University of Providence
2019-2020
*Undergraduate and Graduate Catalog**

**The official catalog of the University of Providence is maintained online at www.uprovidence.edu. This document is subject to change. Official curriculum requirements are maintained by the University Registrar's Office and posted within DegreeWorks.*

2019-2020 Important Dates - 16 Week Term

Fall 2019

August 12.....registration deadline - all students must be registered by 5pm
August 26.....Fall Classes Begin
September 2.....Labor Day – campus closed
September 3.....last day for schedule changes (adding/changing) without instructor permission
September 4-9.....instructor permission required to add class to existing schedule
September 9.....last day to drop courses with no reflection on transcripts
September 9.....last day for schedule changes
September 9.....drops require student/advisor signature and will reflect "W" on transcripts
October 15.....deadeline to apply for May and August 2019 graduation
October 18.....mid-term grades due entered and available in ArgoExpress at 5pm
October 21-25.....Fall Break
October 28.....spring 2020 registration begins (priority registration)
November 11.....last day to drop courses with "W"
November 27-29.....Thanksgiving Observance – No Classes
December 6.....last day to drop courses
December 6.....incomplete requests due to Registrar's Office
December 9-13.....final examinations
December 13.....last day of fall semester
December 17.....final grades due in ArgoExpress
December 19.....final grades available to students in ArgoExpress
December 30.....academic/financial aid appeals due by 5pm
December 30.....registration deadline for spring 2020 - all students must be registered by 5pm

Spring 2020

January 13.....spring classes begin
January 20.....Martin Luther King Jr. Day – No Classes
January 21.....last day for schedule changes (adding/changing) without instructor permission
January 22-27.....instructor permission required to add class to existing schedule
January 27.....last day to drop courses with no reflection on transcripts
January 27.....last day for schedule changes
February 17.....President's Day - Campus Closed
February 18.....summer registration begins
March 9-13.....Spring Break
March 24.....fall registration begins (priority registration)
March 24.....last day to drop courses with "W"
April 15.....deadline to apply for december 2020 graduation
April 10-13 .....Easter Observance – Campus Closed
April 24.....last day to drop courses
April 24.....incomplete requests due to Registrar's Office
April 27 - May 1.....final examinations
May 1.....last day of spring semester
May 1.....Baccalaureate
May 2.....May Commencement Ceremony
May 6.....final grades due in ArgoExpress
May 7.....final grades available to students in ArgoExpress

Please refer to the Academic Calendars posted on the UProvidence website for specific drop/add/refund information specific to each calendar (5 week, 8 week, and 16 week).

Table of Contents

History....iv

Accreditation and Affiliation....v

Philosophy and Purpose....vi

Catholic Identity Statement....vii

The Providence Commitment....viii

University Mission....ix

Undergraduate Admission....x

- Transfer Students....xi
- International Students....xii
- Argo Connect....xiii
- Dual Credit....xiv
- Life Long Learning....xiv

Financial Aid....xvi

Refunds and Withdrawals....xxi

Student Affairs....xxiii

Campus Facilities....xxv

Academic Policies and Procedures....xxvi

Academic Advising....xliv

Accommodations for Disabled Students....xlviii

Family Educational Rights and Privacy Act (FERPA)....li

Critical Thinking....lv

Undergraduate Degree Requirements....lvi

University Library....lxvi

Distance Learning Program....lxvi

University Personnel....lxvii

Telephone Directory....lxxii

Undergraduate Areas of Curricular Offerings....lxxiv

Undergraduate Course Descriptions....47

Graduate Catalog....129

Graduate Programs....131

Gaduate Admission....134

Gaduate Course Descriptions....163

History

The University of Providence 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.

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 horse-back, 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.

On July 6, 2016, Providence Health & Services and St. Joseph Health merged to create Providence St. Joseph Health, a not-for-profit health and social services system that will serve as the parent organization for more than 106,000 employees across seven states. In July 2017, the University was renamed University of Providence.

Accreditation and Affiliation

The University of Providence is a private, Catholic university, incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas and confer academic honors and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings.

The University of Providence is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052 (425) 558-4224
www.nwccu.org

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 Providence Ministries, 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. It also offers traditional academic degrees.

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.

The Providence Commitment

Mission

As expressions of God's healing love, witnessed through the ministry of Jesus, we are steadfast in serving all, especially those who are poor and vulnerable.

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.

University Mission

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

Core Theme #1 Academic Excellence
Academic Excellence is the primary pursuit for all students, faculty and staff. Without exception, we uphold the highest academic standards across all programs.

Core Theme #2 Student Experience
Students undergo a distinctive and transformative experience that prepares them to pursue their lifetime calling and make the world a better place.

Core Theme #3 Mission Effectiveness
Driven by our mission, we will provide world-class liberal arts and health professions programs while focusing on operational efficiency to deliver on our vision for sustainable growth.

Undergraduate Admission

The University invites applications for admission from undergraduate students seeking a quality education and who are interested in an educational experience with a focus on the whole person. Admission depends upon the applicant's aptitude, achievement, and character as determined by a careful review of all credentials presented by the applicant. In addition, the applicant must meet any academic program requirements published in the Undergraduate Catalog at the time of application. Refer to the Undergraduate Catalog for specific academic program admission requirements.

The University reserves the right to request additional information from any applicant.
The University of Providence, mindful of its mission to be a witness to the love of Christ for all, admits students of any age, race, color, disability, national or ethnic origin, religion, sexual orientation, gender, citizenship status, status as a veteran, or any other characteristic that is protected by applicable state or federal law to all rights, privileges, program and activities generally accorded or made available to students at the University.
The Admission Office is located in Argo Central. Hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the Admissions Office is University of Providence, 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 e-mail address is admissions@uprovidence.edu.

Deadlines

With the exception of undergraduate students seeking admission to programs having a selective admissions process and specific cohort start dates (see catalog program pages), the University has a rolling admission policy. Students may apply to the University at any time but are encouraged to apply at least one month prior to the first day of classes of the intended start term. All required documents, plus a tuition deposit for students admitted to the School of Liberal Arts and Sciences of $150.00 must be submitted to the Admissions Office before a student may register for classes. The tuition deposit is non-refundable after May 1.

The deadline to apply for admission to the current semester is 3 weeks prior to the semester start date. The deadline to register for classes for the current semester is 2 weeks prior to semester start date.

Requirements - School of Liberal Arts & Sciences

Freshmen Admission

Graduates of an accredited high school or students who hold a high school equivalency certificate may be considered for admission as a freshman. A complete admission file must include:

1. A completed application for admission.
2. An official high school transcript showing the date of graduation or an official certificate of high school equivalency. High school students may apply for admission with a transcript indicating completion of the junior year (6th semester). Final official transcripts must be submitted before a student attends classes.
3. Results of American College Aptitude Test (ACT) or Scholastic Achievement Test (SAT) is recommended and may be required based on the review of other application materials. (Not required for students over 21 or those who have been out of high school for more than 3 years.)
4. A tuition deposit of $150 is required before students may register for classes (Non-refundable after May 1) The tuition deposit may be waived for documented cases of financial hardship. Contact the Admissions Office for additional information.
6. Adequate documentation of immunization against measles and rubella, typically in the form of two MMR vaccines, as required by the State of Montana Code Annotated 20-5-403.

In addition, all freshmen applicants must meet any applicable academic program admission requirements.

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

1. A completed application for admission.
2. Results of American College Test (ACT) or Scholastic Achievement Test (SAT) is recommended and may be required based on the review of other application materials. (Not required for students over 21 or those who have been out of high school for more than 3 years.)
3. A summary of high school curriculum (transcript).
4. A tuition deposit of $150 for students admitted to the School of Liberal Arts and Sciences is required before students may register for classes (non-refund- able after May 1). The tuition deposit may be waived for documented cases of financial hardship. Contact the Admissions Office for additional information.
5. Adequate documentation of immunization against measles and rubella, typically in the form of two MMR vaccines, as required by the State of Montana Code Annotated 20-5-403.

**Please note that federal regulations may require a home school student to submit an official high school equivalency certification to be considered eligible for federal financial aid.* In some cases, home schooled applicants may also be asked to submit additional information describing their curriculum, such as texts used, as well as a writing sample. If the homeschooled applicant has completed coursework concurrently at a high school or college, an official transcript(s) from the institution(s) must be sent to complete the applicant's file.

In addition, all home schooled applicants must meet any applicable academic program admission requirements.

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. Official transcripts from all colleges and universities.
3. A tuition deposit of $150 is required before students may register for classes (Non-refundable after May 1.) The tuition deposit may be waived for documented cases of financial hardship. Contact the Admissions Office for additional information.
4. Adequate documentation of immunization against measles and rubella, typically in the form of two MMR vaccines, as required by the Montana Code Annotated 20-5-403.

In addition, all transfer applicants must meet any applicable academic program admission requirements.

Requirements - School of Health Professions

The School of Health Professions hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the **Admissions Office is University of Providence, 1301 20th Street South, Great Falls, MT 59405**. The telephone number for the School of Health Professions is (406) 791-5258. The FAX number is (406) 204-4749 and the e-mail contact is healthprograms@uprovidence.edu.

Deadlines

The School of Health Professions has specific application deadlines. Please refer to the University webpage for deadlines specific to each program. Many programs require a non-refundable deposit for program acceptance.

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. For additional information, see the Credit Transfer Policies.

- Students with baccalaureate degrees from regionally accredited institutions pursuing a second bachelor's degree must complete the requirements in the major and/or minor and/or concentration only.
- Any student who transfers to the University with a previously earned associate of art or science degree from another regionally accredited institution, and is seeking a second associate's degree at the University of Providence, must complete the requirements of the major and/or minor and/or concentration only; however all other degree requirements remain.
- Any student who transfers to the University with a previously earned Associate of Arts or Associate of Science degree from another regionally accredited institution is waived from having to complete any lower division coursework within the University Core Curriculum, with the exception of specified prerequisite classes in the Core Curriculum and their major, minor, or concentration. All other degree requirements remain. Associate of Applied Science degrees in transfer will be evaluated on a course by course basis. RN-BSN transfer students have a specialized Core Curriculum. Contact the RN-BSN Program Director or Registrar's Office for additional information on the specialized Core Curriculum for the RN-BSN program.

International Students

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

1. A completed application for admission.
2. A completed Financial Statement certifying the student's ability to meet the cost of attendance each year the applicant is in the United States.
3. Official certified copies, in English, of certificates, diplomas, degrees, and course transcripts from secondary schools through the highest level of education achieved.
4. An official credential evaluation report from a credential evaluation service that is a member of the National Association of Credential Evaluation Services or from InCred through the NAIA.
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 173 computer or 80 on the web-based exam.
   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. Results of American College Test (ACT) or Scholastic Achievement Test (SAT) is recommended and may be required based on the review of other application materials. (Not required for students over 21 or those who have been out of high school for more than 3 years.)
7. Adequate documentation of immunization against measles and rubella, typically in the form of two MMR vaccines, as required by the State of Montana Code Annotated 20-5-403.
8. A color photocopy of a valid passport.
9. A tuition deposit of $150 is required before students may register for classes (Non-refundable after May 1).

International students must enroll in an approved health insurance program before the first day of enrollment.

Additionally, international students must receive a Certificate of Visa Eligibility (Form I-20). This form is issued by the University after the student has submitted proof of his or her ability to meet all educational and living expenses for the entire period of study.

All documents for fall semester admission must be received in the Admissions Office by June 1 for non-Canadian international students and August 1 for Canadian students. All documents for spring semester admission must be received by November 1 for non-Canadian international students and by December 1 for Canadian students.

Re-Admission

A student returning to the University after an absence of more than one academic year must submit an application

for readmission. A student who has attended any other school in the interim period must submit official transcripts from all colleges and/or universities attended before being re-admitted.

If the student applying for readmission was suspended for academic deficiencies or disciplinary action, a written letter must also be submitted with the application. The application and documentation will be reviewed as appropriate. In some cases, a personal interview may be required by the office that initiated the suspension. Moreover, in certain circumstances, a student may be required to submit paperwork completed by a treatment provider addressing his or her readiness to re-enroll. Requests for financial aid must also be resubmitted and are not governed by the student's initial awards.

If a student suspended for academic performance reasons is readmitted to the University, the student will be placed on academic probation and be required to participate in an individual academic recovery plan upon readmission and will be limited to a maximum of 15 semester credits. See the Undergraduate Academic Standing Policy for additional information.

Non-Degree Admission

The non-degree admission status is for those students admitted to the School of Liberal Arts & Sciences 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.
2. Non-degree seeking students maybe required to obtain instructor approval to register in a class.

Conversion to Degree Status

A student admitted to the University in a non-degree status may change his/her status to degree seeking by notifying the Registrar's Office. Further documentation may be required.

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 and the student must submit an audit registration form through the Registrar's Office. 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. 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 $65/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 on-campus courses and must meet all required pre-requisites for the selected courses.

Argo Connect students are required to pay tuition at the time of registration and no financial aid will be available. High school students may enroll in courses 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 ($65/credit), including a signature from parent or legal guardian and a high school teacher or counselor.
2. An official, current high school transcript

Dual Credit

High School juniors and seniors who attend local schools are eligible for the dual credit program through the University of Providence. 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:

1. They may petition that the applicable UProvidence course be waived. Students do not earn college credit but will have the specific course requirement waived once they attend UProvidence. There is no fee for this option. Students must submit a dual credit application and an official high school transcript demonstrating successful completion of the course ('C' or above.)

2. They may pay $65/credit to have the applicable UProvidence 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 UProvidence transcript (must be 'C' or above).

Lifelong Learning

The Lifelong Learning program is open to all University of Providence 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 or certificate are not eligible for this program. Qualified alumni have the opportunity to attend any undergraduate class(es) offered tuition free. 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 and online courses. All courses have a maximum seat capacity; if a course maximum size has been met the Lifelong Learner will need permission from the instructor to register for the course. If the course is cancelled, it is no longer eligible for enrollment. Lifelong Learning is not available as an independent study or directed study course. **Graduate classes are not available for this program.**

Lifelong Learning applications can be picked up in the Registrar's Office, Alumni Office, or online. 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 Registrar's Office. **No academic credit will be awarded for completion of these courses.** Lifelong Learning courses will not be posted to the student's transcript and the student will instead receive a certificate verifying completion. Mid-term and final grades will not be established. Therefore, Lifelong Learning participants will not be accountable for homework or classroom assignments. Instructors availability to review student materials will be determined by the instructor of record. Lifelong Learning participants must comply to all policies as established for effective course progression (tardiness and other course distractions).

Veterans

The University is approved for veterans under Public Law 89-358, and for students under the War Orphans Assistance Act, Public Law 84-634, and the Vocational Rehabilitation Bill, Title 38 of the United States Code, Chapter 31. Inquiries about the benefits and requirements for veterans attending the University should be addressed to the Financial Aid Office.

Applicants with Criminal Backgrounds

The University of Providence is committed to ensuring that students have the ability to benefit from the education received at the University. Certain affiliates associated with the University require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the site, and as a result, the student may not have sufficient clinical or field experience to successfully complete the program. Additionally, licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Falsification or Omission of Relevant Information in the Application Process

Falsification or omission of relevant information during any application process to the University may result in a student being denied admission, or having their offer of admission revoked. Falsification or omission of relevant information during the application process may also result in a previously admitted student to be thereafter disciplined, or suspended, or dismissed, or expelled from the University. Offers of admission to the University are contingent upon the receipt of the applicant's official final high school, and/or college transcripts, and/or any information that is required from a transferring institution. Following their acceptance to the University, students are responsible for updating the University with all relevant information pertaining to any eligibility requirements or standards. Failure to provide updates of any relevant information pertaining to any eligibility requirements or standards may result in a student being disciplined, or suspended, or dismissed, or expelled from the University.

Reservation of Rights

Students enrolling at the University of Providence do so with the understanding that they are in agreement with, and subject to, the following reservations by the University:

1. The University reserves the right of final decision in accepting candidates for admission. The student is subject to dismissal for submitting false or misleading information.
2. The University reserves the right of final decision regarding course requirements for any degree program offered by the University and the content of individual courses.
3. Enrolled students will abide by all University policies, procedures, regulations, and comply with all local, state, and federal laws. The University reserves the right to suspend or dismiss students for violations of same. In such instances, tuition and fees paid to the University will not be refunded.
4. Attendance at the University of Providence is a privilege granted solely by the University. The University reserves the right to withdraw, dismiss, or suspend at any time a student whose conduct is deemed inconsistent with the standards, policies, procedures, and regulations of the University.

Notice: The University of Providence makes every effort to assure completeness and accuracy in the Catalogs and all other official University publications. However, due to the inevitable changing nature of listings and policies from year to year, possible errors, misprints, or omissions may occur, for which the University shall not be held liable.

The provisions of this Catalog and all other official University publications are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provision or requirement, including fees, contained in this Catalog, and all other official University publications at any time with or without notice.

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 Providence Financial Aid | 1301 20th Street South | Great Falls, MT 59405**. The telephone numbers are (800) 856-9561 or (406) 791-5202. The FAX number is (406) 791-5209 and the email address is financialaid@uprovidence.edu.

Most UProvidence 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.

All financial aid recipients must meet the following eligibility requirements:

1. Be enrolled/accpted for enrollment in a degree or certificate program.
2. Cannot be enrolled in an elementary or secondary school.
3. Have a high school diploma or GED.
4. Be a citizen or eligible non-citizen.
5. Maintain satisfactory academic progress (see section below)
6. Cannot be in default on Perkins Loans, Stafford Loans, or PLUS Loans at any institution.
7. Cannot owe an overpayment of Pell or SEOG.
8. If required, must register with the Selective Service.
9. Cannot have borrowed in excess of loan limits.
10. Have need, as definted by individual program requirements (except for unsubsidized Stafford Loans and PLUS loans).
11. Meet any other program-specific criteria.

Students can apply for aid by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The University of Providence school code is 002527. Students must re-apply for federal aid each year on or after October 1.

If selected for verification:

- Students must complete the verification work sheet and either complete the IRS Data Retreival process on the FAFSA or provide a copy of their Tax Return Transcript, available from the IRS, along with a copy of all W2/s.

- Students will be directed by the Financial Aid Office on the process to complete the verification process. Please refer to the Financial Aid Office and ArgoExpress for information.

When processed FAFSA information is received by 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 UProvidence 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 $27,822. Certain deferment and forbearance terms may apply for the benefit of the borrower in cases of economic hardship. All students receiving loans are required to complete loan entrance counseling prior to the receipt of funds. Students are also rerequired to complete 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 these loans through the Federal Direct Loan Program. 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 responsible for loan interest during the grace period 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. Inquiries about the educational benefits for veterans attending the University should be addressed to the VA Coordinator/school certifying official. 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 15 hours per week during periods of enrollment. For information regarding current employment opportunities students should contact the Financial Aid 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.

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.

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. The complete return of Title IV funds policy may be reviewed at www.uprovidence.edu/become-a-student/financial-aid/

Satisfactory Academic Progress

All institutions participating in the Federal Student Aid Program must have in place a Satisfactory Academic Progress standard which contains both a qualitative and quantitative measure, defines the maximum timeframe for degree completion which cannot exceed 150% of the credits required for graduation, and which is at least as stringent as the criteria used to measure satisfactory progress for students who are not receiving federal aid.

In accordance with federal regulation, the University of Providence has established the following policy regarding Satisfactory Academic Progress:

<u>Qualitative Standard</u>

- Undergraduate Students must maintain a 2.0 GPA.
- Graduate Students must maintain a 3.0 GPA.
- Students transferring into the University of Providence with a GPA of less than 2.0 will be placed immdiately on warning.

Quantitative Standard

- Student must successfully complete at least 67% of courses attempted.
- Grades of W, WP, WF, I, RD, and F are all included in the computation used to determine completion ratio.
- Transfer credits will be factored into completion ratio as both attempted and completed.

Maximum Time Frame

- For an associate degree the maximum allow able attempted credits is 90.
- For a bachelor degree the maximum allowable attempted credits is 180.
- The maximum timeframe for graduate students is 150% of the credits required by program.

SAP is reviewed at the end of each semester. Students who fail to maintain SAP will be placed on financial aid warning for the next semester enrolled. Students on warning may receive financial aid; however, they must bring performance up to acceptance SAP level in the next term enrolled or they will be suspended from further financial aid eligibility at the University.

Students who receive a semester GPA of 1.0 or less in their first semester will be placed on financial aid suspension and must appeal to be considered for future financial aid. This is to ensure a new student is placed on an academic plan which will assist the student in being successful.

Financial Aid suspension may be appealed in writing. The appeals should be addressed to the Financial Aid Office and will be reviewed by the Director of Financial Aid and the Vice President for Finance and Human Resources. Generally appeals will only 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.

Students who successfully appeal Financial Aid suspension are placed on Financial Aid probation for one term if it is realistic to assume student could return to good standing in that timeframe. At the end of that term students must be meeting SAP or they will be suspended from Financial Aid. Students who successfully appeal suspension but are not realistically able to return to good standing in one term are placed on a specific academic plan which is monitored each term and that will allow them to return to good standing prior to completion of program.

Students who have appeals that are denied may appeal that decision to the Academic Appeals Committee following the process detailed on page xxi.

Students may regain eligibility for financial aid by reestablishing their GPA and completion ratio using their own resources.

Disbursement Of Funds

Funds are disbursed at the beginning of each semester after registration has been finalized, normally the 11th class day. 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 educational expenses. Excess university institutional funds will not be calculated into a student refund. Wages earned in the student work program will be paid on a bi-weekly 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, 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 law or University policies and procedures. Policies regarding financial aid are subject to change without advance notice if required by federal law, University policy, or the Financial Aid Office.

Scholarships

The University offers institutional scholarships to in-coming students based on academic achievement and financial need. In addition, endowed 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 pursing academic excellence and leadership roles.

Tuition

Tuition and fee rates are posted on the University website each 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. Additional fees may be required for application to the University, orientation, program participation, application for graduation, transcripts, specific course requirements (e.g. laboratory supplies), and bad checks.

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.
Students can add and drop courses via ArgoExpress. Timeframes for add and drop activity can be found on the Academic Calendar each semester, posted on the University website.

- Students who stop attending classes without formally dropping or withdrawing will receive grades of "F"

(failure). Students are not withdrawn for non-attendance after the first week of class.
- The term "withdrawal" indicates a complete withdrawal from all courses. A student who has withdrawn is no longer considered enrolled at UProvidence for the withdrawn term and therefore cannot be verified as enrolled for any reporting purposes.
- Full refunds will be given for courses cancelled by the University.
- Financial aid funds are available to assist students with their University bill. However, it is the student's responsibility to ensure that all bills are paid in full.
- If students fail to process a change of registration (drop/add or complete withdrawal), the full amount of tuition for all classes must be paid. Refunds are calculated from the date the forms are received in the Registrar's Office.
- Any student withdrawing on or after the first day of classes will be responsible for payment of ALL fees (i.e. general fees, technology fees, lab fees, etc.) as well as applicable tuition charges (see below).

Refund Policy - 16 week Courses
Within the first 10 class days (drop/add period)
- For students paying the flat rate, a change that keeps students within the flat rate results in no financial ramifications.
- For students paying per credit tuition (i.e. not the flat tuition rate) still receive 100% refund within the first 10 days.
- When the result of the schedule change is falling below 12 credits for campus students, tuition is reassessed per credit (and no longer assessed as flat tuition); however, 100% is refunded for the dropped courses.
- When courses are dropped within the first 10 days, so long as the student is still enrolled with the University, the student will receive 100% refund of tuition. The University retains all fees.
- There is 0% refund for courses dropped after the 10th day.
- The University retains all fees for withdrawals after the first class day and thereafter.

Drop/Add, Withdrawal Information
- Dropped courses are not reflected on a transcript (dis-enrolling from a course within the first 10 class days
- Withdrawn courses are reflected on a transcript (dis-enrolling from a course after the 10th class day) with a grade of "W"
- Complete Withdrawals means to no longer be enrolled in a given term at the University.
- To drop or add courses, students must fill out a change of registration form in the Registrar's Office or submit changes via ArgoExpress.
- If students are withdrawing from all courses at UProvidence, they must submit a Complete Withdrawal Form. Complete withdrawals cannot be completed via ArgoExpress. Refund percentages will be calculated according to the schedule listed below.
- Students who stop attending classes without submitting a formal drop, withdrawal, or complete withdrawal will receive grades of "F" (failure).
- Full refunds will be given for courses cancelled by the University.
- Financial aid funds are available to assist students with their University bill. However, it is the student's responsibility to ensure that all bills are paid in full.
- If students fail to process a change of registration form (drop/add, withdrawal, or complete withdrawal), the full amount of tuition for all classes must be paid. Refunds are calculated from the date the forms are received in the Registrar's Office or the activity date recorded in ArgoExpress.

Refund Policy - Graduate Courses, School of Health Professions Programs, 8 and 5 Week Courses
Students will receive 100% refund of tuition and fees to drop the course(s) prior to the first day of class. Drops made on the first day of class and thereafter, will receive 0% refund of tuition and fees.

See the Academic Calendar for information related to reflection on an academic transcript.

Title IV Aid will be refunded according to the Department of Education Federal Refund Policy. Visit https://www.uprovidence.edu/become-a-student/financial-aid/ for more information about return of Title IV funds.

Refund Policy - School of Liberal Arts & Sciences Undergraduate and 16 Week Graduate Courses

Dropping a Course(s) - Within the first 10 class days (drop/add period):

- For students paying the flat rate, a change that keeps students within the flat rate results in no financial ramifications.
- For students paying per credit tuition (i.e. not the flat tuition rate) still receive 100% refund within the first 10 class days.
- When the result of the schedule change is falling below 12 credits for campus students, tuition is reassessed per credit (and no longer assessed as flat tuition); however, 100% is refunded for the dropped courses.
- When courses are dropped within the first 10 class days, so long as the studetn is still enrolled with the University, the student will receive 100% refund of tuition (flat rate or per credit). The University retains all fees.

After the 10th class day:

- There is 0% refund for courses dropped after the 10th class day.

Complete Withdrawal - dropping all courses:

- First 4 days of classes - 100%
- Days 5 - 7 - 75%
- Days 8 - 10 - 50%
- Days 11 and after - 0%

Student Affairs

There are many opportunities for all students to get involved on the UProvidence campus. The different areas of Student Affairs provide great resources for residential and non-residential students on our campus. Whether it is helping in a time of need, providing social engagement or finding ways to complement academic pursuits, the offices and departments within the division are here to help all students make the most of their college experience. Student Affairs coordinates the following campus programs and services: Residential Life, Career Development, Campus Security, Student Discipline & Behavior Intervention, Student Health Services, Food Service, Campus Activities, Student Organizations, Intramural Sports, Freshman Year Experience (COD), New Student Orientation & Transition Programs, Leadership Development, Commuter Student Services, Facilities Scheduling, and Summer Housing & Conferences. The Student Affairs staff strive to foster experiential and personal development opportunities that engage and empower students in becoming life-long learners and responsible citizens. The mission of Student Affairs is to facilitate student engagement in learning and personal development by providing exceptional services, distinctive co-curricular programs, engaging and innovative leadership opportunities, and fostering a safe and diverse living/learning community. The programs and services we offer create opportunities and experiences that support students to achieve their academic, career and life goals. For more information about the Division of Student Affairs call Jacob Clark, Dean of Students at 406-791-5230 or email jacob.clark@uprovidence.edu.

Career Services

The Career Center provides a wide range of resources to UProvidence students as they work toward their personal and professional goals. In addition to individual student coaching opportunities, the Center offers our Providence IMPACT, Career Readiness Commitment. The Career Center houses an extensive collection of personal assessment tools, graduate school research information, career planning resources, professional development workshops and experiential learning opportunities. Also a part of The Career Center are Student Employment placement, part time and full time employment listings and the Senior Experience program. For more information contact The Career Center at 406.791.5216 or careercenter@uprovidence.edu.

Student Activities and Engagement

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 Activities

Student Activities is dedicated to providing a place where every student can be heard and every idea explored. The 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 Activities, call 406-791-5215 or email kelsey.anderson@uprovidence.edu or Nathan Reiff at 406-791-5229 or nathan.reiff@uprovidence.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 more information about Campus Ministry, call 406-791-5321 or email nicolas.estrada@uprovidence.edu.

Counseling and Health Services

Professional staff persons are available for personal counseling. Registered nurses provide regularly scheduled basic health services. For more information or appointments, call 406-791-5231.

Peer Mentoring

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 level student who 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 Nathan Reiff - nathan.reiff@uprovidence.edu.

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 and the University of Providence. TRiO/SSSP is committed to helping low-income, first generation college students, and those with disabilities achieve a bachelor's degree. The program's mission is to increase retention and graduation rates by offering academic and personal support.

During the academic year, TRiO/SSSP students receive individual and group advising to foster positive study habits and academic success. Students can take advantage of a comfortable learning environment, financial counseling, leadership opportunities, cultural excursions, graduate school visits and exciting academic workshops. There is no participation cost to the student.

Program Services

- Academic Assistance: provides a Comprehensive educational support plan
- Professional and Peer Tutoring: tutors provide additional instructions for any course
- Mentoring: assistance with transitioning from high school to college and beyond
- Financial Aid Counseling: FAFSA application assistance and scholarship information
- Financial Literacy
- Career Counseling: provides resume writing and job searching skills
- Cultural Enrichment: campus sponsored events, community concerts, symphony, museums, and other events
- Computerized Assessments: Accuplacer Placement Test, Learning Style, and Personality Type Tests
- Workshops: provide study skills tips, test-taking strategies and other academic development
- Disability Services: provides students with a documented disability note-takers, books in audio format, extended test-taking time in a quiet setting, sign language interpreter, and assistive technology
- Other Services: computer assistance, leadership opportunities, and supplement grant aid

Program Eligibility

Federal regulations require that the participants be at least one of the following:

- Low income students (according to TRiO Federal Guidelines),
- First Generation College Students (primary care provider did not graduate from a 4-year institution),
- Students with a documented disability.

For more information, please stop by the Center for Academic Excellence, located in the Library, call 406-791-5213 or e-mail the center at: carly.pacatte@uprovidence.edu or visit www.trioprograms.org.

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. The campus buildings and their facilities are:

Argo Central Complex
Alumni/Advancement Office

Argo Hall
Resident Apartments

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

Library
SLAS Division Chair Offices
Academic Success Center
Curriculum Collection
Center for Academic Excellence
-TRiO/Title IV
Faculty Offices Suites
General Collection
Jorgensen-Wylder Classroom
Law Library
Library Offices
Math Center
Meeting Rooms
Periodicals and Serials Collection
University Archives
Writing & Critical Thinking Center
24/7 Lounge

McLaughlin Center
Athletics Department
Classroom
Harold and Carmen Poulsen Fitness
and Recreation Center
McLaughlin Cafe
Gymnasium
Fireside Meeting Room
Providence Forum

Physical Plant Building
Maintenance

Providence Hall
Accounting Services
Finance
Controller
Human Resources
Conference Rooms
Public Relations/Marketing
School of Health Professions

Sikora Hall
Resident Apartments

Sr. Rita Mudd Hall
Resident Apartments

Student Center
Cafeteria (Table of the King)
Campus Ministry
Commons
Meeting Rooms
Serivce Learning
Student Affairs

Student Center (lower level)
Career Services
Health Services
Student Life/Clubs/Activities
Student Senate
Security
UPward Grounds

Sullivan Hall
Computer Labs
Classrooms
Faculty Offices

Trinitas Chapel
Worship Space
Prayer and Meditation Loft

Wellness House
Resident Apartments

University Center
Administration
Administrative Computing
Admissions Office
Development Office
Distance Learning Classroom
Financial Aid Office
Galleria Trinitas
Help Desk
IS Support
Registrar/Records Office
Student Accounts
Office of the President
Vice Presidents

Academic Misconduct

The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

All acts of dishonesty in academic work constitute academic misconduct and are prohibited. Such acts include:

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student's examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student..

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.

Duplicate Submission of the Same Work: Submitting the same work for more than one course is a violation unless the professor(s) assigning the work gives consent in advance. This includes work first produced in connection with classes at either the University of Providence or other institutions attended by the student.

Collusion: Collusion includes cooperation that results in the work or ideas of others being presented as one's own (e.g., rather than as a group effort). However, ordinary consultation of faculty, library staff, tutors or others is legitimate unless the instructor has imposed stricter limits for a particular assignment.

False Information and Lying: This includes consciously furnishing false information to other students, faculty members and their representatives, advisors, administrators or representatives of university offices with the intent to mislead. Instances would include but are not limited to misrepresenting activity outside of the classroom (reports on field work, internships, etc.) or improperly seeking special consideration or privilege (e.g., for postponement of an examination or assignment deadline, etc.).

Falsifying Academic Documentation and Forgery: This includes any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, drop/add forms, withdrawal forms, and medical certification of absence) or to falsify other writing in academic matters (e.g., any documentation provided to instructors) concerning oneself or others.

Theft, Abuse, and Destruction of Academic Property: This comprises unauthorized removal, retention, mutilation, or destruction of common property of the University of Providence that deprives others of equal access to these materials. Such property includes but is not limited to library materials, laboratory materials, computers and computer software, etc. This includes also sequestering library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices from the library; and the removal or attempt to remove library materials from the library without authorization. The theft, mutilation, or destruction of another student's academic work, including books, notes, computer programs, papers, reports, laboratory experiments, etc. also falls under this type of violation.

Unauthorized Use of Information Technologies: In the context of the completion of a course and/or assignments (contained within a course), the unauthorized use of computers or the University's computer network (e.g., the unauthorized use of software, access codes, computing accounts, electronic mail, and les) or other electronic devices (calculators, smart phones, iPods/iPads, tablets etc.) is prohibited.

Aiding and Abetting Academic Dishonesty: This includes intentionally: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used to commit any of the proscribed acts noted above; or (b) providing false information in connection with any inquiry regarding academic integrity.

Anyone other than the course instructor suspecting a violation is expected to inform the course instructor at the earliest possible opportunity, even while the suspected violation is being committed. In the absence of the course instructor, the applicable Division Chair will receive reports of violations and will replace the course instructor in the following procedures.

Initial Procedure
The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. 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 or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

Appeal
Should a student disagree with an instructor's judgment, the student may appeal the instructor's decision by following the "Academic Related Appeals Process".

Records
Records involving allegations of academic misconduct shall be maintained confidentially by the with the administrator who oversees student misconduct incidence and/or the applicable Division Chair of the appropriate School until six years after the responsible student graduates or permanently separates from the University of Providence.

Academic Standing - Warning, Probation and Suspension

Undergraduate students will be evaluated at the end of each semester or upon attempting a minimum of nine (9) semester credits, to ensure they are making satisfactory academic progress toward their degrees. To make satisfactory academic progress and remain in good academic standing, students must maintain a semester and cumulative GPA of at least 2.0. Students whose semester GPA is between 1.99 and 1.0 will be placed on academic probation for the next semester of attendance (see Probation). Students whose semester GPA is .99 or below will be suspended for a minimum of one semester (see Suspension). Students whose cumulative GPA is below a 2.0 will be placed on warning (see Warning).

Probation

Students placed on probation will be required to participate in an individual academic recovery plan and will be limited to a maximum of 15 credits. If, during the subsequent semester of enrollment, or a minimum of nine (9) additional semester credits, the semester GPA remains below a 2.0, the student will be suspended and may not enroll in classes for a minimum of one semester.

Probation students whose semester GPA after one semester on probation, or a minimum of nine (9) additional semester credits, is above a 2.0, will be returned to good academic standing.

Suspension

After a period of suspension, a student must reapply to the University. Readmission is not guaranteed. If the student is readmitted, the student will be placed on academic probation for the next semester of enrollment (or upon attempting a minimum of nine (9) semester credits). Students will be required to participate in an individual academic recovery plan upon readmission and will be limited to a maximum of 15 semester credits. The student will develop and follow the individualized plan in cooperation with his/her academic advisor, athletic coach, if applicable, and a member of the Academic Success Center If the semester GPA is below a 2.0, the student will be suspended once again. A second suspension requires at least one year (a fall and spring semester) away from classes and a third suspension results in expulsion and the student will not be allowed to return to the University. Any instance of probation, suspension or expulsion will be recorded on the academic transcript.

Warning

The University will also monitor students' cumulative GPA. After attempting a minimum of one semester or nine (9) semester credits, any student with a cumulative GPA below 2.0 will be placed on academic warning. Students on warning are not required to appeal or participate in the academic recovery plan unless they are also on academic probation (see above). However, students will be notified formally of their warning and reminded that a minimum GPA of 2.0 is required for degree completion from the University.

Students may be placed on warning and probation at the same time if both the semester and cumulative GPA are below 2.0.

Academic Standing Appeal Process

An Academic Suspension may be appealed; however, must be done by the deadline noted on the Academic Calendar each semester. To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student's plan for success in future semesters. Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the Appeal's Committee. The student will be notified in writing of the committee's decision. The decision of the committee is final.

Procedure to Appeal Academic Standing

To appeal the suspension, submit the following:

1. Academic Standing Appeal Form;

2. A clearly written personal statement describing the circumstances leading to suspension;
3. A clearly written plan for success in future semesters; and
4. Any documentation to support the circumstances leading to suspension (e.g. physician's notes, obituary notice, etc.)

