sports

Skill and pedagogy development in team sports.

Expected to be offered: Spring Semesters.

2 credits

HHP 260 Sports Psychology

Presents the theory and application of sports psychology. Topics covered: motivating athletes, fear of failure, imagery, dealing with anxiety, coaching the elite athlete, leadership, aggression in sport, gender and race issues, and cognitive theories.

Expected to be offered: Spring semester, Odd years

2 credits

HHP 281-290

Sport-specific coaching theories, including technical and tactical skill development, will be examined.

Prerequisite for HHP 281-285: HHP 202 or instructor permission;

Prerequisite for HHP 286-290: HHP 203 or instructor permission.

Expected to be offered: Sufficient demand

1 credit each

- HHP 281 Coaching Golf
- HHP 282 Coaching Racquet Sports
- HHP 283 Coaching Weight Training
- HHP 284 Coaching Track/Field/Cross-Country
- HHP 285 Coaching Wrestling
- HHP 286 Coaching Baseball/Softball
- HHP 287 Coaching Basketball
- HHP 288 Coaching Football
- HHP 289 Coaching Soccer
- HHP 290 Coaching Volleyball

HHP 320 Exercise and Sports Nutrition

Scientific basis for the role of nutrition in human performance. Critical evaluation of popular practices; making optimal food choices for physical activity.

Prerequisite: CHM 101 or CHM 111

Expected to be offered: Fall semester, Even years

3 credits

HHP 340 Ethics, Law and Health/Fitness Professions

A problem-centred approach to ethics and moral decision-making in sport and physical activity. Current legislation of importance to the health/fitness professional is then highlighted together with an identification of professional responsibility under the law.

Expected to be offered: Fall semester, Odd years

3 credits

HHP 350 Coaching Certification

Students will take the American Sport Education Program (ASEP) and test for ASEP certification which is required in many school districts. Additional sport-specific coaching theories will also be examined.

Expected to be offered: Spring semester, Even years

2 credits

HHP 392 Special Topics in Health and Human Performance

Expected to be offered: Sufficient Demand

1-6 credits

HHP 420 Kinesiology Lab

Laboratory experience in Kinesiology, to include cadaver lab exposure. 2 hours lab per week.

Prerequisite: BIO 103 or BIO 151 & BIO 152

Corequisite: HPE 415

Expected to be offered: Fall semesters

2 credits

HHP 490 Physiology of Exercise Lab

Laboratory experience in Exercise Physiology, to include ECG interpretation and exercise testing/prescription. 2 hours lab per week.

Prerequisite: BIO 103 or BIO 151 & BIO 152

Corequisite: HPE 485

Expected to be offered: Spring semesters

2 credits

HHP 495 Internship

Specialized field work in exercise science and related activities. Students will serve internships at hospitals, fitness clubs, physical therapy clinics, etc. Internships will require the cooperation of schools, health, and fitness organizations in and around the city. Sixty contact hours per credit.

**Prerequisite: Senior Standing
or instructor permission
1-3 credits**

HEALTH AND PHYSICAL EDUCATION

HPE 103 Yoga

**Expected to be offered: Fall and Spring semesters
1 credit**

HPE 110 Wellness Perspectives

Course examines the past, present and future trends in human wellness in order to gain an understanding of what motivates people to take care of their health. Offered in an experiential and interactive format students taking the course will be asked to participate in, and observe, health enhancing activities as well as reflect on these experiences from a physical, psychological, sociological, aesthetic, and ethical perspective. Age old questions, the individual's relationship with the environment will be examined to enhance the students' understanding of the mind/body relationship.

**Expected to be offered: Fall and Spring semesters
3 credits**

HPE 111 Self-Defense

**Expected to be offered: Fall semesters
1 credit**

**HPE 112 Weight Training and
Personal Fitness**

**Expected to be offered: Fall and Spring semesters
1 credit**

HPE 119 Tai Chi

Students will learn the Yang short form of T'ai Chi Chuan. Topics include an overview of the history and philosophy underlying the development of this martial art, the classic 24 step form, and techniques for meditation and relaxation.

**Expected to be offered: Fall semesters
1 credit**

HPE 121 Golf

**Expected to be offered: Fall semester
1 credits**

HPE 122 Aerobics

**Expected to be offered: Fall and Spring semesters
1 credit**

HPE 123 Step Aerobic Dance

**Expected to be offered: Fall and Spring semesters
1 credit**

HPE 130 Snow Skiing and Boarding

**Expected to be offered: Spring semesters
1 credit**

HPE 131 Hiking and Caving

**Expected to be offered: Fall semesters
1 credit**

HPE 134 White Water Rafting

**Expected to be offered: Fall semesters
1 credit**

HPE 175 Therapeutic Massage

**Expected to be offered: Fall semesters
1 credit**

HPE 188 Personal Health

Focuses on health issues that confront individuals, parents, and educators. Critical thinking about personal health issues is vital to this course. Some topics included are: nutrition, safety, conflict resolution, drugs, self concept, stress, communicable disease, and physical fitness. Health issues are examined from these perspectives: mental, society, physical, emotional, spiritual, and environmental.

**Expected to be offered: Fall and Spring semesters:
Distance Learning: Fall and Spring semesters
3 credits**

HPE 192 Special Activities
Expected to be offered: Sufficient demand
1 credit

HPE 210 History, Philosophy, and Sociology of Health, Physical Education and Recreation

Historical, philosophical, and conceptual perspectives of health, physical education, recreation, and sport. Provides Practical teaching methods for physical education and sports are emphasized. Actual or simulated K-12 teaching sessions are expected of the students. Motor skill competence in a variety of movement activities is required. The course presents a variety of teaching styles, assessments of learning, and school management styles.

Expected to be offered: Spring semesters
3 credits

HPE 215 Physical Education, Recreation and Fitness Management

Management, planning, organization, coordination, and evaluation of sport and physical education activities are presented in this course. Topics included are: finance, facility design, scheduling, personnel management, budgeting, safety, game management, and gender equity.

Expected to be offered: Fall semesters
3 credits

HPE 230 Adapted Physical Education

Physical education, recreation and exercise program development and implementation for children, senior citizens, the disabled and others with special needs. Students will examine the ways movement activity is developed to people with special needs. Emphasis is on developing and assessing adapted physical education programs. Federal and state mandates, IEP's, LRE, inclusion, and other topics are covered.

Expected to be offered: Fall semesters
2 credits

HPE 252 MOA Coaching Certification

Students will have an opportunity to learn how to officiate football. This instruction will be given by MOA certified officials and be overseen by the course instructor (s). Students will be qualified to work Junior High and Sub-Varsity Games for pay during the semester.

Expected to be offered: Fall semesters
1 credit

HPE 300 Strategies in Health Enhancement

Focuses on the health enhancement standards for educators. Motor development, health-related physical fitness, safety, dance, nutrition, health education, educational gymnastics and developmentally appropriate learning are some of the topics included. The value of critical thinking, learning theory application, and practical teaching strategies are covered.

Prerequisite: HPE 188
Expected to be offered: Fall and Spring semesters
3 credits

HPE 312 Methods in Physical Education and Sport

Practical teaching methods for physical education and sports are emphasized. Actual or simulated K-12 teaching sessions are expected of the students. Motor skill competence in a variety of teaching styles, assessments of learning, and school management styles.

Expected to be offered: Fall semester, Even years
3 credits

HPE 330 Assessment in Health and Physical Education

Students will learn and apply assessment techniques to health and physical education. Students will learn to apply assessment strategies to both national and Montana health enhancement standards. Some statistical procedures are included.

Expected to be offered: Spring semesters
2 credits

HPE 392 Special Topics in Physical Education

Expected to be offered: Sufficient demand
1-6 credits

HPE 405 Prevention and Care of Athletic Injuries

Study of physical examination, bandaging and taping, massage, physio and hydrotherapy, diet, conditioning, treatment of specific injuries, and training room procedures.

Expected to be offered: Spring semester, Even years
2 credits

HPE 415 Kinesiology and Applied Anatomy
Students will apply knowledge of human anatomy and mechanical principles to human motion. Emphasis is placed upon sports related movements to increase efficiency, safety, and purposefulness. The neurological, muscular, and skeletal systems are emphasized.

Prerequisite: BIO 103 or BIO 151 & BIO 152

Expected to be offered: Fall semesters

2 credits

HPE 485 Physiology of Exercise

An overview of exercise science studying the effect of exercise on the body. Topics covered include: anaerobic and aerobic energy systems, nutrition, homeostasis, metabolism, cellular chemical reactions, and health related physical fitness.

Prerequisite: BIO 103 or BIO 151 & BIO 152

Expected to be offered: Spring semesters

2 credits

HPE 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand

1-15 credits

HISTORY

**HST 101 History of Civilization I
(through the 16th Century).**

A survey of the major political, economic, and cultural developments of western civilization from pre-history through the Renaissance and Reformation.

Expected to be offered: Fall semesters

3 credits

**HST 102 History of Civilization II
(from 17th Century to the Present)**

Continuation of HST 101; examines political, economic, and cultural developments of western civilization from the 17th century to the present. Students need not have taken HST 101.

Expected to be offered: Spring semesters

3 credits

HIST 110 Contemporary Issues in History

Demonstrates the relevance of the discipline of History by examining the historical development of three or more contemporary issues. Students will become familiar with relevant historical characters and events, the historiography of the selected issues, methods of historical study and the relevance of historical thinking to everyday life.

Expected to be offered:

3 credits

HST 203 United States History I (to 1865)

A survey of American history from the era of discovery through the Civil War.