The appeal should be submitted electronically to appeals@uprovidence.edu by the deadline noted on the Academic Calendar each semester.

Academic Related Appeals Process

All grade related appeals will be handled in the manner provided below and will apply to both graduate and undergraduate appeals.

Formal appeals must be filed within **thirty (30) calendar days** of the aggrieved incident. However, before a formal appeal is filed, the student should first attempt to solve the problem on an informal basis utilizing the following procedure:

1. The student should speak to the instructor with whom he/she has a complaint.

2. Should step one not provide a satisfactory resolution of the issue, the student should schedule a mediation meeting with the Coordinator of Student/Faculty Relations.

3. Only after the above steps have been followed should the student request that the Coordinator of Student / Faculty Relations notify the applicable Division Chair that steps one and two have not resolved the problem.

4. The student should write a letter to the applicable Division Chair carefully describing the reason(s) for his/her complaint. This letter should clearly state what circumstance has created the aggrieved incident and what redress the student seeks.

Within fourteen (14) calendar days of the receipt of the written complaint, the Coordinator of Student / Faculty Relations will refer the matter to the Academic Environment Committee (AEC). The chair of AEC will appoint an ad hoc Appeals Committee to hear the appeal consisting of three of its members and two students appointed by the Associated Students of University of Providence. In the matter of graduate student appeals, students will be graduate students. This Appeals Committee will choose a chair from among its members. In cases of conflict(s) of interest, the chair of AEC will recruit faculty members from outside AEC. The Coordinator of Student/Faculty Relations will facilitate the process and serve as a non-voting Hearing Officer in academic related appeals.

The hearing should take place within 14 days of the committee appointment. The parties must mutually agree on any extensions.

At least **seven (7) calendar days** in advance of the hearing, the Hearing Officer will notify all parties involved in the appeal of:

1. The time and place of the hearing
2. The nature of the complaint
3. The composition of the committee

At least **48 hours** prior to the hearing each party will:

1. Provide the Hearing Officer with all pertinent documentation.
2. Provide a list of witnesses if either party chooses to call witnesses. A list of these witnesses will be provided to the appeals committee when documentation is provided. Each witness must provide a written statement to the committee no less than 48 hours prior to the hearing.

During the hearing:

1. All parties are permitted to be accompanied by someone for the purpose of support and advice. That person will not be allowed to offer testimony to the committee. In addition, that person may not address the committee or otherwise participate in the hearing process.
2. The Chair will call witnesses at the appropriate time and dismiss them after completing their testimony.
3. Both parties will be in the hearing room at the same time.
4. Procedure*
    1. A maximum of 10 minutes is allowed for student
    2. A maximum of 5 minutes is allowed for each student witness
    3. A maximum of 10 minutes is allowed for instructor
    4. A maximum of 5 minutes is allowed for each instructor witness
    5. A maximum of 5 minutes student is allowed for rebuttal
    6. A maximum of 5 minutes is allowed for instructor rebuttal

**Committee members may ask questions at any time during the hearing. Their questions and answers are not included in the time limits listed above.*

5. An audio recording will be made of all testimony.

Appeals Committee hearings are private and all parties will be dismissed while the committee deliberates. Only committee members who have heard all of the evidence may vote. Within **ten (10) calendar days** of the hearing's conclusion, the Coordinator of Student/Faculty Relations will forward its findings in writing to all parties concerned including the applicable Division Chair. The committee's decision is final.

All proceedings and findings of the Appeals Committee are confidential. Committee members' individual notes will be collected and destroyed at the end of proceedings. No record is made of the closed session deliberations of the committee. The applicable Division Chair and the Coordinator of Student / Faculty Relations will securely store the reports for a period of six years after which they will be destroyed.

Failure to Appear

If a student fails to respond to three communications (in the form of written notification, telephone, e-mail, or oral requests) attempting to schedule a meeting, or fails to attend a scheduled meeting, a decision based upon available information may be rendered in absentia.

Adding Classes

Students may register for courses in accordance with the Academic Calendar via ArgoExpress.

Administrative Withdrawal

In extraordinary circumstances, when a student is unable or unwilling to request a voluntary leave of absence or a voluntary medical leave of absence, and there is a clear need to protect the safety of the student and/or others, or to protect the integrity of the University's learning environment, the Vice President for Student Affairs or the Provost or Vice President for the School of Health Professions as applicable may withdraw a student.

Students will be dropped with a grade of WA to indicate an administrative withdrawal. Students who are

administratively withdrawn will also be required to reapply for admission to the University to resume their studies in a future semester. In cases where students are removed for medical issues, students may be required to submit documentation from a medical provider that supports the students ability to return without medical implications.

Catalog Governing Graduation

As long as the 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 academic year, taken from the University of Providence. In some instances, accrediting requirements or elimination of previously offered courses may affect the ability of the University to completely fulfill this option. In such instances, the University will make an effort to provide courses that may be appropriately substituted for the stated requirements. If enrollment is not continuous, a student is bound by the requirements of the current catalog.

Students who have continuously enrolled in the University may choose to complete the University Core, major, minor and concentration under the requirements of the current catalog. Students choosing to do so will be required to meet all current requirements of the University Core as well as the declared major, minor and/or concentration. Students choosing to graduate under the current catalog MAY NOT choose to continue with the University Core, major, minor, or concentration requirements of any previous 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 Student Accounts, 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 Providence 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. Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. 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.

Tracking Class Attendance

If a faculty tracks attendance, attendance will be tracked using ArgoExpress class rosters. It is the responsibility of each instructor to track attendance through the use of ArgoExpress class rosters. Only students who are registered in and attend a class will appear on a class roster through ArgoExpress. For financial aid reasons, all faculty are required to track student activities in such a way as to be able to identify the approximate date of a student's last attendance.

CLEP, Dantes, AP and IB 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 general elective credit for scores of 3. A score of 4 may be used to fulfill core requirements where appropriate and a score of 5 may be used to fulfill major requirements where applicable. DANTES credits are also accepted according to ACE recommendations. International Baccalaureate (IB) credit is also awarded for students receiving a 4 or above on Higher Level (HL) exams or a score of 5 or above on Standard Level (SL) exams. 4 semester credits are awarded for lab based courses and up to 5 semester credits for all other HL exams. SL exams are worth 3 semester credits. A chart detailing the specific correlation between CLEP, DANTES, IB and AP credits and University requirements is available on the Registrar's webpage.

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.

Closed Class Permission

To register for a closed course that has reached its enrollment capacity, a student must request permission from the course instructor. The instructor may grant permission through an email through an Override Authorization Form (email and form submitted to the Registrar's Office), or by completing an override in ArgoExpress. If an override is granted through ArgoExpress, the student is still responsible for enrolling himself/herself into the course after approval is granted. Requests are not always granted and final decisions are at the discretion of the course instructor.

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 Academic Misconduct Policies.

Course Numbering System

Course numbers reflect the level of academic preparation typically required for the course. Courses numbered below 100 are considered remedial and are not degree applicable. 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 before the 3-digit number are certificate courses and are only applied to the certificate, not toward an Associate, Bachelor, or Master's degree.

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 120 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. Course Waiver Forms are available in the Registrar's Office or from the University website. The applicable Division Chair of the program and the Faculty Member who regularly teaches the course in question may waive required courses. Waivers allow the substitution of other credits for the required course credits.

Credit Transfer Policies

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs. The University accepts transfer credits from regionally accredited institutions, as well as internationally recognized foreign institutions. Acceptance of transfer credit from institutions lacking regional accreditation is rarely granted and requires approval of the faculty of the discipline and the applicable Division Chair.

Every transfer credit request is given individual attention. Evaluation of transcripts from regionally accredited institutions, as well as internationally recognized foreign institutions is initially undertaken by the Registrar's Office, which adheres to guidelines established by academic divisions to determine course equivalencies and related learning outcomes for appropriate transfer credits. When questions arise regarding a course equivalency or learning outcomes, the Registrar's Office consults with the applicable Division Chair.

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), "S" (Satisfactory), or audit grades. Certain programs require higher than a "C" grade in major courses.
- Credit for coursework which is repeated; only the last course taken is eligible for transfer.
- Challenge course credits from other schools.

In addition to the above, the university adheres to the following guidelines:

- Course work completed through a branch of the military will be awarded based on the recommendations contained in the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services.
- Online laboratory courses are evaluated on an individual basis for transfer.
- Transcripts received from institutions outside of the United States must be evaluated (course-by-course) by the National Association of Credential Evaluation Services or InCred. The Registrar's Office will generally follow the recommendations of this service. Individual programs within the University reserve the right to refuse any credit recommendations made by National Association of Credential Evaluation Services or InCred.
- Only official transcripts will be evaluated. Any non-accredited school credits will be assessed by the faculty of the discipline and approved by the applicable Division Chair. This official evaluation is done after the student is accepted. The Registrar's Office is responsible for the official transfer of credit. Official transcripts from all colleges or universities attended must be on file at the time of admission. Official transcript evaluation is processed after admission to the University. Unofficial transcripts are not used for transfer credit evaluation.

Note: The above guidelines do not replace existing provisions of an academic program that are more restrictive in nature. Moreover, as each major has different requirements, the number of transfer credits may vary if a change of major occurs while attending the University of Providence.

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 UProvidence. Contact the Registrar's Office for information on any standing agreements in effect. The University is always open and willing to establish new agreements with other institutions.

Students with a previously earned associate degree and who are completing a second associate's degree at the University of Providence, must only complete the requirements of the major, and/or minor, and/or concentration; however, all other degree requirements remain. Students are required to meet any prerequisites in order to enroll.

Students with a previously earned associate degree and are complete a bachelor's degree at the University of Providence, are waived from completing all lower division credits within the University Bachelor's Degree Core Curriculum. Students are required to meet any prerequisites of upper division courses in order to enroll.

Students with a previously earned bachelor's degree, who are completing a second bachelor's degree at the University of Providence, are waived from the Core Curriculum requirements and need only complete the requirements of the major, minor, and or concentration. All other Bachelor Degree requirements still apply.

Transfer Credit Appeal Process

Upon completion of the credit review processes, students will be notified of the decision by the Registrar's Office. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the faculty of the discipline. Within ten business days of receipt of the appeal, the chair will notify the student of the results of the review. Any changes will be communicated to the Registrar for official processing.

A student dissatisfied with the results of the appeal may submit a written appeal to the Vice President for Academics or Vice President for the School of Health Professions as applicable for a final review. The Provost provides dated acknowledgement of receipt of the appeal to the student. Within ten business days of receipt of the appeal, the Provost or Vice President for the School of Health Professions as applicable will notify the student of the results of the review. Any changes will be communicated to the Registrar for official processing. The Provost or Vice President for the School of Health Professions' (as applicable) decision is final and not subject to further appeal.

Credit Policy

The University operates on a semester calendar. Typically, a semester will encompass fifteen weeks, and each credit corresponds equates to fifteen hours of instruction or the equivalency of the two. Courses taught online from a distance and on site have similar equitable outcome expectations. Online Distance education courses will use a variety of platforms to verify credit hour requirements are met for individual courses. Students should plan to spend an average of between two and three hours out of class study for each credit hour of instruction. Courses with required laboratory or studio time typically have thirty hours of supervised laboratory or studio time for each credit. Non-didactic courses, such as internships, and field experiences, and clinics require sixty hours of documented work time for each credit hour.

Definition of Credit Hour

A credit hour is an amount of work that reasonably approximates not less than:

- Fifty to sixty minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for fifteen to sixteen weeks for one semester hour of credit or the equivalent

amount of work over a different amount of time; or

- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
- Laboratory courses are calculated as an average of 25 hours per term constituting two contact hours to one credit hour equaling a 2:1 ratio or the equivalent.
- Clinicals, practicums, internships, and similar type courses that follow the clock hour definition are calculated on a 3:1 or 4:1 ratio (1 credit hour = 3-4 clock hours per week) or the equivalent

Definition of Continuing Education Unit

A typical CEU represents approximately ten contact hours of experience in a structured continuing education experience (class, seminar, retreat, practicum, self-study, etc.) that is supervised in some way by a qualified continuing education provider.

CEUs are similar in theory to academic credits but differ in two important respects:

1. CEUs are not awarded for academic study and do not represent, or provide, academic credit; and
2. They may be awarded for a variety of experiences in different settings whose only common criterion is that they be measurable, supervised educational or training experiences with defined starting and ending points.

Criteria For Certificate Programs

A certificate for academic credit program will have a total of between 12 and 18 overall credits required.

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. Associate degrees will be designated as Associate of Arts or Associate of Science based on the major completed to earn the degree. Certificate degrees will be designated as completion of a series of courses in a particular subject, but are not considered degrees.

Directed Study

Directed Studies are designed to fulfill the need to have an existing course that is required by a student's major of study but currently is not being scheduled. The material covered in such courses is the same that is covered in the traditional course but is self-directed with moderate oversight and direction by faculty. Credit assigned for a Directed Study course will be set equal to the credit value of the regular course. Students may complete a maximum of two courses of directed study work while at the University. A student must have completed fifteen credit hours at the University and have a cumulative GPA of 2.5 or higher before taking a Directed Study course. Course offering requires consent of the Program Director/Coordinator and the applicable Division Chair of the school through which credit is to be granted.

"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 credits for graduation. Double dipping Core courses with major/minor requirements is permitted. Double dipping in Core is not permitted except for distributions. Triple dipping is permitted only in cases where distributions are used to fulfill multiple requirements (courses, credits, or degree requirements).

Drop/Withdrawal/No Show

Full Semester, 15 Week Courses Offered Through the School of Liberal Arts & Sciences

A student may drop a class or do a complete withdrawal up to the final class prior to exam week for all courses offered in a traditional semester format. Some courses are considered non-droppable courses. All drop and withdrawal dates are published in the Academic Calendar each semester, indicating the timeframe for which a "W," "WP," or "WF," will be reflected on the academic transcript. 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.

In addition to securing advisor approval, all student-athletes must consult with the Registrar's Office to officially withdraw or drop a course. Similarly, students are reminded to be familiar with any specific academic program withdraw or drop policies before making a course change.

Eight Week Courses

Students receive a 100% refund (complete with fees if applicable) if a course is dropped prior to the first day of class. Academic Calendars are posted each semester to outline specific dates for refunds and reflections on an academic transcript. For additional refund information and reflection on an academic transcript for 8 week offerings, refer to the University website.

Five Week Courses

Students receive a 100% refund to drop the course prior to the first day of class complete with fees (if applicable). Academic Calendars are posted each semester to outline specific dates for refunds and reflections on an academic transcript. For additional refund information and reflection on an academic transcript for 5 week offerings, refer to the University website.

School of Health Professions

All students in a Health Professions program will be subject to 100% refund for courses dropped prior to the first class meeting and 0% refund after the first class meeting. For additional details regarding reflections on an academic transcript, refer to the University website.

All students should be aware that withdrawing from courses can significantly slow progress toward degree completion and impact financial planning. In particular, courses for which a grade of W, WP, or WF is received are considered attempted credits but not successfully completed credits for purposes of federal financial planning. A grade of W, WP, or WF negatively impact the cumulative completion percentage and counts toward the student's maximum time frame. See the Satisfactory Academic Progress Policy for additional information.

In the event a student has not attended a class or classes, contacted the instructor, or logged in to an online class and completed an assignment, the student will be classified as a "No Show" (NS). Students who are determined as a No Show will be responsible for payment of all fees associated with their course/courses and registration.

If a student is not identified prior to the end of a term and receives final grades, academic history may be removed if their No Show status is verified. Any contact with instructors, attendance or completion of work will negate a student classification as a No Show.

Dual Degrees

The University of Providence offers undergraduate degree types, Bachelor of Arts and Bachelor of Science. Students may complete two baccalaureate degrees by satisfying the course requirements in the major of each degree. The double-dipping policy is applicable to multiple degrees. Additionally, a student must complete a minimum of 30 credits beyond the initial degree requirements. Therefore, to earn a single baccalaureate degree,

120 credits are required. For a second, independent degree to be earned, 150 credits are required. All degrees earned will appear on an academic transcript. A single diploma will be issued for each degree earned and will include the degree and associated primary major.

Dual Majors

A student will declare a major at some point that is associated with the degree. Therefore, a student will earn a degree of Bachelor of Arts or Bachelor of Science, and will select a major from those listed in the catalog. Students may choose to select more than one major to be associated with a single degree. Students may graduate with a dual major so long as they complete all the requirements for both majors, comply with the policy on "Double-dipping," and comply with all regular requirements for graduation. Students graduating with dual majors are required to select a "primary" major. Primary majors are recognized on the diploma issued and the student will stand with their peers within the primary major at commencement. A total 120 credits are required for dual majors. Majors earned will be independently printed as earned majors on the academic transcript. A single diploma will be issued and will recognize only a single degree and a single, primary major.

Academic Alert

For students enrolled in the School of Liberal Arts and Sciences, the University has a thorough Academic Alert process to identify and track students who may be struggling in their courses. The process involves a cooperative effort between the Faculty, Registrar's Office, Advisors, The Academic Success Center, and Coaches. Beginning the second week of classes, faculty are encouraged to report students for Academic Alert follow up. Students are reported for a variety of reasons including poor attendance, low test scores, and grades or classroom behavior. Students are monitored during the Academic Alert process and followed up with by various individuals to provide them support to help them succeed.

Support might include tutoring, counseling, meetings with instructors or other actions as deemed appropriate to help the student succeed. Once students re-establish themselves in the course, they are removed from the list. The list is for internal purposes only and is not reflected on the student's record.

English Completion Requirement

No students may enroll in ANY 300 or 400 level courses until they have 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 with one exception: of upper division English courses (ENG 300-319) which required completion of ENG 117 for enrollment.

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.

Four Year Graduation Guarantee

A degree from the University of Providence is affordable and has long lasting value. Nevertheless, it is a significant investment of time, energy, and financial resources. We acknowledge that some students and/or their families are dedicated to the 4-year path to graduation. The University is committed to providing this opportunity for undergraduate students in the School of Liberal Arts and Sciences.

What does our commitment to the 4-year path to graduation mean? Our commitment means that if students select a major in the first semester of their freshman year, take classes as prescribed in their 4-year program plan, and makes satisfactory academic progress, they can graduate in 4 years or receive a full tuition waiver to com-

plete necessary course work.

To participate in the program students must:

1. Select a major and sign a Four-Year Graduation Guarantee Agreement before the end of their first semester as a freshman.
   Note: It is imperative that the student meet with their faculty advisor prior to the last day to add a course in their first semester as a freshmen to initiate this agreement and its requirements, and adjust the first semester courses if needed.
2. Take classes as prescribed in the four year curriculum plan.
3. Meet all satisfactory academic progress requirements in the major and core curriculum.
4. Remain in good academic, financial aid, and disciplinary standing.
5. Remain on the initial academic catalog, corresponding with the first semester of attendance unless the University requires the student to move forward to a more recent catalog. (This is possible for programs with any outside accreditation or licensure requirements).

Note: Education majors are on a five year graduation guarantee program.
Note: Some majors allow entry into the program in the second semester of the freshman year. Exceptions may be granted by the applicable Division Chair.

Students become ineligible for the guarantee if they:

1. Transfer to the University after previous attendance at any other college or university, regardless of credits earned or semesters completed (exceptions may be granted by the applicable Division Chair).
2. Choose to complete a second major or minor (exceptions may be granted by the applicable Division Chair).
3. Change majors (exceptions may be granted by the applicable Division Chair).
4. Do not complete classes as scheduled in the four-year curriculum plan.
5. Fail a course.
6. Do not meet all satisfactory academic progress requirements.
7. Move to a new academic catalog without advisor and the applicable Division Chair approval.

To support students in their quest for a four year graduation, the University of Providence will:

1. Provide a four year curriculum plan.
2. Offer courses as per the four year curriculum plan.
3. Give class registration priority to students who are in good standing in the Four Year Graduation Program.
4. Provide a Faculty Advisor and an Academic Success Counselor who works directly with the student.
5. Work with students who are not formally in the guarantee program to assist speedy graduation.

Grade Appeal Procedure

To appeal a final grade, a student must follow the Academic Related Appeals 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 30 calendar days of its issuance and only in the case of fraud, clerical error, student completed work (upon approval by the course instructor), or a successful student academic appeal. A grade cannot be lowered by an instructor without the approval of the applicable Division Chair. In extraordinary circumstances, a change of grade may be requested after the 30 calendar day limit has expired. However, any grade change after the 30 calendar day period must have the approval of the applicable Division Chair.

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 students who have grades of I, IP or RD by these deadlines. Incoming transcripts must be received by this date as well.

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

Grading System

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

A - 4.0 points per credit: Excellent

- Work shows marked superiority in such qualities as organization, accuracy, originality, understanding, and insight.

B - 3.0 points per credit: Good

- Work indicates appreciation and grasp of the subject that is distinctly above the average.

C - 2.0 points per credit: Average

- Work fulfills essential requirements in quality and quantity and meets the acceptable standard for graduation.

D - 1.0 point per credit: Below average

- Work is below the average yet acceptable credit for graduation.

F - 0 points per credit. No credit is granted for the course: Work does not merit academic credit.

AU - "Audit" An audit involves no credit, and is not calculated in the GPA.

P - "Pass" Work meets or exceeds the standard required for credit in that course. 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" which must be completed and submitted to the Registrar's Office prior to the final day of the regular semester (before finals). 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 90 days.

IP - "In Progress" This notation is used in courses in which the coursework by design extends beyond the normal term of registration: 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 prior to the deadline set forth in the Academic Calendar will receive a "W" for the course. A student permitted, with advisor approval, to withdraw from a course after the deadline set forth in the Academic Calendar 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 the Provost, Vice President for the School of Health Professions, or the Vice President for Student Affairs. This grade is not calculated into the GPA. See Administrative Withdrawal policy.

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, WP, I, IP, and RD are not computed in the grade point average. GPA is calculated with the use of institutional attempted and earned credits and hours only; no transfer work is calculated into institutional GPA.

Grade Reports

Student grades will be made available via ArgoExpress 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 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 published annually by the Registrar's Office. Fees must be paid at the time of application.

Graduation Application Deadlines

December	Priority	February 15
	Deadline	April 15
May & August	Priority	April 15
	Deadline	October 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, and master's degrees. 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.

The honor **with distinction** will be conferred upon master's graduates who have earned a cumulative GPA of 4.00.

Recording of Degrees

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

Hybrid Courses

A hybrid course combines traditional classroom instruction with online components when the online component encompasses more than 33% of the course, as well as synchronous and asynchronous nursing and health program courses. Hybrid courses are identified by section identifiers such as HYB. While hybrid courses may have weekend or limited face to face instruction, students are expected to participate in the online portion of the course for the full length of the semester unless otherwise noted in the course syllabus.

Distance Education

Distance education occurs when instructional content is delivered exclusively via technologies such as the Internet and audio-conferencing to communicate with students in real time (synchronously) or asynchronously. Synchronous interactions may take place using live chat sessions and videoconferencing while asynchronous communications may involve E-mail, discussion boards, and feedback on submissions.

Distance delivered programs are those in which 50% or more of the required courses for the degree are available to be taken as distance delivered courses. Distance delivered courses are those in which 75% or more of instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms. Distance education courses are instructor-led requiring frequent and effective instructor – student contact, facilitation and feedback.

Online courses are the same quality and meet the same learning outcomes as face-to-face courses. This may provide increased flexibility and independence for students but it also means that online students must learn to manage their time well, balance competing demands, and have sufficient technological skills and resources to ensure their success in this learning environment. Successful online students are self-directed, motivated, and comfortable working with technology.

State Authorization for Distance Education

University of Providence is authorized to conduct educational activities within the State of Montana. Thus, students living in Montana while enrolled in a major offered online and students living in Montana or commuting to Montana while engaged in on campus courses are not impacted in any way by state authorization requirements. Additionally, students who are engaged in international experiences are not impacted by state authorization.

SARA (State Authorization Reciprocity Agreement) is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. Montana is part of the Western Interstate Commission for Higher Education (WICHE) regional compact. Institutions within in a SARA state with state authorization in its own state can also offer distance education courses and/or programs to any other SARA state member.

"Incomplete" Grade 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 finals. The maximum time allowed for the removal of an incomplete grade "I" is 90 days after the final day of the term in which the "I" is given. Incomplete grades which are not removed by the 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

Independent Study (1-6 cr. contact time is determined by the type of experience outlined and follow the credit hour definition.) Independent Study provides the student with an opportunity to pursue or explore a subject in more depth and with much less instructor supervision than is customary in a traditional course. Students must have completed 15 credit hours at the University, and hold a cumulative GPA of 2.5 or higher. An Independent Study Application Form must be completed with consultation between the student and the instructor, approved and signed by the Program Director/Coordinator and applicable Division Chair, and submitted to the Registrar's Office with appropriate signatures.

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 45 to 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 including MOOCs. 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" or "IP". 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" or "IP". 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 three consecutive terms 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.

Federal Student Aid regulations govern a student's ability to repeat coursework. Students may repeat a course as many times as needed until the course is passed and receive Title IV funding. However, once a student has earned credit in a course (grade of 'D' or higher), they may receive funding to repeat the course only once. This even applies to students who are required to achieve a minimum grade as indicated by their major.

This does not include courses that are designated as repeatable (e.g. music lessons, internships, Special Topics courses, etc.). Courses that are considered repeatable are outlined in the individual course description.

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. Independent Studies and Directed Study credits may satisfy no more than 50% of a student's University residency requirements.

Students are also required to meet residency requirements within each major. To do so, students must complete a minimum of 40% or 15 credits of their major, whichever is greater, in residency at the University.

Student Classifications

A freshman is a student who has earned fewer than 30 semester credits. A sophomore must have completed 30 or more semester credits. A junior must have completed 60 semester credits. A senior must have completed 90 semester credits.

Student Complaints

Students who feel the University has treated them unfairly are encouraged to follow the published appeals processes or discuss their concerns with the University Administration. If the concerns cannot be addressed satisfactorily on campus, the student can proceed to the state level by contacting the Montana Office of Consumer Protection at 406-444-4500 or 800-481-6896. Complaints can be filed online at www.doj.mt/consumer/consumercomplaint.asp or by downloading a form on the website and mailing it to:

Montana Department of Justice
Office of Consumer Protection
225 11th Ave
PO Box 200151
Helena, MT 59620-0141

Students can also contact the Northwest Commission on Colleges and Universities at 425-558-4224.

Student Credit Load

During the fall and spring semesters, the maximum undergraduate student credit 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 applicable Division Chair. Students who are on academic probation are restricted to a maximum of 15 credits until they regain good academic standing.

Academic Advising

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 are assigned an academic success counselor 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 or online through their Argo-Express account.

Academic Success Center

The Academic Success Center provides academic support to all currently enrolled University of Providence students. Members of the Academic Success Center staff provide students with resources pertinent to student success such as, note taking strategies, time management procedures and test anxiety tips, during individual meetings, on a drop in basis and online. Additionally, resources are made available through workshops and the Success Center's relationships with other departments. For example, referrals to TRiO, Health Services, the Math Center, or the Writing and Critical Thinking Center. The Academic Success Center also develops intervention programs for at-risk freshman, students who have received academic alerts, students with low midterm grades and/or those on probation or suspension.

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.

Mathematics Center

We are researchers, teachers, and students committed to promoting mathematics education and its applications in

STEM disciplines. If you are interested in mathematics, science, and/or information technologies, please consider joining us in this important and rewarding venture.

The Mathematics Center is committed to supporting mathematics education on the University of Providence campus and across the state by:

1. Addressing the mathematical support needs of first year students at UP;
2. Fostering development of an authentic, sustainable mathematical culture on the UP campus;
3. Promoting mathematics education in Montana's schools; and
4. Developing mathematics education research products and services in areas of strategic importance.

Writing & Critical Thinking Center

UP Writing & Critical Thinking Center
Location: UP Library | writingcenter@uprovidence.edu | Phone 406.791.5365
Online scheduler: https://ugf.mywconline.com/
Director: Rachel Dunleavy Morgan

The Center provides free writing support to the UP community in the form of
1. One-on-one Consultations
2. Online Consultations
3. Group Workshops
4. In-class Workshops

Writing is complex process. The Writing & Critical Thinking Center at UP is here to help you engage successfully in that process throughout your time at the university. Writers of all abilities benefit from the opportunity to discuss their work, so we invite you to visit with us today. Our consultants can collaborate with you on writing projects at any stage, from initial brainstorming to final revision.

Discuss your ideas with our trained consultants in a friendly and non-evaluative environment.
We welcome undergraduate and graduate students from any course. We also assist with extracurricular writing such as cover letters and graduate school and scholarship application essays.

Change in Name, Address and Phone

It is the responsibility of each student to notify the University of any change of name, address, and/or phone number. Change-of-address forms are available in the Registrar's Office and on ArgoExpress.

Official Communication

The University will communicate protected information through University issued student email addresses only. It is the responsibility of the student to monitor and check their student email account on a regular basis for potential University communications.

Registration Holds

Students will not be permitted to register if there is a "hold" on their account. Obligations that can result in holds are most often financial (past due accounts including unpaid tuition and fees, library fines, etc.). Other holds may be related to academic standing (probation or suspension), conduct violations (accumulation of disciplinary demerits), incomplete admission files (missing transcripts), or missing proof of immunization records. Holds may also be placed on students who are not U.S. citizens or permanent residents and have not submitted required documentation or who are at risk of INS non-compliance. To clear a hold, the student must contact the office that has issued the hold to find out what must be done to fulfill the obligation(s).

Transcript and Certification/Verification Requests

Transcripts must be requested from the National Student Clearinghouse or the Registrar's Office. A fee will be charged for each official transcript. No official transcript will be issued for a student who is under any financial obligation to the University.

Current students needing certification or verification of their enrollment status for purposes such as insurance, educational loans or other applications should make such a request in person or in writing at the Registrar's Office. Requests for certifications or verifications are only for the terms that the student attended the University.

Verification of Identity and Student Privacy

The University uses username and password authentication to verify the identity of students who register for and participate in online programs and courses and receive academic credit. The University's Information Services Department is responsible for the consistent application of student identity verification procedures. Upon gaining admission to the University, students must show photo identification in order to receive a University ID user name and password. Distance students who do not reside near campus may fax or mail a copy of their photo identification. The photo identification and University ID will then be linked to detailed information about the student that was collected during the admissions process.

Upon registering for a distance education course, students will receive notification within three (3) business days from the Registrar of any additional charges for which they may be responsible.

The University ID user name and password are used to access the University's learning management system and associated applications and documentation relevant to students. Examinations may only be accessed and submitted within the secure system. If electronic posting of student work such as reflections and discussions is a required element of a course, students will be notified of this requirement in the syllabus. Faculty members will make it clear whether such postings will be accessible only to the faculty member or to all students in the course, and faculty will ensure that students conduct the actual posting, rather than gathered materials being posted by the faculty member at a later date. Additionally, in situations where vendors/outside parties are involved in receiving student information, that third party must be contractually bound to protect student information confidentiality.

Additionally, distance education students are afforded the same privacy protections as all other students at the institution. The University's procedures for secure handling of student records are outlined in Volume II.

Withdrawal from the University

Students who find it necessary to withdraw from the University must follow the official withdrawal procedure, beginning with submitting a Request for Withdrawal from Classes on the University webpage. A withdrawal is official when the properly completed and signed form is submitted to Registrar's Office. The student's official date of withdrawal will be recorded as the date the request for withdrawal was submitted. The final day for withdrawing from the University is listed on the Academic Calendar.

Students who leave the University without officially withdrawing may receive failing grades in those courses that they have stopped attending. Students who are required to withdraw from the University for disciplinary reasons (prior to the last day of classes for a given semester or term) will be administratively withdrawn and receive an WA/AW grade for those courses in which they are enrolled.

By withdrawing from the University, the student terminates all relationships with the institution after his or her financial accounts have been cleared. As such, students must understand that a withdrawal is a permanent decision, unlike a temporary leave of absence. Students who withdraw from the University will need to re-apply should they wish to return and re-admission is not guaranteed.

Accommodations for Disabled Students

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 Providence includes the following:

Disability Services for Students at the University of Providence are facilitated by the TRiO/SSSP Disability Counselor, located in the University Library. These services assure program access to the University by students with disabilities. The Disability Counselor treats all personal information with the strictest confidentiality. Student files are kept in a locked file in the Disability Counselor's office. Although students are required to disclose the existence of a disability to their instructors in order to receive accommodations, they are not required to provide them with a diagnosis or any other details. Any level of disability information about which instructors become aware should remain confidential.

The Disability Counselor coordinates and provides reasonable accommodations, advocates for an accessible and hospitable learning environment, and promotes 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, tests proctored at the TRiO Center or in a quiet setting, note takers, use of assistive technology (Speech Recognition Software, Capti Voice, LiveScribe Pens) textbooks in auditory format, sign language interpreters, captioned course materials, 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 Providence 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 the Disability Counselor, identify themselves to instructors, staff, or other students as having a disability. Accommodations and Services Available at the University of Providence includes the following:

• **Admissions and registration assistance -** The TRiO/SSS Disability Counselor provides assistance with the admissions and registration process to applicants upon request. To protect confidentiality, it is recommended that applicants bring their documentation verifying their disability directly to the Disability Counselor's office located in the TRiO/SSS.

• **Advice and advocacy** – Faculty academic advisors will assist students in defining and developing their 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, the Disability Counselor stands ready to support students and answer any questions or concerns. Advocacy is the most critical skill students with disabilities will develop in their pursuit of equality in education and, later, in employment and society. The Disability Counselor works 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** – The Disability Counselor 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.

•**Sign language interpreters** – Deaf and hard of hearing students who require sign language interpreting will be provided with appropriate interpreter services. Students requiring interpreter services should, therefore, inform the Disability Counselor of their need at least **one month 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.

•**Textbooks in audio format** – 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 Disability Counselor will acquire textbooks in audio format for these students from AccessText Network Bookshare or through the publisher. Students are required to submit a request for their textbooks in audio format at least two weeks in advance of the need.

• **Testing accommodations** – Testing accommodations (e.g. 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. Testing accommodations may consist of use of special adaptive equipment, a change in exam format (e.g., 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

Disability Services 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 the Disability Counselor are 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 is required to complete a disability information form with the Disability Counselor so that appropriate accommodations can be made and accessibility issues can be addressed. Under the Family Education Rights and Privacy Act of 1976 (FERPA), students have the right to access their own records. The parent or guardian does not share that right. This means that parents do not have legal access to their student's grades, transcripts, or any information

concerning the services they are being provided through the Disability Counselor. This information is confidential. 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.

Disability Law

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 statue.

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 Providence) 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.

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 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 request 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 Providence's academic record is $10 per copy.

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 asses 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.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such

research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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, UProvidence student email, 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 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.

Critical Thinking

The corner stone of the liberal arts at the University of Providence is critical thinking. It is the goal of the faculty at the University that every graduating senior be proficient in this vital set of skills

Mastery of a complex and varied knowledge base

The University of Providence provides all of its students with a broad base of knowledge both in their chosen majors and more generally through electives and the core curriculum.

The ability to ask questions

The University of Providence encourages students to ask questions about all aspects of their experi- ences to gain a better understanding of what is on the surface and to discover what is hidden or missing.

The ability to find and evaluate evidence

The University of Providence teaches students the methods and skills needed to discover and evaluate information.

The ability to synthesize information

The University of Providence prepares students to craft answers to questions from a broad range of sources and to compensate for incomplete information.

The ability to be creative and innovative

The University of Providence encourages students to explore new modes of thinking and expression to become flexible and agile thinkers.

The ability to appreciate alternate explanations. The University of Providence emphasizes the need to understand and appreciate other perspectives on their own terms.

The ability to transfer knowledge and skills

The University of Providence emphasizes the utility of knowledge and skill transfer from one context to another and provides opportunities for students to practice the ability.

The ability to communicate clearly and effectively

The University of Providence ensures that students are able to communicate in a variety of modes and clearly articulate the context, conclusions and underlying assumptions of their arguments.

Bachelor Degree Requirements

Bachelor Degree Graduates

In keeping with Catholic tradition and the aspirations of the Sisters of Providence, the University of Providence forms the whole person, preparing our graduates to lead with integrity and serve with compassion while advancing the common good. Committed to fostering intellectual, affective, physical, and spiritual excellence, the University provides a liberal arts education that invites students to engage in ongoing dialogue between faith and reason. UProvidence graduates will be able to richly pursue the answers to the following questions: What does it mean to be human? What does it mean to participate in intellectual inquiry? What does it mean to "make a living" and to live as a productive human being? What does it mean to participate in the spiritual and religious dimensions of life?

Bachelor Degree Requirements

All graduates will:

1. Cultivate intellectual skills and dispositions necessary for the pursuit of truth and common good;
2. Communicate effectively through active listening and excellent command of oral, written, and technological skills maintaining the dignity of all;
3. Learn and engage with the living Catholic Intellectual Tradition;
4. Engage with diverse cultures and consider the inherent value in all creation;
5. Demonstrate familiarity with major moral and ethical theories in order to act with sound ethical judgement in contemporary contexts;
6. Reflect, learn, and live lives of integrity and compassion.

Core Curriculum - Bachelor Degree

The Core Curriculum prepares students for living and making a living, forming their whole person and preparing them to master the work of their chosen majors. In a rapidly changing world, our students can expect to assume many different roles during their careers and to encounter employers who require adaptable critical thinking, reading, and writing skills. In developing versatile, well-rounded students, the Core Curriculum prepares them to excel in the face of such professional demands. At the same time, the Core Curriculum recognizes the critical importance of shaping informed, reflective, and compassionate citizens for the 21st century. By inviting students to engage with the liberal arts and living Catholic Intellectual Tradition, the Core Curriculum at UProvidence challenges all students to discern how they might best achieve their own good and the good of their communities.

Core Curriculum (competency) Objectives

All students will:

1. Explain and apply the methods of inquiry in the disciplines of the liberal arts (fine arts, sciences, and social sciences);
2. Demonstrate proficiency in active listening and communication to include oral, written, and technology;
3. Understand how Judeo-Christian thought develops through dialogue with a variety of cultures and philosophies;
4. Actively and respectfully engage with other persons, disciplines, cultures, religions and the environment;
5. Identify, evaluate, and apply knowledge of major moral and ethical theories;
6. Display skills and dispositions of "servant leadership."

Bachelor's Degree Requirements

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

1. Complete a minimum of 120 credits.
2. Maintain a cumulative University of Providence grade point average of 2.00 or higher.
3. Complete the University of Providence 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 Providence.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) and a minimum of 40% of their minor in residency at the University of Providence. Completion of credits within a concentration will not count toward residency in the major. This requirement does not apply to those completing an approved major or minor in University Studies.
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 Providence. (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.

Corps of Discovery Experience (3 credits)

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

1. **3 credits** -- COD 100 Corps of Discovery

Note: *Required of all first year, full time, on campus students. Part time students, distance students and students transferring in with 30 or more credits are exempt.*

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 introduces them to the practice of critical thinking and creative expression.

1. **3 credits**

ENG 117 Writing Essays

Note: UProvidence requires ENG 099 for students with a score below the following: 17 on the English section of the ACT or a 520 on the Writing section of the SAT.
Transfer students with equivalent ENG 117 credit may be encouraged to repeat ENG 117 prior to enrolling in a 300+ level writing course.

2. **1 credit (pick one)**

CPS 140 - 142 Technology Module Courses

3. 1 credit
CPS 215 Information Literacy

4. 3 credits
PHL 101 What Does it Mean to be Human

5. 3 credits
TRL 201 Introduction to Theology

6. 3-4 credits (pick one, depending on major)
MTH 106 Contemporary Mathematics
MTH 108 Elementary Statistics
MTH 110 Pre-Calculus I
MTH 241 Calculus I

Note: *UProvidence requires MTH 090 for students with a score below the following: 18 on the Math section of the ACT, a 450 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class.*

UProvidence requires MTH 095 for students with a score below the following: 21 on the Math section of the ACT, 510 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class or Pre-calculus.

Arts and Science (16 credits)

1. 3 credits
ENG 215 Introduction to Literary Studies

History Array 3 credits
HST 102 Global History II
HST 203 US History I
HST 204 US History II

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:

- CRJ 100 Intro to Criminal Justice
- CRJ 215 Social Justice & Civic Engagement in America
- PLG 101 Introduction to Law
- PLS 110 We the People: Intro to Political Science
- PLS 150 American Government
- PSY 200 General Psychology
- PSY 212 Developmental Psychology
- HST 110 Contemporary Issues in History
- HST 210 Montana History
- SOC 110 The Real World: Intro to Sociology
- ECN 201 Macroeconomics

- ECN 202 Microeconomics
- HPE 110 Wellness Perspectives

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:

- ENG 209 Intro to Creative Writing
- ART 120 Studio Art Practice
- ART 122 Drawing I
- ART 200 Painting I
- ART 221 Ceramics I
- ART 255 Photography I
- DRM 118 Intro to Technical Theater
- DRM 120 Performance - Based Theatrical Expression
- MUS 1xx - 2xx Any Music Designated Course level 100 - 200

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 103 Structure and Function of the Human Body
- BIO 110 The Living Environment
- BIO 115 Environmental Ecology
- BIO 151/L General Biology
- CHM 101/L Essentials of Inorganic Chemistry
- CHM 110 Chemistry in Context
- CHM 111/L General Chemistry

Ethics, Theology, and Integrated Learning Communities (14 credits)

1. **3 credits**
   PHL 301 Ethics

2. **3 credits**
   TRL 301 The Christian Life

3. **8 credits**
   ILC 330 What is Truth
   ILC 350 What is the Common Good

Note: *Students who transfer to UProvidence with 60 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 Providence 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. An upper division writing requirement may be fulfilled by a course designated as "Writing Across the Curriculum" and completed within the major.

ENG 300-319	Upper Division Writing or other WAC designated course

Additional, Distribution Requirements

Because distribution courses can change each semester, courses tagged as distribution courses can be foud within ArgoExpress using the advanced search feature.

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GEN 205	Service Learning Seminar or other course with an SL attribute
Global Distribution	Course with a GL attribute
Writing Distribution	Course with a WAC attribute (separate from the upper division requirement)
Sustainability Distribution	Course with a SUS attribute
Communication Distribution	Course with a COM attribute

Associate Degree Requirements

Goals for Associate 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 Providence graduates engage the foundation 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

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

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
- commit to active participation in their chosen field of endeavor

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

- further God's work of reaching out to humanity
- make sound moral judgments
- recognize the Christian and Catholic traditions

Associate Degree Requirements

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

1. Complete a minimum of 60 credits.
2. Maintain a cumulative University of Providence 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 Providence.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) in residency at the University of Providence.
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.

Corps of Discovery Experience (3 credits)

3 credits -- COD 100 Corps of Discovery

Note: *Required of all first year, full time, on campus students. Part time students, distance students and students transferring in with 30 or more credits are exempt.*

Foundation Skills (15 credits)

1. 3 credits
ENG 117 Writing Essays

Note: UProvidence requires ENG 099 for students with a score below the following: 17 on the English section of the ACT, a 520 on the Writing section of the SAT, 5 on the Accuplacer Writing Test, or 81 on the English portion of the Compass test.
Transfer students with equivalent ENG 117 credit may be encouraged to repeat ENG 117 prior to enrolling in a 300+ level writing course.

2. 1 credit (pick one)
CPS 140 - 142 Technology Module Courses

3. 1 credit
CPS 215 Information Literacy

4. 3 credits
PHL 101 What Does it Mean to be Human

5. 3 credits
TRL 201 Introduction to Theology

6. 3-4 credits (pick one, depending on major)
MTH 106 Contemporary Mathematics

MTH 108 Elementary Statistics
MTH 110 Pre-Calculus I
MTH 241 Calculus I

Note: *UProvidence requires MTH 090 for students with a score below the following: 18 on the Math section of the ACT, a 450 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class.*

UProvidence requires MTH 095 for students with a score below the following: 21 on the Math section of the ACT, 510 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class or Pre-calculus.

Arts and Science (16 credits)

1. 3 credits
ENG 215 Introduction to Literary Studies

History Array 3 credits

HST 102 Global History II
HST 203 US History I
HST 204 US History II

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:

- CRJ 100 Intro to Criminal Justice
- CRJ 215 Social Justice & Civic Engagement in America
- PLG 101 Introduction to Law
- PLS 110 We the People: Intro to Political Science
- PLS 150 American Government
- PSY 200 General Psychology
- PSY 212 Developmental Psychology
- HST 110 Contemporary Issues in History
- HST 210 Montana History
- SOC 110 The Real World: Intro to Sociology
- ECN 201 Macroeconomics
- ECN 202 Microeconomics
- HPE 110 Wellness Perspectives

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:

- ENG 209 Intro to Creative Writing
- ART 120 Studio Art Practice

- ART 122 Drawing I
- ART 200 Painting I
- ART 221 Ceramics I
- ART 255 Photography I
- DRM 118 Intro to Technical Theater
- DRM 120 Performance - Based Theatrical Expression
- MUS 1xx - 2xx Any Music Designated Course level 100 - 200

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 103 Structure and Function of the Human Body
- BIO 110 The Living Environment
- BIO 115 Environmental Ecology
- BIO 151/L General Biology
- CHM 101/L Essentials of Inorganic Chemistry
- CHM 110 Chemistry in Context
- CHM 111/L General Chemistry
- CHM 111/L General Chemistry

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

Applied Associate Degree Requirements

1. Complete a minimum of 60 credits.
2. Maintain a cumulative University of Providence grade point average of 2.00 or higher.
3. Complete the associate of applied science 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 Providence.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) in residency at the University of Providence.
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.

Foundation Skills (8 credits)

1. SHP 105 Professional Healthcare Ethics - **2 credits**

2. ENG 117 Writing Essays - **3 credits**

Note: UProvidence requires ENG 099 for students with a score below the following: 17 on the English section of the ACT, a 520 on the Writing section of the SA. Transfer students with equivalent ENG 117 credit may be encouraged to repeat ENG 117 prior to enrolling in a 300+ level writing course.

3. MTH 108 Elementary Statistics - **3 credits**

Note: *UProvidence requires MTH 090 for students with a score below the following: 18 on the Math section of the ACT, a 450 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class.*

UProvidence requires MTH 095 for students with a score below the following: 21 on the Math section of the ACT, 510 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class or Pre-calculus.

Foundation Skills (14 credits)

1. BIO 107 Medical Terminology - **2 credits**

2. BIO 251 Anatomy & Physiology I - **4 credits**

3. BIO 252 Anatomy & Physiology II - **4 credits**

4. BIO 208 Microbiology w/ Lab - **4 credits**

University Library

Located in the middle of campus, the University Library provides information resources and study space for university community. The library's physical collections contain over 60,000 books, journals, DVDs and other materials. The Library also has laptops, graphing calculators and other equipment available for checkout.

The library provides access to many electronic resources including EbscoHost's Academic Search Complete, ProQuest Research Library and Gale's Academic OneFile. Other databases include SportsDiscus, Lexis/Nexis Advance, eBook Central, Films on Demand, JSTOR and PsycINFO. These databases provide full-text access to more than 58,000 journals, 200,000 ebooks, 25,000 streaming videos and other electronic resources. Students can log into these resources off campus using their UPROV email credentials.

The Library's public computers are available for use during library hours. Computer equipment and printing is available in the 24/7 room when the library is closed. In addition to the Jorgensen Wylder classroom, the Library has study rooms available on a first come, first served basis. The library houses all Academic Support services including TRiO, the Math Center, Writing and Critical Thinking Center, Academic Success Center, Counseling Services (ReNew Wellness Center), and computer/study space complete with printing needs, open 24 hours a day / 7 days a week, to students.

The library is a member of the TRAILS (Treasure State Information & Library Services) Consortium and participates in TRAILS Resource Sharing program. The Library's hours are posted in the library and on the Library page of the University website.

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 University's Moodle platform offers 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.

In addition to Moodle, the University also utilizes the Blackboard Collaborate Ultra system in select courses to provide live Internet communication between instructor and students, offering a very personal and interactive experience while saving students travel time and relocation expenses.

The following degrees are available via distance learning:

Associate Degrees
Criminal Justice
Paralegal Studies*

Certificates
Applied Health Informatics
Medical Assistant
Addiction Counseling

Bachelor Degrees
Addictions Counseling*
Business Administration*
Criminal Justice
Legal and Paralegal Studies*
Psychology*
RN-BSN

Minors and Concentrations
Criminal Justice
Psychology*
Theology and Ministry

**Students may be required to attend on-campus weekend sessions or online hybrid courses to fulfill degree requirements. Students should consult with their advisor to determine if limited travel will be required.*

University Personnel

ADMINISTRATION

Fr. Oliver Doyle
Interim President
Vice President for Mission Integration
S.T.L. University of St. Thomas, Rome

Dr. Gaby Hawat
Executive Vice President, Chief Financial Officer/
Chief Operating Officer
B.S., M.S. Florida Institute of Technology
Ed.D. Nova Southeastern University

Dr. Matthew Redinger
Vice President for Academic Affairs/Provost
B.A. University of Montana
M.A. University of Montana
Ph.D. University of Washington

Dr. Deborah Anne Burton
Vice President, School of Health Professions
B.S.N., M.N. University of Portland
Ph.D. Oregon Health & Sciences University

Ms. Twila Croft
Interim Executive Director of Student Affairs
Senior Director, Student Academic Supports
B.S., M.S. University of Great Falls

Mr. David Gantt
Vice President for Athletics
B.S. College of Great Falls
M.S. Montana State University

Prof. James D. Croft
Division Chair, Professional
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

Dr. Katrina Stark
Division Chair, Math & Science
B.A. Scripps College
M.S. Troy University
D.M. University of Phoenix

Mr. Bryan Slavik
Division Chair, Social Science & Humanities
B.S., M.S. University of Great Falls

Dr. Frankie Lyons
Division Chair, Health Programs
B.S. University of North Carolina at Chapel Hill
M.H.A. University of North Carolina at Charolette
Ed.D. North Carolina State University

Dr. Cynthia Gustafson
Division Chair, Nursing
B.A. Nursing, Gustavus Adolphus College
M.S. Public Health University of Minnesota
Ph.D. University of Michigan

Dr. Sarah Spangler
Core Director
B.A. Seattle University
M.A. Fordham University
Ph.D. Fordham University

Ms. Susan Lee
University Library Director / Senior Librarian
B.A. University of Montana
M.L.S. University of Arizona

FULL TIME FACULTY

Dr. John Baluyut (2015)
Assistant Professor of Chemistry
B.S. University of Philippines
M.S. University of Connecticut
M.S. Iowa State University
Ph.D Iowa State University

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

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

Dr. Sam Bhattacharya (2018)
Assistant Professor of Chemistry
B.S. Jadavpur University
M.S. Indian Institute of Technology
M.S. Stony Brook University
Ph.D. Stony Brook University

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

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

Prof. James D. Croft (1999)
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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

Ross DeForrest (2018)
Assistant Professor of Psychology
B.A. University of Texas - San Antonio

Benjamin Donnelly (2019)
Instructor of History & Political Science
B.A., M.A. University of Montana

Dr. Alice Dupler (2017)
Professor of Nursing
B.S.N. Eastern Washington
M.S.N. University of Portland
J.D. Gonzaga University

Dr. Patricia Farmer (2018)
Associate Professor of Nursing
B.S. California State University
M.S. Sonoma State University
D.N.P. George Washington University

Prof. Mykal Gernaat (2016)
Instructor of Forensic Science
B.A., M.A. University of Montana

Dr. David M. Gides (2018)
Associate Professor of Theology
B.A. Manhattan College
M.A., Ph.D. Fordham University

Prof. Michael Gilboe (2017)
Assistant Professor of Theatre
B.A. University of Montana
M.F.A. Hollins University

Prof. Shelly Granger (2016)
Instructor of Nursing
B.S. MSU-Northern
M.S. University of Wyoming

Prof. Zeffarie Heaton (2016)
Assistant Professor of Accounting
B.S., M.S. University of Montana

Prof. Meredith Hecker (2015)
Instructor of Math
B.S. Montana State University
M.I.S., University of Montana

Prof. Michelle Hill (2015)
Assistant Professor of Counseing
B.S. Montana State University
M.S. University of Great Falls

Dr. Janet Houston (2009)
Associate Professor of Nursing
B.S.N. University of Pennsylvania
M.S.N. University of Utah
D.N.P. American Sentinel University

Dr. Gavin Hurley (2018)
Assistant Professor of English
B.A. Saint Joseph's University
M.A. Rowan university
Ph.D. University of Rhode Island

Dr. Deanna Koepke (2016)
Assistant Professor of Social Sciences
B.A. University of Montana
M.S. University of Great Falls
M.A., Ph.D. Fielding Graduate University

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

Prof. Karen Lee (2016)
Lecturer of Education
B.S. Rocky Mountain College
M.Ed. University of Missouri

Dr. Sylvia Lindinger-Sternart (2015)
Assistant Professor of Counseling
B.S., M.S. University of Salzburg
M.S. Bowling Green State University
Ph.D. University of Toledo

Prof. Leslie Lott (2012)
Assistant Professor of Education
B.A., M.E.T. Boise State University

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

Dr. Edward Lucas (2016)
Assistant Professor of Legal & Paralegal Studies
B.S. Illinois State University
J.D. Creighton University
LL.M. University of Iowa

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

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

Dr. 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

Prof. Jessica Martin (2015)
Lecturer of Biology
B.S. Georgia Southern University
M.S. San Diego State University

Prof. Susan McCoy (2017)
Instructor of Nursing
B.S. Loma Linda University
B.S. University of Souther California
M.S. California State University

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

Prof. Rachel Morgan (2014)
Instructor of English
Writing and Critical Thinking Center
B.A. Ave Maria University
M.A. Georgetown University

Dr. Stephen Muir (2016)
Assistant Professor of Mathematics
B.A. Whitman College
Ph.D. University of North Texas

Dr. Jonathan Nelson (2017)
Assistant Professor of Philosophy
B.A. Boise State University
M.A., Ph.D. Saint Louis University

Dr. Roberta Newbury (2015)
Assistant Professor of Biology
B.S. University of Montana
M.S. Eastern Illinois University
Ph.D. University of British Columbia

Dr. Brendan Palla (2013)
Assistant Professor of ILC/Ethics
B.A. Gonzaga University
M.A., M.Phil., Ph.D. Fordham University

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

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

Dr. Victoria Plagenz (2015)
Associate Professor of Nursing
B.S. Marian University
M.S. University of Wyoming
Ph.D. University of Las Vegas

Dr. Kelly Quick (2015)
Assistant Professor of Exercise Science
B.A. University of Minnesota
M.S. Lamar University
Ed.D. University of Northern Colorado

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

Dr. Lynette Savage (2014)
Associate Professor of Nursing
B.S. Phillips University
B.S.N. University of Central Oklahoma
M.S. University of Colorado, Denver
Ph.D. Walden University

Dr. Teresa Seright (2018)
Associate Professor of Nursing
B.S.N. Minot State University
M.S., Ph.D. University of North Dakota

Prof. Bryan Slavik (2015)
Senior Lecturer of Criminal Justice
B.S., M.S. University of Great Falls

Dr. Sarah Spangler (2011)
Professor of ILC/Theology
B.A. Seattle University
M.A., Ph.D. Fordham University

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

Dr. Jennifer Swanson (2015)
Associate Professor of Biology
B.S. University of California Davis
M.Ed. Montana State University
Pharm.D. University of California San Francisco

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B.S. Montana College of Mineral Science
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Women's Health Clinical Nurses Specialist - University of South Alabama

DISTINGUISHED FACULTY

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B.A. College of Great Falls
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Ph.D. Washington University, St. Louis

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Roger P. Snow
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Areas of Curricular Offerings
Majors, Minors, and Concentrations

ADDICTIONS COUNSELING 1
Addictions Counseling Major (B.A.) 2
Addictions Certificate 2

APPLIED HEALTH INFORMATICS 4
Applied Health Informatics Certificate 4

BIOLOGY 5
Biology Major (B.A.) 6
Biology Minor 7
Health Professions 8
Pre-Medical, Pre-Dental, Pre-Veterinarian 9
Pre-Pharmacy 9
Pre-Physical Therapy 10

BUSINESS ADMINISTRATION 11
Business Administration Major (B.S.) 11
Business Administration Minor 12

CHEMISTRY 12
Chemistry Major (B.A.) 13
Chemistry Minor 14

COMPUTER SCIENCE 14
Computer Science Major (B.S.) 15
Computer Science Minor 16

CRIMINAL JUSTICE 16
Criminal Justice Major (B.S.) 16
Criminal Justice Minor 17
Forensic Investigation Concentration 17
Law Enforcement Concentration 17
Resource Enforcement Concentration 17
Corrections Concentration 18
Criminal Justice Associate Degree (A.S.) 18

EXERCISE SCIENCE 19
Exercise Science (B.S.) 19
Graduate School Concentration 19
Coaching Concentration 20
Strength and Conditioning Concentration 20
Personal Training Concentration 20
Pre-Athletic Training Concentration 21
Exercise Science Minor 21

FORENSIC SCIENCE 21
Forensic Biology Track (B.S.) 22

Forensic Chemistry Track (B.S.) 23
Forensic Science Track (B.S.) 24
Forensic Science Minor 24
Forensic Investigation Concentration 25

LEGAL AND PARALEGAL STUDIES 25
Pre-law 27
Legal and Paralegal Studies Major (B.S.) 27
Paralegal Studies Associate Degree (A.S.) 28

MATHEMATICS 29
Mathematics Major (B.S.) 29
Mathematics Minor 30

MEDICAL ASSISTANT 31
Medical Assistant Certificate 31

NURSING, PRE-LICENSURE TRACK 32
Nursing Major (B.S.) 33

RN to BSN DEGREE COMPLETION 34
Nursing Major (B.S.) 35

PHILOSOPHY 36
Philosophy Minor 36

POLITICAL SCIENCE 37
Political Science Minor 37

PSYCHOLOGY 38
Psychology Major (B.A.) 39
Generalist Concentration 39
Helping Skills Concentration 39
Social Services Concentration 39
Forensic Psychology Concentration 40
Physiological Psychology Concentration 40
Psychology Minor 40

SPORTS MANAGEMENT 41
Sports Management Major (B.S.) 41
Sports Management Minor 43

SURGICAL TECHNOLOGY 44
Surgical Techonology Major (A.A.S.) 44

THEOLOGY AND MINISTRY 45
Theology and Ministry Minor 45

UNIVERSITY STUDIES 46
University Studies Major (B.A.) 46

UNDERGRADUATE COURSE DESCRIPTIONS 47

MASTER OF HEALTHCARE ADMINISTRATION 144

MASTER OF HEALTHCARE ADMINISTRATION, EXECUTIVE TRACK 146

MASTER OF SCIENCE, COUNSELING 147

MASTER OF SCIENCE, INFECTION PREVENTION & EPIDEMIOLOGY 153

MASTER OF SCIENCE, NURSING 155
Nursing Educator Concentration 155
Adult Gerontology Nurse Practitioner Concentration 156

MASTER OF SCIENCE, ORGANIZATIONAL LEADERSHIP 157
Criminal Justice Concentration 158
Management Concentration 160

GRADUATE COURSE DESCRIPTIONS 163

Addictions Counseling

Faculty: Michelle Hill, M.S. | Jared Roberts, Ph.D.

The Addictions Counseling Bachelor of Arts Degree emphasizes a solid knowledge base in the area of addiction studies. Growth in self-awareness and thera-peutic 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 emphasizes treatment and intervention for those with chemical and/or gambling use or abuse issues. The degree is structured to meet Montana state licensure require-ments with the completion of the following after the degree is completed:

1. 1,000 hours of supervised chemical dependen- cy counseling experience in a chemical dependency treatment program.
2. The state addictions counseling competency examination. The program is designed to prepare students for treating those with addictions and for passing the Mon-tana state examination.

The program is designed to prepare students for treating those with addictions and for passing the Montana state examination.

Students completing this degree may want to pursue a dual major with psychology because a dual major with psychology and addictions counseling can be completed within 120 credits.

Addictions Counseling Program Objectives

1. Understand, evaluate and apply theoretical concepts and empirical findings relevant to substance-related/use counseling and co-occurring disorders.
2. Learn how to accurately assess, decisively intervene, and effectively treat clients and their families where a substance-related use/disorder is involved.
3. Create treatment plans, manage services and document a comprehensive treatment process for individuals and families including those where a co-occurring disorder may be involved.
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, evaluate and relate professional and ethical principles of addictions counseling to issues and cases within the field.

Addictions Counseling (B.A.)

ADC 145 Addiction Theory & Counseling I	3
ADC 147 Addiction Theory & Counseling II	3
ADC 261 Assessment and Appraisal	4
ADC 264 Record Documentation	2
ADC 374 Ethical Issues & Multicultural Competency for Addictions Counselors	2
ADC 380 Gambling	2
ADC 446 Psychology, Sociology and Pharmacology of Drug Use	4
ADC 450 Co-occurring Disorders in Addictions Counseling	2
PSY 200 General Psychology	3
PSY 201 Personality Theory	3

PSY 212 Developmental Psychology	3
PSY 241 Theories of Helping	3
PSY 352 Abnormal Psychology	3
PSY 340 Helping Skills	3
PSY 394 Casework Methods & Practices	3
PSY 498 Group Theories and Process	3
Total credits for Addictions Counseling Major	**46**

Addictions Counseling Certificate

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

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

XADC 145 Addiction Theory & Counseling I	3
XADC 147 Addiction Theory & Counseling II	3
XADC 261 Assessment and Appraisal	4
XADC 264 Record Documentation	2
XADC 374 Ethical Issues & Multicultural Competency for Addictions Counselors	2
XADC 380 Gambling	2
XADC 446 Psychology, Sociology and Pharmacology of Drug Use	4
XADC 450 Co-occurring Disorders in Addictions Counseling	2
XPSY 200 General Psychology	3
XPSY 201 Personality Theory	3
XPSY 212 Developmental Psychology	3
XPSY 241 Theories of Helping	3
XPSY 352 Abnormal Psychology	3
XPSY 340 Helping Skills	3
XPSY 394 Casework Methods & Practices	3
XPSY 498 Group Theories and Process	3
Total credits for Addictions Counseling Certificate	**46**

Please see the corresponding course descriptions for PSY and ADC courses.

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 subsitute 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 & Counseling I	3
XADC 147 Addiction Theory & Counseling II	3

XADC 261 Assessment and Appraisal	4
XADC 264 Record Documentation	2
XADC 374 Ethical Issues & Multicultural Competency for Addictions Counselors	2
XADC 380 Gambling	2
XADC 446 Psychology, Sociology and Pharmocology of Drug Use	4
XADC 450 Co-Occurring Disorders in Addictions Counseling	2
MSC 508 Psychopathology	3
MSC 512 Theories in Counseling and Personality Adjustment	3
MSC 517 Techniques of Counseling	3
MSC 607 Group Counseling	3
MSC 529 Development Across the Lifespan	3
MSC 606 Multicultural Competence	3
Total credits for Addictions Counseling Certificate	**40**

Graduate students enrolling in the certificate program should be aware that this program is not eligible for Federal Financial Aid. 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.

Applied Health Informatics Certificate

Program Director: Frankie Lyons, Ed.D.

The Applied Health Informatics Certificate (AHIC) program is an academic-industry partnership program between the University of Providence (UP) and Providence St. Joseph Health (PSJH). The AHIC program will prepare existing PSJH employees to understand and leverage the power of informatics to help transform care delivery and create healthier communities at every level. In their current and future roles, students who complete the program will promote use of health information and tools to actively engage consumers, their families, and the inter-professional team in optimizing safe, timely, effective, efficient, equitable health care.

The Applied Health Informatics Certificate Objectives:

1. Translate clinical and operational needs into initial design and improvement of technology solutions.
2. Support better use of health data to help improve outcomes by advocating for data quality and standards compliance.
3. Improve patient/consumer and caregivers' use of existing and emerging technologies, including the electronic health record, for wellness and health care.
4. Accelerate the adoption of health information and communication tools and technologies to more rapidly realize the benefits for patients and caregivers.
5. Be an organizational resource for application of informatics concepts by demonstrating continuous learning and inquiry about the field.
6. Advocate for health information systems that reflect consumers' needs, values, and preferences and empower them to participate in their care decisions.
7. Promote use of health information and communication technologies as foundational for a learning health system that includes active engagement of health care consumers.

To help ensure a successful and satisfying learning experience, students must:

- Take personal responsibility for meeting the threshold for intermediate competence in use of the following Microsoft Office tools: Word, PowerPoint, and Excel. (Intermediate skills are listed on the MS Office Training and Tutorials site).
- Be accepted to the University of Providence.

Applied Health Informatics Certificate

XAHI 100 Exploring Informatics	3
XAHI 120 Applying Informatics	3
XAHI 140 Leading Informatics	3
XAHI 160 Revealing Informatics	3
Total Credits for Applied Health Informatics Certificate	**12**

Biology

Faculty: S. Diane Lund, Ph.D | Jessica Martin M.S
Roberta Newbury, Ph.D | Jennifer Swanson, Pharm.D.

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, wildlife biology, environmental science, toxicology), and for admission to the study of medicine, dentistry, or a number of 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 UProvidence will help you become who you want to be, whether it is a physician, physical therapist, dentist, wildlife ecologist or a professional in any of the other biology careers.

Why study BIOLOGY at UProvidence?

1. You will receive preparation for a broad range of career paths, including medicine, teaching, wildlife 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, wildlife 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

Students in the Biology major will learn to:

1. Apply the scientific process to solving problems.
2. Distinguish between credible and non-credible sources of information.
3. Interpret, analyze and evaluate information collected by doing research.
4. Work effectively in collaborative team investigations.
5. Present research findings at scientific conferences.
6. Evaluate ethical issues related to science and technology.

Biology Major (B.A.)

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 200 Ecology	4
BIO 221 Cell and Molecular Biology	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
MTH 241 Calculus I	4
MTH 252 Statistical Methods for the Sciences	3
Specialized Concentration	16
Total credits for Biology Major	**60**

16 Credit Health Professions Concentration

CHM 401 Biochemistry	4	**AND**
12 credits from the following courses:		
BIO 380 Microbiology	4	
BIO 400 Immunology	4	
BIO 405 Developmental Biology	4	
BIO 411 Cell Biology	4	
BIO 420 Virology	4	
BIO 392 Special Topics	4	
PHS 300 Classical and Modern Physics I #	4	

16 Credit Physiology Concentration

BIO 252 Anatomy & Physiology II #	4

CHM 401 Biochemistry	4	**AND**
8 credits from the following courses:		
BIO 380 Microbiology	4	
BIO 411 Cell Biology	4	
BIO 392 Special Topics	4	
EXS 305 Exercise Physiology #	3	
HPE 315 Kinesology & Biomechanics	3	
PHS 300 Classical and Modern Physics I #	4	

16 Credit Wildlife Ecology Concentration

BIO 422 Conservation Ecology	4	**AND**
12 credits from the following courses:		
BIO 302 Ornithology	4	
BIO 304 Mammalogy	4	
BIO 320 Aquatic Ecology	4	
BIO 392/492 Special Topics	4	
BIO 380 Microbiology	4	

# Indicates course has a pre-requisite that may not be part of the major or concentration

Biology Minor

BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 200 Ecology	4
BIO 221 Cell and Molecular Biology	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	4
MTH 252 Statistical Methods for the Sciences	3
Approved elective for minor	4
Total credits for Biology Minor	**47**

Approved Electives for Minors

BIO 302 Ornithology	4
BIO 304 Mammalogy	4
BIO 320 Aquatic Ecology	4
BIO 400 Immunology	4
BIO 405 Developmental Biology	4
BIO 411 Cell Biology	4
BIO 420 Virology	4

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 to 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 UP 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 221 Cell and Molecular Biology	4
BIO 311 Genetics	4
BIO 4XX (any 400 level BIO course)	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 313 Writing for the Sciences	3
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	4
PHS 241 Classical and Modern Physics I	4
PHS 300 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 UP 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 GPA. 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 221 Cell and Molecular Biology		4
BIO 251 Anatomy and Physiology I		4
BIO 252 Anatomy and Physiology II		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
CHM 401 Biochemistry I		4
COM 101 Fund of Speech Communication		3
ECN 202 Microeconomics		3
ENG 117 Writing		3
MTH 241 Calculus I		4
PHS 241 Classical and Modern Physics I		4
PHS 300 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 licensed 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
BIO 300 Upper Level Biology	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
EXS 201 Safety, First Aid and CPR	2
EXS 305 Exercise Physiology	3
HPE 315 Kinesiology & Biomechanics	3
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	4
PHS 241 Classical and Modern Physics I	4
PHS 300 Classical and Modern Physics II	4
PSY 200 General Psychology	3
PSY 212 Developmental Psychology	3

Business Administration

Faculty: **Katrina Stark, D.M.** |

The curriculum in business administration strives to emphasize three primary competencies - interpersonal, technological, and problem-solving skills. Interpersonal skills are critical to the interaction with and accomplishment of tasks through other people. Technology is ubiquitous in business, and familiarity with aspects of its capability is necessary to utilize it fully. Technology will be utilized in many aspects of course delivery as well as studied in a more formal setting (such as e-commerce). Managers and business owners must be able to solve problems; in order to do that more competently, potential frameworks for problem solving are presented and analysis is emphasized.

Throughout the curriculum, the small business perspective is primary. Ethical decision-making and the application of ethics to the business world are woven through the coursework as a manifestation of the development of character in business graduates. An important component of the program is the integration of theory and real world provided through case studies, participation in Argo Entrepreneurs activities, and cooperative work-education opportunities.

Business Administration Major Program Objectives

1.Situational application of critical-thinking skills with a holistic approach
2. Demonstrate problem-solving skills through analysis, evaluation, and potential implementation
3. Demonstrate interpersonal skills and strategies for motivation and leadership
4. Integrate technology into academic and professional lives
5. Develop an ethical, values-based approach to business

Business Administration Major (B.S.)

ACC 201 Principles of Financial Accounting	3
ACC 202 Principles of Managerial Accounting	3
BUS 201 The Art of Thinking	3
BUS 220 Commercial Law I	3
BUS 240 Management and Leadership	3
BUS 245 Argo Entrepreneurs (1 cr ea)	3
BUS 260 Marketing	3
BUS 301 The Art of Communication	3
BUS 335 Commercial Law II	3
BUS 400 Financial Analysis	3
BUS 401 The Art of Leadership	3
BUS 495 Internship	3
BUS 496 Commerce Integration	3
CPS 205 Spreadsheets	3
CPS 206 Spreadsheets for Business	3
ECN 201 Macroeconomics	3
ECN 202 Microeconomics	3
Approved Electives	6
Total credits for Business Administration Major	**57**

Approved Business Electives:

ACC 341 Individual Taxation	3
ACC 380 Cost Management	3
BUS 413 Financial Analysis II	3
BUS 341 Human Resource Management	3
BUS 342 Labor Relations & Employment Law	3
BUS 380 Entretreneurship	3
BUS 392 Special Topics	3
COM 321 Public Relations	3
CPS 300 System Analysis & Project Management	3
PSY 330 Social Psychology	3
SCS 312 Social Research & Applied Statistics	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 301 The Art of Communication	3
BUS 335 Commercial Law II OR	
BUS 342 Labor Relations and Employment Law	3
ECN 202 Microeconomics	3
Total credits for Business Administration Minor	**21**

Chemistry

Faculty: John Baluyut, Ph.D | Chrissie Carpenter, Ph.D
Sam Bhattacharya, Ph.D.

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

Chemistry Major (B.A.)

BIO 151 General Biology I	4
BIO 151 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 I	4
CHM 342 Physical Chemistry II	4
CHM 350 Quantitative Analysis	4
CHM 360 Advanced Inorganic Chemistry	4
CHM 401 Biochemistry I	4
CHM 499 Senior Thesis	1
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	4
MTH 242 Calculus II	4
MTH 243 Calculus III	4
PHS 241 Classical & Modern Physics I	4
PHS 300 Classical & Modern Physics II	4

Two of the following Approved Electives - 8 credits

CHM 380 Environmental Chemistry	4
CHM 402 Biochemistry II	4
CHM 410 Organic Chemistry III	4
Total credits for Chemistry Major	**72**

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 350 Quantitative Analysis	4
CHM 401 Biochemistry I	4
MTH 252 Statistical Methods for the Sciences	3
MTH 241 Calculus I	4
PHS 241 Classical & Modern Physics I	4
Total credits for Chemistry Minor	**35**

Computer Science

Faculty: James Croft, M.I.S. | Lyndon Marshall, Ed.D.

The University 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), ABET (American Board for Engineering Technology) and the ACM (Association for Computing Machinery). The curriculum prepares students to write software, to protect the valuable information assets of organizations, to build the systems that use information, to define how organizations structure data, to build the networks that connect people and the world, and to be the leaders who make sure that organizations can keep and can access the data that makes them run. Students at the University learn while working closely in small classes with faculty who not only have extensive academic preparation but who have also worked extensively in the subject areas they teach. Students enrolling in Computer Science at the University will learn the latest concepts in programming, security, networking, systems analysis and data management.

Career Preparation

University of Providence 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, the University also offers a minor in Computer Science. The major includes specialization concentrations affording students the opportunity to specialize in important fields such as networking and security.

Computer Science Major/Minor Program Objectives

1. Students will assess how an organization integrates technology into its basic business and operational functions.
2. Students will develop software using formal methods, documentation tools, syntax and programming logic.
3. Students will evaluate computer hardware at its most fundamental level.

4. Students will use modern database and networking tools in the development of functioning information systems.
5. Students will apply security principles in the development of information systems.
6. Students will evaluate tools and solutions for information systems based on best practices and ethical frameworks.

Computer Science Major (B.S.)