Expected to be offered: Fall semesters;

Distance Learning: Fall semesters

3 credits

**HST 204 United States History II
(from 1865 to the Present).**

Continues the survey of American history to the present. May be taken whether or not students have completed HST 203

Expected to be offered: Spring semesters;

Distance Learning: Spring semesters

3 credits

HST 230 World and Regional Geography

Fundamental concepts necessary for geographic thinking. Land formations, weather and climate patterns, regional contrasts and interrelationships. Introduction to cultural and physical elements of geography, which influence and identify various areas of the world.

Expected to be offered: Spring semesters

3 credits

HST 321 Ancient History

An analysis of the ancient civilizations of the Near East, Greece, and Rome; emphasis on the institutional and cultural developments that shaped western civilization.

Prerequisite: HST 101

Expected to be offered: Fall semester 2010 & 2013

3 credits

HST 322 Medieval History

Western Europe between the fall of the Roman Empire and the Renaissance. Emphasis on the feudal character of society and the political, economic, and religious institutions and their development.

Prerequisite: HST 101

Expected to be offered: Fall semester 2011 & 2014
3 credits

HST 342 The American Civil War

History of this defining event including origins, meaning, the developing conflict from Sumter through Appomattox, and the era of Reconstruction.

Prerequisite: HST 203

Expected to be offered: Spring semester, Odd years
3 credits

HST 345 The Constitution

The constitution: its background, the document itself, and major judicial interpretations in their historical, political, and social contexts.

Prerequisite: HST 203, HST 204

Expected to be offered: Fall semester, Odd years
3 credits

HST 360 Montana and the West

Examines Montana's origins and development in the context of the American West from the pre-contact era into the twenty-first century.

Prerequisite: HST 203, HST 204

Expected to be offered: Spring semester, Even years
3 credits

HST 367 Renaissance and Reformation

An examination of the intellectual, social, political, and religious character of Europe in the fifteenth, sixteenth, and seventeenth centuries.

Prerequisite: HST 101, HST 102

Expected to be offered: Fall semester 2009 & 2012
3 credits

**HST 392 Special Topics in
19th Century History**

Expected to be offered: intermittently
1-6 credits

HST 392 Special Topics in History

Expected to be offered: intermittently
1-6credits

HST 495 Internship.

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand
1-15 credits

HST 499 Senior Research Project

In their senior year history majors conduct research in appropriate primary and secondary source materials and produce an article-length study under the direction of a member of the history faculty.

Prerequisite: Consent of instructor

Expected to be offered: Fall & Spring semesters
3 credits

HUMAN SERVICES**HSV 241 Human Relations in Society**

This course will focus on dealing with people from all walks of life and communicating effectively with them. Practical experience and "hands on" participation will be a major portion of this course.

Prerequisite: ENG 117 or equivalent, Sophomore standing or instructor consent

Expected to be offered: Spring semesters;
Distance Learning: Spring semester, Odd years
3 credits

**HSV 262 Introduction to
Rehabilitative Services**

Agencies and organizations which provide services to disabled, disadvantaged, and handicapped people. Careers involving work with physically, mentally, emotionally, and socially disadvantaged.

Expected to be offered: Fall semester, Odd years;
Distance Learning: Fall semester, Even years
3 credits

HSV 326 Ethics in Human Services

Designed to help students deal with professional, legal, and ethical issues that affect the practice of counseling and related helping professions. Investigates the issues of responsible practice through discussion of and reflection on ethical codes from various professional organizations with legal considerations applied to specific cases.

Expected to be offered: Spring semester, Even Years
Distance Learning: Fall semester, Spring semester,
Odd years
3 credits

HSV 392 Special Topics in Human Services
Expected to be offered: Sufficient Demand
1-6 credits

HSV 394 Casework Methods and Practices
This course is designed to familiarize and acquaint the student with concepts, procedures, and dynamics involved in casework methods and awareness of community networking in the field of human services.
Prerequisite: ENG 117 or equivalent and HSV 241 or PSY 241
Expected to be offered: Fall semesters
3 credits

HSV 397 Field Projects
Provides field experience in the available areas of human services. Designed to integrate theory with practice in order to develop appropriate skill, knowledge, attitudes, and professional identification. Students may enroll for two semesters.
Prerequisite: Consent of instructor
Expected to be offered: Fall and Spring semesters;
Distance Learning: Every semesters
3 credits

HSV 494 Case Management for Human Services
The purpose of this course will be to explore the concepts of case management and its importance to the helping professional. The Behavioral Sciences will be the Mode of Inquiry used to examine the case management approach to dealing with the multiple problem client.
Prerequisite: ENG 117 or equivalent and HSV 394 or consent of instructor
Expected to be offered: Spring semesters
3 credits

HSV 495 Internship
Prerequisite: Consent of instructor
Expected to be offered: Sufficient demand
1-15 credits

INTEGRATED LEARNING COMMUNITIES

ILC 124 Contemporary Ethical Issues and the Law
ILC124 will combine the basics of introduction to the study of law with a course in contemporary moral problems. We will examine such issues as abortion, end-of-life decisions, privacy, business ethics, for example, within the scope of our legal system. We will examine the difference between de jure and de facto issues (whether something is wrong inherently, or wrong because the law says it is wrong), and we will take several field trips to observe legal proceedings first hand. Students will be expected to become articulate and conversant in basic legal and philosophical terminology and concepts and to apply those terms and concepts to sample ethical dilemmas or legal problems.
Expected to be offered:
6 credits

ILC 130 WHAT IS HUMAN?
Courses listed under ILC 130 will combine two or more academic disciplines to explore many answers to the question "What does it mean to be human?"

ILC 130A Human: Crisis
Course examines the human response to crisis both natural and social and both past and potential. Among the topics considered will be climate change, earthquakes volcanic activity, tsunamis, floods, asteroid impact as well as epidemic disease, invasion, civil unrest, war and revolution.
Expected to be offered: Fall semesters
4 credits

ILC130B Human: Life in the Universe
Being human means to be curious about the universe around us. In particular, we will deal with the search for life outside planet Earth, it's possibilities, characteristics, and occurrences. The search for life will also deal with human investigation of the possibilities of computers being or becoming alive, the ideas of artificial intelligence, cyborgs and future developments in the formation and evolution of intelligence.
Expected to be offered: Fall semesters
4 credits

ILC130C Human: Leadership

Course explores the subject of leadership by examining theories of leadership, developing students' persuasive speaking abilities and studying historic examples.

Expected to be offered: Fall semesters

4 credits

ILC130D Human: Society, Technology, and Change

This course explicitly explores what it means to be human in a complex technologically advanced society and will focus on each of the following subcomponents: appreciation of the inherent value and inter-relatedness of all God's creation, inherent dignity of every person, the value of cultural differences and similarities, community as essential to being and becoming human, the responsibility to maintain and strengthen society by helping others and advancing justice, and the value of aesthetic and creative expression. This unit of study is designed to introduce you to the enterprise of Sociology and a further understanding of technology. Your instructors will emphasize the language, perspective, research methods, and competing paradigms of the field of Sociology. Social change and the influence of technological change on patterns of interaction will occupy much of our time. Additionally, your instructor will discuss technological concepts and practices. This will include electronic means of expression as well as how it influences society. Special attention will be paid to globalization.

4 credits

ILC 130E Human: Mind Matters

Through this course's integration of psychology and literature, students will think critically and creatively about the nature of vitally human experiences – love, death and dying, the meaning of 'normal,' the line between human and animal, and the nature of reality. By studying psychological research and applying psychology concepts to literature and pop culture texts, students will formulate their own ideas about these experiences, and communicate those ideas effectively through writing and discussion.

Expected to be offered: Spring semester, Odd years

4 credits

ILC 130F Human: Dissent

Course explores the historical and literary experience of dissent and protest throughout human history. Several theories and examples of civil disobedience by writers such as Plato, Emerson, Thoreau, Tolstoi, Ghandi, and M. L. King as well as consideration of anarchism and utopianism will be part of our study. Song lyrics, novels, plays, judicial decisions, films, and editorial cartoons will round out the shared materials. Extreme forms of dissent such as the French, American, and Russian revolutions will occupy only a small portion of our time. Assignments will include individual and group dissent (with the distinct omission of boycotting the class itself).

Expected to be offered: Spring 2010

4 credits

ILC 130G Human: Form and Function

This course examines the diversity of animals. This course is designed to introduce studentst to scientific and artistic inquiry and process. We will use scientific and artistic process to examine and imagine the animal form and functional processes, as well as diverse habitats and ecology, in the field and lab. Students examine a range of representatives from different animal phyla, starting with the structurally simple and progressing to mammals, in the context of emerging and changing patterns in their body plans. Students will learn scientific and art-making approaches and methods as an effective way to gain and articulate knowledge of the natural world, develop skills and techniques, and to expand their consciousness and imagination. This course immerses students in an environment in which the art-making process is integrated with the exploration of the physical world, ideas and concepts. Skill building, experiential play, and shared dialogue are all part of the hands-on studio art experience.

Expected to be offered: Fall semester, Even years

4 credits

ILC 130H Human: Aliens, Tech, & Trans-human Condition

Using the idea of being human, this course will investigate the possibilities of other life, particularly intelligent, in the universe, and the future of humanity on earth. Using modern technological tools, the focus will be on possibilities of life off the earth, the nature of life using humans as examples, origins, and the rise of technology as humans advanced in evolution. The follow-

up will deal with the possible futures of the human race, including the development of robots, cyborgs, artificial intelligence, and the effects humans have on natural selection in developing a future human species.

Expected to be offered: Fall 2010

4 credits

ILC 130I Human: Archeology of Being Human

Focusing on being human, this course will investigate the rise of humanity, from earliest Human ancestors to ancient classical cultures. Topics will range over extinct humans and their relations, archaeological remains of extinct civilizations, from both the eastern world, including Egyptian, Babylonians, and earlier cultures, to those of the western world, particularly the ancient cultures of North, Central, and South America, including the Mound builders, Olmecs, Toltecs, Mayans, and numerous others leaving traces of their ancient world. Each culture investigated will be viewed as how the society solved the basic problems confronted by cultures everywhere. Approaches will be scientific and historical.

Expected to be offered:

4 credits

ILC 130L Human: Communication through the Lens

This ILC course introduces students to what is communicated in business media, social media, and communications media via still and video images. Students will learn photographic techniques, use basic editing software, wander afield, and compare images of real and perceived meaning around them. Aspects of business communication and marketing will be applied to using images to convey significance.

Expected to be offered: Fall 2010

4 credits

ILC 222 Graphic Novels as Literature

In this course, students will examine the visual and textual elements of graphic novels, discussing (change to “exploring”?) them as art and as literature. With each reading as a launching point for explorations in both disciplines, students will learn the language of – and gain hands-on experience with – the visual concepts of line, form, space, color, composition, techniques, and personal expression. Students will also develop their analytic skills of reading – and responding to – graphic

readings as works of literature from a variety of critical and theoretical approaches. Ultimately, students will explore and experience first-hand the many ways in which visual and textual elements of a work support each other and act as expressions of the same artistic impulse.

Fulfills: ART 122 and ENG 215

Expected to be offered:

6 credits

ILC 223 Graphic Novels as Literature

In this course, students will examine the visual and textual elements of graphic novels, discussing (change to “exploring”?) them as art and as literature. With each reading as a launching point for explorations in both disciplines, students will learn the language of – and gain hands-on experience with – the visual concepts of line, form, space, color, composition, techniques, and personal expression. Students will also develop their analytic skills of reading – and responding to – graphic readings as works of literature from a variety of critical and theoretical approaches. Ultimately, students will explore and experience first-hand the many ways in which visual and textual elements of a work support each other and act as expressions of the same artistic impulse.

Fulfills: ART 222 and ENG 215

Expected to be offered:

6 credits

ILC 330 WHAT IS TRUTH?

Courses listed under ILC 330 will combine two or more academic disciplines to explore both intellectual and spiritual approaches to truth. The courses are all built around a single focused theme and consider ethical as well as discipline specific issues.

ILC 330A Truth: Origins, Evltn, & Futr

This interdisciplinary course will focus on the variety of life found on earth, in the past, presently, and possibly occurring in the future. Evolutionary forces will be the central idea, particularly those resulting in organisms adapting to their environment or forcing organisms to become extinct. A variety of scales will be studied, from basic molecular sizes to those involving the entire ecosystem of the earth. Mutations, natural selection, gene flow, and genetic drift patterns creating such diverse phenomena as life strategies for survival, sex and reproduction patterns, extremophiles, and human evolution will be investigated by the student to explore how to answer

questions dealing with past and on-going evolutionary processes. The possibilities of life in the universe, and under what conditions, will be investigated, along with the future evolution of life on earth and its survival with or without humans being present. Students will read and evaluate original literature on evolution and its role in giving rise to the diversity of life on our planet.

Expected to be offered:

4 credits

**ILC 330B: Truth: Religion as Business;
Business as Religion**

This course explores organized religions from a business perspective, and business as a religion. Included in our analysis will be the staffing, financing, political activities, marketing efforts, and product lines of various religions which may include Christian denominations, as well as Islamic, Buddhist, and Jewish sects. Business practices are examined as a religion including the worship of success, elevation of successful individuals to spiritual leaders, establishment of ethical practices, and money as a god.

Expected to be offered: Fall 2010

4 credits

ILC 330D Truth: The Sky

This course considers the relationships between religious ideas of cosmology and the universe, and the science of what is seen, but usually not understood, in the heavens. The course will investigate how cultures people the heavens with myths embodying their ethics and morals combined with the application of modern science to explain the diverse phenomena visible both in the atmosphere of the earth and the virtually endless universe. A particular emphasis will be placed on the origins of the universe, comparing diverse religious beliefs with those of modern science.

Expected to be offered: Fall 2010

4 credits

ILC 330E Truth: Science thru Science Fiction

This integrated learning community studies and practices the empirical methods of applied science and the artistic methods of speculative fiction as complementary methods of seeking Truth. Units will include such topics as space travel, robotics, genetics, artificial intelligence, time travel, mental capacity and evolution.

Students will work with the professors to choose some of the learning materials and activities including books, films, journals and field study.

Expected to be offered: Spring 2011

4 credits

ILC 330F Truth: Self and the Real World

Being human requires one to be able to think, act, move, feel, perceive, laugh, cry, feel empathy, and receive it graciously. In doing so, they should also be seeking the truth, and part of this is finding ones' true self. This course examines aspects from self-help programs, wellness programs, critical thinking, and provides skills that will aid in college and beyond decision-making on what is true for the person physically and mentally. Instructors will present real life problems and students will be challenged to solve these problems in an interactive manner. Balancing life and overcoming its challenges will be addressed using an interactive manner. Scenarios from the business world, medical world, sports world and academic world will be presented by professors. The scenarios will emphasize the development and use of ethics in regard to making good personal and professional decisions. The goal will be to prepare students to make a positive impact on the world in which they live.

Expected to be offered: Spring 2011

4 credits

**ILC 350 WHAT IS
COMMON GOOD?**

Courses listed under ILC 350 will combine two or more academic disciplines to explore many answers to focus on specific social or cultural issues that either contribute or detract from the life of the human community. Each course will consider the ethical issues relevant to the subject matter and establish links, either virtual or actual to the off campus community.

ILC 350A Good: The Harry Potter Novels

This class explores the major components of contemporary literature in the novels (not the films) and the psychology of the characters: who they are, why they are who they are, and why they behave as they do. We will draw parallels from the novels and apply in the real world.

Expected to be offered: Spring 11

4 credits

**ILC 350B Good: Social Problems
in a Flat World**

This course is designed to introduce students to the concept of social problems and deviance and to further their understanding of technology as a contribution to social problems and deviance as well as a solution to social problems and deviance in a “Flat World”. Friedman’s ten “World Flatteners” will each be explored with specific emphasis on the potential impact of each on community agencies working on specific social problems. Local agencies will be visited and particular attention will be paid to agency use of technology as part of a solution to process. Emphasis will be placed on the language, perspective, research methods, and competing paradigms that explain social problems within the field of Sociology. Additionally, discussion will focus on technological concepts and practices as both causes of and solutions for social problems in the context of a “Flat World”.

Expected to be offered: Spring 2011

4 credits

ILC 350C Good: Fraud, Lies & Deceit

This course explores the impact of unethical and illegal practices such as white-collar crime on society as a whole. Why such practices occur, who does them, when, and how to prevent or detect them are presented. In addition, the sociological, economic, and financial impacts on society of examples are examined. The view of the legal system on fraud and the view of the victim are compared. Differences in fraud and deceit are explored in corporate, small business, not-for-profit and government environments.

Expected to be offered: Fall 2010

4 credits

ILC 350D Good: Oceans

This course examines the vital role by the oceans in human history by combining Oceanography (the study of the physical nature of the seas) with maritime history (the study of human use of the seas). Students will gain an appreciation of the effect of the sea on human history, understand the ecological and environmental structure of the oceans, and consider the ethics of the use of maritime resources.

Expected to be offered: Spring 2011

4 credits

ILC 350E Good: Law and Minorities

This course will explore the intersection between law and literature. Literature is important for understanding law because it teaches a certain way of thinking—one that is synthetic, creative, and comfortable with ambiguity and ambivalence. The Lockean premise of human equality at the core of the American constitutional tradition was challenged by slavery and what it means to have justice in times of inequality. The Fourteenth Amendment passed in the wake of the Civil War and the end of slavery, promised to establish equal citizenship for all American citizens. That promise was not to be fulfilled. Students will explore the human condition against the historical, religious and sociological controversy of racism, classism and sexism and how it is related to oppression and the ethic of justice.

Expected to be offered: Spring 2011

4 credits

ILC 350F Good: Providence and Ecology

This course combines the disciplines of Biology/Botany and Theology/Ethics to focus on the web of relationships among material creation, humanity, and God. Emphasizing a “sense of place,” the course includes reading, creative writing, and selected outdoor activities.

Expected to be offered: Spring 2011

4 credits

MATHEMATICS

MTH 100 Essential Math Skills

Designed to develop quantitative skills at the pre-algebra level. Students study fractions, decimals, percents, ratios, proportions, geometry, and metrics.

Expected to be offered: Fall and Spring semesters;

Distance Learning: Fall semesters

3 credits

MTH 105 Introduction to Algebra

Provides a sound algebraic background for further study in the fields of elementary statistics and pre-calculus mathematics. Emphasis on the manipulation and solution of equations, including positive and negative numbers with their properties and operations; polynomials; linear and quadratic equations and inequalities; factoring; exponents; and radicals.

Prerequisite: MTH 100 or acceptable test score

Expected to be offered: Fall and Spring semesters

3 credits

MTH 108 Elementary Statistics

Introduction to statistical reasoning as required by an informed citizen. Emphasis on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, concepts of basic probability, the normal distribution, estimation of a population mean and proportion, single sample and two sample hypothesis tests, regression and correlation, and ethical considerations. May not be taken by those with credit for MTH 205 or the equivalent.