CPS 120 Fundamentals of Information Systems	3
CPS 210 Networks and Telecommunications	3
CPS 250 Info Systems Theory, Strategy, Architecture and Practice	3
CPS 270 Introduction to Programming	3
CPS 300 Systems Analysis & Project Mgmnt	3
CPS 301 Physical Design and Implementation with Database Management Systems	3
CPS 310 Information Tech Hardware & Software	3
CPS 370 Programming with Data, File and Object Structures	3
CPS 385 Data Scripting	3
CPS 411 Algorithms	3
CPS 450 Advanced Networking	3
CPS 498 Physical Design in Emerging Environments	3

Mathematics Requirements:

MTH 252 Statistical Methods for the Sciences	3
MTH 177 Discrete Mathematics	3

Mathematics Electives (3-4 Credits) chosen from:

SCS 312 Social Research Methods and Applied Statistics	4
MTH 241 Calculus I	4
MTH 242 Calculus II	4
MTH 300 Linear Algebra	3

Completion of Specialized Concentration	9
Total credits for Computer Science Major	**54-55**

Networking Concentration

CPS 276 Routers	3
CPS 376 Applied Networking	3
CPS 445 Network Integration	3

Security Concentration

CPS 280 Computer Security	3
CPS 320 Computer Forensics	3
CPS 325 Information Assurance	3

Computer Science Minor

CPS 120 Fund of Information Systems	3
CPS 210 Networks and Telecommunications	3
CPS 250 Information Systems Theory and Practice	3
CPS 270 Introduction to Programming	3
CPS 300 Systems Analysis and Project Management	3
CPS 301 Physical Design and Implementation with Database Management Systems	3
CPS 310 Information Techn. Hdwre & Sftware	3
Total credits for Computer Science Minor	**21**

Criminal Justice

Faculty: Gail Belfert, J.D. | Bryan Slavik, M.S.

The Criminal Justice program at the University prepares students for careers in law enforcement, probation, parole, corrections and justice administration. 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, courts, justice administration, government and non-profit agencies, private security as well as graduate studies in criminal justice, sociology, law, and other human service disciplines.

Criminal Justice Major/Minor Program Objectives

1. Research and apply historical, legal and theoretical criminal justice issues to propose solutions to current situations and/or case studies.
2. Effectively communicate research in writing and presentations.
3. Incorporate current laws, unbiased statistics, social contexts, cultural and psychological issues in writings, presentations and interactions within communities and institutions.
4. Reflect and consistently exhibit unbiased, ethical and compassionate behavior in professional manner in all situations.

Criminal Justice Major (B.S.)

CRJ 100 Introduction to Criminal Justice System	3
CRJ 215 Social Justice and Civic Engagement in America	3
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	3
CRJ 306 Criminology	3
CRJ 308 Juvenile Delinquency	3
CRJ 326 Ethics and Career Survival in CJ	3
CRJ 371 Corrections	3
CRJ 499 Criminal Justice Capstone	3
PLG 101 Introduction to Law	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	**40-41**

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**

Forensic Investigation Concentration *(only available with a major in Criminal Justice)*

CRJ 100 Introduction to Criminal Justice System	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 310 Impression Evidence Lab Analysis	3
FSC 320 Patterned Evidence Lab Analysis	3
FSC 430 Forensic Anthropology	3
Total credits for Forensic Investigation Concentration	**24**

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 261 Patrol Operations and Procedures	3	
CRJ 361 Community Policing	3	
CRJ 381 Interviewing and Interrogation	3	
CRJ 405 Advanced Criminal Investigations: Sexual Assault and Homicide		3
CRJ 451 Criminal Investigation		3
CRJ 461 Police Management		3
CRJ 495 Internship		3
Total credits for Law Enforcement Concentration		**21**

Resource Enforcement Concentration *(only available with a major in Criminal Justice)*

The Resource Enforcement concentration provides students with an in-depth review of the law enforcement subsystem of resource enforcement. It emphasizes both the classroom and field experience in preparing graduates for positions within the Fish, Wildlife and Parks Service as well as within the U.S. Forrest Service and other government and non-profit agencies.

CRJ 261 Patrol Operations and Procedures	3
CRJ 284 Basic Firearms in Law Enforcement	2
CRJ 451 Criminal Investigation	3
CRJ 495 Internship	3
BIO 151 General Biology I	4
BIO 200 Ecology	4

BIO 211 Zoology		4
BIO 302 Ornithology	OR	
BIO 304 Mammalogy		4
PLG 336 Environmental Law		3

Two of the following Approved Electives

BIO 320 Aquatic Ecology	4
CRJ 381 Interviewing and Interrogation	3
CRJ 461 Police Management	3
FSC 201 Intro to Forensic Science	3
HPE 111 Self-Defense	1
Total credits for Resource Enforcement Concentration	**34-37**

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 and justice administration. 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 and system-wide justice administration.

CRJ 315 Restorative Justice	3
CRJ 381 Interviewing and Interrogation	3
CRJ 401 Juvenile Justice	3
CRJ 411 Community Programs in Criminal Justice	3
CRJ 446 Victimology	3
PSY 394 Casework Methods and Practices	3
Approved 300/400 level elective	3
Total credits for Corrections Concentration	**21**

Criminal Justice Associate Degree (A.S.)

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
CRJ 326 Ethics and Career Survival in CJ		3
PLG 101 Introduction to Law		3
SOC 304 Sociology of Deviant Behavior		3
Approved elective		3
Total credits for CJ Associate Degree		**24**

Approved Electives for A.S. and B.S degree

*Any CRJ or PLG courses not listed as a requirement for a major, enrolled minor, or enrolled concentration.

Plus any of the following:

FSC 201 Introduction to Forensic Sciences	3
FSC 392 Special Topics	3

PSY 200 General Psychology	3
SOC 201 Sociology of the Family	3
SOC 372 Camp Sky Child	3

Exercise Science

Faculty: **Kelly Quick, Ed.D.**

The Exercise Science major program at the University allows the student to prepare for careers in health, fitness and sports professions. These include careers in corporate fitness, cardiac rehabilitation, city/county/state recreation, personal training, strength and conditioning, and coaching. With additional coursework, students may prepare for graduate study in Physical Therapy, Occupational Therapy, Chiropractic Care, and Athletic Training.

Exercise Science Program Objectives:

1. Develop personal characteristics such as motivation, maturity, judgment and adaptability in exercise science as it pertains to the profession or for graduate study
2. Apply functional anatomy and biomechanics to analyze and evaluate movement and for performance enhancement
3. Analyze principles and research-based guidelines for nutrition, body composition, and weight management when evaluating current status and prescribing desirable changes
4. Perform appropriate techniques for assessing health and fitness components and prescribing appropriate exercise programming based on these assessments
5. Apply understanding of basic exercise physiology for normal populations in the areas of joint flexibility, muscular

Exercise Science Major (B.S.)

BIO 251 Anatomy & Physiology I	4
EXS 110 Introduction to Exercise Science	3
EXS 275 Exercise & Sports Nutrition	3
EXS 305 Exercise Physiology	3
EXS 310 Fitness Assessment Methods	3
EXS 340 Ethics, Law, & Health/Fitness Prof.	3
EXS 411 Exercise Prescription I	3
EXS 495 Internship	3
HPE 315 Kinesiology and Biomechanics	3
Total credits Exercise Science Core:	**28**

All Exercise Science Majors MUST declare one of the concentrations listed below.

Graduate School Concentration

BIO 252 Anatomy and Physiology II	4
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
PSY 212 Developmental Psychology	3
PSY 352 Abnormal Psychology	3
EXS 105 Medical Terminology	2

EXS 412 Exercise Prescription II		3
EXS 490 Research in EXS	OR	
EXS 499 Senior Thesis in EXS		1
PHS 241 Classical and Modern Physics		4
Total credits Graduate School Concentration:		**28**

Coaching Concentration

EXS 260 Sports Psychology	3
EXS 202 Racquet and Individual Sports	2
EXS 203 Team Sports	2
EXS 350 Coaching Certification	3
HPE 252 MOA Coaching Certification	1
HPE 405 Prevention and Care of Athletic Injuries	3
PSY 396 Child Abuse and Neglect	3
Choose 3 from the following (EXS 281- EXS 290)	
EXS 281 Coaching Golf	1
EXS 282 Coaching Racquet Sports	1
EXS 283 Coaching Weight Training	1
EXS 284 Coaching Track/Field/Cross-Country	1
EXS 285 Coaching Wrestling	1
EXS 286 Coaching Baseball/Softball	1
EXS 287 Coaching Basketball	1
EXS 288 Coaching Football	1
EXS 289 Coaching Soccer	1
EXS 290 Coaching Volleyball	1
Total credits Coaching Concentration:	**20**

Strength and Conditioning Concentration

EXS 260 Sports Psychology	3
EXS 283 Coaching Weight Training	1
EXS 325 Advanced Strength and Conditioning	3
EXS 412 Exercise Prescription II	3
HPE 112 Weight Training and Personal Fitness	1
HPE 405 Prevention and Care of Athletic Injuries	3
HPE 188 Personal Health	3
Total credits Strength and Conditioning Concentration:	**17**

Personal Training Concentration

BUS 240 Leadership and Management	3
BUS 260 Marketing	3
EXS 202 Racquet and Individual Sports	2
EXS 203 Team Sports	2
EXS 260 Sports Psychology	3
EXS 325 Advanced Strength and Conditioning	3
EXS 412 Exercise Prescription II	3
HPE 188 Personal Health	3
Total credits Personal Training Concentration:	**22**

Pre-Athletic Training Concentration

BIO 252 Anatomy and Physiology II	4	
BIO 271 Basic and Clinical Nutrition	4	
CHM 111 General Chemistry I	4	
EXS 201 Safety, First Aid, and CPR	2	
EXS 260 Sports Psychology	3	
EXS 283 Coaching Weight Training	1	
EXS 325 Advanced Strength and Conditioning	3	
HPE 405 Prevention and Care of Athletic Injuries	3	
MTH 108 Elementary Statistics	3	
PSY 200 General Psychology	3	
Total credits Pre-Athletic Training Concentration:		**29**

Exercise Science Minor

BIO 251 Anatomy and Physiology I	4	
EXS 110 Introduction to Exercise Science	3	
EXS 275 Exercise & Sports Nutrition	3	
EXS 305 Exercise Physiology	3	
EXS 411 Exercise Prescription I	3	
HPE 315 Kinesiology and Biomechanics	3	
One more EXS elective at 200+ level	3	
Total credits for minor:		**22**

Forensic Science

Faculty: **Mykal Gernaat, M.A.**

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 in 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 Science Biology Track (B.S.)

BIO 151 General Biology I		4
BIO 152 General Biology II		4
BIO 212 General Botany		4
BIO 311 Genetics		4
BIO 499 Senior Thesis	OR	
FSC 499 Senior Seminar		1
CHM 111General Chemistry I		4
CHM 112 General Chemistry II		4
CHM 261 Organic Chemistry I		4
CHM 262 Organic Chemistry II		4
CHM 350 Quantiative Analysis		4
CHM 401 Biochemistry I		4
CRJ 100 Intro to Criminal Justice System		3
FSC 201 Intro to Forensic Sciences		3
FSC 310 Impression Evidence Lab Analysis		3
FSC 320 Patterned Evidence Lab Analysis		3
FSC 330 Blood, Body Fluids & DNA Lab Analysis		3
FSC 340 Forensic Biology & Microscopy		3
FSC 360 Physical Evidence Lab Analysis		3
MTH 241 Calculus I		4
MTH 252 Statistical Methods for the Sciences		3
Approved FSC BIO electives		6
Total credits for Forensic Biology Track		**75**

<u>Approved Forensic Biology Electives</u>

BIO 251 Anatomy & Physiology I	AND	
BIO 252 Anatomy & Physiology II		4

(as a block for 4 credits towards elective requirements in Forensic Biology)

BIO 221 Cellular & Molecular Bio	AND	
BIO 380 Microbiology		4
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 422 Conservation Ecology		4
BIO 490 Research in Biology		1-4
CHM 402 Biochemistry II		4
FSC 350 Forensic Chemistry		3
FSC 392 Special Topics		3
FSC 430 Forensic Anthropology		3
FSC 495 Student Internship		1-15
PHS 241 Classical & Modern Physics I	AND	
PHS 300 Classical & Modern Physics II		4

Forensic Science 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 350 Quantitative Analysis		4
CHM 351 Chemical Instrumentation		4
CHM 401 Biochemistry I		4
CHM 499 Senior Thesis	OR	
FSC 499 Senior Seminar		1
CRJ 100 Intro to Criminal Justice System		3
FSC 201 Intro to Forensic Sciences		3
FSC 310 Impression Evidence Lab Analysis		3
FSC 320 Patterned Evidence Lab Analysis		3
FSC 330 Blood, Body Fluids & DNA Lab Analysis		3
FSC 350 Forensic Chemistry		3
FSC 360 Physical Evidence Lab Analysis		3
MTH 241 Calculus I		4
MTH 252 Statistical Methods for the Sciences		3
PHS 241 Classical & Modern Physics I		4
PHS 300 Classical & Modern Physics II		4
Approved FSC CHM Electives		3
Total credits for Forensic Chemistry Track		**76**

<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
FSC 201 Introduction to Forensic Sciences	3
FSC 310 Impression Evidence Lab Analysis	3
FSC 320 Patterned Evidence Lab Analysis	3
FSC 330 Blood, Body Fluids & DNA Lab Analysis	3
FSC 340 Forensic Biology & Microscopy	3
FSC 350 Forensic Chemistry	3
FSC 360 Physical Evidence Lab Analysis	3
FSC 430 Forensic Anthropology	3
FSC 499 Senior Seminar	1
MTH 241 Calculus I	4
MTH 252 Statistical Methods for the Sciences	3

Two of the following sets of courses: 16cr.

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
OR	
CHM 350 Quantitative Analysis	4
CHM 351 Chemical Instrumentation	4

3

One course or 3 credits from the following: (approved FSC electives)

CRJ 381 Interviewing & Interrogation	3
CRJ 392 Special Topics	3
FSC 392 Special Topics	3
FSC 495 Internship in Forensic Science	1-15

Total credits for Forensic Sciences Track 70

Forensic Sciences Minor

CRJ 100 Introduction to Criminal Justice System	3
CRJ 251 Criminal Evidence and Procedure	3
FSC 201 Introduction to Forensic Sciences	3
FSC 310 Impression Evidence Lab Analysis	3
FSC 320 Patterned Evidence Lab Analysis	3
FSC 330 Blood, Body Fluids & DNA Lab Analysis	3
Approved FSC elective	3

Total credits for Forensic Sciences Minor 21

Approved Forensic Science Minor Electives:

CRJ 381 Interviewing and Interrogation	3

CRJ 392 Special Topics in Criminal Justice	1-3
FSC 392 Special Topics in Forensice 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 100 Introduction to Criminal Justice System	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 310 Impression Evidence Lab Analysis	3
FSC 320 Patterned Evidence Lab Analysis	3
FSC 430 Forensic Anthropology	3
Total credits for Forensic Investigation Concentration	**24**

Legal & Paralegal Studies

Faculty: **Deborah Kottel, J.D. | Edward Lucas, J.D.**

The UP Bachelor of Science in Legal and Paralegal Studies and Associate of Science in Paralegal Studies degrees are American Bar Association (ABA) approved programs. Students may pursue their degree through on-campus courses or, subject to the requirements of the ABA discussed below, by distance learning.

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

UP Legal and Paralegal Studies students have had great success upon graduating as high performing paralegals, have a strong foundation for law school if they desire to be an attorney, and have excelled in the corporate, governmental and non-profit arenas. 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 always work under the supervision of an attorney. Paralegals cannot practice law or 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 following 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 ap-

proved programs will act as pre-approval for students transferring from articulated programs.

Students must still complete a minimum of 40% or 15 credits, whichever is greater, from the University of Providence in Paralegal Course work to be meet requirements for a degree.

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 or have transfer credit from an ABA approved paralegal program of 10 credits of traditional classroom legal specialty course work. Depending on student transfer evaluation, students may be required to attend three (3) classes on campus.

If you would like to be a distance learning student, please contact Professor Kottel or Professor Lucas to discuss more convenient ways to fulfill this ABA requirement. Army and Air Force Paralegal Program (see below) students should contact Professor Lucas to discuss how you may have already fulfilled this ABA requirement.

1. Differentiate and categorize the concepts of critical and analytical thinking.
    - Identify legally significant facts and legal issues from a fact pattern.
    - Apply rules of law to a fact pattern.
    - Formulate solutions by applying relevant law.
    - Form conclusion as to probable legal outcome.
2. Demonstrate the importance of effective oral communication skills as a paralegal professional.
    - Interview clients to receive complete and accurate information.
    - Communicate the results of interview in an appropriate oral format.
    - Communicate the results of research orally using appropriate language and speaking skills.
    - Communicate effectively with clients.
3. Utilize the principles of effective time management and people skills to maintain professional relationships, conduct client/witness interviews, and orchestrate the human resource demand of management.
    - Work effectively as part of a team.
    - Identify interpersonal skills that enable team to complete task.
    - Cultivate personal attitudes and values to support role as a developing paralegal
4. Demonstrate professional caliber legal writing skills.
    - Use citation rules properly to reference legal and non-legal authorities.
    - Draft memorandums and appellate briefs that are clear and use persuasive writing to further a point of view.
    - Draft transmittal documents and litigation support documents that are legally professional and clear to the audience.
    - Be capable of drafting the forms of documentation utilized in the legal community.
    - Construct appropriate business legal documents.
    - Draft pleadings and trial support documents.
5. Apply 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 by non-lawyers.
    - Awareness of role and function of paralegals.
    - Awareness of current issues affecting the paralegal profession.
    - Awareness of current law, rules of professional conduct and ethical obligations.
6. Paralegals will have knowledge of at least four core substantive areas.
    - Describe basic substantive principles and theories in areas of contracts, torts, property, agency, administrative and criminal law.
    - Develop skills in the practical application of theories in resolving fact-based problems.

UP Army Paralegal Program and UP Air Force Paralegal Program

The UP Legal and Paralegal program has unique agreements with the US Army Judge Advocate General Learning Center and School and the US Air Force Air University to assist Army and Air Force active duty and reserve component paralegals earn an ABA approved degree. For further information, contact UP Admissions at (800) 856-9544, or the program coordinator, Professor Edward Lucas (Colonel, ret, USAF) at (406) 791-5392 or edward.lucas@uprovidence.edu.

Pre-Law Program

The Pre-Law Program is not a major. Rather, the Pre-Law program offers individualized academic advising to assist students interested in pursuing a law degree (Juris Doctor). 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, potential law students will benefit from the mentorship of a pre-law program advisor. 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.

Law and Justice Club

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

Legal and Paralegal Studies Major (B.S.)

BUS 335 Commercial Law II	3
PLG 101 Introduction to Law*	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 Legal and Paralegal Capstone	3

Six credits from Specialty Electives:

PLG 373 Domestic and Family Law	3
PLG 375 Property Law	3
PLG 376 Estate Law	3
PLG 420 Debtor-Creditor Law	3
PLG 493 Legal Research Institute	1-3
PLG 2LS Military Law	4-6

6 Approved Electives for Legal & Paralegal Studies

Any Specialty Electives (listed above) OR	
BUS 220 Commercial Law I	3
CRJ 231 Criminal Law	3
CRJ 251 Criminal Evidence and Procedure	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
PLS 370 Constitutional Law	3
Other courses as approved by Program Director	
Total credits for Paralegal Studies Major	**34**

Paralegal Studies Associate Degree (A.S.)

BUS 220 Commercial Law I	3
PLG 101 Introduction to Law*	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 Legal and Paralegal Capstone	3

Two of the following courses:	6
BUS 335 Commercial Law II	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 493 Legal Research Institute	1-3

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

**Denotes legal specialty courses that must be taken in a traditional classroom. Depending on student transfer evaluation, students may be required to attend three (3) classes on campus.*

Mathematics

Faculty: Meredith Berthelson, M.I.S. | Stephen Muir, Ph.D.

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.

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. Students will develop an in-depth integrated knowledge in algebraic and analytical subject areas.
2. Students will be able to communicate mathematical ideas and present mathematical arguments both in writing and orally using proper mathematical notation and terminology.
3. Students will be able to distinguish coherent mathematical arguments from erroneous ones, and to construct rigorous arguments of previously seen or closely-related proofs.
4. Students will be able to recognize and solve previously seen or closely-related problems.
5. Students will be able to adapt previously learned definitions, theorems, and techniques to solve problems they haven't seen before.
6. Students will be able to synthesize material from multiple perspectives and make connections with other areas.
7. Students will be able to identify and use technology appropriate to each topic.

Mathematics Major (B.S.)

MTH 241 Calculus I	4
MTH 242 Calculus II	4
MTH 243 Calculus III	4
MTH 300 Linear Algebra	3

MTH 351 Differential Equations	3	
MTH 370 The Nature of Mathematics	3	
MTH 400 Linear Algebra II	3	
MTH 401 Real Analysis I	3	
MTH 402 Real Analysis II	3	
MTH 405 Modern Algebra	3	
Approved Electives - 12 total credits		
MTH 252 Statistical Methods for the Sciences	3	
MTH 361 Adv Calculus I	3	
MTH 362 Adv Calculus II	3	
MTH 392 Special Topics	3	
MTH 410 Complex Analysis	3	
MTH 411 Topology	3	
MTH 415 Mathematical Modeling	3	
MTH 420 Modern Geometry	3	
MTH 495 Internship	1-15	
MTH 499 Research / Thesis	1-3	
Total credits for Mathematics Major	**45**	

Mathematics Minor

MTH 241 Calculus I	4	
MTH 242 Calculus II	4	
MTH 243 Calculus III	4	
Additional Courses - 12 total credits		
MTH 177 Discrete Mathematics	3	
MTH 252 Statistical Methods for the Sciences	3	
MTH 300 Linear Algebra	3	
MTH 351 Differential Equations	3	
MTH 370 The Nature of Math	3	
MTH 400 Linear Algebra II	3	
MTH 415 Mathematical Modeling	3	
MTH 420 Modern Geometry	3	
Total credits for Mathematics Minor		**24**

Medical Assistant

Faculty/Program Director: Judith Ramento, M.N.

The Medical Assistant (MA) Certificate Program is grounded in the academic-industry partnership between the University of Providence (UProvidence) and Providence St. Joseph Health (PSJH). This program is a certificate of completion only; there is no degree awarded upon completion of the five academic undergraduate courses. This program is administered within the School of Health Professions. The purpose of the program is to create a pipeline of highly qualified MAs to practice in clinical settings across the seven PSJH states. The curriculum is written according to the Medical Assistant Education Review Board (MAERB) Core Curriculum National Standard guidelines. Graduates from the program will meet all eligibility requirements for the American Medical Certification Association (AMCA), Clinical Medical Assistant Certification (CMAC) so they can be nationally certified as an MA, a requirement in more states of employment.

The MA program is currently available in Washington, Oregon and Montana. The plan is to duplicate the model in Texas and California and other remaining PSJH states. Each student must complete a total of 160 unpaid clinical hours the practice setting within a PSJH or partner facility.

Intended Learning Outcomes

1. Provide compassionate and culturally appropriate care across care settings and life span.
2. Provide high quality and safe care with every patient encounter.
3. Perform within the ethical and legal boundaries of the Medical Assistant's scope of practice.
4. Demonstrate communication skills to improve the work environment and patient outcomes.

Program Themes

1. Patient Centered Compassionate Care
2. Patient Safety & Quality
3. Personal Accountability
4. Ethical Professional Behaviors
5. Effective Communication Skills
6. Life Long Learning

Medical Assistant Certificate

XMA 100 Anatomy, Physiology & Pharmacology	3
XMA 120 Healthcare Ethics, Legal Issues & Infection Prevention	3
XMA 140 Food & Nutrition for Clinicians	3
XMA 160 Administrative Practice & Finance	3
XMA 195 Internship & Career Preparation	3
Total credits for Medical Assistant Certificate	**15**

Nursing, Pre-Licensure Track

Faculty: **Shelly Granger, M.S. | Alice Dupler, J.D.**
Susan McCoy, M.S. | Victoria Plagenz, Ph.D.
Janet Houston, D.N.P. | Lynette Savage, Ph.D.
Val Ridgeway-Leach, M.S. | Teresa Seright, Ph.D. | Pat Farmer, D.N.P

The university offers two tracks for students seeking a Bachelor of Science in Nursing (BSN). This is referred to as a BSN Prelicensure program as opposed to an RN-BSN program, which is for a Registered Nurse (RN) to complete a BSN. The two tracks are:

1. Accelerated or Second Degree BSN Program: this track is for students who already have an undergraduate baccalaureate degree in a major other than nursing.
2. Four-Year BSN Program: this track is for students without any college or some college credits.

Graduates of the BSN Prelicensure program are excellent communicators, clinicians and leaders. A graduate is a life-long learner and will enhance the nursing profession by providing evidence-based nursing practice that is population centered, as well as grounded in spiritual, ethical, and compassionate care. Graduates are eligible to write the licensing exam to become a registered nurse in any state.

Achieving your BSN will provide many career opportunities for you now and in the future, as this is the preferred path for RNs. Most healthcare organizations prefer to hire nurses with a BSN degree which will make you a more desirable nursing candidate.

Intended Learning Outcomes

A graduate of the program will be a leader in healthcare. Graduates will be excellent communicators, clinicians and leaders of change. A graduate is a life-long learner and will enhance the nursing profession by providing evidence-based nursing practice that is population centered, as well as grounded in spiritual, ethical and compassionate care.

1. Integrate a compassionate and ethical understanding of the human experience into nursing practice using the foundations of a liberal arts education.
2. Apply leadership concepts, skills, and decision-making to engage healthcare teams in creating, promoting, and managing safety and quality outcomes.
3. Apply nursing practices that are informed by research, evidence-based practice and innovation to optimize health.
4. Utilize information technology to communicate, mitigate errors, and make improved clinical decisions related to the care of diverse populations.
5. Advocate to influence change in legal, political, social, and economic factors that transform healthcare delivery.
6. Collaborate with the inter-professional team to improve patient/family outcomes and the work environment.
7. Provide compassionate, spiritual, ethical, and culturally appropriate care across the lifespan and the continuum of care.
8. Practice preventive care, health promotion, and disease intervention across care settings for self, individuals, families, the community, and populations.
9. Assume professional accountability to uphold the standards of nursing practice as defined by the Nurse Practice Act (in the state in which the nurse practices) and the ANA Code of Ethics.
10. Demonstrate reflective nursing practice.

Nursing Major, Pre-licensure Track (B.S).

NRS 313 Nursing Practice Fundamentals	3
NRS 350 Clinical Nursing Practice	4
NRS 370 Introduction to Professional Nursing	3
NRS 372 Nursing Concepts I	3
NRS 374 Nursing Concepts II	3
NRS 376 Pathophys & Pharm Concepts I	3
NRS 378 Pathophys & Pharm Concepts II	3
NRS 410 Evidence-based Nursing Practice	3
NRS 412 Nursing Ethics and Spirituality	3
NRS 414 Population Health	3
NRS 417 Perspectives on Global Healthcare	2
NRS 421 Nursing Leadership	4
NRS 422 Quality and Safety in Nursing Leadership	3
NRS 425 Health Promoting in Nursing	3
NRS 430 Advanced Nursing Skills	2
NRS 450 Advanced Clinical Nursing Practice	6
NRS 474 Advanced Nursing Concepts	2
NRS 495 Senior Seminar	1
Total credits for Nursing Major	**54**

Nursing, RN- BSN Degree Completion Track

Faculty: **Shelly Granger, M.S. | Alice Dupler, J.D.**
Susan McCoy, M.S. | Victoria Plagenz, Ph.D.
Janet Houston, D.N.P. | Lynette Savage, Ph.D.
Val Ridgeway-Leach, M.S. | Teresa Seright, Ph.D. | Pat Farmer, D.N.P

The B.S. in Nursing degree-completion program is offered for the licensed, practicing Registered Nurse in the Providence St. Joseph Health System. The program is delivered through a combination of distance technologies. 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 UP nurse thrives in the constant, complex change that defines contemporary health care delivery, and is prepared to effectively lead and manage through it.

Admission requirements for the B.S. in Nursing degree-completion program can be found on the University website. Students complete all required nursing and other coursework at their designated hospital receive site. For Academic Year 17-18, B.S. in Nurisng degree-completion students will be allowed to complete the requirements of the 16-17 Core Curriculum and are waived from having to complete the requirements of the 17-18 Core Curriculum.

Program Mission

A graduate of the program will be a leader in healthcare. Graduates will be excellent communicators, clinicians and leaders of change. A graduate is a life-long learner and will enhance the nursing profession by providing nursing evidence-based practice that is population centered, as well as grounded in spiritual, ethical and compassionate care.

Program Learning Outcomes

A graduate of the program will be a leader in healthcare. Graduates will be excellent communicators, clinicians and leaders of change. A graduate is a life-long learner and will enhance the nursing profession by providing evidence-based nursing practice that is population centered, as well as grounded in spiritual, ethical and compassionate care.

Intended Learning Outcomes

1. Integrate a compassionate and ethical understanding of the human experience into nursing practice using the foundations of a liberal arts education.
2. Apply leadership concepts, skills, and decision-making to engage healthcare teams in creating, promoting, and managing safety and quality outcomes.
3. Apply nursing practices that are informed by research, evidence-based practice and innovation to optimize health.
4. Utilize information technology to communicate, mitigate errors, and make improved clinical decisions related to the care of diverse populations.
5. Advocate to influence change in legal, political, social, and economic factors that transform healthcare delivery.
6. Collaborate with the inter-professional team to improve patient/family outcomes and the work environment.
7. Provide compassionate, spiritual, ethical, and culturally appropriate care across the lifespan and the con-

tinuum of care.

8. Practice preventive care, health promotion, and disease intervention across care settings for self, individuals, families, the community, and populations.
9. Assume professional accountability to uphold the standards of nursing practice as defined by the Nurse Practice Act (in the state in which the nurse practices) and the ANA Code of Ethics.
10. Demonstrate reflective nursing practice.

Program Themes

- Compassion, ethics and spirituality
- Patient and family centered care
- Leadership and effective advocacy
- Evidence based practice
- Population and community health
- Transforming healthcare
- Safety and quality outcomes
- Professional accountability
- Collaboration and inter-professional teams
- Reflective practice and lifelong development

Nursing RN-BSN Major (B.S.)

NRS 301 Research Methods & Statistics	3
NRS 402 Evidence-based Practice	3
NRS 403 Ethical Decision-Making and Spirituality	3
NRS 405 Pathophysiologic & Pharmacologic Concepts	3
NRS 407 Public Health: Nursing Care of Populations	3
NRS 408 Health Promotion & Disease in the Community	3
NRS 418 Global Perspectives in Healthcare	3
NRS 419 Organizational Leadership in Quality & Safety	3
NRS 420 Advanced Issues in Nursing Leadership	3
NRS 494 Senior Seminar	3
Total credits for Nursing RN-BSN Major	**30**

Philosophy

Faculty: **Brendan Palla, Ph.D.** | **Jonathan Nelson, Ph.D.**

Philosophy begins in wonder. Wonder about what goods we ought to pursue in life, and what we ought to avoid. Wonder about the nature of justice, about the marvelous order found in the world, and about God – whether He exists and what His existence might mean for our lives. At the University of Providence, we begin our philosophical inquiry by learning from the finest thinkers who have gone before us, philosophers whose doctrines have decisively shaped the world in which we live. We also provide many opportunities for inter-disciplinary reflection and philosophical analysis of contemporary problems.

The Ideal Philosophy Minor Graduate: The ideal UP philosophy minor will be: a historically informed systematic rational reflector about human life; consumed by curiosity and wonder; and prepared to excel in cognitively and emotionally sophisticated enterprises [e.g., teaching, law, management]. She will be able to:

Philosophy Minor Program Objectives

1. Comprehend and analyze important arguments of the major figures in the history of philosophy as they develop in relation with one another. ["Historically informed"; Bachelor Outcomes 1, 2, 3, 4, 5]
2. Comprehend and analyze important arguments in the major "branches" of philosophy and the ways in which they overlap and intersect. ["Systematic"; Bachelor Outcomes 1, 2, 3, 4, 5]
3. Identify and charitably evaluate arguments in a variety of texts, as well as offer and respectfully defend her own valid/strong arguments with poise, confidence, and openness to refutation. ["Rational"; Bachelor Outcomes 1, 2, 6]
4. Articulate and take a considered stand from among several theories of justice and the common good. ["Human Life"; Bachelor Outcomes 1-6]
5. Articulate a nuanced understanding of the role of philosophy as a way of life and of philosophical reflection in personal and professional contexts. ["Systematic"," Human Life"; Bachelor Outcome 3]

Philosophy Minor

PHL 101 What Does it Mean to be Human?	3
PHL 220 Ancient Philosophy	3
PHL 222 Medieval Philosophy	3
PHL 224 Modern Philosophy	3
PHL 301 Ethics	3
Two Upper Division PHL Electives	6
Total credits for Philosophy Minor	**21**

Political Science

Faculty:

Through the study of Political Science, 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. Political Science students systematically study (1) the nature of individual dignity, popular sovereignty, political power and political authority; (2) American democracy as a political system 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:	9-10
Total credits for Political Science Minor	**21-22**

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 354 Minorities	3
SCS 312 Social Research Methods & Applied Statistics	4

Psychology

Faculty: **Michelle Hill, M.S.**
Ross De Forrest, Ph.D. | Robert Packer, Ph.D.

The psychology program emphasizes the scientific approach to the study of human behavior and 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, their relationship to the environment, their inter-relationship with the social world, and with the application of the scientific method to study the many facets of human nature. Courses in psychology emphasize knowledge of scientific theory and recent studies in the field, as well as self-understanding and self-evaluation.

Students in the fields of education, criminal justice, sociology, business administration or any of the helping professions may increase their undertanding of their clientele with psychology courses.

The psychology program at UProvidence is special because:

1. The program has an in-depth set of core courses while also encouraging students to delve into a sub-discipline of psychology by offering 4 specialized concentrations and one generalist concentration.
2. The program prepares students for careers in a wide variety of disciplines including mental health, educational services, social services, welfare, corrections, and the human services field.
3. The program solidly prepares students for entrance into graduate programs in psychology, counseling, criminal justice, sociology, business administration, and the health care fields.
4. Internships and field experiences are encouraged. These experiences allow students to practice what they are learning in a practical way while gaining skills that help them to secure employment and/or entrance into graduate programs.
5. The program faculty members have diverse backgrounds. They bring this this knowledge and experience into the classroom in order to enhance student knowledge of the broad field of psychology.
6. Personal development is a core goal of the program and all students have multiple opportunities to develop insight into their own and others' behavior and mental processes while learning to value and respect the complex diversity that exists in the world.
7. The scientist/practitioner focus of the program ensures that students learn to effectively integrate the lens of science with an ethic of care.
8. The small class size allows for more conversation, discussion, feedback, and interaction with professors and peers.

<u>Program Objective for Psychology Major/Minor</u>

The psychology program follows the guidelines suggested by the American Psychological Association. The five goals recommended by the APA for undergraduate psychology programs are listed below, each followed by the outcome that is measured to indicate if the goal is being met.

1. Describe key concepts, principles, and overarching themes in psychology.
2. Interpret, design, conduct, and communicate basic psychological research.
3. Engage in innovative and integrative thinking and problem solving.
4. Apply ethical standards to evaluate psychological science and practice.
5. Build and enhance relationships and develop respect for diverse attitudes and culture.
6. Demonstrate effective writing and presentation skills for different purposes.
7. Develop meaningful professional direction for life after graduation.

Psychology Major (B.A)

PSY 200 General Psychology		3
PSY 201 Personality Theory		3
PSY 212 Developmental Psychology		3
PSY 220 Sociocultural and International Awareness		3
PSY 326 Ethics in Human Services		3
PSY 330 Social Psychology		3
PSY 352 Abnormal Psychology		3
PSY 355 Principles of Learning	OR	
PSY 356 Cognitive Psychology		3
PSY 422 Experimental Psychology		4
PSY 450 Physiological Psychology I		3
PSY 490 Senior Psychology Capstone Seminar		3
MTH 108 Elementary Statistics		3
SCS 312 Social Research Methods and Applied Statistics		4
Specialized Concentration	**11-13**	
Total credits for Psychology Major		**52-54**

Generalist Concentration

One course from Helping Skills Concentration	3
One Course from Human Services Concentration	3
One Course from Forensic Psych Concentration	3
One Course from Phys. Psych Concentration	3-4
Total Credits for Generalist Concentration	**12-13**

Helping Skills Concentration

PSY 241 Theories of Helping		3
PSY 340 Helping Skills		3
PSY 498 Group Theories and Process		3
PSY 451 Physiological Psychology II	OR	
PSY 495 Internship		3

(Students completing a dual major in psychology and addictions counseling may use PSY 241, PSY 340, and PSY 498 toward the helping skills concentration in psychology)

Total Credits for Helping Skills Concentration 12

Social Services Concentration

PSY 394 Casework Methods and Practices		3
SOC 201 Sociology of the Family		3
PSY 396 Child Abuse and Neglect		3
SOC 304 Sociology of Deviant Behavior	OR	
CRJ 401 Juvenile Justice		3
Total Credits for Social Service Concentration		**12**

Forensic Psychology Concentration

PSY 396 Child Abuse and Neglect		3
PSY 480 Forensic Psychology		3
SOC 304 Sociology of Deviant Behavior		3
CRJ 401 Juvenile Justice	OR	
CRJ 446 Victimology		3
Total Credits for Forensic Psychology Concentration		**12**

Physiological Psychology Concentration

BIO 151 General Biology I	4
BIO 152 General Biology II	4
PSY 451 Physiological Psychology II	3
Total Credits for Physiological Psychology Concentration	**11**

Psychology Minor

PSY 200 General Psychology		3
PSY 201 Personality Theory		3
PSY 212 Developmental Psychology		3
PSY 326 Ethics in Human Services		3
PSY 330 Social Psychology		3
PSY 352 Abnormal Psychology		3
PSY 355 Principles of Learning	OR	
PSY 356 Cognitive Psychology		3
Approved 300/400 level PSY elective		3
Total credits for Psychology Minor		**24**

Sports Management

Faculty: **Tom Raunig, Ed.D**

The Sports Management minor at the University of Providence allows students to prepare for careers in a wide variety of sports related industries. Preparation for positions with collegiate athletic programs, professional sports teams, public and private sports facilities, sports management companies, event management companies, as well as, the skills to engage in their own entrepreneurial businesses are all a part of the students skill set development. Content areas determined by the Commission on Sports Management Accreditation to be essential to any Sports Management program are addressed in the program. Those areas are the social, psychological, and international foundations in sport management; sport management principles, leadership operations, event and venue management, and governance; ethics in sport management; sport marketing and sport communication; finance, accounting and economics; legal aspects of sport; and integrative experiences. For the minor to address most of the COSMA expectations, one additional course was identified to assist in meeting these standards (see course description provided below).

Sports Management Program Objectives

At the conclusion of the program Sports Management Minors will be able to:

1. Apply content knowledge in sport management, sport management planning, and implementation methods and strategies through class projects;
2. Demonstrate the ability to use professional development tools and exhibit professional disposition in the field of sports management through class simulations and practicum experiences;
3. Differentiate diverse cultures impact sport on sport through case studies and discussion;
4. Apply leadership and management skills through class projects and practicum experiences;
5. Employ the ability to collaborate in the sport business setting through the planning and implementation of an event;
6. Construct and foster personnel, clientele, community, donor, and business relationships in a variety of sport business settings through class projects and practicum experiences;
7. Value assessment and critical thinking methods to promote ethical decision making and professional problem solving skills in a sport environment through class projects and exercise

Sports Management Major (B.S.)

ACC 201 Principles of Financial Accounting	3
BUS 220 Commercial Law I	3
BUS 240 Management and Leadership	3
BUS 260 Marketing	3
BUS 380 Entrepreneurship	3
CPS 205 Spreadsheets	3
ECN 201 Macroeconomics	3
ECN 305 Finance & Economics of Sport	3
EXS 223 Youth Sports	3
EXS 233 Sociology of Sport	3
EXS 260 Sports Psychology	3
EXS 315 Event and Facility Management	3
EXS 333 Sport Marketing, Media & Public Relations	3
EXS 340 Ethics, Law, & Health Fitness Professions	3

EXS 495 Internship	1
HPE 215 Physical Education, Rec, & Fitness Management	3
Approved Electives	12
Total Credits for Sports Management Major	**58**

Approved Electives for major

ACC 202 Principlces of Managerial Accounting	3
ACC 300 Financial Statement Analysis	3
ACC 372 Intermediate Financial Accounting II	3
ACC 380 Cost Management	3
ACC 425 Advanced Financial Accounting I	3
ACC 481 Advanced Cost Management	3
BIO 103 Structure & Function of Human Body	4
BIO 151 General Biology I	4
BIO 152 General BIology II	4
BIO 221 Cell and Molecular Biology	4
BIO 251 Human Anatomy & Physiology I	4
BIO 252 Human Anatomy & Physiology II	4
BIO 271 Basic & Clinical Nutrition	3
BUS 201 The Art of Thinking	3
BUS 245 Argo Entrepreneurs	1-3
BUS 301 The Art of Communication	3
BUS 335 Commercial Law II	3
BUS 341 Human Resource Management	3
BUS 342 Labor Relations & Employment Law	3
BUS 400 Financial Analysis	3
BUS 401 The Art of Leadership	3
BUS 496 Commerce Integration	3
CPS 210 Networks & Telecommunications	3
CPS 235 Hardware & Software Support	3
CPS 250 I.S. Theory, Strategy, Architecture & Practice	3
EXS 201 Safety, First Aid, & CPR	2
EXS 202 Racquet & Individual Sports	2
EXS 203 Team Sports	2
EXS 275 Exercise & Sports Nutrition	3
EXS 281 Coaching Golf	1
EXS 282 Coaching Racquet Sports	1
EXS 283 Coaching Weight Training	1
EXS 284 Coaching Track/Field/Cross-Cntry	1
EXS 285 Coaching Wrestling	1
EXS 286 Coaching Baseball/Softball	1
EXS 287 Coaching Basketball	1
EXS 288 Coaching Football	1
EXS 289 Coaching Soccer	1
EXS 290 Coaching Volleyball	1
EXS 305 Exercise Physiology	3
EXS 310 Fitness Assessment Methods	3
EXS 325 Advanced Strength & Conditioning	3
EXS 411 Exercise Prescription I	3
EXS 412 Exercise Prescription II	3

HPE 210 History, Philosophy, & Soc of HPE & Rec	2
HPE 230 Adapted Physical Education	2
HPE 252 MOA Officiating Cert Courses	1-3
HPE 300 Strat in Health Enhancement	3
HPE 312 Methods in Phys Educ & Sports	3
HPE 315 Kinesiology & Biomechanics	3
HPE 330 Assessment and Testing	2
HPE 405 Prevntn & Care of Athletic Injuries	3
HPE 485 Physiology of Exercise	3

Sports Management Minor

Sports Management Minor

ACC 110 Intro to Accounting Principals	3
BUS 220 Commercial Law I	3
BUS 240 Management and Leadership	3
BUS 260 Marketing	3
EXS 315 Event and Facility Management	3
EXS 340 Ethics, Law, & Health Ftns Professions	3
EXS 495 or BUS 495 Internship	1
HPE 210 Hist., Phil., & Soc. of HPE & Rec.	2
HPE 215 PE., Rec. & Fitness Management	3
Total Credits for Sports Management Minor	**24**

Surgical Technology (A.A.S.)

Faculty: **Jennifer Jacobs, B.A.**

Surgical Technologists are important members of the operating room team who work closely with surgeons, surgical nurses, and anesthesia to ensure high-quality surgical patient care. Prior to the procedure, surgical technologists ensure proper instrument sterilization, prepare the operating room for surgery, gather all necessary supplies and equipment, and establish the sterile field. During the procedure, surgical technologists facilitate surgery by handling and passing instruments and supplies to the surgeon, aiding in retraction and visualization of operative anatomy, handling specimens, performing intraoperative and closing counts, and applying wound dressings.

The University of Providence's Surgical Technology Program is designed to meet the needs of students who are motivated to complete this full-time program in 12 months. Associate of Applied Science Core courses must be completed prior to applying for the Surgical Technology Program. The University of Providence has developed the Surgical Technology program in partnership with Providence St. Joseph Health (PSJH). This program will be offered in Washington State beginning in Spring 2019. The university anticipates offering this program in additional states (Alaska, California, Oregon, , and Montana) starting in 2020.

Surgical Technology Program Objectives

1. Demonstrate technical proficiency by safely and efficiently facilitating surgical procedures as a member of the perioperative team.
2. Apply ethical, professional, and respectful values to diverse populations as a member of an interdisciplinary healthcare team.
3. Comply with standards of practice to ensure patient, team, and personal safety.
4. Communicate clearly and effectively to be an advocate for the patient, healthcare team, and self

Surgical Technology (A.A.S.)

SGT 101 Surgical Technology Theory I	3
SGT 102 Perioperative Patient Care	2
SGT 103 Surgical Technology Theory II	3
SGT 104 Surgical Sciences	2
SGT 105 Surgical Procedures I	4
SGT 106 Central Service & Sterile Processing	2
SGT 107 Surgical Procedures II	4
SGT 108 Surgical Pharmacology & Anesthesia	2
SGT 111 Surgical Technology Theory I Lab	2
SGT 112 Perioperative Patient Care Lab	1
SGT 113 Surgical Technology Theory II Lab	2
SGT 114 Surgical Science Lab	1
SGT 115 Comprehensive Lab Experience I	2
SGT 117 Comprehensive Lab Experience II	2
SGT 205 Surgical Technology Board Review	1
SGT 222 Surgical Technology Internship I	4
SGT 224 Surgical Technology Internship II	4
Total Credits for Surgical Technology major	**41**

Theology and Ministry Minor

Theology and Ministry at the University of Providence 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 dignity of the human person 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 just world and the salvation of souls.

Theology and Ministry Major/Minor Program Objectives
Students who earn a major in Theology and Ministry will:

1. Demonstrate, orally and in writing an understanding of how theological discourse, as the interpretation and articulation of matters of faith and morals, incorporates and employs various sources — Scripture, Tradition, human reason, and religious experience
2. Demonstrate in writing or orally, the relevance of theological discourse through its mutually-informing relationship with other academic fields (history, sociology, philosophy, literature, language study) and spheres of societal life (politics, economics, personal, family).
3. Practice the different methods of scriptural interpretation and explore how the Scriptures function in both the construction of Christian doctrine and in the sacramental life of the Church.
4. Explain (orally or in writing) central Christian and Catholic Doctrines in terms of the historical contexts in which they were formulated and understand how they developed in history.
5. Demonstrate a working knowledge of the Catholic Social Teaching by identifying and explaining how that tradition addresses political, social, and economic issues through the principles of: concern for human dignity, emphasis on community, establishment of the common good, participation, preferential option for the poor, subsidiarity, solidarity, and stewardship.
6. Demonstrate, orally and in writing an understanding of spirituality as the personal dimension of Christian faith and read and analyze the works of those great figures in Christian history who serve as guides to personal spiritual development.
7. Explain how answers to ultimate questions about the meaning, purpose, and final destiny of individual human existence and collective humanity in the Christian theological worldview is similar to, different than, and influenced by the answers to those same questions in non-Christian theological or religious worldviews.
8. Demonstrate, orally and in writing an understanding that Christian faith incorporates a moral dimension and be able to explain both what sources the Church and Christian theologians utilize in formulating moral teachings and the authority the Church has to promulgate moral teachings as essential components for living an authentically human and Christian life.

Theology and Ministry Minor

TRL 105 The Human Person	3
TRL 131 Introduction to Spirituality	3
TRL 207 The Gospels	3
TRL 305 Church and State	3
TRL 415 Marriage and Family	3
Approved electives	6
Total credits for Theology and Ministry Minor	**21**

University Studies

Faculty: **James Croft, M.I.S.** | **Katrina Stark, D.M.** | **Bryan Slavik, M.S.**

University Studies Major (B.A.)

The University studies major requires a program of study approved by the Academic 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.

ACCOUNTING

ACC 110 Intro to Accounting Principles 3 credits
What the numbers mean is relevant to the student whose interest is not in the area of accounting. Accounting is the language of business. The course will not focus on the mechanical aspects of the accounting process. This course will cover the basics: what accounting information is, how it is developed, how it is used, and what it means. Financial statements are examined to learn what they do and do not communicate, which is aimed at enhancing the student's decision-making and problem-solving abilities from a user's perspective.

ACC 201 Principles of Financial Accounting 3 credits
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.

ACC 202 Principles of Managerial Accounting 3 credits
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 a 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 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

ACC 292 Special Topics in Accounting Course (may be repeated with different topic) 1-6 credits

ACC 300 Financial Statement Analysis 3 credits
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

ACC 341 Fundamentals of Taxation 3 credits
The course will introduce the students to standard IRS forms, actual tax forms incorporated throughout the course giving 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 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.
Prerequisites: ACC 201

ACC 371 Intermediate Financial Accounting I 3 credits

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

ACC 372 Intermediate Financial Accounting II 3 credits

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 post employment 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

ACC 373 Intermediate Financial Accounting III 3 credits

The 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 International Accounting Standards. The course will also cover areas of accounting related to compliances with other regulatory pronouncements as related to financial statements reporting for 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 372

ACC 380 Cost Management 3 credits

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 managementF 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

ACC 392 Special Topics in Accounting Course (may be repeated with different topic) 1-6 credits

ACC 415 Government & Not-For-Profit Accounting 3 credits

This course will be cover the fundamentals of governmental and not-for-profit accounting. This course will pursue and understanding of general, governmental, not-for-profit and health care accounting, financial reporting, and financial statement analysis. This course will benefit accounting students who are preparing for the Uniform Certified Public Accountant (CPA) examination and for civil service and the Certified Governmental Financial Manager (CGFM) examination. Public administration majors who seek to be employed by governmental and not-for-profit organizations, including the federal and state government, health care entities, colleges and university, and voluntary health and welfare organizations.
Prerequisite: **ACC 201**

ACC 422 Attestation and Auditing 3 credits
The topics covered will be 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 425 Advanced Financial Accounting I 3 credits
Advanced financial accounting links theory and practice with the real world application pertaining to multinational accounting and reporting concerns, governmental and no-for-profit accounting and reporting, and fiduciary accounting.
Prerequisite: ACC 372

ACC 442 Federal Taxation - Business Entities 3 credits
The course will focus on the central concepts that build our tax framework. Students will explore the tax concepts that affect corporations and partnerships. Course work will included comprehensive and authoritative coverage of relevant tax code and regulations including major developments in Federal income taxation.
Prerequisite: ACC 341

ACC 450 Accounting Information Systems 3 credits
The course will examine accounting systems development, internal controls, systems planning, systems design and documentation, systems architecture, inputs and outputs, files, databases, telecommunications networks and electronic data interchange, systems implementation, managing systems design and development, auditing, purchasing cycle, production cycle, revenue cycle, and supporting cycles.
Prerequisite: ACC 373, ENG 312

ACC 481 Advanced Cost Management 3 credits
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

ACC 495 Internship 1-15 credits
This course provides the opportunity to apply the theories or see how the theories are applied that you have learned throughout your academic career. A minimum of 60 hours per credit will be spent observing and/or working within an organization. Additional information: The University of Providence recognizes the high value of translating theory to practice, and analyzing the differences. A student may enroll in as many as 12 total credits of Internship in one semester.
Course may be repeated for a total of 15 credits

ADDICTIONS COUNSELING

XADC / ADC 145 Addiction Theory & Counseling I 3 credits
This course focuses on evidence-based theories, principles and therapeutic interventions for treating people of all ages with substance-related and addictive disorders including relapse prevention.

XADC / ADC 147 Addiction Theory & Counseling II 3 credits
Continuation of ADC 145, Addiction Theory and Counseling I. This course focuses on evidence-based theories,

principles and therapeutic interventions for treating people with substance-related and addictive disorders including HIV brief risk intervention for the chemically dependent, relapse prevention, couples and family interventions, and community education.
Prerequisite: ADC 145

XADC / ADC 261 Assessment and Appraisal 4 credits
This course will examine methods and techniques for assessing and placing clients with substance-related/use disorders. Content will include biopsychosocial testing, diagnosis, referrals, and the American Society of Addiction Medical Placement (ASAM) or another nationally recognized equivalent with DSM-5 assessment of co-occurring and addiction disorders.
Prerequisite: ADC 145 & ADC 147

XADC / ADC 264 Record Documentation 2 credits
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.
Prerequisite: ADC 145 & ADC 147

XADC / ADC 392 Special Topics in Addictions Counseling 1-6 credits
Course may be repeated with different topic

XADC / ADC 374 Ethical Issues and Multicultural Competency for ADC 2 credits
Covers the ethical and multicultural issues of concern for the addictions counselor. Students will be trained in the ethical guidelines for treating individuals with substance-related and addictive disorders. Students will also learn the fundamentals of cross-cultural counseling by addressing the cultural impact of race, nationality, gender, age, sexual orientation, religion, and socioeconomic status on the development and progression of substance-related and addictive problems.
Prerequisite: ADC 145, ADC 147 & PSY 200

XADC / ADC 380 Gambling 2 credits
This class is designed to increase awareness about gambling as well as teaching skills required to assess and treat clients who have gambling disorder. The course will also help students to understand the etiology of this disorder.
Prerequisite: ADC 145, ADC 147 & PSY 200

XADC / ADC 446 Psych, Soc, and Pharmacology of Drug Use 4 credits
This alcohol and drug studies course discusses the classes of drugs along with their effects on individuals, society, and human behavior. Equal emphasis is placed on pharmacology including drug classification, effects, detoxification, and withdrawal.
Prerequisite: ADC 145, ADC 147 & PSY 200

XADC / ADC 450 Co-occurring Disorders in Addictions Counseling 2 credits
Students learn how to assess and assist clients who have co-occurring disorders, within their scope of practice. The course will also address the many myths related to mental illness treatment, barriers to assessing and treating co-occurring disorders, relevant research and prevalence data, commonly encountered mental disorders, applicable screening and assessment instruments and issues surrounding medication management and coordinating with other mental health professionals.
Prerequisite: ADC 145, ADC 147, ADC 261 & PSY 200

APPLIED HEALTH INFORMATICS

XAHI 100 Exploring Informatics 3 Credits

In this introductory course the student will gain broad exposure to the field of health informatics with an emphasis on its application to clinical health care settings and consumer-focused health and wellness initiatives. Students from both clinical and non-clinical backgrounds will articulate the value of core informatics competencies for all health care professionals and will apply systems thinking to bridge the clinical and information technology worlds. This course introduces use of data standards and controlled vocabularies to facilitate interoperability and data exchange. Students will explore impacts of informatics on health care cost, access, quality and safety – through the perspectives of the patient and clinician experience in multiple settings. This course prepares the student to be an on-going learner in the field of applied health informatics. Students will be introduced to basic information literacy and writing skills (using APA format) to support successful AHI Certificate Program completion.

XAHI 120 Applying Informatics 3 Credits

This course prepares the student to participate in the clinical information system life cycle using project management tools for design and use of safe and effective systems. It incorporates essential concepts and principles of human-technology interaction and user-centered design and their impact as they relate to error prevention and health care information technology (HIT) usability. Primary topics introduce HIT-related safety issues, practical application of clinical information and workflow process analysis, and development of recommendations for process improvement and redesign. Students will learn a common vocabulary for communicating system requirements that meet user needs, optimize usability, and promote the organization's strategic objectives.

XAHI 140 Leading Informatics 3 Credits

This course prepares the student to support successful adoption of health care information technology (HIT). This course focuses on key implementation methodology, project management, and change management roles and principles. It addresses the impact of factors leading to HIT adoption success or failure in a variety of health and health care contexts. Measures and methods for qualitative and quantitative evaluation of HIT are introduced. This course prepares the student to design, implement, and evaluate effective training strategies for adult learners, including consumer-specific impacts of HIT.

XAHI 160 Revealing Informatics 3 Credits

This course prepares the student to effectively communicate the data story through visualization tools and tables and to advocate for data-driven decision-making in healthcare. It emphasizes essential aspects of data quality, data integrity, and data standards as foundational for data transformation to information and knowledge. Basic data analystics tools are introduced. This course incorporates essential concepts of eClinical Quality Meaures (eCQM), clinical and business decision support, and data security. Industry trends in data science and their impacts on personalized care and population health will be explored.

ART

*Most courses require additional studio time

ART 112 Exploring Visual Art 3 credits

In this course students will be introduced to historical and contemporary visual arts from around the world including painting, sculpture, print making, 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.

ART 115 Studio Art Experience 3 credits

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.

ART 120 Studio Art Practice 4 credits

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.

ART 122 Drawing I 3 credits

Exploration of media, techniques, line, form, space, color, composition and personal expression. Emphasis on linking content with appropriate expression.

ART 123 Calligraphic Studies 1 credit

This course introduces students to calligraphy as both an art form and a commercial medium. Students will have exposure to hand lettering techniques, alphabets, and graphic art methods without the use of Computer Aided Design (CAD).

ART 192 Special Workshops in Art 1-3 credits

Course may be repeated with different topic

ART 200 Painting I 3 credits

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.

ART 205 Printmaking I 3 credits

Introduction to basic techniques of relief and intaglio print making.

Prerequisite: ART 120, or ART 122

ART 221 Ceramics I 3 credits

Introduction to clay as a historical and contemporary art-making medium. Basic exploration of hand-building, throwing, glazing and surface treatment.

ART 222 Drawing II 3 credits

Continued exploration in drawing with a variety of media. Emphasis on the development of a personal artistic style.

Prerequisite: ART 122

ART 230 Watching Art (Film) 1 credit
Seeing IS Believing; Come share in the experience of, and inquiry into, the exciting world of film. Explore the visual and sensory delights behind some of the film industry's shining moments through animation, documentaries, art house and even horror. Be awakened to a new level of appreciation for films and the movie making process. You will be exposed to a broad range of films and subject matter. Critical inquiry, writing and discussion will deepen our exploration. Each 1 credit offering explores a specific artist, subject, theme, technique, and/or context. Courses run for 5 weeks beginning in week 1, week 6 and week 11.

ART 255 Photography I 3 credits
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. A 35mm camera required.

ART 280 Art History: Ancient through Medieval 3 credits
Broad scope of artistic development from the Paleolithic era through the Middle Ages.

ART 281 Art History: Renaissance through Modern 3 credits
Broad scope of artistic development from the Renaissance through modern period.

ART 292 Special Topics in Art 1-3 credits
Course may be repeated with different topic

ART 300 Painting II 3 credits
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

ART 305 Printmaking II 3 credits
Further exploration of print making processes and advanced techniques.
Prerequisite: ART 205

ART 321 Ceramics II 3 credits
Further exploration of the ceramic process including hand building and throwing, and glazes and firing technology.
Prerequisite: ART 221

ART 322 Life Drawing I 3 credits
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 122

ART 355 Photography II 3 credits
Further exploration into the use of the camera and photo process as creative tools for personal expression.
Prerequisite: ART 255

ART 360 Art of the Book 3 credits
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.

ART 392 Special Topics in Art 1-6 credits
Course may be repeated with different topic

ART 392 T Art Travel 1-6 credits
Opportunity to experience art and culture through travel. Check with Art faculty about special opportunities. Pass/Fail grading
Course may be repeated.

ART 397 Field Experience 1-3 credits
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
Course may be repeated for a total of 6 credits

ART 422 Life Drawing II 3 credits
Further exploration of drawing and the study of the human form.
Prerequisite: ART 322

ART 475 Advanced Studio Project 1-6 credits
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. Pass/Fail grading
Prerequisite: Advanced students only. Faculty consent required.
Course may be repeated for a total of 6 credits.

ART 485 Careers in Art Seminar 3 credits
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. Pass/Fail grading
Prerequisite: Junior or senior standing or instructor approval

ART 495 Internship 1-15 credits
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
Course may be repeated for a total of 15 credits

ART 498 Senior Thesis I 1-6 credits
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. Student works closely with a senior thesis committee made up of art professionals and faculty.
Pass/Fail grading
Prerequisite: consent of instructor

ART 499 Senior Thesis II 1-6 credits
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. Senior Thesis II is designed for the Fine Arts Concentra-

tion student. Pass/Fail grading
Prerequisite: ART 498, Senior Standing and consent of instructor

BIOLOGY

BIO 103 Structure and Function of the Human Body 4 credits
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.)

BIO 107 Medical Terminology 2 credits
The study of medical terminology introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body. Utilizing a systems-approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

BIO 110 The Living Environment 4 credits
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.

BIO 111 Environmental Geology 4 credits
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.

BIO 112 Field Ecology 4 credits
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.

BIO 115 Environmental Ecology 4 credits
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

BIO 151 General Biology I 4 credits
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 covered 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.

BIO 151L General Biology Lab **No credit**
Concurrent enrollment with BIO 151 required

BIO 152 General Biology II **4 credits**
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

BIO 152L General Biology Lab **No credit**
Concurrent enrollment with BIO 152 required

BIO 190 Freshman Science Seminar **1 credit**
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.

BIO 200 Ecology **4 credits**
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

BIO 200L Ecology Lab **No credit**
Concurrent enrollment with BIO 200 required

BIO 208 Microbiology w/ Lab **4 credits**
This course covers basic microbiology and immunology. It provides an introduction to historical concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health. The laboratory exercises for this course include microbial diversity, microbial cell biology, microbial genetics, interactions and impact of microorganisms and humans, and microorganisms and human disease.
Prerequisite: BIO 251

BIO 211 Zoology **4 credits**
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

BIO 212 General Botany **4 credits**
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

BIO 221 Cell and Molecular Biology 4 credits

This course will provide an introduction to cell biology and will cover the following topics: cell chemistry, macromolecules, transcription, translation, cell architecture, metabolism, signal transduction pathways, cell division, and the cell cycle. This course will focus on methods of inquiry, collection and analysis of data, and interpretation and presentation of results. Students will also learn current molecular biology techniques that are used to study these topics in the laboratory.

Prerequisite: BIO 152

BIO 251 Human Anatomy & Physiology I 4 credits

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: BIO 110, or BIO 103, or BIO 151

BIO 251L Human Anatomy & Physiology Lab No credit

Concurrent enrollment with BIO 251 required

BIO 252 Human Anatomy & Physiology II 4 credits

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

BIO 252L Human Anatomy & Physiology Lab No credit

Concurrent enrollment with BIO 252 required

BIO 271 Basic and Clinical Nutrition 3 credits

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 103 or BIO 251

BIO 290 Sophomore Science Seminar 1 credit

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.

BIO 292 Special Topics in Biology 1-6 credits

Course may be repeated with different topic

BIO 302 Ornithology 4 credits

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

BIO 304 Mammalogy 4 credits
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

BIO 311 Genetics 4 credits
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 221

BIO 320 Aquatic Ecology 4 credits
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

BIO 380 Microbiology 4 credits
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 221

BIO 390 Junior Science Seminar 1 credit
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.

BIO 392 Special Topics in Biology 1-6 credits
Prerequisite: Consent of instructor. Course may be repeated with different topic

BIO 400 Immunology 4 credits
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, al-

lergic & 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.
Prerequisite: BIO 221

BIO 405 Developmental Biology 4 credits
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 221

BIO 411 Cell Biology 4 credits
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 221

BIO 420 Virology 4 credits
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 221

BIO 422 Conservation Ecology 4 credits
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

BIO 490 Research in Biology 1-4 credits
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

BIO 495 Internship 1- 4 credits
Prerequisite: Consent of instructor. May be repeated for a total of 15 credits

BIO 499 Senior Thesis 1 credit
This upper division course for biology majors requires submission of a written report (thesis) & oral seminar pre-

sentation based on critical evaluation of scientific literature and/or an independent research project.
Prerequisite: consent of instructor

BUSINESS

BUS 110 Financial Health 3 credits
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**.**

BUS 201 The Art of Thinking 3 credits
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

BUS 220 Commercial Law I 3 credits
Law regarding contracts, torts, property, with business applications. Business ethics and governmental regulation.

BUS 240 Leadership and Management 3 credits
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.

BUS 245 Argo Entrepreneur 1 credit
A team of students designs and implements projects to meet unmet needs-but with a business twist. Argo Entrepreneur projects require that students apply the principles of free enterprise while bringing about social good. This course may be taken up to four times. It highly recommended that students plan to take Argo Entrepreneurs both fall and spring semesters so they can participate in the project from start to finish.
May be repeated for a total of 8 credits

BUS 260 Marketing 3 credits
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.

BUS 292 Special Topics in Business 1-6 credits
Course may be repeated with different topic

BUS 303 Arts & Entertainment Economics 3 credits
Students will learn to apply the tools of economics to the arts and entertainment industry. The industry is wide ranging and includes book publishing, live theatre, the movie industry, television, sports and many other areas. Students will show an understandin gof the underlying forces driving the separate industries within the field.
Prerequisite: ACC 110 or ACC 201

BUS 301 The Art of Communication 3 credits
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.

BUS 306 Management Science 3 credits
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

BUS 335 Commercial Law II 3 credits
Law and legal institutions in society, emphasizing area of business operations, employment obligations, business organizations, agency, bailment and property rights. Compares and analyzes sole proprietorships, partnerships, corporations, and unincorporated associations. Professional legal liability discussed for accountants, legal and business professionals.

BUS 341 Human Resource Management 3 credits
Personnel function as it relates to the management of the human resources of the organization.
Prerequisite: BUS 240

BUS 342 Labor Relations and Employment Law 3 credits
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

BUS 380 Entrepreneurship 3 credits
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

BUS 392 Special Topics in Business 1-6 credits
Course may be repeated with different topic

BUS 400 Financial Analysis 3 credits
A study of the relationship between the time value of money, the valuation of assets, risk and sensitivity to assumptions.
Prerequisite: ACC 201, CPS 205, ECN 202 and junior or senior standing

BUS 401 The Art of Leadership 3 credits
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, BUS 301

BUS 405 Portfolio and Social Media 3 credits
Students will learn different ways of promoting their talents through social media. The will assemble the proper portfolio/resume/cv to provide to prospective employers/clients. A practical guide to managing a career as an artist. How to present yourself professionally, be selective in choosing opportunities, and make smart choices in the real world. They will also develop their own personal marketing plan for their career of choice.
Prerequisite: Faculty Approval

BUS 413 Financial Analysis II 3 credits
A study of how to perform cash flow estimation, capital budgeting, forecasting, working capital management and understanding the relationship between financial ratios and how and when external funding sources provide funds for investment and continued operations.

BUS 495 Internship 1-15 credits
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.
May be repeated for a total of 15 credits
Pass/fail grading

BUS 496 Commerce Integration 3 credits
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 or BUS 413

CHEMISTRY

CHM 101 Essentials of Inorganic Chemistry 4 credits
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.

CHM 102 Essentials of Organic and Biochemistry 4 credits
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

CHM 110 Chemistry in Context 4 credits
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

CHM 111 General Chemistry I 4 credits
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.

CHM 111L General Chemistry Lab **No credit**
Must be taken concurrently with CHM 111

CHM 112 General Chemistry II **4 credits**
A continuation of CHM 111. Topics include rates of chemical reactions, thermodynamics, an extensive discussion of chemical equilibrium, encompassing gas phase reactions, reactions in solutions, acid-base chemistry, solubility, electrochemistry, nuclear chemistry, and an introduction to organic chemistry..
Prerequisite: CHM 111

CHM 112L General Chemistry Lab **No credit**
Must be taken concurrently with CHM 112

CHM 261 Organic Chemistry I **4 credits**
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

CHM 261L Organic Chemistry Lab **No credit**
Must be taken concurrently with CHM 261

CHM 262 Organic Chemistry II **4 credits**
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

CHM 262L Organic Chemistry Lab **No credit**
Must be taken concurrently with CHM 262

CHM 292 Special Topics in Chemistry **1-6 credits**
Course may be repeated with different topic

CHM 340 Physical Chemistry I **4 credits**
A survey of thermodynamics & quantum chemistry & their applications to molecular studies. Topics include gas laws, energies, chemical equilibrium, quantum effects, & electrochemistry.
Prerequisite: CHM 112, MTH 242

CHM 340L Physical Chemistry I Lab **No Credit**
Must be taken concurrently with CHM 341

CHM 342 Physical Chemistry II **4 Credits**
Quantum mechanics, and atomic and molecular structure.
Prerequisite: CHM 341, MTH 242

CHM 342L Physical Chemistry II Lab **No Credit**
Must be taken concurrently with CHM 342

CHM 350 Quantitative Analysis 4 credits
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

CHM 351 Chemical Instrumentation 4 credits
Modern techniques used in the isolation, purification, and quantification of chemical species with an emphasis on spectroscopic, chromatographic and other instrumental methods.
Prerequisite: CHM 350

CHM 360 Advanced Inorganic Chemistry 4 Credits
Structures and properties of inorganic complexes and compounds. Concepts in bonding, trends in periodic properties, molecular symmetry and its relationship to spectra, solid-state, reaction mechanisms, coordination chemistry.
Prerequisite: CHM 262

CHM 360L Advanced Inorganic Chemistry Lab No Credit
Must be taken concurrently with CHM 360

CHM 380 Environmental Chemistry 4 Credits
Environmental chemistry is the study of chemical phenomena that occur in natural places. Students will use fundamental chemistry principles to understand sources, fate, reactivity, and transport of compounds in both natural and polluted environments. We will examine the chemistry of the atmosphere, hydrosphere, and lithosphere. Anthropogenic effects on the environment will be discussed in reference to climate change, air pollution, ozone depletion, use of herbicides and pesticides, and pollution and treatment of water sources.
Prerequisite: CHM 262

CHM 392 Special Topics in Chemistry 1-6 credits
Course may be repeated with different topic

CHM 401 Biochemistry I 4 credits
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

CHM 401L Biochemistry Lab No Credit
Must be taken concurrently with CHM 401

CHM 402 Biochemistry II 4 credits
This course emphasizes biochemical processes that occur in living organisms. It expands upon the material covered in CHM 401 to include additional consideration of metabolism and how it is studied, as well as advanced topics in metabolic diseases, protein biochemistry, and the integration of metabolism. In addition photosynthesis, both the light and dark reactions, are covered in detail.
Prerequisite: CHM 262

CHM 402L Biochemistry Lab No Credit
Must be taken concurrently with CHM 402

CHM 410 Organic Chemistry III 4 credits

This course will offer a detailed view of the structure and reactivity of a variety of organic compounds with continued emphasis on mechanisms, reactions, and synthesis. This is a continuation of CHM 262 that will build upon previous knowledge and address the chemistry of carbonyl compounds and amines as well as biologically important molecules such as carbohydrates, nucleic acids, amino acids, proteins, lipids, and polymers.
Prerequisite: CHM 262

CHM 410L Biochemistry Lab **No Credit**
Must be taken concurrently with CHM 402

CHM 490 Research in Chemistry **1-4 credits**
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

CHM 492 Special Topics in Chemistry **1-6 credits**
May be repeated with different topic
Prerequisite: Consent of Instructor

CHM 495 Internship **1-15 credits**
May be repeated for a total of 15 credits
Prerequisite: Consent of instructor

CHM 499 Senior Thesis **1 credit**
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

CORPS OF DISCOVERY

COD 100 Corps of Discovery **3 credits**
This is a required core course designed to foster the success of first-year students as they transition into the University of Providence community. The course helps students lay the groundwork necessary to develop as whole persons during and after their time at the University of Providence. It familiarizes them with the academic, emotional, spiritual and physical resources of the campus community. Students are introduced to and invited to engage actively with the Providence tradition and mission, with particular emphasis on service, academic inquiry, and other central characteristics of Catholic, liberal arts education. The faculty-led classroom seminars are integrated with co-curricular activities sponsored by Student Affairs and Campus Ministry.

COD 201 Corps of Discovery **1 credit**
Corps of Discovery 201 is an elective course for sophomores, juniors and seniors. It builds upon Corps of Dis covery 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 Providence.

COD 202 Corps of Discovery **1 credit**
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.

COMMUNICATIONS

COM 101 Fundamentals of Speech Communication 3 credits

Speech as a communicative art; personal and social uses of speech; theory and practice of correct vocal expression; and experience in speaking before groups.

COM 230 Using Humor Effectively 3 credits

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

COM 310 The Art of Persuasion 3 credits

Various styles of persuasion will be covered, including debate styles, job interview techniques, volunteer recruitment and pitching to investors. Students who finish this course will understand techniques that work in one situation may not work in another; the effectiveness of any technique is situational. Students will have various methods at their disposal and know where their usage will be strongest.

Prerequisite: COM 101

COM 321 Public Relations 3 credits

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

COM 392 Special Topics in Communications 1-6 credits

May be repeated with different topic

COM 495 Internship 1-15 credits

Prerequisite: Consent of instructor.

May be repeated for a total of 15 credits

COMPUTER SCIENCE

CPS 110 Conquering the Digital Divide 3 credits

This course takes as it 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.

CPS 120 Fundamentals of Info. Systems 3 credits

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.

CPS 140 Essentials of Spreadsheets 1 credit

This course will help students develop a basic operational understanding of common spreadsheet systems including: entering text and numbers, printing, formatting of worksheets, formulas, cell addressing, functions, developing charts and graphs, and exploring the what-if analysis.

CPS 141 Essentials of Word Processing 1 credit

This course develops a basic operational understanding of common word processing systems including: formatting paragraphs and characters, use of clip art, printing, error correction, research paper development, proofing and revising a research paper, creating a resume and cover letter, and proper use of common citation styles.

CPS 142 Essentials of Presentations 1 credit

This course will help students with a basic operational understanding of common presentation tools including: layout procedures, graphics, animations, sounds, designs, animations and transitions.

CPS 205 Spreadsheets 3 credits

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.

CPS 206 Spreadsheets for Business 3 credits

Students have requested a more extended spreadsheet course to take up where CPS 205, Spreadsheets, stops. Business students are more intense users of spreadsheets than other academic users and their need extends beyond the content of CPS 205. In particular, they need to take a variety of business concepts such as amortization schedules, regression, present value of money, and cost functions and convert them into concrete form through the use of spreadsheets.