Prerequisite: MTH 105 or the equivalent.

Expected to be offered: Fall and spring semesters.

3 credits

MTH 110 Precalculus I

Designed to prepare students in mathematics or science for entry into the calculus sequence. An analytical approach to algebraic and trigonometric functions as models of real world phenomena. Real and complex numbers, theory of polynomial and rational equations and inequalities, exponential, logarithmic, and trigonometric functions.

Prerequisite: MTH 105 or the equivalent

Expected to be offered: Fall semesters

4 credits

MTH 120 Precalculus II

A continuation of Math 110. Analytic trigonometry, laws of sines and cosines, systems of equations and inequalities, matrices and determinants, sequences, series, conics, polar coordinates, and parametric equations.

Prerequisite: MTH 110

Expected to be offered: Spring semesters

4 credits

MTH 177 Discrete Mathematics

A collection of topics essential to further study of mathematics, or computer science. Topics include logic, inductive and deductive proofs, relations and functions, binary, octal, and hexadecimal numeration systems, recurrence relations, matrices, and graph theory.

Prerequisite: MTH 110

Expected to be offered: Fall semester, Even years

3 credits

MTH 241 Calculus I

Fundamental concepts of function, limit of a function, continuity, derivatives, applications of derivatives, antiderivatives, and the definite integral. Emphasis on analytical, numerical, and graphical approaches.

Prerequisite: MTH 120

Expected to be offered: Fall and Spring semesters

5 credits

MTH 242 Calculus II

A continuation of MTH 241. Transcendental functions, applications of integration, integration techniques, and infinite series.

Prerequisite: MTH 241

Expected to be offered: Spring semesters

5 credits

MTH 252 Statistical Methods for the Sciences

Intensive survey course with applications for the sciences. Topics include descriptive statistics, probability theory, random variables, binomial, Poisson, normal, t, F, and Chi-Square distributions, estimation and hypothesis testing of common parameters, analysis of variance, correlation, linear regression, and ethical considerations.

Prerequisite: MTH 110 or MTH 105 and consent of the instructor. Familiarity with a Windows based computer environment is strongly suggested.

Expected to be offered: Spring semesters

3 credits

**MTH 255 Mathematics for
Elementary Teachers I**

This course is designed to prepare K-8 teachers to teach mathematics based on the content and process mathematics standards of the State of Montana, and National Council of Teachers of Mathematics. The Content Standard topics cover Number and Operations, and Algebra. The Process Standard topics include Problem Solving, Representations, Communication, Connections and Reasoning and Proof. Appropriate computer technology is used throughout the course.

Prerequisite: MTH 108

Expected to be offered: Spring semesters

3 credits

**MTH 256 Mathematics for
Elementary Teachers II**

This course is designed to prepare K-8 teachers to teach mathematics based on the content and process mathematics standards of the State of Montana, and National Council of Teachers of Mathematics. The Content Standard topics cover Geometry, Measurement, Data Analysis and Probability. The Process Standards topics include Problem Solving, Representations, Communication, Connections, and Reasoning and Proof. Appropriate computer technology is used throughout the course.

Prerequisite: MTH 108

Expected to be offered: Fall semesters

3 credits

MTH 300 Linear Algebra

Matrices and determinants, vectors and linear transformations, eigenvalues, eigenvectors, dimension and structure.

Prerequisite: MTH 242

Expected to be offered: Fall semester, Odd years

3 credits

MTH 351 Differential Equations

Ordinary differential equations of first and second order, linear differential equations, Laplace transforms, systems of linear differential equations, special methods of solution.

Prerequisite: MTH 242

Expected to be offered: Fall semester, Even years

3 credits

MTH 370 The Nature of Mathematics

For the mathematically mature student, a historical and philosophical study of the development of modern mathematics. The course serves as a transition to advanced mathematics by introducing the student to the reading and writing of rigorous proofs in the areas of set theory, number theory, relations and functions.

Prerequisite: MTH 177, MTH 242, MTH 252

Expected to be offered: Fall semester, Odd years

3 credits

MTH 392 Special Topics in Mathematics.

Expected to be offered: Sufficient demand

1-6 credits

MTH 405 Modern Algebra

Topics and techniques of abstract algebra. Prepares students for graduate level work while furnishing the theoretical foundations of the familiar, namely the theory of groups, rings, and fields.

Prerequisite: MTH 177, MTH 300, MTH 370

Expected to be offered: Spring semester, Even years

3 credits

MTH 415 Mathematical Modeling

The modeling process, proportionality and geometric similarity, model fitting and optimization, experimental modeling, dimensional analysis, simulation, and dynamical systems. Familiarity with at least one high level programming language recommended.

Prerequisite: MTH 252; MTH 351 (concurrent enrollment permitted)

Expected to be offered: Spring semester, Odd years

3 credits

MTH 420 Modern Geometry

Explores Euclidean, Hyperbolic, Spherical, and Transformation geometries and their applications to computer science, engineering, archeology, and other areas. Emphasis on proofs and the development of axiomatic systems.

Prerequisite: MTH 177, MTH 300; MTH 370

Expected to be offered: Spring semester, Even years

3 credits

MTH 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand

1- 15 credits

MUSIC

(Most courses require additional rehearsal and recital time)

MUS 102 Fundamental of Music

Designed for students with little or no musical background, the course introduces rudimentary concepts and terminology of music theory. Helpful as an adjunct to music performance and as a preparation to additional study of music theory.

Expected to be offered: Fall semester, Even years
3 credits

MUS 110 Appreciation of Music of Western Civilization

This course will examine the development of Western civilization through the point of view of musical expression. The course is concerned with the interaction of music with man's history and culture. Students will become familiar not only with a variety of musical works & styles from the past, but also with the various social, cultural, political, and economic forces that shaped the diverse musical history of selected historic eras.

Expected to be offered: Fall and Spring semesters
Distance learning: Spring semesters
3 credits

MUS 115 Musical Expression through Performance

This course allows students to gain the knowledge and confidence to perform a wide range of styles on their preferred performance medium. Students will be required to take private instruction either vocally or on their instrument of choice. Students will also be expected to participate in a University ensemble, and complete their participation in this course through a performance seminar which will include all students enrolled in this course. This is a three-legged stool that insures students will have the opportunity to delve into the full range of the performance experience and fulfill the vision for the core of insuring students receive a well-rounded liberal arts education.

Expected to be offered:
3 credits

MUS 111 Piano in Class I

Class piano is designed for beginning piano students; develops music reading, piano playing, and aural skills. Includes sight reading, repertoire studies, harmonization, playing by ear, improvising, transposing, technical exercises, and rhythmic drills.

Expected to be offered: Fall and Spring semesters
1 credit

MUS 112 Piano in Class II

A continuation of Piano in Class I, develops music reading, piano playing, and aural skills. Includes sight reading, repertoire studies, harmonization, playing by ear, improvising, transposing, technical exercises, and rhythmic drills.

Expected to be offered: Spring semesters
1 credit

MUS 121 Private Music Lessons

Available in vocal, keyboards, woodwinds, brass, percussion, and strings.

Expected to be offered: Fall and Spring semesters
1 credit

MUS 147 UGF Argo Percussion Ensemble

The UGF Argo Percussion Ensemble consists of experienced and novice musicians alike and is committed to providing opportunities for the exploration of mallet percussion, battery percussion, and timpani in both ensemble and solo settings. This chamber ensemble studies and performs music composed specifically for the percussion family as well as transcriptions adaptable to percussion. The ensemble utilizes the standard compliment of percussion instruments as well as non-traditional, hand made, and found objects. The mission of the ensemble is to expose students and audiences to traditional and cutting edge repertoire.

Expected to be offered: Fall and Spring semesters
1 credit

MUS 149 UGF Jazz Ensemble

Participation in the Jazz Ensemble and for all public appearances.

Prerequisite: Audition required.

Expected to be offered: Fall and Spring semesters
1 credit

MUS 151 UGF Concert Band

Community Concert band is open to college students and the general public who enjoy playing a musical instrument. **Audition required**

Expected to be offered: Fall and Spring semesters
1 credit

MUS 153 Youth Orchestra

Participation in the Great Falls Youth Orchestra as a preparation for being in the Great Falls Symphony

Audition required

Expected to be offered: Fall and Spring semesters
1 credit

MUS 155 University Choir

Participation in the University Choir and performing in all concerts. **Audition required.**

Expected to be offered: Fall and Spring semesters
1 credit

MUS 157 Symphonic Choir

Participation in Great Falls Symphony Choir.

Audition required

Expected to be offered: Fall and Spring semesters
1 credit

MUS 159 Symphony Orchestra

Participation in Great Falls Symphony Orchestra.

Audition required

Expected to be offered: Fall and Spring semesters
1 credit

MUS 250 Elementary School Music

Study of melodic, harmonic, and rhythmic elements of music along with the methods of teaching elementary music. Designed for elementary classroom teachers only.

Expected to be offered: Spring semesters
2 credits

MUS 392 Special Problems in Music

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand
1-6 credits

MUS 499 Senior Recital

Prerequisite: Consent of instructor

Expected to be offered: Sufficient demand
2 credits

NURSING**NRS 301 Applied Stats In a Hlthcare Context**

This course provides a thorough grounding in statistical practices, especially as applied in health care delivery. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, are presented. Statistical topics include describing and displaying data, measures of central tendency and dispersion, standard scores and distributions, correlation, simple-linear regression, mean comparisons, analysis of variance, and chi-square. In the spirit of inquiry, students review research processes, planning, and design as a prelude to data analysis techniques. Nurses use statistical skills in developing basic proficiency in analysis of scientific literature. By the end of the course, nurses are prepared for basic analysis of data, statistical interpretation and evaluation of scientific publications and evidence.