CPS 210 Networks and Telecommunications 3 credits

Students will gain in-depth experience of networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW. Data communication and telecommunication concepts, models, standards, and protocols will be studied. Installation, configuration, systems integration and management of infrastructure technologies will be practiced in the laboratory. Topics include: Telecommunication configurations; network and Web applications; distributed systems; wired and wireless architectures, topologies, and protocols; installation, configuration, and operation of bridges, routers, switches, and gateways; network performance tuning; privacy, security, firewalls, reliability; installation and configuration of networks; monitoring and management of networks; and communications standards.

Prerequisite: CPS 120

CPS 215 Information Literacy 1 credit

With the increasing amount of information all around us, an awareness of this and technological influences is important to our everyday lives. This course will cover many topics including, but not limited to: filter bubbles, bias

in search engines, evaluating the quality of news sources and detecting false news stories, the impact of technology on privacy, your digital footprint, and assessing digital risks and protecting your security and privacy.

CPS 250 Information Systems Theory, Strategy, Architecture and Practice 3 credits
Students will be exposed to the theory of the Informations Systems discipline with the course focussing on linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments and other organizations to each other. The Course provides and introduction to e-business strategy and the development and architecture of e-business solutions and their components. Application for these theories to the success of organizations and the roles of management, users, and IS professional are presented topics presented include: systems theory and concepts; information systems and organizational system; decision support; quality; level of systems: strategic, tactical and operational; system components and relationships; information systems strategies and e-business strategies; roles of information and information technology; roles of people using, developing and managing systems; IS planning and change management; human computer interface; IS development process; evaluation of system performance; societal and ethical issues related to information systems design and use.
Prerequisite: CPS 120

CPS 270 Introduction to Programming 3 credits
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 (may be concurrent)

CPS 276 Routers 3 credits
Students will learn to implement modern connectivity tools for network infrastructure development. Topics covered include: common networking connectivity tools such as hubs, routers, and switches; examination of which components (hubs, routers, or switches) are appropriate for a particular situation; sub-netting; subnet masking; network segmentation; implementation of tools for network segmentation; implementation of tools for connecting networks to the external world.
Prerequisite: CPS 210

CPS 280 Computer Security 3 credits
This course provides an overview the issues involved in systems security and practice. Topics covered include: security protocols, security systems analysis, security features in operating systems, tools and methods for security planning, security risk analysis, security vulnerabilities, tools for discovering vulnerabilities, encryption, and issues brought to the forefront for information managers by modern security problems.
Prerequisite:CPS 120

CPS 292 Special Topics in Computer Science 1-6 credits
Course may be repeated with different topic

CPS 300 Systems Analysis & Project Mgmnt 3 credits
Students will apply their understanding of structured analysis and design techniques by performing feasibility studies, designing plans or systems implementation, doing systems design documenting and diagramming, and creating data dictionaries and other developmental tools while creating staffing plans, assessing skill requirements, addressing behavioral and technical issues in project management, handling the problems change management issues in projects and using software tools for project planning and monitoring.
Prerequisite: CPS 120

CPS 301 Physical Design and Implementation with Database Management Systems 3 credits
This is a detailed consideration of database analysis and design. Topics presented include: Conceptual, logical,

and physical data models, and modeling tools; structured and object design approaches; models for databases: relational and object oriented; design tools; data dictionaries, repositories, warehousing, and data mining; database implementation including user interface and reports; multi-tier planning and implementation; SQL; data conversion and post implementation review.
Previously CPS 201
Prerequisiste: CPS 300

CPS 310 Information Technology Hardware and Software 3 credits
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

CPS 320 Computer Forensics 3 credits
This course is an examination of the tools that security professionals use to protect and preserve the information in an organization. This will include log analysis, malware analysis and reverse engineering, and methods for finding vulnerabilities in software and in systems. Students will work with encryption and decryption tools and methodologies. This course provides a comparative study of information technology, evidence analysis, chain of custody, data retrieval from computer hardware and software applications, and the issue of data remanence. Particular attention will be paid to the ethical considerations involved in the use of the tools presented.
Prerequisite: CPS 270 or Consent of Instructor

CPS 325 Information Assurance 3 credits
This course is a hands-on examination of the tools that security professionals use to protect the information in an organization. This includes the use of network penetration testing programs, port scanners, and other tools for vulnerability testing. Students will work with tools for encryption and password cracking. Methods for protecting workstations, routers, switches, and servers will be examined. Particular attention will be paid to the ethical considerations involved in the use of the tools presented.
Prerequisite: CPS 210

CPS 330 Operating Systems Theory 3 credits
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

CPS 370 Programming with Data, File and Object Structures 3 credits
This is a first course in Files and Data Structures and a continuation of CPS 270. Programming with files and data structures will be presented. Analysis of algorithm efficiency, sorting, and searching will be examined. Lists, trees, stacks, and queues, will be discussed.
Prerequisite: CPS 270

CPS 376 Applied Networking 3 credits
This is an in depth examination of the issues of implementing a large scale network. Issues addressed include network operating systems, active directory, group policy objects, and network enterprise planning and management.
Prerequisite: CPS 210

CPS 385 Data Scripting 3 Credits
An examination of an advanced data scripting language including elements of language syntax, objects, data extraction and formatting, mathematical libraries and graphics libraries
Prerequisites: CPS 270, CPS 301, MTH 252

CPS 392 Special Topics in Computer Sciences 1-6 credits
May be repeated with different topic

CPS 411 Algorithms 3 credits
Advanced sorting and searching algorithms, graph theory, recursion and fundamentals of data structures (lists, queues, and trees).
Prerequisites: CPS 385

CPS 415 Programming Languuages 3 Credits
An overview of the theory and structure of computer programming languages focusing on the characteristics and applicability of different classes of programming languages. NOTE: This course will be particularly useful (along with CPS 411) for students wishing to go to graduate school in Computer Science
Offered on an as needed basis

CPS 445 Network Integration 3 credits
This course is a comparative examination of different network operating systems and how they can be integrated together for overall network connectivity. Topic covered include: use and connection of computer systems using multiple common network operating systems and the implications of connecting multiple common network operating systems.

CPS 450 Advanced Networking 3 credits
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 210

CPS 495 Internship 1-15 credits
This course provides hte opportunity to apply the theories or see how the theories are applied that you have larned about throughout your academic career. A minimum of 60 hours per credit will be spent observing and/or working within an organization.
Prerequisite: Consent of instructor
May be repeated for a total of 15 credits

CPS 498 Physical Design in Emerging Environments 3 credits
Students who have completed the analysis and logical design course will extend their knowledge by implementing an information system in an emerging systems environment. Teams will use project management principles to implement an information system. Students will use their project management skills to produce implementation and design documents. Students are encouraged to seek design and implementation experiences outside the University.

CRIMINAL JUSTICE

CRJ 100 Intro to Criminal Justice System 3 credits
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.

CRJ 215 Social Justice and Civic Engagement in America 3 credits
This course explores the attitudes and personal belief systems of social justice and civic engagement. Students will explore the ways, and will provide a forum for discussion, of the experiences in which activists have worked for the betterment of marginalized peoples. Students will be prepared for lives of responsible, thoughtful, and

engaged democratic citizenship. This course assists students in acquiring background knowledge for developing a sense of responsibility for one's social involvement in the world.

CRJ 231 Criminal Law 3 credits
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

CRJ 251 Criminal Evidence and Procedure 3 credits
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

CRJ 261 Patrol Operations and Procedures 3 credits
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

CRJ 284 Basic Firearms in Law Enforcement 2 credits
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

CRJ 306 Criminology 3 credits
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

CRJ 308 Juvenile Delinquency 3 credits
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

CRJ 315 Restorative Justice 3 credits
This course will take a critical look at the criminal justice system in America. It will examine the history, philosophy, ethics, and legal issues related to the criminal justice system. The course explores issues unique to individuals of different classes, gender, and race, from a restorative justice perspective. This course will help the student define human rights, and reflect on violations of those rights, and ways to reform the criminal justice system will be discussed.

CRJ 326 Ethics and Career Survival in Criminal Justice 3 credits
An examination of ethical behavior that will provide criminal justice students with the relevant decision-making skills that will enhance the practitioner's duty performance as well as the public interest. The emphasis will be on making moral, rational and responsible decisions which will lead to ethical professional behavior. The course also further explores the mental pressures placed upon members of modern police forces and criminal justice related

careers in American systems. The course is designed to help criminal justice professionals overcome the internal assaults, and ethical dilemmas which occur over the course of their careers.
Prerequisite: CRJ lOO or SOC 110

CRJ 361 Community Policing 3 credits
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

CRJ 371 Corrections 3 credits
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

CRJ 381 Interviewing and Interrogation 3 credits
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, victims and suspects to include detecting deception and the utilization of interrogation techniques.
Prerequisite: CRJ 100 and Junior or Senior Standing

CRJ 392 Special Topics in Criminal Justice 1-6 credits
May be repeated with different topic

CRJ 397 Field Projects 3 credits
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

CRJ 401 Juvenile Justice 3 Credits
An examination of the dynamics concerning youth at risk, which have 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. The further examination of the various methods used to control and treat the youthful offender, including, but not limited to, diversion, detention, institutionalization, probation,
Prerequisite: CRJ 100, CRJ 308 and PSY 200 OR SOC 110

CRJ 405 Advanced Criminal Investigation: Sexual Assault and Homicide 3 credits
This advanced course covers the process by which society's most heinous crimes of sexual assaults and homicides are solved. It will emphasize the investigative process and the importance of teamwork, not only among investigators, but with the numerous forensic disciplines. Specifically, it will address the roles of the various forensic disciplines and their relationships with sex crimes and the homicide investigator, to include the functions of the crime laboratory. This course will address in detail the processing of the homicide crime scene and carry the investigator through the medicolegal system. Additionally, discussions of legal problems and methods of interpreting wounds/injuries will be presented that will assist the investigator in drawing logical conclusions.
Prerequisite: CRJ 261

CRJ 411 Community Programs in CRJ **3 credits**

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. The course will Introduce and survey 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

CRJ 446 Victimology **3 credits**

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: CRJ 100 or PSY 200 or instructor permission

CRJ 451 Criminal Investigation **3 credits**

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

CRJ 461 Police Management **3 credits**

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

CRJ 495 Internship **1-15 credits**

Prerequisite: Consent of instructor and Junior or Senior Standing

May be repeated for a total of 15 credits

CRJ 499 Criminal Justice Capstone **3 credits**

The criminal justice capstone course is designed to assist students in the integration and synthesis of their undergraduate experiences from both a theoretical and practical framework. This capstone course also focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. An overview of the American criminal justice system will more specifically examine crime and victimization trends, crime prevention programs, law enforcement, prosecution, defense, adjudication, sentencing, corrections, and criminal justice policy making.

DRAMA

DRM 112 Intro to Dramatic Literature **3 credits**

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 story-telling 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.

DRM 118 Introduction to Technical Theater 3 credits
Introduction to Technical Theatre provides a practical and theoretical survey of the tools and techniques involved in Modern American Theatre. The course is divided into equal parts class room lecture and technical laboratory.

DRM 120 Introduction to Acting 3 credits
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.

DRM 121 Theatre Performance: Acting 1-2 credits
Students may receive credit for acting in University productions.
May be repeated to a total of six credits.

DRM 123 Theatre Performance: Crew 1-2 credits
Students may receive credit for work on the stage crew in University productions.
May be repeated to a total of six credits.

DRM 225 Musical Theatre Performance 3 credits
Various performance techniques will be developed to express character, emotion and action in musical theatre performance. Students will study and learn songs from many different styles and eras of Musical Theatre; operetta, the golden era and modern musical theatre and "pop" musicals. Students will learn the difference between performing in a production and performing an audition. Students who complete this course will develop an understanding of their musical strengths and weaknesses and begin to develop a portfolio of songs for auditions.
Prerequisite: DRM 120 and either MUS 155 or MUS 121

DRM 230 Theatre Lab I 3 credits
Students will work collaboratively to create a piece of devised theatre. Students will write, direct, perform and promote the production. Subject matter and performance style will change from class to class. Emphasis will be placed on furthering theories learned in Intro to Acting and Dramatic Literature.
Prerequisite: DRM 112, DRM 120, DRM 118 or instructor permission.

DRM 240 Theatre & Business Arts Practicum 3 credits
Students will assess their problem-solving and teamwork skills in conjunction with an approved University activity. May be repeated up to three times for credit.
Prerequisite: DRM 112, DRM 120, DRM 118

DRM 292 Special Topics in Drama 1-6 credits
Course may be repeated with different topic

DRM 300 Theatre History 3 credits
Students will study various eras, styles and theories of theatre through the ages. A survey of the major developments of the theatre from primitive beginnings to the 20th century. The class will also serve as an upper-level writing course.

DRM 310 Theatre Lab II 3 credits
Students will take a stronger leadership position with the Theatre Lab I class. Focus will be on furthering the concepts from either Playwriting or Directing class.
Prerequisite: DRM 230 and DRM 330 or DRM 370

DRM 330 Writing for Stage or Film 3 credits
Introduction to the basics of storytelling and the creation of dramatic texts using both organic and formulaic models. Students will learn to observe the world for meaning, build characters, place characters in settings, write monologues, create dialogue between characters, and lay the groundwork for longer, more substantive work. Students will write several short pieces and one full play/screenplay.
Prerequisite: DRM 112, DRM 120 or instructor approval

DRM 370 Directing 3 credits
Students will learn the basics of directing actors in a play. Techniques will be discussed and put into practice for analyzing a script, working with actors, and assembling a rehearsal schedule. Students who complete this course will have the confidence to come up with practical solutions to problems that arise during the course of directing a play.
Prerequisite: DRM 112, DRM 120 or instructor permission

ECONOMICS

ECN 201 Macroeconomics 3 credits
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.

ECN 202 Microeconomics 3 credits
Microeconomics examines subsytems 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.

ECN 215 Managerial Economics 3 credits
This course looks at using economic tools to manage a business. The course covers basic pricing policies and strategies, cost minimization strategies using the tools of operations research, and engaging in strategic behavior through the lens of game theory and an understanding of how the external environment impacts a firm.
Prerequisite: ECN 201, ECN 202

ECN 305 Finance & Economics of Sport 3 credits
The goal of the course is for students to be able to demonstrate how economic theory applies to the sports industry. The course will cover issues involved in the industrial organization of sports, labor economics, and public finance of sports. Students will learn how to apply basic economic concepts to real world situations. Students should also be able to use the tools of economics in making decisions.

EDUCATION

EDU 200 Orientation to Professional Education 3 credits
Education 200 provides a broad overview and introduction to issues relevant to K-12 education in the United States for students considering the teaching profession and teaching licensure in the state of Montana. Along with a twenty hour in-school practicum, students will explore the development and organization of public education through knowledge of its history and philosophies. Ethical issues; pertinent laws; current governance, funding and structure will also be topics of discussion in this course. Timely topics and issues, including Indian Education for All, will be examined. This class is required for both elementary and secondary education majors as well as for degreed students seeking licensure.

Students will be required to complete fingerprinting and background check as well as provide evidence of teacher liability insurance.

EDU 202 Introduction to Gifted Education 2 credits

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.

EDU 244 Instructional Technology 2 credits

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.

EDU 260 Multicultural Education 3 credits

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, gender, 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.

EDU 261 Introduction to Exceptionalities 3 credits

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.

EDU 284 Cognitive Psychology Applied to Learning 4 credits

Cognitive processing concepts relevant to the practice of education are explored. Topics include basic developmental neurobiology, learning theories (of influential researchers including Thorndike, Piaget, Vygotsky, Bandura) 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 readings from text books and current scholarly journals, 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.

EDU 302 Literature for Young Adults 1 credit

Students will develop a rational 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 literature. 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. Course is taught on line only.

Prerequisite: EDU 200

EDU 315 Assessment of Learning 2 credits

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. Course is taught on line only.

Prerequisite: EDU 200

EDU 336 Developing Emergent Literacy 1 credit

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.

Fieldwork up to 5 hours required

Prerequisite: EDU 200

EDU 338 Teaching Reading in the Content Area 2 credits

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.

Fieldwork up to 5 hours required

Prerequisite: EDU 200

EDU 341 Methods in Elementary Science 2 credits

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.

Fieldwork up to 10 hours required

Prerequisite: BIO 110, GSC 110, GSC 121 (concurrent enrollment permitted)

EDU 342 Methods in Elementary Social Studies 2 Credits

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 (concurrent enrollment permitted) , HST 230

EDU 350 Child and Language Development 4 credits

The course will focus on the importance of development from birth through adolescence. How receptive and expressive language development affects reading and written language as well as learning in all other academic areas will be studied. Psychological, physiological, biological, cognitive, emotional, moral, and social development will be reviewed and candidates will demonstrate through written projects their knowledge of typical and atypical development of children along with the part that language research has played in the historical development of theories of education and learning.

Prerequisite: EDU 200 or PSY 200

EDU 352 Methods in Elementary Mathematics 2 credits

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 Standards for Mathematical Practice based on the Process Standards of the National Council of Teachers of Mathematics, and the strands of mathematical proficiency as stated by the National Research Council , research-based, developmentally appropriate methods, lesson planning, and assessment of teaching elementary school mathematics, and error detection and correction of mathematics misconceptions.

Fieldwork up to 5 hours required

Prerequisite: MTH 255, MTH 256

EDU 353 Methods in Elementary Art 2 credits

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.

Prerequisite: EDU 200

EDU 355 Developmental Disabilities 3 credits

Review the philosophical, historical , and legal foundations of the field of developmental disabilities. The student will review recent research, trends and practices in the field of developmental disabilities. The framework for discussion of students with developmental disabilities will include the following: Physical disabilities, chronic illness, birth defects, sensory disorders, cognitive disabilities, and environmentally induced impairments. Emphasis will be placed on foundation of curriculum development and implementation, instructional environments, and integrations into the general school mainstream

Prerequisite: EDU 261

EDU 356 Methods in Communication Arts I 2 credits

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: EDU 200

EDU 357 Methods in Communication Arts II 3 credits

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, Guided Reading/ Writing, Shared Reading/Writing, reading/writing mini-lessons, 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

EDU 361 Assessment of Students with Disabilities 3 credits

To provide an overview on the research, trends, and practices in the field of educational assessment. The main focus will be on the acquisition of standard evaluation technique, scoring, and interpretation of standardized

evaluative instruments. The entire evaluative process from pre-referral to placement will be reviewed, as well as IEP development, implementation, and review based on evaluative principles. NCLB and social, cultural, and environmental factors will be discussed, as well as Response to Intervention (RTI) and its impact on Special Education assessment. Emphasis will be placed on informal and formal assessment of reading, math, and written language as well as the data obtained through observational and anecdotal means.
Prerequisite: EDU 261, EDU 315 & EDU 362

EDU 362 Learning Disabilities 3 credits
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**.**
Fieldwork up to 5 hours required
Prerequisite: EDU 261, EDU 284 & EDU 315

EDU 363 Emotional and Behavioral Disabilities 3 credits
Teacher candidates taking this course will review the philosophical, historical, and legal foundations of the education of children and adolescents with emotional and behavioral disorders 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 284 & EDU 315

EDU 364 The Preschool Child at Risk 2 credits
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.
Fieldwork up to 5 hours required
Prerequisite: EDU 261

EDU 368 Language Development 2 credits
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 projects 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

EDU 370 Children's Literature 3 credits
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

EDU 392 Special Topics in Education 1-6 credits
May be repeated with different topic

EDU 395 Field Experience in Special Education 1-3 credits
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
Instructor permission required

EDU 398 Field Experience in Education 1-3 credits
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
Instructor permission required

EDU 420 Policies and Procedures in Special Education 2 credits
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. : Must be within 2 semesters of student teaching and may be taken concurrently with EDU 496.
Prerequisites: EDU 261, EDU 355, EDU 362, EDU 363 and admission to the Teacher Education Program or instructor permission.

EDU 430 Secondary Teaching Procedures 2 credits
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.

EDU 441 Remedial Reading 2 credits
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 & admission to the Teacher Education Program or instructor permission.

EDU 442 Practicum in Reading 2 credits

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
a) effective use of standardized, criterion referenced, program and informal reading assessments and determine the importance of reading assessments of and for learning
b) types of effective reading instruction, intervention and accelerated reading instruction and programs
c) what affects student success in learning reading/literacy skills and strategies
d) the effects of student diversity on learning to read

Prerequisite: Take concurrently with EDU 441 and admission to the Teacher Education Program. Instructor permission required

EDU 461 Curriculum of Special Education 3 credits

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, 362 and one of the following: EDU 355 or EDU 361 (concurrent enrollment in EDU 361 or 355 permitted) and admission to the Teacher Education Program or instructor permission.

EDU 462 Preprofessional Integrative Experience (PPIE) Elementary 2 credits

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 (concurrent enrollment permitted) and admission to the Teacher Education Program or instructor permission. Must be within 2 semesters of student teaching.

EDU 472 Preprofessional Integrative Experience (PPIE) Middle School 2 credits

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 430 (concurrent enrollment permitted) and admission to the Teacher Education Program and must be within 2 semesters of student teaching. Instructor permission required.

EDU 482 Preprofessional Integrative Experience (PPIE) High School 2 credits

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. Must be within 2 semesters of student teaching.

EDU 489 Student Teaching Seminar 2 credits

The internship seminar provides the student with opportunities to learn how to complete certification requirements and submit necessary materials, how to prepare for an interview and complete an electronic portfolio, 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.

Prerequisite: Student Teaching placement and concurrent enrollment in EDU 490 or EDU 498 and admission to the Teacher Education Program.

EDU 490 Elementary Student Teaching 10 credits

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. All major and minor coursework must be completed. Instructor approval required.

EDU 493 Specialized Student Teaching - Reading Instruction 6 credits

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.

EDU 496 Specialized Student Teaching – Special Education 6 credits

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. Instructor approval required.

Prerequisite: Admission to teacher educ. program and course through application, and successful completion of EDU 489, and either EDU 490 or EDU 498.

EDU 498 Secondary Student Teaching 10 credits

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. Instructor approval required.

Pre**requisite: Admission to teacher education program and course through application, concurrent enrollment in EDU 489 required. All major and minor coursework must be completed.**

ENGLISH

ENG 099 College Writing Skills 1 credit

General Studies course designed to help students develop skill toward writing successful academic papers for all university courses. Students will practice writing the most common types of assigned papers with specific focuses on the paragraph: structure, organization, and content; Grammar: the proper use of verbs, pronouns, and modifiers; and Sentencing: sentence structure and variety, sentence errors, and punctuation.

Course is required for students with scores of 17 or below on the English section of the ACT, 520 or below on the writing section of the SAT. This course is not applicable to a degree program and is Pass/Fail grading.

ENG 117 Writing Essays 3 credits

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 099 or qualifying placement.

ENG 209 Introduction to Creative Writing 3 credits

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.

ENG 211 Introduction to Literary Freelance Writing 3 credits

This seminar-style class focuses on skills and strategies for becoming a successful freelance writer – whether as a full-time professional or as an occasional participant in the field. Topics include researching appropriate markets, submitting manuscripts, revising existing work for different editors with different goals, finding an agent or publisher, and organizing the "self-employed business" aspects of creative writing. Students will compile portfolios of manuscripts, acceptable markets, standard submission materials, and submission tracking methods across a variety of genres.

ENG 215 Introduction to Literary Studies 3 credits

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.

ENG 220 Introduction to Literary Criticism 3 credits

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.

ENG 247 Grammar 3 credits

General outline of English structure and its components, with intensive study of the levels of systematic rules and relationships called syntax. Course provides a paralanguage for describing language, essentially from a structural linguistics perspective.

Prerequisite: ENG 117

ENG 292 Special Topics in English 1-6 credits

Course may be repeated with different topic

ENG 308 Creative Writing: Fiction 3 credits

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.

ENG 309 Creative Writing: Nonfiction 3 credits

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.

ENG 310 Creative Writing: Poetry 3 credits

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.

ENG 311 Writing Strategies 3 credits

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

ENG 312 Writing for Business and Professions 3 credits

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

ENG 313 Writing for the Sciences 3 credits
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

ENG 317 Writing for Mass Media 3 credits
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

ENG 319 Topics in Advanced Writing 3 credits
Prerequisite: ENG 117
May be repeated with different topic

ENG 320 British Literature I (through 1800) 3 credits
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

ENG 321 British Literature II (1800 to the Present) 3 credits
Chronological and critical study of British literature with focus on Romantic, Victorian, and modern writers.
Prerequisite: ENG 117, ENG 215

ENG 322 American Literature I (1620 - 1861) 3 credits
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

ENG 323 American Literature II (1861 to the Present) 3 credits
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

ENG 324 World Literature 3 credits
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

ENG 329 Topics in Minority or Regional Literature 3 credits

Each section of this course assigns a selection of literature by a particular group often marginalized by booksellers 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

ENG 339 Literary Themes 3 credits

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

ENG 346 Introduction to Linguistics 3 credits

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

ENG 349 Major Literary Figures 3 credits

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

ENG 360 Shakespeare's Tragedies 3 credits

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

ENG 361 Shakespeare's Comedies and History Plays 3 credits

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

ENG 392 Special Topics in English 1-6 credits

Maybe be repeated with different topic

ENG 495 Internship 1-15 credits

Prerequisite: Consent of instructor

May be repeated for a total of 15 credits

ENG 499 Senior English Paper 1 credit

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 UP who will select two additional English faculty members as expert readers.

Prerequisite: Two upper level writing courses (ENG 300-319)

EXERCISE SCIENCE

EXS 105 Medical Terminology 2 credits

This course will introduce students to medical terminology in the form of common roots, prefixes, suffixes, and abbreviations, with an emphasis on spelling, definition, and pronunciation.

EXS 110 Introduction to Exercise Science 3 credits

This survey course examines the various sub-disciplines of Exercise Science, explores career options in Exercise Science, and prepares students for the professional expectations of an Exercise Scientist.

EXS 201 Safety, First Aid, and CPR 2 credits

This course provides the student with knowledge and practical techniques associated with safety, first aid and CPR. CPR and First Aid certification is available.

EXS 202 Racquet and Individual Sports 2 credits

Motor skill performance, as well as biomechanical, tactical, and pedagogical knowledge for racquet and individual sports, are taught and assessed in this class.

EXS 203 Team Sports 2 credits

Motor skill performance, as well as biomechanical, tactical, and pedagogical knowledge for team sports, are taught and assessed in this class. Motivation, team building, and off-season training programs are also addressed in this course.

EXS 223 Youth Sports 3 credits

The course covers organization, management, procedures, activities, techniques, safety, character development, positive coaching methods and ethics involved in conducting youth sports. Students will be expected to complete at least eight hours of observation or volunteering in a youth sports setting. An appreciation for the importance of well-run youth sports programs and the value they provide for society will be emphasized.

EXS 233 Sociology of Sport 3 credits

This course explores the ways in which sports are entangled in social, cultural, political, and economic forces operating at many different levels, from the social psychological levels to the global level. On one hand the course deals with the multiple ways in which individual are involved in sports organizations and activities, including our participation in sport for purposes of recreation and leisure, sports participation as self-expression and personal fulfillment, participation as spectators of sports and consumers of sports as entertainment commodities. On the other hand, the course deals with the organization of sports and sports organizations as particular representations of social organizations in general that can be analyzed in terms of goals and norms, social roles, manifest and latent functions, including all the complex social dynamics that characterize other social organizations, such as stratification. The course will also deal with the political economy of big time sports, including major university and professional sports and their contradictory relationships to their institutional settings, as well as, sport as an avenue for social change.

EXS 260 Sports Psychology 3 credits

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.

EXS 275 Exercise and Sports Nutrition 3 credits

Scientific basis for the role of nutrition in human performance. Critical evaluation of popular practices; making

optimal food choices for physical activity.
Prerequsite: Sophomore Standing

EXS 281-290 **1 credit each**
Sport-specific coaching theories, including technical and tactical skill development, will be examined.
EXS 281 Coaching Golf
EXS 282 Coaching Racquet Sports
EXS 283 Coaching Weight Training
EXS 284 Coaching Track/Field/Cross-Country
EXS 285 Coaching Wrestling
EXS 286 Coaching Baseball/Softball
EXS 287 Coaching Basketball
EXS 288 Coaching Football
EXS 289 Coaching Soccer
EXS 290 Coaching Volleyball

EXS 292 Special Topics in Exercise Science **1-6 credits**
Course may be repeated with different topic.

EXS 305 Exercise Physiology **3 credits**
A review of the physiologic response to vigorous physical activity and training. An understanding of the systemic and metabolic benefits to a lifestyle of physical activity as well as training for vigorous sport activity will be developed. Physiological adaptations brought on by specificity of training for anaerobic and aerobic performance will also be addressed. This course emphasizes the investigation of the physiological components of human movement. Concepts relating to neuromuscular, metabolic, circulatory, and respiratory physiology are discussed in lecture, including theoretical and practical applications of exercise and training principles.
Prerequisite: BIO 251

EXS 310 Fitness Assessment Methods **3 credits**
This course will provide students with the opportunity to develop an understanding of exercise physiology laboratory skills and protocols necessary for the exercise/fitness profession as well as introduce the student to equipment and basic methods of assessing physiological responses to exercise. Students will also develop the ability to explain the mechanisms underlying the physiological responses to specific exercises and explain the long term adaptations to these exercises and critically analyze and interpret exercise physiology data resulting from physiological stressors. Students will also develop skills which allow students to better analyze movement from a biomechanical perspective.
Prerequisite: EXS 305

EXS 315 Event and Facility Management **3 credits**
Basic concepts of planning, facility management and of conducting sports-related events, from inception to completion, are examined in this course. Facility safety, maintenance budgeting, and staffing are also covered. The class addresses practical applications, as well as different strategies to event and facility management. A unique modular format will be used to present the class material. Expert speakers in the areas of event and facility management will present students with real life scenarios and authentic information in the course. A 10 hour practicum requirement in an event or facility management setting as part of a class project assisting in conducting an event. Coordination of the event will require class-wide collaboration and teamwork, with the quality of the event being a major assessment for the course.

EXS 325 Advanced Strength and Conditioning **3 credits**
This course focuses on the various forms of anaerobic training. Students will study the physiological adaptations

to anaerobic training and techniques for increasing anaerobic performance, including strength, power, and speed.
Prerequisite: EXS 305 & HPE 315

EXS 333 Sport Marketing, Media, and Public Relations 3 credits
This course examines the basic principles of marketing and how they are applied to the field of sport. They are evaluated in terms of the elemental marketing mix, which includes product, place, price, promotion, and public relations. Applications of principles for marketing, media and public relations to the sports industry are evaluated and surveyed. The three areas are presented separately and are then addressed in relation to each other.

EXS 340 Ethics, Law & Health/Fitness Prof. 3 credits
A problem-centered 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.

EXS 350 Coaching Certification 2 credits
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.

EXS 392 Special Topics in Exercise Science 1-6 credits
May be repeated with different topic.

EXS 411 Exercise Prescription I 3 credits
Concepts, theory, practice and research in training and conditioning will be studied. The principles of strength training, overview of training equipment, fitness assessments, and designing individual exercise programs for apparently healthy adults will be taught.
Prerequisite: EXS 310

ESX 412 Exercise Prescription II 3 credits
This course will examine the components necessary for the creation of safe and effective exercise prescriptions for special, non-healthy populations. Students will learn to design exercise programs of appropriate mode, intensity, duration, frequency and progression as well as behavioral and leadership skills necessary for exercise leaders.
Prerequisite: EXS 411

ESX 490 Research in EXS 1-4 credits
Research experience for students in Exercise Science. 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 and the question. We consider how to assess difficulties and limitations in experimental strategies due to design, equipment, and participant population.

EXS 495 Internship 1-15 credits
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. May be repeated for a total of 15 credits.
Prerequisite: Senior standing or instructor permission

ESX 499 Senior Thesis in EXS 1 credit
This upper division course consists of both oral and written presentation by students majoring in Exercise Science. The thesis is based on critical evaluation of scientific literature.

FORENSIC SCIENCE

FSC 201 Introduction to Forensic Sciences 3 credits

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.

FSC 292 Special Topics in Forensic Sciences 1-6 credits

Course may be repeated with different topic

FSC 300 Physical Evidence 3 credits

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

FSC 310 Impression Evidence Lab Analysis 3 credits

Comparison and individualization of physical evidence by chemical and physical properties will be presented in lectures and carried out in laboratories. Theories and practices of chemical, instrumental, and biological analysis are applied with available equipment. Course deals specifically with impression evidence, including fingerprints, footprints, tire marks, and tool marks as patterned evidence. Hands-on laboratory procedures are stressed.

FSC 320 Patterned Evidence Lab Analysis 3 credits

Comparison and individualization of physical evidence by chemical and physical properties will be presented in lectures and carried out in laboratories. Theories and practices of chemical, instrumental, and biological analysis are applied with available equipment. Course deals specifically with FIREARMS, GLASS, SOILS, PAINT, FIBER & HAIR as patterned evidence. Hands-on laboratory procedures are stressed.

FSC 330 Blood, Body Fluids and DNA Lab Analysis 3 credits

Detailed advanced microscopic and instrumental methods with extensive hands-on experience provided by laboratory analysis of blood, blood spatter, and DNA. Principles and methods of analysis of microscopic and macroscopic evidence of biological materials, particularly blood, bodily fluids, DNA, and forensic pathology.

FSC 340 Forensic Biology & Microscopy 3 credits

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

FSC 350 Forensic Chemistry & Instrumentation 3 credits

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

FSC 360 Physical Evidence Lab Analysis 3 credits

Comparison and individualization of physical evidence by chemical and physical properties will be presented in lectures and carried out in laboratories. Theories and practices of chemical, instrumental, and biological analysis are applied with available equipment. Course deals specifically with Questioned Documents, Toxicology, Poisons, Arsons And Explosives, And Entomology as patterned evidence. Hands-on laboratory procedures are stressed.

FSC 392 Special Topics in Forensic Sciences 1-6 credits

Topics of a specific nature will be presented in each course. Courses may include: arson and explosives; biomedical methods in forensics; facial and body reconstruction; forensic geology; forensic toxicology; and forensic engineering; forensic entomology.

May be repeated with different topic

FSC 410 Drugs and Poisons 3 credits

Focusing on the idea of truth as different societies perceive it. The effects of drugs and poisons on the development and survival of cultures will be investigated. There will be two aspects of the course: the history of medical usage of botanicals, pharmaceuticals, and industrial chemicals, will be traced, used as a background for investigating the effects of drugs and poisons (both accidental and deliberate) on the human organism and their use in developing or destroying societies.

Individual Societies will be used as examples, coupled to forensic investigations as to the rise of current usage and popularities of drugs in American society. This course will also present an in-depth approach to the medical and legal aspects of drug enforcement. Student will learn 1)historical component to a variety of diverse drugs to include identification of dangerous drugs, 2)the physiological and psychological effects of the drugs on the human body, 3) knowing the proper generic and pharmaceutical name brands, and 4) recognizing the various street names of the drugs.

Prerequisite: CRJ 100 OR FSC 200

FSC 430 Forensic Anthropology with Laboratory 3 credits

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 201 & FSC 301

FSC 495 Internship in Forensic Sciences 1-15 credits

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

May be repeated for a total of 15 credits

FSC 499 Senior Capstone Seminar 1 credit

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

GENERAL EDUCATION

GEN 150 Succeeding at UP 1-3 credits

This course helps students to develop the goals, concepts, dispositions and habits essential to success in all college

courses. Students will develop and sustain effective study skills and learn to work successfully with all their instructors. This course is offered to students who meet one or more of the following criteria: 1) Freshman students who may be academically at risk; 2) Students who have been placed on academic probation: and 3) Any student who has demonstrated a need for academic assistance in fundamental skills, such as basic English and/or math, study-skills, test-taking strategies, organization, time-management, motivation, etc. This course is not open to students merely seeking to add credits to maintain eligibility for financial aid, scholarships and/or athletics.
Prerequisite: Instructor permission
May be repeated for a total of 6 credits

GEN 192 REACH 1-4 credits
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.

GEN 201 Service Learning Integration
Service learning Integration Seminars are taken alongside 15 or more hours of service work in a local community agency or other qualified context. Seminar credit is received for completion of minimum service hours plus completion of 15 semester hours of course material designed to facilitate students' development in three areas: (1) Awareness of personal strengths, gifts, and vulnerabilities through reflection; (2) awareness of the emotions, vulnerabilities, and needs of others; and (3) increased understanding of how communal and social factors support and/or undermine respect for human dignity through reflection on real-world problems in a service environment.

GENERAL SCIENCE

GSC 110 Contemporary Physical Sciences 4 credits
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.

GSC 121 Earth and Space Sciences 4 credits
Detailed overview in depth of the earth as part of the solar system, and the other bodies that make up the solar system. First half stresses forces working on the earth and planets, including plate tectonics, weathering forces, and the development and change of atmospheres and/or oceans. Comparative planetology stresses geophysics of forces forming a planetary body, and ones resulting in the formation of moons and smaller planetoids. All elements of the solar system will be identified, including smaller objects like comets and meteoroids. Particular emphasis will be on the origin of the sun and planets, with the evolution of ideas over time being highlighted. Planetary systems around other stars will also be investigated. Laboratories will be integrated into course work.

GSC 215 History of Science 4 credits
Detailed and comprehensive overview of the realms of science, including physical, biological, and geological sciences. The course will focus on the concepts in science and technology that have shaped human cultures over time, including both personal and social perspectives. Stresses history of each discipline, including the unifying ideas and the processes that scientists use in the discovery of new knowledge and to express ideas in the form of developing technologies. Laboratories will be integrated into course work as appropriate.

GSC 230 Meteorology and Oceanography 3 credits
This will be a detailed investigation into the fluid systems of planet Earth, with comparisons with those of other

planets of the solar system. Focus will be on the processes and principles governing the oceans and weather/climate systems of the world, with oceanic-atmospheric interactions being stressed. Topics include water movements, undersea geology, chemical and biological formations, weather phenomena, violent weather systems, oceanic features, and climates of the past with their effects on life. Laboratories will be incorporated into the course on selected topics.

GSC 320 Geology and Paleontology 4 credits
This course will be an intensive study of the forces and processes that have formed and altered the earth through time. Special emphasis will be on sedimentary deposits, the depositional environments, and the preservation of fossils, both invertebrates and vertebrates, which illustrate how evolution has occurred, both of the planet itself and the life forms developing. Topics include dating methods, development of the geologic time column, and the processes of evolution that have impacted life on the planet over 4.5 billion years. Laboratories will be incorporated into the course work on selected topics.

HEALTH AND PHYSICAL EDUCATION

(Courses numbered HPE 103-192, excluding HPE 110SS and HPE 188, are considered repeatable. Students may enroll in these courses for a maximum of 8 credits.)

HPE 103 Stretching with Yoga 1 credit

HPE 110 Wellness Perspectives 3 credits
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.

HPE 111 Self-Defense 1 credit
Students will learn the basic kicks, blocks, and strikes of CHA-3 Kenpo, basic forms, practical self defense techniques using empty hands, and the Kubotan Self Defense Keychain as well as preventive self defense measures.

HPE 112 Weight Training and Personal Fitness 1 credit

HPE 119 Tai Chi 1 credit
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.

HPE 121 Golf 1 credit

HPE 122 Aerobics 1 credit

HPE 123 Dance Hip Hop 1 credit

HPE 130 Snow Skiing and Boarding 1 credit

HPE 131 Hiking and Caving 1 credit
A practical introduction to outdoor recreation opportunities-visits to prominent geologic features that are accessed by foot trail to the Dome Room in Lick Creek Cave. Emphasis placed on proper and safe practices for hiking and

spelunking. Local features are discussed and explained. In the 3-fold classification scheme of difficulty (easy, moderately strenuous, and strenuous), these trips are moderately strenuous. (These trips can be completed by most Middle School students, senior citizens in their 70's who are fit, and people in between.)

HPE 134 White Water Rafting 1 credit

HPE 175 Therapeutic Massage 1 credit

HPE 188 Personal Health 3 credits
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.

HPE 192 Special Topics 1 credit

HPE 210 Hist, Phil, and Soc of Health, Physical Education and Recreation 2 credits
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.

HPE 215 Physical Education, Recreation and Fitness Management 3 credits
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.

HPE 230 Adapted Physical Education 2 credits
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.

HPE 252 MOA Coaching Certification 1 credit
Students will have an opportunity to learn how to officiate a variety of sports. 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.

HPE 300 Strategies in Health Enhancement 3 credits
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 110 or HPE 188

HPE 305 Health Curriculum Planning 1 credit
Approaches to curriculum planning, with the purpose of knowing how schools can meet state and national standards in health education, is examined and applied through class projects and assignments. Functional knowledge of health promotion and disease prevention concepts, related to alcohol and other drugs, injury prevention, nutri-

tion, physical activity, sexual health, tobacco, mental health, suicide prevention, personal and consumer health, including goal settings, interpersonal communication, and decision skills that enhance health and community and environmental health, are emphasized. Students completing HPE 305 will be able to develop scope and sequence plans that align with state and national standards.
Prerequisite: HPE 110 or HPE 188

HPE 312 Methods in Physical Educ. & Sport 3 credits
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.

HPE 315 Kinesiology and Biomechanics 3 credits
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: Sophomore Standing

HPE 330 Assessment and Testing 2 credits
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.
Prerequisite: MTH 108 or MTH 252 and ENG 117

HPE 392 Special Topics in Physical Education 1-6 credits
May be repeated with a different topic

HPE 405 Prevention and Care of Athletic Injuries 3 credits
Study of physical examination, bandaging and taping, massage, physio and hydrotherapy, diet, conditioning, treatment of specific injuries, and training room procedures.

HPE 485 Physiology of Exercise 3 credits
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

HPE 495 Internship 1-15 credits
Prerequisite: Consent of instructor
May be repeated for a total of 15 credits

HISTORY

HST 101 Global History I 3 credits
An examination of the development of ancient civilizations in Afro-Eurasia (especially Mesopotamia, China, and Ancient Rome), North America, and South America. Major patterns and themes include patterns of taxation, military institutions, gender relations, and regional self-sufficiency.**Fulfills World History Option (WHST)**

HST 102 Global History II 3 credits
An examination of the rise of globalization, from the fourteenth century to the present. Major topics include civilizations in India, Latin America, China, and Russia, and the rise of empires in Spain, England, and France.

Themes include trading patterns, slavery, destructions of indigenous cultures, and the rise of modern capitalism. No prerequisite.
Fulfills World History Option (WHST)

HST 110 Contemporary Issues in History 3 credits
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.

HST 203 United States History I (to 1865) 3 credits
A survey of American history from the era of discovery through the Civil War.
Fulfills American History Option (AHST)

HST 204 United States History II (from 1865) 3 credits
Continues the survey of American history to the present. May be taken whether or not students have completed HST 203
Fulfills American History Option (AHST)

HST 230 World and Regional Geography 3 credits
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.
Fulfills World History Option (WHST)

HST 232 The American Revolution 3 credits
An in-depth study of the American Revolution: the course traces the origins and events that shaped the war, the key figures in leading the opposing sides of the war, military battles, documents that define the war, social and cultural considerations during the War
Fulfills American History Option (AHST)

HST 242 The American Civil War 3 credits
History of this defining event including origins, meaning, the developing conflict from Sumter through Appomattox, and the era of Reconstruction
Previously HST 342
Fulfills American History Option (AHST)

HST 245 History of Latin America 3 credits
A history of Central and South America from the ancient civilizations to the present day. Emphasis on first contact and European colonization, the slave trade, Catholicism, race and class, political movements, and the impact of United States foreign policy on the development of individual nations.

HST 272 History of Second World War 3 credits
This class will analyze the causes and effects of World War II from both a military and a cultural historian's perspective, in much greater detail than an American History or Western Civilization course could provide. Students will be required to critically analyze and study the decisions of the war on both sides, and write papers in a chosen field of study on the war.
Fulfills American History Option (AHST)

HST 292 Special Topics in History 1-6 credits
Course may be repeated with different topic

HST 315 Native American History 3 credits
A broad examination of one of the most distinctive aspects of American history - the saga of the nation's original inhabitants. The class surveys pre-history to establish the dynamic nature of pre-Columbian cultures then explores the violent and complex interaction of Indian and European civilizations from the 16th century to the present.
Fulfills American History Option (AHST)

HST 321 Ancient History 3 credits
An analysis of the ancient civilizations of the Near East, Greece, and Rome; emphasis on the institutional and cultural developments that shaped western civilization.
Fulfills World History Option (WHST)
Prerequisite: HST 101

HST 322 Medieval History 3 credits
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.
Fulfills World History Option (WHST)
Prerequisite: HST 101

HST 326 Renaissance and Reformation 3 credits
An examination of the intellectual, social, political, and religious character of Europe in the fifteenth, sixteenth, and seventeenth centuries.
Previously HST 367
Fulfills World History Option (WHST)

HST 327 Global History III: World Since 1945 3 credits
Course covers the major events and developments in Europe, Asia, Latin America, Africa, and Australia between 1945 and the present. Special emphasis is given to the Global Cold War; decolonization and nation-building in Africa, the Middle-East, and Asia; and the collapse of the USSR. No prerequisite. **Fulfills World History Option (WHST)**

HST 330 Medieval Mid East and Crusades 3 credits
The Medieval Middle East will examine the historic development of the Islamic world from its origins to around 1450CE. Cultural, economic, political and religious developments will be addressed, along with the interaction of the Middle East with European society. The crusades will play an important part of the course focus.
Fulfills World History Option (WHST)

HST 331 The Modern Middle East 3 credits
Follows the social, political, cultural and economic development of the Middle East region from the 1700s until today. Focuses on the roles religion, political violence, and interaction with the west have played in the history of the Middle East.
Fulfills World History Option (WHST)

HST 339 Practicing History 3 credits
Course combines acquisition of the practical skills employed by professional historians with the study of historiography, historical theory, and ethics. Among the topics covered are the use of primary and secondary sources, proper citations, research methods, source analysis, how to craft research questions, and how to develop a historical narrative. By the end of the course, each student will research and write an original, article-length research paper. We recommend students take this course early (first year for transfers, second year for traditional students). .
Prerequisite: Sophomore standing

HST 350 Japanese History and Culture Through Animation 3 credits
Through the lens of anime, this class will examine the rich history and culture of Japan, the history and structure of anime itself and how it has adapted to Japan's changing role in the world, and cross-cultural influences and views.
Fulfills World History Option (WHST)

HST 360 Montana and the West 3 credits
Examines Montana's origins and development in the context of the American West from the pre-contact era into the twenty-first century.
Fulfills American History Option (AHST)

HST 392 Special Topics in 19th Century History 1-6 credits
May be repeated with a different topic

HST 392 Special Topics in History 1-6 credits
May be repeated with a different topic

HST 436 Hist of Capitalism in the US: Labor and Business Hist Since 1880 3 credits
An introduction to the history of industrialization and post-industrialization in the United States and its relationship to migrations and markets in the world. Special focus on the history of the American working class, the construction of a new American middle class, and the changing relationships between workers and employers. Special themes include the changing balance of trade between US imports and exports, the rise of Fordism, the economics of the New Deal, the rise and fall of an American welfare state, and the contemporary reign of big-box stores, mass-importation of goods, and the present reign of a service-driven economy.
Fulfills World History Option (WHST)

HST 437 America in the Cold War 3 credits
Course examines American involvement in the Cold War considering the forty year long conflict from a variety of perspectives including foreign policy, domestic impact, popular culture, military preparedness, third world conflicts, ideology and espionage.
Fulfills American History Option (AHST)

HST 495 Internship 1-15 credits
Prerequisite: Consent of instructor
May be repeated for a total of 15 credits

HST 499 Senior Research Project 3 credits
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

INTEGRATED LEARNING COMMUNITIES

ILC 330 What is Truth? 4 credits
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. A variety of ILC 330 courses will be offered each semester on campus and via asyn-

chronous online delivery. Students should check the course schedule for specific ILC 330 offerings.

ILC 350 What is the Common Good? 4 credits

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. A variety of ILC 350 courses will be offered each semester on campus and via asynchronous online delivery. Students should check the course schedule for specific ILC 350 offerings.

ILC 355 Faith and Reason 4 credits

This course explores the nature of Christian theology as an academic discipline and as a reflection on faith, as well as the philosophical foundations for helping students to develop their understanding of human nature. It examines the elements of theological method and sources as developed over time, placing theology within the context of human reasoning in conversation with related ways of searching for truth.It also introduces to students to fundamental philosophical How do humans relate together in society? What is the nature of the human soul? Are we free to be the authors of our own choices, or determined to act by factors beyond our control? What is the relation between faith and reason? Throughout the process of addressing these questions, an aim of this course is to better students' logical and critical thinking skills, namely being able to (1) identify arguments, (2) construct good arguments, and (3) analyze others' arguments.

Prerequisite: RN-BSN Program

LANGUAGE

The University offers a variety of online language courses in partnership with other Universities. Students should check the semester course schedule for available courses each semester. Upon occasion, campus sections of courses will be offered in languages listed below.

Languages offered vary but have included Arabic, Chinese, Japanese, Russian and Spanish.

MATHEMATICS

MTH 090 Elementary Algebra 2 credits

This course is a seven week course designed to prepare the student needing additional background before taking MTH 108. Topics will include: order of operations, basic algebraic rearrangement of equations, and graphing linear equations. **MTH 090 is required for students with scores of 18 or below on the Math section of the ACT, a 450 or below in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class.**

MTH 095 Intermediate to Algebra 2 credits

This course is a seven week course designed to prepare the student needing additional background before taking MTH 110. Topics will include: exponent rules, factoring, and solving the quadratic equation. **MTH 095 is required for students with scores between 19-21 on the Math section of the ACT, a 451-510 in the Math section of the SAT, unless the student has received a grade of B or higher in a high school Algebra class or Pre-calculus.**

MTH 106 Contemporary Mathematics 3 credits

The course emphasizes basic strategies of thought and analysis by introducing the student to some of the most commonly encountered mathematical ideas. Topics include but are not limited to problem solving, linear models, and mathematics of finance, probability and statistics, as well as practical applications of these topics to situations the student may encounter outside the classroom.

Prerequisite: MTH 095 or qualifying placement score

MTH 108 Elementary Statistics 3 credits

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 252 or the equivalent.

Prerequisite: MTH 095 or qualifying placement score.

MTH 110 Precalculus I 4 credits

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 095 or qualifying placement score.

MTH 120 Precalculus II 4 credits

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

MTH 177 Discrete Mathematics 3 credits

A collection of topics essential to further study of mathematics, or computer science. Topics include logic, inductive and deductive proofs, relations and functions, an introduction to modular systems of arithmetic, recurrence relations, matrices, and graph theory.

Prerequisite: MTH 110

MTH 241 Calculus I 4 credits

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

MTH 242 Calculus II 4 credits

A continuation of MTH 241. Transcendental functions, applications of integration, integration techniques, and infinite series.

Prerequisite: MTH 241

MTH 243 Calculus III 4 Credits

A continuation of Math 242. Vectors and vector-valued functions, functions of several variables, multiple integration, and vector analysis.

Prerequisite: MTH 242

MTH 252 Statistical Methods for the Sciences 3 credits

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 and consent of the instructor. Familiarity with a Windows based computer environment is strongly suggested.

MTH 255 Mathematics for Elementary Teachers I 3 credits

This course is designed to prepare K-6 teachers to teach mathematics based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The content standard topics cover Number and Opera¬tions, and Algebraic Thinking. Appropriate computer technology is used throughout the course..
Prerequisite: MTH 108

MTH 256 Mathematics for Elementary Teachers II 3 credits
This course is designed to prepare K-6 teachers to teach mathematics based on the Standards for Mathematical Content and the Standards for Mathematical Practice of the common core standards of the State of Montana. The content standard topics cover Geometry, and Measurement and Data. Appropriate computer technology is used throughout the course.
Prerequisite: MTH 108

MTH 300 Linear Algebra 3 credits
Matrices and determinants, vectors and linear transformations, eigenvalues, eigenvectors, dimension and structure.
Prerequisite: MTH 242

MTH 351 Differential Equations 3 credits
Ordinary differential equations of first and second order, linear differential equations, Laplace transforms, systems of linear differential equations, and special methods of solutions. Discussion of real world phenomena modeled by various equations.
Prerequisite: MTH 242

MTH 361 Advanced Calculus I 3 Credits
Provides the student a more rigorous background in the fundamentals of analysis. Functions of several variables, multiple integrals, infinite series, uniform convergence and limits, line and surface integrals, improper integrals, and pointset theory.
Prerequisite: MTH 243

MTH 362 Advanced Calculus II 3 Credits
A continuation of MTH 361, see course description.
Prerequisite: MTH 361

MTH 370 The Nature of Mathematics 3 credits
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

MTH 392 Special Topics in Mathematics 1-6 credits
May be repeated with a different topic

MTH 400 Linear Algebra 3 credits
Vector Spaces, linear transformations and matrix representation, determinants, eigenvalues and eigenvectors, diagonalization, canonical forms, inner product spaces. Instructors can add more topics such as bilinear forms.
Prerequisite: MTH 300 and MTH 370

MTH 401 Real Analysis I 3 credits
Set Theory and Real Number System, Sequences, Limit and Continuity, Derivatives. (Anything not covered should be continued in MTH 402.)
Prerequisite: MTH 243, MTH 370

MTH 402 Real Analysis II 3 credits
Riemann Integral, Series of Real Numbers, Sequences and Series of Functions, Limits and Continuity in Higher Dimension. Instructors may include metric spaces and basic topology.
Prerequisite: MTH 401

MTH 405 Modern Algebra 3 credits
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 370

MTH 410 Complex Analysis 3 Credits
The complex number system, functions of a complex variable, analytic functions, complex integrals and residue theory, conformal mapping and applications.
Prerequisite: MTH 243

MTH 411 Topology 3 Credits
Elementary point set topology with emphasis on linearly ordered and metric spaces and their properties.
Prerequisites: MTH 243, 300

MTH 415 Mathematical Modeling 3 credits
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)

MTH 420 Modern Geometry 3 credits
Explores Euclidean and non-Euclidean geometries, both classical in modern. Topics include Euclidean geometry, non-Euclidean geometries, axiom systems, transformation geometry, convexity, fractal geometry, and introductory geometric topology.
Prerequisite: MTH 177, MTH 300, MTH 370

MTH 492 Special Topics in Mathematics 1-6 credits
May be repeated with a different topic

MTH 495 Internship 1- 15 credits
Prerequisite: Consent of instructor

MTH 499 Senior Thesis 1-3 credits
This upper division course for mathematics majors requires submission of a written report (thesis) and oral seminar presentation based on critical evaluation of scientific literature and/or an independent research project.
Prerequisite: Consent of instructor

MEDICAL ASSISTANT

XMA 100 Anatomy, Physiology & Pharmacology 3 Credits
The course provides the learner with a basic introduction to Anatomy & Physiology of the human body, common

disease processes and medical terminology. The course also provides information on basic clinical skills, medical record documentation and principles of pharmacology. Additional content included addresses medications, immunizations and safe medication practice for the medical assistant. Through understanding and application of these concepts, the learner will be able to apply this knowledge in their clinical practice setting.

XMA 120 Healthcare Ethics, Legal Issues & Infection Prevention Pharmacology 3 Credits
This course provides the learner with a basic introduction to healthcare ethics, legal issues, risk management procedures, professional liability insurance and infection prevention. The course will include legal, ethical, and moral considerations including professional ethics, cultural and social norms. The course will provide information description of the laws and regulations within the Medical Assistant Scope of Practice. Additional course content will provide the student with an understanding of Meaningful Use regulations and compliance in healthcare. The learner will be able to explain and apply emergency planning, safety techniques, infection prevention measures including specimen collection and processing techniques.

XMA 140 Food & Nutrition for Clinicians 3 Credits
This course explains the basics of which foods provide the right balance of nutrients and energy to achieve a healthy body, enable an active lifestyle, stay strong, and create a healthy relationship with food. Nutrition needs change over the life span with childhood, adolescence, pregnancy, aging and in disease. The course reviews food safety and common food and nutrition myths, good sources for accurate food and nutrition information, and how to be a smart food shopper. Lessons will apply to everyday life and provide information which the medical assistant can apply to their clinic practice.

XMA 160 Administrative Practices & Finance 3 Credits
This course provides a comprehensive understanding of administrative practices, business etiquette, and finance for today's Medical Assistant. Key topics that are discussed and applied include administrative responsibilities, the psychology of human interaction, effective communication, financial considerations and challenges in the medical office setting. Additional topics in this course include cultural awareness, understanding human behaviors, growth and development and the stages of death and dying to support the student's understanding of communication skills and techniques.

XMA 192 Spcecial Topics 1-6 credits
May be repeated with a different topic.

XMA 195 Internship & Career Preparation 3 credits
The course provides the student with hands-on training in a clinical practice setting based on the cumulative learnings from the previous four Medical Assistant courses. Key activities include 160 hours of unpaid clinical internship/practicum and career planning. The course will cover information on preparing the student for the Medical Assistant certification process and will include how to obtain and maintain continuing education for the Certified Medical Assistant (CMA).

MUSIC

(Most courses require additional rehearsal and recital time. Music courses numbered 121-159 are considered repeatable. Students may enroll for a maximum of 8 credits in each of these courses.)

MUS 102 Fundamental of Music 3 credits
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.

MUS 110 Appreciation of Music of Western Civilization 3 credits
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.

MUS 111 Piano in Class I 1 credit
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.

MUS 112 Piano in Class II 1 credit
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.

MUS 115 Musical Expression Through Performance 3 credits
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.

MUS 121 Private Music Lessons 1-3 credits
Available in vocal, keyboards, woodwinds, brass, percussion, and strings.

MUS 147 UP Argo Percussion Ensemble 1 credit
The UP 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.

MUS 149 UP Jazz Ensemble 1 credit
Participation in the Jazz Ensemble and for all public appearances.
Prerequisite: Audition required.

MUS 151 UP Concert Band 1 credit
Community Concert band is open to college students and the general public who enjoy playing a musical instrument. **Audition required**

MUS 153 Youth Orchestra 1 credit
Participation in the Great Falls Youth Orchestra as a preparation for being in the Great Falls Symphony
Audition required

MUS 155 University Choir 1 credit
Participation in the University Choir and performing in all concerts. **Audition required.**

MUS 157 Symphonic Choir **1 credit**
Participation in Great Falls Symphony Choir.
Audition required

MUS 159 Symphony Orchestra **1-3 credits**
Participation in Great Falls Symphony Orchestra.
Audition required

MUS 250 Elementary School Music **2 credits**
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

MUS 292 Special Topics in Music **1-6 credits**
Course may be repeated with different topic

NURSING

NRS 301 Research Methods & Statistics **3 credits**
This course provides a thorough grounding in research methods and statistical practices, especially as applied in the health care setting. 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, correlation, simple-linear regression, mean comparisons, analysis of variance, and chi-square. 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.

NRS 313 Nursing Practice Fundamentals **3 credits**
The Nursing Practice Fundamentals course provides an overview of concepts basic to the nursing profession such as clinical reasoning to include the nursing process, health assessment, vital signs, medical terminology, basic nursing skills, and beginning medication and dosage calculations. Lab and clinical experiences support the course objectives and student learning outcomes.

NRS 350 Clinical Nursing Practice **4 credits**
This clinical course expands on the concepts of care for patients across the lifespan experiencing acute and chronic alterations in health. Clinical experiences will include care of the pediatric patient, childbearing woman, and patient with acute and chronic mental health diagnoses. Mental health issues (including acute psychiatric disorders) across the lifespan are addressed. Development of professional role, ethical decision making, health maintenance and patient education is demonstrated through clinical experiences.

NRS 370 Introduction to Professional Nursing **3 credits**
This course is designed to emphasize the professional roles and responsibilities of the Registered Nurse. The history of nursing and contemporary practice issues is included in this course. The student will explore the influences of nursing theory, leadership, professional accountability and communication in the delivery of safe client care for a diverse population. Healthcare regulations including licensure, nursing care standards, workplace safety, and health system design will be reviewed.

NRS 372 Nursing Concepts I **3 credits**
This course introduces the student to basic adult health management. A framework to support clinical reasoning and clinical judgement in client care will provide the student with the foundation to safely practice professional nursing. The student will learn basic skills needed to begin caring for clients in a variety of clinical settings. Se-

lected nursing practice competencies will be developed and demonstrated in simulated laboratory settings and in direct client care under the supervision of UP faculty. Concepts related to this course include Clinical Reasoning (documentation-EMR/Nurses Notes, laboratory interpretation, medication administration of intravenous fluids), inflammation, fluid balance, acid/base, thermoregulation, oxygenation and perfusion, sensory function, metabolism.

NRS 374 Nursing Concepts II 3 credits

This course builds upon fundamental nursing concepts learned in the first semester. This course prepares the nurse for delivering wellness care to childbearing families, children across the healthcare continuum, and addressing patients with mental health needs. It incorporates essential concepts including family dynamics, human development, reproduction, mood and affect, addiction, cognition, fatigue, self-concept, sexuality, stress and coping, and grief and loss.

NRS 376 Pathophysiology and Pharmacology Concepts I 3 credits

This course provides an introduction into two related topics: concepts of physiological alteration in body structures / functions, and the principles of safe drug treatment. Building on knowledge of normal human physiology, students develop an understanding of deviations from the norm which threaten homeostasis, including generalized responses and those specific to individual body systems and disease states. Introductory content on the role of genetics / genomics in pathogenesis and treatment of disease is provided. Students will learn pharmacological principles such as pharmacokinetics, pharmacodynamics, drug metabolism, and dose-response relationships to develop a sound basis for pharmacologic interventions across the lifespan. The role of the nurse in safe and effective medication administration is emphasized.

NRS 378 Pathophysiology and Pharmacology Concepts II 3 credits

This course continues to build upon Pathophysiology and Pharmacology Part 1, to further advance students' understanding of disease states and human response to alterations in wellness. Students will continue exploration of drug use for disease prevention, symptom modification and treatment of disease states. Understanding of the nurses' role within the healthcare team will foster skills in safe and effective care, including administration of medications. Best practices for educating individuals and groups about diseases and medications will be explored and ethical, patient-centered care will be emphasized. Students will develop appreciation for the needed lifelong learning in dynamic fields of pathophysiology and pharmacology.

NRS 402 Evidence-based Practice 3 credits

Evidence Based Practice is an introduction and exploration into the basic understanding of the processes of theory, research, database evaluation, and evidence-based practice in nursing. The focus is on the use of evidence based practice within a context of caring to provide the highest quality patient care.

NRS 403 Ethical Decision-Making & Spirituality 3 credits

This course introduces nurses to leading ethical theories that underlie moral judgment, and helps nurses to develop their capacities for decision-making in patient care and advocacy. Attention is also paid to the role spirituality can play in helping nurses confront issues of death and human suffering. Nurses are exposed to the American Nurses Association (2015) Code of Ethics and ethics related to transcultural nursing. Major course themes include: introduction to utilitarian, Kantian, and virtue theories with special attention to how these principles apply to nursing practice. An introduction to the elements of Christian spirituality, with an ecumenical emphasis on processing and discerning appropriate responses to challenging and traumatic experiences related to pain, suffering and end of life care are include.

NRS 405 Pathophysiologic & Pharmacologic Concepts 3 credits

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 with both acute and chronic illness of the following human systems: cellular and immune system, integumentary, musculoskeletal, genitourinary, gastrointestinal, and the HEENT. This course prepares the nurse to integrate current concepts and science in genetics and bioethics. Ultimately, this course prepares the professional nurse to systematically analyze and manage the patient with a holistic assessment that incorporates the sciences of genetics, pathophysiology, and pharmacology.

NRS 407 Public Health: Nursing Care of Populations 3 credits
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, and disaster management. Key aspects of health care finance are introduced. Central to the course are the themes of social justice, human rights, resource management, and cultural aspects of health and illness. This course prepares nurses for effective population-focused care from global health care to bedside practice..

NRS 408 Health Promotion & Disease in the Community 3 credits
This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. It emphasizes essential aspects of care of illnesses within the family and community of the following human systems: Cardiovascular, pulmonary, neurologic, endocrine, and renal systems. This course emphasizes the health and development issues found in the pediatric and geriatric populations. This course focuses on health promotion, education, illness prevention and cultural care of the individual, family and community.

NRS 410 Evidence-based Nursing Practice 3 credits
This course is an introduction to the role of nursing theory, research, and quality improvement in the provision of holistic nursing care. An overview of selected nursing theorists will demonstrate the relationship between scientific inquiry and development of nursing knowledge. Students will become familiar with the language of research, gain competency in database query and learn to assess the credibility of scientific studies. Ethical considerations and the importance of scientific integrity are integrated throughout the course as students learn sound methods to answer questions related to nursing practice. The focus is on critical evaluation and application of scientific evidence to provide the highest quality of patient centered care to individuals, families and communities.

NRS 412 Nursing Ethics and Spirituality 3 credits
This course introduces students to leading ethical theories that underlie moral judgement and decision-making in patient care and advocacy. Attention is also paid to the role spirituality can play in helping nurses confront issues of death and human suffering. Students are exposed to the American Nurses Association (2015) Code of Ethics and ethics related to transcultural nursing. Major course themes include an introduction to Utilitarian, Kantian, and Virtue theories with special attention to how these principles apply to nursing practice. An introduction to the elements of Christian spirituality, with an ecumenical emphasis on processing and discerning appropriate responses to challenging and traumatic experiences related to pain, suffering, and end of life care are included.

NRS 414 Population Health 3 credits
This course prepares the nurse for designing, delivering, and evaluating care for groups, communities, and populations. The course incorporates essential concepts of epidemiology, surveillance, and disaster management from public health. Key aspects of public health care finance are introduced. Central to the course are the themes of social justice, human rights, resource management, and cultural aspects of health and illness.

NRS 417 Perspectives in Global Healthcare 2 credits
The development of global perspective on healthcare is the focus of this course. Students will explore the social determinants of health including local, national, and international trends. Frameworks that emphasize ethical, economic, and social justice concerns are introduced. Students explore global healthcare topics to identify barriers to healthcare access, and integrate the historical, social, political, and economic forces that impact healthcare.

NRS 418 Global Perspectives in Healthcare 3 credits

The development of a global perspective on healthcare is the focus of this course. Students will explore the social determinants of health including local, national, and international trends. Frameworks that emphasize the meanings of health and healthcare; prevention and management; and related ethical, economic, and social justice concerns are introduced. Students explore global healthcare topics of interest to understand health and illness beliefs, identify barriers to healthcare access and integrate the historical, social, political, and economical forces that impact health care.

NRS 419 Organizational Leadership in Quality & Safety 3 credits

This course focuses on leadership in a variety of healthcare settings related to quality and safety. Content includes regulatory requirements, creating a culture of safety and caring and identifying tools and resources that are available to the nurse leader to improve processes and systems. These best practices and strategies use an intraprofessional team approach to influence change across the organization.

NRS 420 Advanced Issues in Nursing Leadership 3 credits

This course builds on NRS 419 "Organizational Leadership in Quality & Safety" 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, time, and clinical outcomes management). The nurse applies course content at an administrative level in a complex healthcare delivery setting.

NRS 421 Nursing Leadership 4 credits

This course builds on the previous course of Organizational Leadership in Quality and Safety by examining strategic and administrative aspects of health care delivery in complex organizations. Students are given the opportunity to explore the concepts of leading change, the behavior and culture of organizations and the impact of nursing leadership on the creation of policy which leads to a caring environment in the health care delivery system. The nurse is prepared to enact the leader role in interdisciplinary systems, with emphasis on ethical behavior. Major course themes include the influence or contemporary trends and issues on nursing leadership, the nurse leader's role in improving quality and outcomes, and the leader's approach to economic factors such as budgeting. The nurse applies course content at an administrative level in a complex healthcare delivery setting.

NRS 422 Quality and Safety in Nursing Leadership 3 credits

This course prepares the nurse to lead and manage care of patients in the context of constant and 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, patient safety, and nurse sensitive outcomes of care for patients. This course prepares nurses for effective utilization of healthcare informatics systems for patient care.

NRS 425 Health Promoting in Nursing 3 credits

This course prepares the nurse to evaluate the impact of health promotion and chronic illness on the patient, family, and community. It emphasizes essential aspects of care of illnesses within the family and community focusing on primary, secondary, and tertiary care. This course emphasizes the health and development issues found across the lifespan. This course focuses on health promotion, education, illness prevention and cultural care of the individual, family, and community.

NRS 430 Advanced Nursing Skills 2 credits

This course is designed to promote continued exposure to nursing skills required to provide safe, effective patient care across the life-span. Students will practice focused assessments that include physical, behavioral, psychological, spiritual, socioeconomic, and environmental dimensions. Common diagnostic testing procedures are

included with emphasis on expected and unexpected outcomes. Alterations in health related to surgical interventions is included in this course. Skills included in this course are gastrointestinal intubation, delivery of parenteral and enteral nutrition, central venous access management, administration of blood an blood products, burn management, basic ECG interpretation, basic airway management, and infection prevention. Laboratory values and diagnostic testing is included. Therapeutic communication techniques specific to unique populations are addressed in this course.

NRS 450 Advanced Clinical Nursing Practice 6 credits

Advanced Clinical Nursing Practice is a clinical course, using advanced simulation, and direct care experiences to prepare the student for leadership and practice in complex healthcare settings. The focus of simulation and direct care experiences is care of clients with complex acute healthcare needs in urgent, critical, palliative, and home-care settings across the adult lifespan. Students will engage in simulation weekly, for a total of 44 hours; and will engage in clinical experiences for a total of 226 hours. Directly precepted experiences make up 192 of the 270 clinical hours.

NRS 474 Advanced Nursing Concepts 2 credits

This course builds on Semester 1 and 2 coursework. The focuses on Evidence based Nursing care of complex patients with chronic health conditions and multiple health needs in urgent, emergent, critical care and palliative care across the adult lifespan. Students will explore and evaluate interdisciplinary interventions, supported by evidence-based practice, which are implemented to assist the client toward hemostasis, including hemodynamic monitoring, care of the ventilated client, patient advocacy, and delegation.

NRS 494 Senior Seminar (RN-BSN Track) 3 credits

This course is an opportunity for the nursing student to analyze and apply the accumlated learning in the RN-BSN Completion Program to an identified healthcare issue. This class work will demonstrate the student's ability to synthesize as well as relate cumulative knowledge, skills, and attitudes acquired in the academic program to current workplace issues. The class assignments affirm the student's ability to identify key issues, think critcally, and innovatively to solve healthcare related issues in an ethical, compassionate manner.

NRS 495 Senior Seminar (PL Track) 1 credit

The purpose of this course is to prepare the graduating student to transition to the profession of nursing with a focus on career development in a competitive, complex, healthcare environment. The student will have the opportunity to engage in quality improvement initiatives to support optimum patient care outcomes demonstrating the use of evidence-based practice. Students will engage in preparing a professional resume and reflect on prior learning to demonstrate a personal and professional commitment to lifelong learning. Students will apply prior coursework in preparation for the national licensure examination.

LEGAL AND PARALEGAL

PLG 101 Introduction to Law 3 credits

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: Concurrent enrollment in PLG 203 recommended

PLG 203 Introduction to Legal Analysis 3 credits

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

PLG 305 Legal Research and Writing 4 credits
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

PLG 325 Personal Injury Law 3 credits
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.

PLG 333 Litigation and Trial Practice 3 credits
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

PLG 336 Environmental Law 3 credits
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.

PLG 364 Business Organizations 3 credits
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

PLG 373 Domestic and Family Law 3 credits
Legal provisions and documents pertaining to marriage, separation, divorce, communal property, child custody, child support, adoption, and other domestic relations.
Prerequisite: PLG 333

PLG 375 Property Law 3 credits
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

PLG 376 Estate Law 3 credits
Principles, provisions, and documents pertaining to wills and trusts. Includes jurisdiction of probate courts, estate and inheritance taxation, and estate planning.

PLG 388 Psychology and Law **3 credits**
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.

PLG 392 Special Topics Prerequisite: Consent of instructor **1-6 credits**
May be repeated with a different topic

PLG 396 Clinical Practicum **3 credits**
Prerequisite: PLG 373, consent of instructor

PLG 397 Field Experience in Legal Assistance **3 credits**
Internships designed to provide practical experience in legal settings.
Prerequisite: PLG 305, consent of instructor
May be repeated for a total of 6 credits

PLG 403 Negotiation and Mediation **3 credits**
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

PLG 405 Administrative Law **3 credits**
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

PLG 420 Debtor-Creditor Law **3 credits**
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

PLG 430 Legal and Paralegal Capstone **3 credits**
Legal Studies majors conduct research in approved legal substantive topics and produce an article-length study under the direction of faculty. Students are expected to be engaged in other student's research in the form of critique and argument.

PLG 441 Landlord-Tenant Law Workshop **1 credit**
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.

PLG 461 Evidence and Remedies **3 credits**
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

PLG 493 Legal Research Institute 1-3 credits
Training select paralegal students in advanced legal research techniques, with emphasis upon computerized research systems.
Prerequisite: PLG 305 and consent of instructor

PLG 495 Internship 1-15 credits
Prerequisite: Consent of instructor
May be repeated for a total of 15 credits

PHILOSOPHY

PHL 101 What Does It Mean to be Human 3 credits
Who am I? What am I? This course is designed to help you answer these questions, and to understand how many related and subsidiary questions arise when we begin to think philosophically about such deceptively simple questions. How do humans relate together in society? What is the nature of the human soul? Are humans significantly different from animals? How? Are we free to be the authors of our own choices, or determined to act by factors beyond our control? What is the relation between faith and reason? Does God exist? Throughout the process of addressing these questions, an aim of this course is to better students' logical and critical thinking skills, namely being able to (1) identify arguments, (2) construct good arguments, and (3) analyze others' arguments.

PHL 110 Introduction to Western Philosophy 3 credits
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.

PHL 210 Thinking Logically 3 credits
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.