Expected to be offered: Summer semesters
3 credits

NRS 303 Professional Role Transitions

This course prepares nurses from a variety of academic backgrounds for upper division study in a rigorous Catholic university and evolution of a fully accountable, professional nursing practice. Students are introduced to the university student role, current library science, professional and scientific writing standards, professional portfolio development and distance learning. Writing workshops, team-building activities, use of distance technologies, and exploration of student support services offer an interactive discourse to prepare nurses to manage challenges in returning to school.

Expected to be offered: Summer semesters
1 credit

NRS 401 Evid-based Nur Prac & Hlthcr Informatics

A spirit of inquiry and systematic scholarly application of credible evidence in patient care delivery is foundational to professional nursing practice. This course prepares nurses for effective utilization of healthcare evidence and clinical information systems in the investigation and solution of patient care problems. Emphasis is on using evidence in constant evaluation and improvement of nursing care delivery and patient care outcomes.

Prerequisite: NRS 301
Expected to be offered: Fall semesters

3 credits

**NRS 403 Ethical & Spiritual Dimensions
of Nur Practice**

Ethical nursing practice respects and embraces the patient's spirituality and reflects shared understanding of the learned beliefs and values of the individual patient, family, and community being served. The nurse is informed about diverse cultures, values, and various methods with which patients and families connect with a power greater than themselves. This includes reflection on the nurse's own spirituality and how it affects his or her practice. Nurses explore effective strategies and interventions to understand learned beliefs, values, and behaviors, as well as the religious influences in care. Major course themes include pain, suffering and caring at the end of human life. Course activities provide opportunities to creatively plan, implement, and evaluate spiritual care that demonstrates culturally appropriate, respectful care that honors meaning and purpose in life, as determined the patient, family or community.

Prerequisite: NRS 303

Expected to be offered: Fall semesters

3 credits

**NRS 405 Applied Pathophys &
Pharmacologic Cnpts Lfspn I**

This course prepares the nurse to integrate and apply clinically advanced pathophysiologic and pharmacologic concepts with diverse patient populations across the lifespan, using holistic frameworks. This course emphasizes essential aspects of nursing care for patients with both acute and chronic illnesses of the following human systems: Pulmonary, cardiovascular, endocrine, and neurologic

Prerequisite: NRS 303

Expected to be offered: Fall semesters

3 credits

**NRS 406 Applied Pathophys &
Pharmacologic Cnpts Lfspn II**

This course prepares the nurse to integrate and apply clinically advanced pathophysiologic and pharmacologic concepts across the lifespan with diverse patient populations. The second of a series, this course emphasizes the aging process and focuses on essential aspects of nursing care for patients with both acute and chronic

illnesses of the following human systems: Immune, gastrointestinal, genito-urinary, reproductive, renal, integumentary, musculoskeletal, head-eye-ear-neck-throat.

Prerequisite: NRS 405

Expected to be offered: Spring semesters

3 credits

**NRS 407 Nur Care of Communities
& Populations**

This course prepares the nurse for designing, delivering, and evaluating care for groups, communities, and populations. It incorporates essential concepts from public health: epidemiology, surveillance, prevention, health promotion, health education, and international health. Key aspects of health policy and health care finance are introduced. Central to the course are themes of social justice, human rights, resource management and cultural aspects of health and illness. Ultimately this course prepares nurses for effective population-focused care, irrespective of their chosen specialty: from global health care to hospital-based, bedside practice.

Prerequisites: NRS 401 and NRS 403

Expected to be offered: Spring semesters

3 credits

**NRS 409 Bioethical & Genetic Challenges
in Healthcare Delivery**

This course prepares the nurse to integrate current concepts and science in genetics and technology as they create ethical dilemmas in a variety of healthcare settings. Ultimately, this course prepares the professional nurse to systematically analyze and manage the patient care challenges that emerging sciences of genetics and technology present.

Prerequisite: NRS 403 and NRS 405

Expected to be offered: Spring semesters

3 credits

**NRS 411 Leading Effective Change
in Hlthcare Orgs**

This course prepares the nurse to lead and manage clinically excellent care of patients in the context of constant, complex change. Understanding of management and leadership theory supports exploration of personal attributes and essential expertise for nurse manager and leader success. Major themes throughout

the course include change and change theory, group-based communication, conflict management, and nurse sensitive outcomes of care for groups of patients.

Prerequisite: NRS 303, NRS 401 and NRS 403

Expected to be offered: Summer semesters
3 credits

**NRS 413 Admin & Mgmt of Resources
Healthcare Orgs**

This course builds on NUR 411 Leading Effective Change in Healthcare Organizations by examining strategic and administrative aspects of health care delivery in complex organizations. The nurse is prepared to enact the leader role in an interdisciplinary context, with emphasis on ethical behavior. Major course themes are strategic planning and resource management (people, money, information, and time-related) and clinical outcomes management. The nurse applies course content at an administrative level in a complex healthcare delivery setting.

Prerequisite: NRS 411

Expected to be offered: Fall semesters
3 credits

**NRS 489 Emerging Trends in
Nur & Health Policy**

This course addresses important trends in nursing and health care as they affect patients, populations, and healthcare professionals. Key issues include the impact of inadequate access to health care and insurance, regulatory and legal challenges in professional practice, national health workforce shortages, shifting financial reimbursement, and labor related issues in nursing. Students explore methods to influence current health policy at the local, national, and international level. In addition, students examine nursing and other theories that support their chosen practice specialty. Nurses apply course content and expertise with a health policy-related challenge of their choice.

Prerequisite: NRS 403 and NRS 407

Expected to be offered: Fall semesters
3 credits

**NRS 499 Human Response to Variations in
Health Status Across the Lifespan**

This capstone course integrates BSN-level program content in organizing and delivering care for patients and families experiencing complex responses to changes in health status. With a spirit of inquiry, the nurse utilizes opportunities in the chosen specialty to responsively and appropriately support patients, families, and communities across the health-illness continuum. The nurse leader student role models anticipation and proactive management of variable patient and family responses to illness and healthcare experiences, both physical and behavioral in nature. Finally, the nurse focuses on reflective practice and evolution of fully accountable, professional nursing practice over the course of the baccalaureate curriculum.

Prerequisite: Must be completed in the last semester of the program

Expected to be offered: Fall semesters
3 credits

PARALEGAL

PLG 101 Introduction to Paralegalism

Overview of the role of the paralegal in the legal system. Essential skills of assertiveness, interviewing, investigation, and formal and informal advocacy are introduced. Special emphasis is given to basic legal research techniques. Students are exposed to practice areas and are required to draft basic Motions, Pleadings, and documents related to individual practice areas such as Leases, Wills, Mortgages, and financing statements. Students are introduced to ethical considerations of practice. Course provides focus for further paralegal studies.

Prerequisite: Concurrent enrollment in PLG 203 recommended

Expected to be offered: Fall semesters; Spring semester weekend format

3 credits

PLG 203 Introduction to Legal Analysis

Students are expected to master basic legal research and writing. Study will be directed at the law and the legal process, centering on an exploration of legal reasoning and legal methods. The functions of courts and legislation will be examined in the context of the development of legal rules in the common law and the interaction of case and statutory law.

Prerequisite: Concurrent enrollment in PLG 101 recommended

Expected to be offered: Spring semesters; Fall semester weekend format

3 credits

PLG 305 Legal Research and Writing

Advanced work in legal research and writing. Emphasis is on how to use the reference tools fully, including computer based legal research. Writing assignments involve complex legal drafting and persuasive writing.

Prerequisite: PLG 203, ENG 117

Expected to be offered: Fall semesters

Distance Learning: Spring semesters

4 credits

PLG 325 Personal Injury Law

Provides an in depth look at a civil lawsuit from the aspect of both the injured party ("Plaintiff") and the tortfeasor ("Defendant"). While a primary focus is Negligence and liability associated with negligent actions, the course also focuses on intentional acts such as defamation, fraud, battery, assault and invasion of privacy and strict liability associated with dangerous products. A goal of the course is to provide the student with the elements of each cause of action and/or defenses so that the student will be prepared to work hand in hand with a supervising attorney to draft the legal documents associated with a civil lawsuit. Affirmative defenses such as contributory negligence and comparative negligence are covered as well as an in depth look at Insurance Bad Faith Law. While there are no prerequisites, if a student intends on working with a Personal Injury Firm or an Insurance Defense Firm, the Course is essential. The course is an approved elective.

Expected to be offered: Fall semester, Odd years

Distance Learning: Fall semester, Even years

3 credits

PLG 333 Litigation and Trial Practice

Preparation of pleadings and other documents used in trials and appeals of civil actions. Students analyze types of litigation and draft types of motions, pleadings, and discovery documents associated with a civil lawsuit based upon common fact scenarios. Explains the role of legal assistants in investigating facts and preparing pertaining documents.

Prerequisite: PLG 101, PLG 203

Expected to be offered: Fall semester, Even years; Distance Learning; Fall semester, Odd years

3 credits

PLG 336 Environmental Law

This introductory environmental law course will focus on the legal regulations of pollution and waste management. The course will cover a number of federal environmental statutes, including the Clean Water Act, the Clean Air Act, the Resource Conservation and Recovery Act, and the Superfund law. In studying these statutes, also considered are a number of more general issues relating to environmental regulation, including the proper goals of environmental regulation; the roles of science and risk assessment; the valuation of environmental injuries and environmental benefits; and the choice of regulatory approach, ranging from command-and-control regulation to information disclosure requirements.

Expected to be offered: Spring semester, Even years

Distance Learning: Spring semester, Odd years

3 credits

PLG 361 Commercial Transactions

Uniform Commercial Code applications to sales and secured transactions. Emphasis on UCC Articles Two and Nine.

Prerequisite: BUS 335

Expected to be offered: Spring semester, Even years

Distance Learning: Spring semester, Odd years

3 credits

PLG 364 Business Organizations

Legal aspects of business organizations: corporations, partnerships, sole proprietorships and agency law relationships. Emphasis on drafting and maintaining various forms of business organizations.

Prerequisite: BUS 335 recommended

Expected to be offered: Spring semester 2010 and Spring semester, Odd years

Distance Learning: Spring semester, Odd years

3 credits

PLG 373 Domestic and Family Law
Legal provisions and documents pertaining to marriage, separation, divorce, communal property, child custody, child support, adoption, and other domestic relations.
Prerequisite: PLG 333
Expected to be offered: Spring semester, Odd years;
Distance Learning, Spring semester, Even years
3 credits

PLG 375 Property Law
Personal and real property documents and pertaining law; mineral and energy resources, mortgages, zoning and covenants, titles, legal descriptions, and appraisals.
Prerequisite: BUS 335 recommended
Expected to be offered: Fall semester, Even years
Distance Learning: Spring 2010 and Spring semester, Odd years
3 credits

PLG 376 Estate Law
Principles, provisions, and documents pertaining to wills and trusts. Includes jurisdiction of probate courts, estate and inheritance taxation, and estate planning.
Expected to be offered: Fall semester, Even years
Distance Learning, Fall semester; Odd years
3 credits

PLG 388 Psychology and Law
This course is designed to help students in the helping professions to understand the underlying assumptions of law and the legal system. The material will cover four primary areas: overview of the legal system and basic legal/ethical concerns, malpractice, domestic and family law, and civil commitment.
Expected to be offered: Spring semester, Even years
3 credits

PLG 392 Special Topics in Paralegal Studies
Prerequisite: Consent of instructor
Expected to be offered: Sufficient Demand
1-6 credits

PLG 396 Clinical Practicum.
Prerequisite: PLG 373, consent of instructor
Expected to be offered: Fall and Spring semesters
3 credits

PLG 397 Field Experience in Legal Assistance
Internships designed to provide practical experience in legal settings.
Prerequisite: PLG 305, consent of instructor
Expected to be offered: Distance Learning, Every semester
3 credits

PLG 403 Negotiation and Mediation
Alternative Dispute Resolution (ADR) is the use of methods and techniques to settle disputes without court adjudication (trials). This course will discuss various types of ADR with an emphasis on Negotiation and Mediation. Students will have the opportunity to engage in simulated negotiations and mediations.
Prerequisite: Upper class standing or consent of instructor
Expected to be offered: Spring 2010
3 credits

PLG 405 Administrative Law
Introduces paralegal or Government students to the processes of administrative agency rule making and adjudication. Examination of agency decision-making procedures in light of relevant statutes. Analysis of agency powers to issue regulations, penalize violators, and implement legislative goals. Discussion of constitutional and statutory limitations on agency discretion and conduct and of courts' power to review agency decisions. Federal agencies emphasized.
Prerequisite: PLS 150 or PLG 203 recommended
Expected to be offered: Spring semester, Odd years
Distance Learning: Spring semester, Even years
3 credits

PLG 420 Debtor-Creditor Law
Examines basic concepts in the debtor-creditor relationship including the rights and interests of both parties in a transaction. Principles of bankruptcy stressed.
Prerequisite: PLG 333; BUS 335 recommended
Expected to be offered: Fall semester, Odd years
Distance Learning: Fall semester, Even years
3 credits

PLG 424 Office Systems

Overview of forms of practice, personnel considerations, timekeeping, billing, file management, deadlines-monitoring and control, and other general office concerns. Emphasis on legal software systems.

Prerequisite: PLG 101

Expected to be offered: Fall semester, Odd years;

Distance Learning: Fall semester, Even years
3 credits

PLG 430 Current Issues in Paralegalism

This capstone course reviews all of the major areas of substantive law as well as common legal process. The students take the Certified Legal Assistant examination for evaluation.

Expected to be offered: Spring 2010 and Spring semester, Odd years

Distance Learning: Fall semester, Even years
3 credits

PLG 441 Landlord-Tenant Law Workshop

Basic concepts of the law of landlord-tenant relations. Bailment, breach of contract, eviction proceedings, tenant rights and duties, and landlord rights and obligations from a case approach. Students will learn about lease forms and drafting of simple leases, commercial leasing concepts and current Montana law.

Expected to be offered: Spring semester, Odd years
1 credit

PLG 461 Evidence and Remedies

Discussion, in a problem-oriented format, of the Rules of Evidence applicable to litigation, appellate procedures and general civil procedures. Exploration of remedies available to injured party in a contract, tort, or equity action.

Prerequisite: PLG 333

Expected to be offered: Spring semester, Odd years

Distance Learning: Spring semester, Even years
3 credits

PLG 493 Legal Research Institute

Training select paralegal students in advanced legal research techniques, with emphasis upon computerized research systems.

Prerequisite: PLG 305 and consent of instructor

Expected to be offered:

Distance Learning: Spring semester, Even years
1-3 credits

PLG 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Sufficient Demand

1-15 credits

PHILOSOPHY**PHL 105 Humanities**

A consideration of those elements in the lives of persons by which they make themselves specifically human.

Prerequisite: ENG 117 recommended

Expected to be offered: Spring semesters;

Distance Learning: Spring semesters
3 credits

PHL110 Introduction to Western Philosophy

Explores the humanist tradition in the West and the relevance of basic philosophical investigation to our contemporary lives through the investigation of major thinkers and their texts from ancient times to the present day.

Expected to be offered:

3 credits

PHL 130 History of Western Thought I

Introduction to the major philosophical thinkers and movements from the early through the middle periods of western civilization (6th century B.C. to 1650 A.D.). Emphasis on Plato, Aristotle, Augustine, Aquinas, and Descartes.

Prerequisite: ENG 117 recommended

Expected to be offered: Sufficient Demand

3 credits

PHL 132 History of Western Thought II

An introduction to the major philosophical thinkers and movements in the modern and contemporary periods of western civilization (1650 to the present) with special attention to the criticisms of Post-modernism. Emphasis on Locke, Hume, Kant, Marx, Pragmatism, Existentialism, and Analysis.

Prerequisite: ENG 117 recommended

Expected to be offered: Sufficient Demand

3 credits

PHL 210 Thinking Logically

Develops proficiency in an essential skill for the modern world the application of logical methods to thinking and self-expression in both oral and written communication. The course also provides insights into the underlying principles of reason, analysis, argumentation, and scientific synthesis and their application to judging claims made by advertisers, social and political commentators, scientists, civic leaders and others.

Expected to be offered: Fall semesters
3 credits

PHL 215 Contemporary Ethical Issues

A study of the nature of the science of ethics and the manner in which it applies to contemporary moral issues in medicine, in the life and ecological sciences, and in the world of business and commerce.

Prerequisite: ENG 117 recommended
Expected to be offered: Sufficient Demand
3 credits

**PHL 235 Philosophy of Law
(Jurisprudence and Legal Ethics)**

An introduction to and analysis of the various theories of law and its sources. Particular attention paid to contemporary practices of jurisprudence in the areas of responsibility and punishment.

Prerequisite: ENG 117 recommended
Expected to be offered: Sufficient Demand
3 credits

PHL 240 Aesthetics

A study of the process of artistic creation, involving the student in the consideration of the principles of the beautiful, of art, and of responsible critical evaluation of those objects in the universe which have been made; painting, sculpture, drama, literature, dance, music, architecture, and the "practical" arts.

Prerequisite: ENG 117 recommended
Expected to be offered: Sufficient Demand
3 credits

PHL 292 Special Topics in Philosophy

Intensive study of a particular philosopher, philosophical issue, historical movement, or historical period.

Prerequisite: ENG 117 recommended
Expected to be offered: Sufficient demand
3 credits

**PHL 302 Philosophical Anthropology
(Rational Psychology)**

A traditional yet contemporary approach to the question, "What is human nature?" Considers the conditions required for the correct application of the terms "animal" and "rational" and problems such as personal identity, dualism, perception, and free will.

Prerequisite: ENG 117 recommended
Expected to be offered: Sufficient Demand
3 credits

PHL 337 God and Cosmos: Design or Chance?

A rational analysis of the existence and nature of a supreme being and its relation to the evolving, expanding universe. A careful study of the question/problem of the compatibility of the two.

Prerequisite: ENG 117 recommended
Expected to be offered: Sufficient Demand
3 credits

PHL 392 Special Topics in Philosophy

Intensive study of a particular philosopher, philosophical issue, historical movement, or historical period.

Prerequisite: ENG 117 recommended and consent of instructor
Expected to be offered: Sufficient demand
1-6 credits

PHL 495 Internship

Prerequisite: Consent of instructor
Expected to be offered: Sufficient demand
1-15 credits

PHYSICS**PHS 241 Classical and Modern Physics I**

Introductory level physics for science and engineering students, using calculus as problem-solving tool. Includes basic topics of classical mechanics, thermodynamics, fluids, and modern topics in relativity, atomic and nuclear physics, and elementary particles.

Prerequisite: MTH 241 (concurrent enrollment in MTH 241 permitted)
Expected to be offered: Fall semesters
4 credits

PHS 242 Classical and Modern Physics II
Continuation of introductory physics for science and engineering students, using calculus as problem-solving tool. Focuses on waves, optics, electricity and magnetism, and modern physics topics of quantum mechanics.
Prerequisite: PHS 241
Expected to be offered: Spring semesters
4 credits

PHS 392 Special Topics in Physics
Expected to be offered: Sufficient demand
1-6 credits

POLITICAL SCIENCE

PLS 150 American Government
Federal Government and the political process.
Expected to be offered: Spring semesters
3 credits

PLS 250 State and Local Government
An examination of the processes and personnel which form the basis of state and local Governments in the U.S.
Prerequisite: PLS 150 recommended
Expected to be offered: Fall semesters
3 credits

PLS 300 International Relations
Relations among nations. The role of international law and organizations.
Prerequisite: PLS 150
Expected to be offered: Fall semester, Even years
3 credits

PLS 305 Comparative Government
This is a systematic study of a select group of diverse Governmental systems.
Prerequisite: PLS 150
Expected to be offered: Fall semester, odd years
3 credits

PLS 325 Political Theory
In-depth study of major political philosophies.
Prerequisite: PLS 150
Expected to be offered: Sufficient demand
3 credits

PLS 370 Constitutional Law
Analysis of constitutional principles and doctrines, precedents and interpretations of courts in judicial review by studying leading cases in criminal and civil law.
Prerequisite: PLS 150
Expected to be offered: Spring semester, Odd years
3 credits

PLS 392 Special Topics in Government.
Expected to be offered: Sufficient demand
1-6 credits

PLS 495 Internship
Prerequisite: Consent of instructor
Expected to be offered: Sufficient demand
1-15 credits

PLS 499 Senior Paper
Prerequisite: Upper division writing course and consent of instructor.
Expected to be offered: Fall and Spring semesters
3 credits

PSYCHOLOGY

**PSY 110 Understanding People:
An Introduction to Psychology**

This course explores behavior and thinking. Students will explore the scientific world of psychology by looking at a broad range of issues including the causes of human behavior, behavioral inheritance, how the brain works, how psychological disorders develop and are treated, aggression, love, prejudice and discrimination.
Expected to be offered: Spring semester, Odd years
Distance Learning: Fall semester, Odd years
3 credits

PSY 200 General Psychology
An introduction to all the major areas of psychology. An exploration of the subject of psychology with the emphasis on human experiences and an understanding of these experiences.
Expected to be offered: Spring semesters;
Distance Learning: Fall semesters
3 credits

PSY 201 Personality Theory

Principles of the development and maintenance of a healthy, integrated, functioning personality; emphasis on the major personality theories and their supporting evidence.

Prerequisite: PSY 200

Expected to be offered: Spring semester, Even years

Distance Learning: Fall semesters

3 credits

PSY 212 Human Growth and Development

Development of the individual from birth through the life stages. An analysis of the emotional, social, intellectual, and motor spheres; provides understanding of origins and growth of personality.

Prerequisite: PSY 200

Expected to be offered: Fall semester, Odd years

Distance Learning: Odd Spring semesters

3 credits

PSY 241 Introduction to Counseling

An introductory course which surveys the major concepts and practices of contemporary counseling systems and addresses ethical, professional, and personal issues in counseling practice.

Prerequisite: PSY 200

Expected to be offered: Fall semesters;

Distance Learning: Spring semesters

3 credits

PSY 340 Techniques of Counseling

Theories of counseling applied in a variety of settings with emphasis on functioning effectively and ethically in a multicultural society; includes the skills used in exploration, insight and action.

Prerequisite: PSY 241

Expected to be offered: Spring semester, even years

Distance Learning: Fall semesters (weekends on UGF campus)

3 credits

PSY 352 Abnormal Psychology

Study of disordered behavior; covers the entire range of abnormal behavior and explanation for these behaviors.

Prerequisite: PSY 200

Expected to be offered: Spring semesters, Summer semester, Odd years;

Distance Learning: Fall semesters

3 credits

PSY 355 Principles of Conditioning and Learning

This course presents models and theories of classical and operant conditioning. In addition to presenting the history of the empirical study of learning, it focuses on contemporary research and applications of associative and instrumental learning, with particular attention paid to the applications of both forms of learning in real-world contexts.

Prerequisite: PSY 200

Expected to be offered: Fall semester, Even years;

Distance Learning: Fall semester, Odd years

3 credits

PSY 392 Special Topics in Psychology

This course provides the students the opportunity to explore specific areas of interest in the complex field of the study of human behavior.

Expected to be offered: Sufficient demand

1-6 credits

PSY 400 Psychology of the Exceptional Child

Pathological concepts of children's problems—mental, social, emotional, and psychological.

Expected to be offered: Sufficient demand

3 credits

PSY 422 Experimental Psychology

This course is an introduction to and an overview of the basic principles of experimentation and psychological research. The emphases in the course are on significant research studies that formed the discipline and on the cycles of discovery and validation, hypothesis generation, study designs, data collection, and data interpretation. Development of an applied research study is the cornerstone of the course.

Prerequisite: PSY 200 and SCS 312

Expected to be offered: Spring semesters;

Distance Learning: Fall semesters

3 credits

PSY 450 Neuropsychology

This course focuses on the history and current understanding of the brain and human behavior. It examines the history and development of conceptual views of the structure and functions of the central nervous system and the autonomic nervous system. It also examines conditions that compromise brain functions and behavior. Particular attention is paid to the empirical data and newer models of brain-behavior relations.

Prerequisite: PSY 200

Expected to be offered: Fall semester, Even years;

Distance Learning: Spring semesters, Even years
3 credits

PSY 495 Internship

Prerequisite: Consent of instructor

Expected to be offered: Every semester;

Distance Learning: Every semester
1-15 credits

PSY 497 Field Experience in Psychology

Practical application of psychology concepts and theory, assisting students to integrate theory and practice, and to develop skills and knowledge in a professional setting.

Prerequisite: PSY 340

Expected to be offered: Every semester;

Distance Learning: Every semester
3 credits

PSY 498 Group Counseling

Study of group dynamics and theory, including participation in group experiences, simulations, and role-playing.

Prerequisite: PSY 340 and senior standing

Expected to be offered: Fall semesters

Distance Learning: Spring semesters (weekends on UGF campus)
3 credits

SOCIAL SCIENCE**SCS 210 Exploring the Social World**

Students will scientifically explore their world. Utilizing the scientific method, students will study humans in their natural environment. Different types of qualitative and quantitative research designs and methodologies will be presented and used. Students will develop research plans and designs, and then use appropriate data collections modes such as ob-

servations, experiments, and surveys. Students will then have the opportunity to analyze this data. The course will provide basic grounding in statistical practices as applied in their social world explorations.

Expected to be offered: Fall semesters

4 credits

SCS 312 Social Research Methods and Applied Statistics

Students will learn to conduct social science research. Students will advance through: (1) framing the research question; (2) conducting a relevant literature review; (3) formulating hypotheses; (4) examining various modes of data collection; (5) specifying a methodology; (6) considering ethical issues; and (7) detailing various data analysis techniques. Different types of qualitative and quantitative research designs and methodologies will be presented. There will be emphasis on writing a research proposal and on selecting the appropriate design and methods for a given research problem. In addition, this course will provide a thorough grounding in statistical practices. Concepts, principles, and methods of statistics from two perspective, description and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency and dispersion, standard scores and distributions, correlation, simple-linear regression, mean comparisons, analysis of variance, and chi-square.

Prerequisites: Eng 117 and Math 106

Expected to be offered: Fall and Spring semesters

Distance Learning: Spring semester, Odd years
4 Credits

SOCIOLOGY**SOC 110 The Real World:****An Introduction to Sociology**

This course is a contemporary cruise through the discipline of sociology. Students will develop their sociological imagination through the journey into social foundations, dynamics, and inequalities. Real world applications in the study of people and their relationships in groups and institutions; human societies, their development and change; and the effect of social patterns on the behavior of individuals and groups will enhance the learning experience.

Expected to be offered: Fall and Spring Semesters

3 credits

SOC 201 Sociology of the Family

Forms, social functions, and changing roles of the family.

Prerequisite: SOC 110

Expected to be offered: Fall semester, Odd years;

Distance Learning: Fall semester, Even years

3 credits

SOC 202 Social Problems

A descriptive course in the types of American social problems. Includes a consideration of concrete problems encountered in the process of social change, and relates these problems to the underlying dominational patterns (sexism, racism, and classism) of post-industrial, American society.

Expected to be offered: Spring semester, Even years

Distance Learning: Spring semester, Odd years

3 credits

SOC 304 Sociology of Deviant Behavior

The introduction to the theoretical schools of thought that have been developed to explain the many forms, causes, and controls of deviant behavior focuses specific attention to aggressive deviance and white collar deviants. While deviants and deviance are the central foci of the unit, normalcy or what is considered non-deviant-conforming behavior, comes into clear relief as well. While theories of causation are the overall focus, application of theory is stressed as well. Participants practice and develop theory appreciation, theory evaluation, and theory application skills.

Prerequisite: SOC 110

Expected to be offered: Spring semesters

Distance Learning: Fall semesters

3 credits

SOC 330 Social Psychology

Social behavior of the individual in the group. Attention given to linguistic behavior, social perception, learning, personality, and self from a symbolic interaction approach.

Prerequisite: SOC 110, PSY 200

Expected to be offered: Spring semester, Odd years

Distance Learning: Spring semester, Even years

3 credits

SOC 352 Social Theory

This introduction to the history of western thinking about the social or collective processes which humans have used in order to survive as a species begins with a brief review of the theories of human nature implicit within the Judeo-Christian theological and the Greek rationalist positions and then proceeds to a more detailed study primarily of the European thinkers who were responding to the early developments and consequences of science and capitalism. The ongoing debates between the more rationalist-realist positions and the more phenomenological-idealist positions are explored.

Prerequisite: SOC 110

Expected to be offered: Fall semester, Odd years

3 credits

SOC 354 Minorities

The social-psychological forces that are responsible for the creation and maintenance of disadvantaged subgroups in modern, nation-states are particularly evident in American society. The experiences of both the involuntary (Native and African-American) and voluntary (especially the more recent Hispanic and Asian) immigrant minorities illustrate how the dominant, European or Anglo-American groups maintain their economic, political and cultural control over the society. Attention will also be paid to the Hutterites and to homosexuals as case studies of how societal beliefs legitimate the underlying economic and political functions of prejudice and discrimination. The concept of multiculturalism will be critically analyzed in light of the historical forces of centralization and bureaucratization.

Expected to be offered: Distance Learning: Spring semester, Even years

3 credits

SOC 372 Camp Sky Child

This service learning course will involve students in the sponsorship of Camp Sky Child. The camp is for children who have a parent involved in the criminal justice system. Students will be involved in the organization and planning phase of the camp as well as the day to day operations of the week long camp.

Expected to be offered: Summer semesters

3 credits

SOC 392 Special Topics in Sociology
Expected to be offered: Sufficient demand
1-6 credits

SOC 397 Field Project
Provides field experience in the available areas of human services. Designed to integrate theory with practice in order to develop appropriate skill, knowledge, attitudes, and professional identification. Students may enroll for two semesters.
Prerequisite: Consent of instructor
Expected to be offered: Fall and Spring semesters;
Distance Learning: Every semester
3 credits

SOC 466 Women Our Dreams Our Realities
This course will increase student understanding of the female's role in society. Study involves historical roles for women and the changes in women's relationships with groups. Students are expected to connect various themes from the class to their own worldview. Students will complete a multi-media project.
Expected to be offered: Sufficient demand
3 credits

SOC 495 Internship
Prerequisite: Consent of instructor
Expected to be offered: Sufficient demand
1-15 credits

SOC 498 Sociology Seminar
Review of concepts and principles of sociology.
Prerequisite: Senior standing and consent of instructor
Expected to be offered: Fall semesters;
Distance Learning: Fall semesters
3 credits

SPANISH

SPN 101 Elementary Spanish I
Development of functional ability in oral and written Spanish with emphasis on communication skills and appreciation of Hispanic culture.
Expected to be offered: Fall semesters
3 credits

SPN 102 Elementary Spanish II
A continuation of SPN 101.
Prerequisite: SPN 101
Expected to be offered: Spring semesters
3 credits

SPN 201 Intermediate Spanish I
Review and expansion of the basic skills: listening, speaking, reading, and writing with stress on communicative competence, vocabulary acquisition, and reading proficiency. Readings include short literary texts and journalistic writings that emphasize the Hispanic world.
Prerequisite: SPN 102 or consent of instructor
Expected to be offered: Sufficient demand
3 credits

SPN 202 Intermediate Spanish II
A continuation of SPN 201.
Prerequisite: SPN 201
Expected to be offered: Sufficient demand
3 credits

SPN 392 Special Topics in Spanish
Expected to be offered: Sufficient demand
1-6 credits

THEOLOGY & MINISTRY

TRL 120 Basic Christian Ethics
This course is concerned with helping people answer the question, "What is the good or right thing to do?" Christian ethics formulates its answer from the Scriptures and traditions of the followers of Jesus Christ. This course will examine the personal and communal moral ideals of this Christian perspective as they apply to a wide variety of moral issues.
Expected to be offered: Fall and Spring semesters
3 credits

TRL 200 Fundamentals of Christian Theology
Explores the nature of Christian theology as a reflection on faith. Examines the elements of theological method. Provides an overview of significant theological issues and questions.
Expected to be offered: Fall and Spring semesters;
Distance learning Fall 2008.
3 credits

TRL 210 Catholicism

This course is an academic study of the doctrines, structures, and rituals of the Roman Catholic religion. The beliefs and teachings will be traced from their early beginnings to the present, post-Vatican II Church.

**Expected to be offered: Fall 2009 semester
3 credits**

TRL 224 Formation of Christian Conscience

One's conscience is comprised of consciously chosen values and principles and the unconscious effects of experience, culture, and society. Formation of our conscience necessitates the examination of all elements involved in the decision-making process. The core of this course will be the analysis of these elements and their application to actual moral situations, guided by the knowledge of and the sensitivity to the principles and values of Jesus Christ.

**Expected to be offered: Fall semester 2009 (BKB);
Spring semester 2010 (BKB)
3 credits**

TRL 240 Reading the Old Testament

Develops historical background information and exegetical techniques needed to read the Hebrew Scriptures and Earlier Christian Scriptures intelligently. Includes an introduction to other Ancient Near Eastern and Pseudepigraphal texts.

**Expected to be offered: Fall semesters;
Distance Learning Spring semester 2010
3 credits**

TRL 250 Reading the New Testament

Develops historical background information and exegetical techniques needed to read the Later Christian Scriptures intelligently. Includes an introduction to the development of the New Testament canon and non-canonical Christian texts.

**Expected to be offered: Fall and Spring semesters
(BKB)
3 credits**

TRL 270 Fundamentals in Ministry

An overview of ministry in the church, historically and currently, and its implications for those who may be called to serve the church in professional roles in ministry.

Prerequisite: Certificate program or instructor approval

**Expected to be offered: Sufficient Demand
3 credits**

TRL 303 Jesus, the Christ

The central, defining conviction of Christians is that "Jesus is Lord and Messiah". What does this declaration mean though? When does Jesus become Christ? Is "Christ" the invention of his disciples? What, if anything, gives him continuing significance in our time? Interpretations of the Christ will give students practice in probing the sources of Christian teaching, the processes through which Christian understandings of Jesus as the Christ developed and the thinkers both ancient and modern who have shaped the dialogue and debate about Jesus. The course will also explore criteria to evaluate especially contemporary proposals about the Christ. The course is a practical exercise in doing theology.

Prerequisite: Upper class standing

**Expected to be offered: Spring semester 2010
3 credits**

TRL 320 The Christian Vocation to Justice

Through practical experience, theory, and selected issues, this course explores the call to contribute as Christians toward a more just society. The practical dimension includes examination of one's own social stances and encourages action for justice. The theoretical aspect includes discussion of moral norms for life in society and how they develop. The issues represent questions of importance to church and society, such as peace and nonviolence, economic justice, the sacredness of human life, racial and sexual equality, and human rights.

**Expected to be offered: Fall semester 2009 (BKB)
Distance Learning: Spring semester 2010
3 credits**

TRL 337 Providence and Ecology

Assists students to do theological and ethical reflection on what it means to be part of a God-given inter-related universe. This goal enables the student to: (1) demonstrate an appreciation for ecology as the web of relationships among material creation, humanity and God; (2) explore and articulate an understanding of God as Creator and Providence; and (3) address, through practical action, the challenge to participate actively in God's concern for the earth and all creatures.

**Expected to be offered: Spring semester 2010
3 credits**

TRL 370 Church Ministries

This individualized course presents inner workings of the Catholic Church faith communities: how liturgical, pastoral, administrative, educational, and social justice needs of various church communities are organized and implemented in various faith communities. Participants will see the “big picture” of parish and diocesan ministry.

Prerequisite: Certificate program or instructor approval

**Expected to be offered: Sufficient Demand
3 credits**

TRL 390 Seven Sacraments

The central rituals of Catholicism share common historical heritages from which have evolved the different methods of celebration and their accompanying theologies among the various Christian denominations. The course will focus on the historical developments of the theologies and celebrations of the rituals associated with initiation, communion, healing and forgiveness, marriage, and ministry.

Expected to be offered: Distance Learning Fall semester 2010.

3 credits

TRL 392 Special Topics in Theology and Ministry

These may include Religions of the World; Spirituality; Prayer; Retreat; Liturgical Ministry Workshop (or Overview); Vatican II Constitutions (or Decrees); Medical Ethics; Business Ethics; Lay Ministry Institute (of Montana Assoc. of Churches).

Expected to be offered: Spring semester 2010

1-3 credits

TRL 398 Church’s Life and Worship

This course aims to deepen an understanding of the church as a community which celebrates in word and sacrament the Good News of Jesus Christ. It draws upon practical pastoral questions, church documents, and theology.

Expected to be offered: Sufficient Demand

3 credits

TRL 495 Internship

Provides field experience in available areas of theological research and/or application. Designed to integrate theory with practice in order to develop appropriate skill, knowledge, attitudes, and professional identification.

Prerequisite: Consent of instructor

Expected to be offered: Spring semester 2010

1-15 credits

TRL 496 Practicum in Ministry

This supervised ministerial practicum emphasizes reflective learning, and integrates the academic with the practical.

Prerequisite: Certificate program or instructor approval

Expected to be offered: Sufficient Demand

3 credits

TRL 498 Senior Seminar

This course serves as a culminating course for the major in Theology and Religion. Its focus is twofold: to integrate the learning from the studies for the major in the context of the student’s entire university program, and to practice thinking and acting as a professional in the field of Theology and Religion. According to circumstances, the student will, in concert with the instructor(s), (1) assess progress made so far and areas of further need, (2) identify pertinent resources, and (3) think through selected areas of theology and ministry in light of the assessment and identified resources.

Prerequisite: Consent of instructor

Expected to be offered: Spring semester 2010

3 credits