PHL 215 Contemporary Ethical Issues 3 credits
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

PHL 220 Ancient Philosophy 3 credits
Ancient Greek philosophy began with wonder and dissatisfaction: wonder at the incredible diversity of objects in a cosmos somehow unified into a single whole and dissatisfaction with available explanations. The poets Homer and Hesiod each offered comprehensive explanations of what there is, what's happening, what should be happening, what we are, and what we should be doing. But those explanations were inconsistent with the evidence and were ostensibly based on unchallengeable divine revelation. The first philosophers offered competing accounts grounded in rational speculation. Because they offered reasons for their new explanations, the philosophers could be challenged and refuted in ways the Poets could not. And so began the conversation known as the history of philosophy. In this course students will gain a working knowledge of some of the key problems in Ancient Greek philosophy through the careful study of texts from selected Presocratics, Plato, Aristotle, selected Stoics, and Sextus Empiricus. In these texts students will discover not only the foundational questions of such fields as ethics, epistemology, ontology, philosophy of science, theology, metaphysics, and political philosophy, but some of the clearest and most comprehensive work on those subjects that has ever been done. Moreover, students will find that to the Ancient Greek philosophers these "branches" of philosophy are inextricably intertwined almost to the point of being indistinguishable. The texts selected for this course will focus specifically on various theories of

the nature, content, and ultimate foundation of reality and the place of humans in it; on the nature, possibility, and content of knowledge; and on the nature and trajectory of the human soul.
Prerequisite: PHL 101

PHL 222 Medieval Philosophy 3 credits
Medieval philosophy represents an extremely rich and influential development in the history of philosophy. Medieval authors characteristically pick up, develop, reject and modify themes developed in Greek, Roman, and early Christian thought, all in the service of the development of a comprehensive and adequate account of the nature of the cosmos, the human soul, the proper ordering of human society and our relationship with God. Medieval philosophers--Jewish, Arabic, and Christian—debated the relationship between faith and reason, and, ultimately, whether a decisive break with traditional canons of philosophy were required, and a new, dualistic foundation was necessary. We will follow these threads through the development of Medieval Aristotelian and Platonic thought, and the strong criticisms lodged by late medieval and early modern philosophers such as Descartes and William of Ockham. This course will proceed broadly historically, reading key texts from St. Augustine, St. Anselm, St. Thomas Aquinas and René Descartes. Other important figures may include: St. Bonaventure, Avicenna, Averroes, Al-Ghazali, Moses Maimonides, John Duns Scotus, and William of Ockham.
Prerequisite: PHL 101

PHL 224 Modern Philosophy 3 credits
In many respects, the intellectual revolutions wrought by modern philosophy may be said to have created the modern world. Mechanism and transcendental idealism in the philosophy of nature, the social contract, the concept of moral duty, existentialism, communism and philosophical atheism can all trace their roots to developments in modern political thought. In this course we will investigate these and other intellectual developments in a broadly historical manner, including readings from the works of David Hume, John Locke, Immanuel Kant, and existentialist thinkers. Other crucially important authors may include: Thomas Hobbes, Benedict de Spinoza, G.W. Leibniz, Thomas Reid, Georg Hegel, Friedrich Nietzsche, Soren Kierkegaard, John Paul Sartre, Mary Wollstonecraft and Karl Marx.
Prerequisite: PHL 101

PHL 235 Philosophy of Law 3 credits
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

PHL 240 Aesthetics 3 credits
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

PHL 292 Special Topics in Philosophy 1-6 credits
Intensive study of a particular philosopher, philosophical issue, historical movement, or historical period.
Prerequisite: ENG 117 recommended
May be repeated with a different topic

PHL 301 Ethics 3 credits
What does it mean to be a good person? What makes the right thing to do right to do? Do moral claims bind relative to my cultural perspective, or are moral truths the same for all persons at all times? How should I apply my moral evaluations to the concrete situations of my daily life? This class will be devoted to developing an appreciation for the systematic answers that three major traditions of moral inquiry – utilitarian, deontological and Aris-

totelian – have developed to these and related questions. The majority of the semester will be spent investigating these three approaches to ethics. At the end of the semester we will take time to consider how these approaches help us to understand our own society and some of the controversies we face today.
Prerequisite: ENG 117, TRL 201, PHL 101

PHL 302 Philosophical Anthropology (Rational Psychology) 3 credits
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.

PHL 337 God and Cosmos: Design or Chance? 3 credits
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.

PHL 392 Special Topics in Philosophy 1-6 credits
Intensive study of a particular philosopher, philosophical issue, historical movement, or historical period.
Prerequisite: Consent of instructor

PHL 495 Internship 1-15 credits
May be repeated for a total of 15 credits
Prerequisite: Consent of instructor

PHYSICS

PHS 241 Classical and Modern Physics I 4 credits
Introductory level physics for science and engineering students, using calculus as problem-solving tool. Includes basic topics of classical mechanics, linear and rotational motion, force, gravity, and oscillatory motion..
Prerequisite: MTH 241

PHS 241L Classical and Modern Physics I Lab No Credit
Must be taken concurrently with PHS 241

PHS 300 Classical and Modern Physics II 4 credits
Continuation of introductory physics for science and engineering students, using calculus as problem-solving tool. Focuses on electricity and magnetism, optics, and modern physics topics of quantum mechanics and relativity.
Prerequisite: PHS 241

PHS 300L Classical and Modern Physics II Lab No Credit
Must be taken concurrently with PHS 300L

PHS 392 Special Topics in Physics 1-6 credits
May be repeated with a different topic

POLITICAL SCIENCE

PLS 110 We, the People: An Intro to Political Science 3 credits
Course provides students with tools to understand politics in the United States and other countries as well as gain insight into international relations. The course illustrates what political scientists know about politics, how political scientists study politics, and how this knowledge and these techniques are relevant in the 21st Century.

PLS 150 American Government **3 credits**
Federal Government and the political process.
Fulfills American History Option (AHST)

PLS 250 State and Local Government **3 credits**
An examination of the processes and personnel which form the basis of state and local Governments in the U.S.
Fulfills American History Option (AHST)
Prerequisite: PLS 150 recommended

PLS 292 Special Topics in Political Science **1-6 credits**
Course may be repeated with different topic

PLS 300 International Relations **3 credits**
Relations among nations. The role of international law and organizations.
Prerequisite: PLS 150
Fulfills World History Option (WHST)

PLS 305 Comparative Government **3 credits**
This is a systematic study of a select group of diverse Governmental systems.
Prerequisite: PLS 150
Fulfills World History Option (WHST)

PLS 325 Political Theory **3 credits**
In-depth study of major political philosophies.
Prerequisite: PLS 150

PLS 370 Constitutional Law **3 credits**
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
Fulfills American History Option (AHST)

PLS 392 Special Topics **1-6 credits**
May be repeated with a different topic

PLS 495 Internship
Prerequisite: Consent of instructor
May be repeated for a total of 15 credits
1-15 credits

PLS 499 Senior Paper **3 credits**
Prerequisite: Upper division writing course and consent of instructor.

PSYCHOLOGY

PSY 110 Understanding People: An Introduction to Psychology **3 credits**
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.

PSY 200 General Psychology **3 credits**
An introduction to all the major areas of psychology. An exploration of the subject of psychology with the empha-

sis on human experiences and an understanding of these experiences.

PSY 201 Personality Theory 3 credits
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

PSY 212 Developmental Psychology 3 credits
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..

PSY 220 Sociocultural and International Awareness 3 credits
An opportunity for students to increase awareness of their own cultural and international values and beliefs while gaining an understanding of the cultural and international values and beliefs held by other people.

PSY 241 Theories of Helping 3 credits
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

PSY 243 Human Relations in Society 3 credits
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.
Previously HSV 241

PSY 326 Ethics in Human Services 3 credits
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.
Previously HSV 326
Prerequisite: CRJ 100 or PSY 200

PSY 330 Social Psychology 3 Credits
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: PSY 200, SOC 110

PSY 340 Helping Skills 3 credits
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

PSY 352 Abnormal Psychology 3 credits
Study of disordered behavior; covers the entire range of abnormal behavior and explanation for these behaviors.
Prerequisite: PSY 200

PSY 355 Principles of Conditioning and Learning 3 credits
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

PSY 356 Cognitive Psychology 3 credits
Exploration of current and classical topics in cognitive psychology. Topics include basic introductory developmental neurobiology, representation, attention, memory systems, perception, higher-order thinking (including metacognition, problem solving, creativity, transfer, and critical thinking), cognitive architectures and language development.
Prerequisite: PSY 200

PSY 392 Special Topics 1-6 credits
This course provides the students the opportunity to explore specific areas of interest in the complex field of the study of human behavior.
May be repeated with a different topic

PSY 394 Casework Methods and Practices 3 credits
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.
Previously HSV 394
Prerequisite: CRJ 100 or PSY 200

PSY 396 Child Abuse and Neglect 3 credits
Child Abuse and Neglect, covers the broad topic of the maltreatment of children including physical, sexual and psychological abuse and neglect with emphasis on their impact on children. Antecedents of abuse and intervention-prevention strategies are considered.
Prerequisite: PSY 200

PSY 400 Psychology of the Exceptional Child 3 credits
Pathological concepts of children's problems–mental, social, emotional, and psychological.

PSY 422 Experimental Psychology 4 credits
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

PSY 450 Physiological Psychology I 3 credits
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

PSY 451 Physiological Psychology II 3 credits
Advanced course that extends the information learned in PSY 450 (Physiological Psychology I). This course will expand on the neurological foundation from Physiological Psychology I. The neuroscience underlying various psychological disorders will be a focus of attention along with the current physiological strategies used to treat

these disorders. Ultimately, each student will build a scientific foundation on which to build a greater understanding of the neurobiology inherent in psychological properties and mental health.
Prerequisite: PSY 200 and PSY 450

PSY 480 Forensic Psychology 3 credits
Forensic psychology is the production and application of psychological knowledge or methods to tasks faced by the legal system. Coverage of forensics issues will be broad and inclusive acknowledging that the field of forensic psychology is still in a state of formulation and development.
Prerequisite: PSY 200

PSY 490 Senior Psychology Capstone Seminar 3 credits
Senior level capstone seminar that will focus on reading primary literature, integrating the systems of psychology and personal career planning.
Prerequisite: PSY 200 and Senior standing

PSY 495 Internship 1-15 credits
A counseling internship provides an opportunity for the senior student to gain valuable professional experience and hands-on participation in his/her chosen field. Internship placements allow students to earn academic credit for approved work/learning experiences related to specific degree programs. Students will participate in agency activities such as individual and group sessions as an observer and/or as a co-facilitator, when deemed appropriate by the site supervisor and course instructor.
Prerequisite: Consent of instructor. May be repeated for a total of 15 credits.

PSY 497 Field Experience in Psychology 3 credits
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. May be repeated for a total of 6 credits.

PSY 498 Group Theories and Process 4 credits
Study of group dynamics and theory, including participation in group experiences, simulations, and role-playing.
Prerequisite: PSY 200, PSY 241 and Junior or Senior Standing

SCHOOL OF HEALTH PROFESSIONS

SHP 105 Professional Healthcare Ethics 2 credits
This introductory course includes basic principles in ethics as they apply to the care of patients and communities. Students will examine the ethical and social issues related to human dignity and human nature within the Catholic Social Teaching and other contexts. Ethical theories are discussed and applied using real life healthcare cases to equip students in the care of vulnerable populations within communities.

SOCIAL SCIENCE

SCS 312 Social Research Methods and Applied Statistics 4 Credits
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 perspectives, descriptive 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 MTH 108

SOCIOLOGY

SOC 110 The Real World: An Introduction to Sociology 3 credits
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.

SOC 201 Sociology of the Family 3 credits
Forms, social functions, and changing roles of the family.

SOC 202 Social Problems 3 credits
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.

SOC 304 Sociology of Deviant Behavior 3 credits
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.

SOC 343 Urban Sociology 3 credits
This course offers exposure to key concepts, terminologies, and activities in the field of urban sociology. Students will gain historical, geographical, ecological, social psychological, cultural, and political insight into the urban milieu. While strong in classic urban sociology, the course will give extensive attention to the "new" political economy approach to urban studies.

SOC 352 Social Theory 3 credits
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.

SOC 354 Minorities 3 credits
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 religious groups and the LGBTQ community

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.

SOC 366 Poverty and Inequality 3 credits
Poverty is often thought of as a lack of resources such as food, shelter, clothing, and financial assets. It can also be understood as a diminished capacity to engage in society (through social relationships, cultural traditions, politics, labor and consumer markets) which can lead to social dislocation, exclusion, and alienation. This course will explore issues of poverty and inequality at the national, state, and local level and will challenge students to propose solutions through hands-on projects.

SOC 372 Camp Sky Child 3 credits
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.
This course may be repeated.

SOC 392 Special Topics in Sociology 1-6 credits
May be repeated with a different title

SOC 397 Field Project 3 credits
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
May be repeated for a total of 6 credits

SOC 495 Internship 1-15 credits
Prerequisite: Consent of instructor
May be repeated for a total of 15 credits

SOC 498 Sociology Seminar 3 credits
Review of concepts and principles of sociology.
Prerequisite: Senior standing and consent of instructor

SURGICAL TECHNOLOGY

SGT 101 Surgical Technology Theory I 3 credits
This course introduces concepts fundamental to the practice of surgical technology across each phase of operative patient care. Perioperative case management topics include operating room attire, personal protective equipment, surgical instrumentation, operative equipment and supplies, sterile and aseptic techniques, operative counts, professionalism and legal concepts, communication, and healthcare facility organization. Medical terminology related to the surgical specialties is emphasized throughout the course.

SGT 102 Perioperative Patient Care 2 credits
The role and responsibilities of the surgical technologist in the assistant circulator role are explored in this course. Patient care and safety concepts are discussed within the context of perioperative practice. Topics include pathophysiology leading to surgical intervention, patient care concepts, preoperative patient preparation, and perianesthesia care.

SGT 103 Surgical Technology Theory II 3 credits
Building on the theories of surgical technology practice presented in SGT101: Surgical Technology Theory I, this course introduces students to intraoperative case management skills. Topics include wound exposure, hemostasis, specimen care and handling, drains and catheters, surgical dressings, and all-hazards preparation.

SGT 104 Surgical Sciences 2 credits
This course explores basic surgical sciences and introduces students to operative technologies including surgical microbiology, electricity, robotics, wound closure methods, wound healing, and related operative equipment. Foundational concepts related to the sterilization and disinfection of medical devices are also presented.

SGT 105 Surgical Procedures I 4 credits
Basic surgical specialties are surveyed in this course with an emphasis on perioperative case management, surgical patient care, operative anatomy, and related terminology and pathophysiology. Specific operative interventions include surgical procedures in diagnostic, general, obstetric and gynecologic, genitourinary, otorhinolaryngologic, and orthopedic surgery.

SGT 106 Central Service & Sterile Processing 2 credits
In this hybrid lecture/laboratory course, students will learn the foundational principles and practices needed to function as a member of the central service department team. Topics presented include infection control practices in the perioperative setting, surgical equipment maintenance and processing, surgical instrumentation reprocessing and sterilization, endoscope reprocessing, and sterile storage and distribution concepts.

SGT 107 Surgical Procedures II 4 credits
Specialty surgical procedures are surveyed in this course with an emphasis on perioperative case management, surgical patient care, operative anatomy, and related terminology and pathophysiology. Specific operative interventions include oral and maxillofacial, plastic and reconstructive, ophthalmic, cardiothoracic, peripheral vascular, and neurologic surgical procedures.

SGT 108 Surgical Pharmacology & Anesthesia 2 credits
This course explores the handling, preparation, and administration of medications and anesthetic agents during surgical intervention. Concepts are presented within the context of perioperative case management. Topics include patient assessment and intraoperative monitoring, general and local anesthesia, care and handling of pharmacologic agents and solutions, management of drug complications, and interventions for perioperative patient emergencies.

SGT 111 Surgical Technology Theory I Lab 2 credits
This laboratory course accompanies SGT101: Surgical Technology Theory 1. Laboratory skills emphasize the application of perioperative patient care concepts, including operating room attire and personal protective equipment; handling of surgical instrumentation, equipment, and supplies; preparing the operating room and opening the sterile field; scrubbing, gowning, and gloving for surgery; establishing the sterile field; setting up the back table; operative counts; and draping the patient.

SGT 112 Perioperative Patient Care Lab 1 credit
This laboratory course accompanies SGT102: Perioperative Patient Care. Students in this course will apply perioperative patient care concepts to practice in the assistant circulator role. Laboratory skills include medication handling and labeling, patient vital signs, patient transport and transfer, perianesthesia care, urinary catheterization, surgical patient positioning, and preoperative skin preparation.

SGT 113 Surgical Technology Theory II Lab 2 credits
This laboratory course accompanies SGT113: Surgical Technology Theory II. Students will apply the concepts

of intraoperative surgical case management to laboratory skills including operative time-out, handling and passing surgical instruments and supplies, anticipating the needs of the surgeon and patient, and breaking down the sterile field.

SGT 114 Surgical Science Lab 1 credit
This laboratory course accompanies SGT104: Surgical Sciences. Students will apply basic principles of surgical science to the practice of suture material handling, preparation, and passing; operating room turnover and disinfection; surgical instrument processing and sterilization; and immediate-use sterilization.

SGT 115 Comprehensive Lab Experience I 2 credits
This course provides students an opportunity to apply surgical technology theory and knowledge of perioperative case management within the context of a comprehensive mock surgery experience. Students will be evaluated based on their performance in the scrub, assistant circulator, and second assistant roles.

SGT 117 Comprehensive Lab Experience II 2 credits
This course provides students a continuing opportunity to apply surgical technology theory and knowledge of perioperative case management within the context of a comprehensive mock surgery experience. Students will continue to be evaluated based on their performance in the scrub, assistant circulator, and second assistant roles in preparation for clinical practice.

SGT 205 Surgical Technology Board Review 1 credit
In this course, students will participate in a comprehensive review of the Core Curriculum for Surgical Technology in preparation for the Certified Surgical Technologist (CST) examination offered through the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Specific review topics will be chosen in accordance with the NBSTSA CST examination content outline.

SGT 222 Surgical Technology Internship I 4 credits
256 clinical hours. Students in this course will perform operative skills within the scrub role under the supervision of university faculty, clinical preceptors, and other professionals in the operating room. Students will be assigned to a clinical rotation in an area hospital or surgery center and participate in multispecialty operative procedures intended to augment their skill and understanding with regard to surgical practice.

SGT 224 Surgical Technology Internship II 4 credits
256 clinical hours. Students in this course will continue to perform operative skills within the scrub role under the supervision of university faculty, clinical preceptors, and other professionals in the operating room. Students will be assigned to a clinical rotation in an area hospital or surgery center and participate in multidisciplinary operative procedures intended to augment their skill and understanding with regard to surgical practice in preparation for graduation and future employment and as a surgical technologist.

THEOLOGY & MINISTRY

TRL 101 Faith and Theology Seminar 1 credit
A one credit per semester seminar which will meet in the evenings and include a formal presentation/talk followed by fellowship and an in-depth discussion of faith and/or theological topics; It will also be the center for planning and execution of service projects.

TRL 105 The Human Person 3 credits
This course is a theological and philosophical investigation of what it means to be human. Primarily, it will investigate how the mystery of Jesus Christ gives meaning and direction to human life. Questions of ultimate concern will be examined, such as; Who am I? What am I? What is life about? Where will it lead? Particular attention will be paid to themes of: creation in the image of God, the relationship between body and soul, sin and grace, and the resurrection of the body.

TRL 110 Christianity and World Religions 3 credits
Provides a student with an understanding of the major world religions in terms of their beliefs and practices. This course will examine these other religions through the interpretive lens of Christianity and show how Christianity is engaged with followers of other faiths in seeking the global common good. Particular emphasis will be placed on the practical aspects of knowledge of major world religions for understanding the complex nature of the world and geopolitical issues that are influenced by religious belief.

TRL 115 Church History I: 33 AD to 1054 AD 3 credits
This course is an overview of the development of the Christian Church from the public ministry of Christ to the Great Schism of 1054 AD. Because it is an overview, it will highlight significant events during the first thousand years that have left a lasting mark upon the Church today. The self-understanding of the Church; the development of doctrine and sacraments; Church offices and orders; and the relation between Church and State will be particular areas of focus.

TRL 116 Church History II: 1054 AD to 1965 AD 3 credits
This course is an overview of the development of the Christian Church from the Great Schism of 1054 AD to the Second Vatican Council. Because it is an overview, it will highlight significant events during the second thousand years that have left a lasting mark upon the Church today. The self-understanding of the Church; the development of doctrine and sacraments; Church offices and orders; the relation between Church and State; and the Protestant Reformation will be particular areas of focus.

TRL 131 Introduction to Spirituality 3 credits
This course will provide the student with a basic knowledge of spirituality and spiritual theology. Topics covered will include: Prayer, Devotions, historical developments in spirituality, Liturgy and Contemplation.

TRL 201 Introduction to Theology 3 credits
This course explores the nature of Christian theology as an academic discipline and as a reflection on faith. It examines the elements of theological method and sources as developed over time, placing theology within the context of human reasoning in conversation with related ways of searching for truth.

TRL 207 The Gospels 3 credits
This course is a study of the content of the four Gospels of the New Testament, as well as their literary, historical, social, and theological contexts. Among the topics examined will be: the way each Gospel depicts Jesus and His apostles; the audience and the author's intended themes; how each Gospel used the Jewish tradition/scriptures; and the importance of each Gospel in the Church. Also examined will be the role of the Gospels in the institutional Church: theologically, pastorally and with respect to the magisterium (teaching office).
Prerequisite: TRL 201

TRL 210 Catholicism 3 credits
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.
Prerequisite: TRL 201

TRL 215 Spirituality and Law 3 credits
This course will examine the ways in which laws and norms guide spiritual development. Topics covered will include St. Thomas Aquinas' four types of law, Canon Law, Moral norms and Civil Law.
Prerequisite: TRL 131

TRL 224 Formation of Christian Conscience 3 credits

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.

TRL 230 Classic Schools of Spirituality 3 credits

This course will examine the origins and historical developments of Christian Religious Orders and Spiritual Movements in both the Eastern and Western Traditions. It will focus on selected texts/Rules of Life that provide a guide to spiritual development.

Prerequisite: TRL 131

TRL 232 Spirituality and You 3 credits

This course will investigate classic and contemporary Christian spirituality. Using Scripture and writings of the saints, students will be introduced to diverse modes of spirituality as a flowering of the human desire for both God and happiness. This course will include a reading of select examples of devotional literature and the rules of religious orders This course has two goals. The first goal of understanding the elements and synthesis of classical expressions of Christian spirituality. A second goal is to allow the student to develop their own personal approach to spirituality by using the knowledge gained to translate those classical expressions into a meaningful approach to spirituality for the lay person in contemporary times.

Prerequisite: TRL 131

TRL 240 Reading the Old Testament 3 credits

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.

TRL 250 Reading the New Testament 3 credits

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.

TRL 270 Fundamentals in Ministry 3 credits

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

TRL 292 Special Topics in Biblical Theology 1-6 credits

This course may be repeated with a different topic.

TRL 301 The Christian Life 3 credits

What does it mean to be a good person? What makes the right thing to do right to do? Do moral claims bind relative to my cultural perspective, or are moral truths the same for all persons at all times? How should I apply my moral evaluations to the concrete situations of my daily life? This class will be devoted to developing an appreciation for the systematic answers that three major traditions of moral inquiry – utilitarian, deontological and Aristotelian – have developed to these and related questions. The majority of the semester will be spent investigating these three approaches to ethics. At the end of the semester we will take time to consider how these approaches help us to understand our own society and some of the controversies we face today.

Prerequisite: ENG 117, TRL 201, PHL 101

TRL 303 Jesus, the Christ 3 credits

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: TRL 201 and upper class standing

TRL 305 Church and State 3 credits

Examines the question of how the Church and the State interact in a democratic society. The course will begin with a historical overview of the changing nature of the relations between Church and State with particular emphasis on the crisis of the early middle ages. Focus will then turn to the contemporary situation and an examination of current or potential areas of both conflict and cooperation today.

Prerequisite: TRL 201

TRL 315 The Trinity 3 credits

Focuses on the central mystery of the Christian faith. Traces the development of the concept of "God" from the Greek philosophers, through Yahweh of Israel to the Father of the New Testament. Includes the theology of the Holy Spirit and historical development of the idea of the Trinitarian Godhead.

Prerequisite: TRL 201

TRL 320 The Christian Vocation to Justice 3 credits

This course offers a complete overview of the doctrinal corpus of Catholic social teaching. It explains the basic principles and norms for discernment and judgement as well as offering criteria for action. The course will show how these principles are connected with a correct and integral understanding of the human person; and how these teachings are intimately related to revelation Church tradition and theology. The main social encyclicals of the Church will be a constant reference point in explaining the meaning of the dignity of the human person in light of contemporary social challenges.

Prerequisite: TRL 201, TRL 301

TRL 370 Church Ministries 3 credits

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

TRL 390 Seven Sacraments 3 credits

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.

Prerequisite: Certificate program or instructor approval

TRL 392 Special Topics in Theology and Ministry 1-3 credits

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).

May be repeated with a different topic

TRL 398 Church's Life and Worship 3 credits
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.

TRL 405 Vatican II 3 credits
In this course students will examine the teaching of the Second Vatican Ecumenical Council and related post-conciliar papal teachings. A major goal of this course is to understand the pastoral nature of the Council and the inherently pastoral character of all the Church's doctrine. The course demonstrates the Council's continuity with the Catholic Tradition as well as its fresh insights, and shows how post-conciliar papal teaching sought to define, expand and implement the pastoral directives of Vatican II.
Prerequisite: TRL 201

TRL 415 Marriage and Family 3 credits
This course will examine the Scriptural, traditional and moral aspects of marriage and family life. It will focus on the understanding of human families as communities of love, modeled on the Trinity (Father, Son and Holy Spirit). Particular attention will be paid to the writings of John Paul II and the modern Catholic understanding of the role of the family in society and the inner dynamics, and importance of, family relationships.
Prerequisite: TRL 201

TRL 495 Internship 1-15 credits
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. May be repeated for a total of 15 credits.

TRL 496 Practicum in Ministry 3 credits
This supervised ministerial practicum emphasizes reflective learning, and integrates the academic with the practical.
Prerequisite: Certificate program or instructor approval

TRL 498 Senior Seminar 3 credits
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

TRAVEL COURSES

TRV 355 Study Abroad University Affiliate Program 12-15 credits
This course is intended for students who are traveling abroad via an affiliate program. Coursework must be approved by the UP faculty prior to student departure and will be transcribed as UP work upon successful completion by the student. Students will be assessed a $500 Study Abroad/Processing fee as well as any other fees associated with their selected program. Students are awarded credit on a course by course basis per the recommendation of UP faculty.
Prerequisite: Instructor approval and completion of study abroad application

TRV 365 Study Abroad Holding 12-15 credits

This course is intended as a place holder only for students who travel abroad using a third party program Students will enroll for 12-15 credits. Students are assessed a $500 Study Abroad Application/Processing fee. Credits will be awarded for students once they submit official transcripts from the foreign institution. Students must have coursework approved by faculty of their discipline prior to enrolling in the foreign institutions. If students enroll in this course during their last year, the institutional residency rule shall be waived (completion of 30/40 credits at UP) provided the students will have completed a minimum of 30 credits in residency at UP.

Prerequisite: Instructor approval and completion of study abroad application

TRV 375 Study Abroad Exchange 12-15 credits

This course is intended as a place holder only for students who travel abroad via an approved exchange program such as St. Mary's University College (England) or the BEI – Irish-American Scholars Program. Students will enroll for 12-15 credits and will pay UP tuition and fees. Students are assessed a $500 Study Abroad Application/Processing fee. Credits will be awarded for students once they submit official transcripts from the foreign institution. Students must have coursework approved by faculty of their discipline prior to enrolling in the foreign institutions. If students enroll in this course during their last year, the institutional residency rule shall be waived (completion of 30/40 credits at UP) provided the students will have completed a minimum of 30 credits in residency at UP. Additional charges such as room and board may apply.

Prerequisite: Instructor approval and completion of study abroad application

TRV 376 Study Abroad Unmatched Exchange 12-15 credits

This course is intended as a place holder only for students who travel abroad via an unmatched exchange program. Students will enroll for 12-15 credits and will pay any tuition and fees associated with selected program. Students are assessed a $500 Study Abroad Application/Processing fee. Credits will be awarded for students once they submit official transcripts from the foreign institution. Students must have coursework approved by faculty of their discipline prior to enrolling in the foreign institutions. If students enroll in this course during their last year, the institutional residency rule shall be waived (completion of 30/40 credits at UP) provided the students will have completed a minimum of 30 credits in residency at UP.

Prerequisite: Instructor approval and completion of study abroad application

University of Providence
*2019-2020 Graduate Content**

**Graduate policies which differ from that listed in the above section, are noted independently, below and apply only at the Graduate level.*

General Information

The following statements that represent the identity of the University may be found in the Undergraduate section of the Catalog found above. You are encouraged to read and reflect upon these statements as you plan and complete your education:

- Mission Statement
- Catholic University Identity Statement
- The Providence St. Joesph Health Mission, Core Values
- The University of Providence Student Creed

Accreditation and Affiliations

The University of Providence is a private, Catholic university incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas, confer academic honors, and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence (Providence St. Joseph Health) and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings.

The Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education, accredits the University of Providence.

Certification and Licensure

The University of Providence offers programs that enable graduates to apply for and gain state or national certification or licensure in their chosen professional field. The Master of Science in Counseling prepares the program graduate to apply for licensure as a Licensed Professional Counselor by the Montana Board of Social Work Examiners and Professional Counselors.

Degree Program Contact Information

Master of Science in Counseling		
Dr. Sachin Jain		sachin.jain@uprovidence.edu
Master of Science in Nursing, Nurse Educator		
Dr. Lynette Savage		lynette.savage@uprovidence.edu
Master of Science in Nursing, Adult Gerontology Nurse Practitioner		
Dr. Jaime Coles-Duff		jaime.colesduff@uprovidence.edu
Master of Science in Organization Leadership, Criminal Justice		
Prof. Gail Belfert	406-791-5338	gail.belfert@uprovidence.edu
Master of Science in Organization Leadership, Management		
Dr. Katrina Stark	406-791-5332	katrina.stark@uprovidence.edu
Master of Science in Infection Prevention & Epidemiology		
Dr. Diane Lund	406-791-5951	diane.lund@uprovidence.edu
Master of Healthcare Administration		
Dr. Vicki Mason		vicki.mason@uprovidence.edu

GRADUATE FACULTY AND PROGRAM CONTACTS

Dr. Gail A. Belfert (2010)
Assistant Professor of Criminal Justice
B.A. Rutgers College
J.D. Antioch Law School
Program Coordinator: MSL-CRJ

Dr. Jaime Coles-Duff (2019)
B.S.N. Oregon Health & Science University
M.S., D.N.P. Gonzaga Univsity
Program Director: MSN, AGNP

Dr. Cynthia Gustafson
B.A. Nursing, Gustavus Adolphus College
M.S. Public Health University of Minnesota
Ph.D. University of Michigan
Division Chair, Nursing

Dr. Sachin Jain (2019)
Associate Professor of Counseling
B.S., CSJM Kanpur University
M.A., V.B.S. Purvanchal University
Ph.D., University of Wyoming
Program Director: MSC

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

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

Dr. Frankie Lyons (2018)
B.S. University of North Carolina at Chapel Hill
M.H.A. University of North Carolina at Charolette
Ed.D. North Carolina State University
Division Chair, Health Programs

Dr. Vicki C. Mason (2018)
Associate Professor Healthcare Administration
B.S. Murray State University
M.S. University of St. Francis
D.H.Sc. Atstill University
Program Coordinator: MHA

Dr. 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

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

Dr. Lynette Savage (2014)
Associate Professor
B.S. Phillips University
B.S.N. University of Central Oklahoma
M.S. University of Colorado, Denver
Ph.D. Walden University
Program Lead: MSN, NE

Dr. Katrina Stark (2008)
Associate Professor of Business
B.A. Scripps College
M.S. Troy University
D.M. University of Phoenix
Program Coordinator: MSL-MGT

Dr. Sylvia Lindinger-Sternart (2015)
Assistant Professor of Psychology/Counseling
B.S., M.S. University of Salzburg
M.S., Bowling Green State University
Ph.D., University of Toledo

Dr. Jared Roberts (2016)
Assistant Professor of Counseling
B.S. Brigham Young University
M.S. Idaho State University
Ph.D. George Washington University

Graduate Studies Mission

The University provides qualified applicants the opportunity to pursue graduate degrees with the common goal to afford opportunities for ethics-based professional preparation in a variety of human endeavors. Graduate programs bring together faculty and students as a community of scholars with a common interest in creative work and advanced study.

It is the mission of Graduate Studies to prepare reflective practitioners. The graduate programs all involve learning and mastering the skills of reflective scholarship as the ability to understand and to reflect on the major theoretical and empirical data in a field of study. Reflective learning is the ability to act while reflecting on one's own ideas, analyses, values, personal and organizational interests, and the interests of others; and reflective practice as the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The goal of graduate education is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry demonstrate personal and professional integrity, and foster mutual respect.

Core Learning Outcomes are integrated within each degree plan:

Reflective Scholarship:
To understand the major theoretical perspectives in their field of study.

Reflective Learning:
To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications.

Reflective Practice:
To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study.

Programs

Quality graduate education depends upon the professional and ethical conduct of all parties. The graduate faculty and graduate students have mutual responsibilities in the maintenance of academic standards and the creation of a high quality graduate program. Graduate students have made a career choice and are viewed as members of a profession that has obligations to our human community.

The Division Chair and the Graduate Council oversee the graduate programs. The Graduate Council is comprised of faculty members who share responsibility for standards of admission, retention, graduation requirements, graduate degree curricular matters, approval of new graduate programs, and all other matters of educational policy pertaining to graduate programs. Policy recommendations of the Council are forwarded to the Vice President for Academic Affairs for University review and action.Course work is offered for the following programs:

Master of Healthcare Administration (MHA)
Master of Science in Counseling (MSC)
Master of Science in Infection Prevention & Epidemiology (MSI)

Master of Science in Nursing Education (MSN)
* Nursing Educator (NE)
* Adult Gerontology Nurse Practictioner (AGNP)

Master of Science in Organization Leadership (MSL)
* Criminal Justice (CRJ)
* Management (MGT)

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. Prospective students should carefully read the course descriptions required in the degree program to determine whether the program in which they have an interest will fulfill their expectations and career goals. Students should familiarize themselves with all aspects of pursuing a graduate degree. Faculty members are available to assist in curricular planning.

Failing to read and understand degree requirements is not a defense for non-completion of any portion of a degree program. Program planning guides are available from the Admissions Office, the Registrar's Office, or electronically on the University website.

Graduate Admission

Graduate admission applications should be submitted at least six weeks before the beginning of the term in which the student intends to begin study. Refer to the University website for program admission deadlines.

The Admissions Office only reviews completed application files and reserves the right to request additional information from any applicant.

The University of Providence, mindful of its mission to be a witness to the love of Christ for all, admits students of any age, race, color, disability, national or ethnic origin, religion, sexual orientation, gender, citizenship status, status as a veteran, or any other characteristic that is protected by applicable state or federal law to all rights, privileges, program and activities generally accorded or made available to students at the University.

Procedure for Application to Graduate Studies

1. Complete and submit a graduate application for admission and $50 application fee to Admissions Office. Applications can be submitted electronically at www.uprovidence.edu. Paper applications and accompanying payment can be submitted to:
   University of Providence
   1301 20th Street South
   Great Falls, Montana, 59405
   (406)791-5200
   1-800-856-9544
   For assistance with the application, email: enroll@uprovidence.edu.
2. Applicants must possess a minimum 3.0 cumulative undergraduate GPA and undergraduate degree from an accredited college or university. If a student doesn't have an undergraduate GPA or if it is below a 3.0, at the discretion of the program coordinator, the student may complete the GRE® exam with scores of 150 verbal, 149 quantitative for admission.
3. Submit immunization records to the Admissions Office – Proof of 2 (two) immunizations for Measles AND 1 (one) immunization for Rubella.
   Exclusions: immunization records are not required if: birth date is before January 1, 1957 or taking an

online program (no face-to-face classes).

4. Request an official transcript from the Bachelor-degree-granting-institution. The requested official transcript should be sent directly to the Admissions Office. Proof of an earned Bachelor's degree is required for admission.
5. All graduate candidates must complete the additional program application requirements below.

Additional Graduate Program Admission Requirements

Several programs have additional requirements for admissions, listed below:

Master of Science in Organizational Leadership, ALL CONCENTRATIONS
Master of Healthcare Administration

*Submit a resume/CV to the Admissions Office
*Submit a personal statement as required within the graduate application for admission

Master of Science in Organizational Leadership, Criminal Justice Concentration

*Three letters of recommendation from persons who know your academic/professional qualifications will be required to complete reference forms and must be sent directly to the Admissions Office.

Master of Science in Counseling (MSC)

*If MSC program applicants cannot achieve GRE® scores outlined in 2 above, the coordinator of the MSC program may admit an applicant on a probationary status for the first three required courses in the MSC program. If the student does not achieve a grade of B or higher in these three courses, the student will be dismissed from the MSC program.

*Statement of Purpose, which addresses:
a) Applicant's professional interest in graduate counseling studies in relation to the applicant's desire to become a counselor. This should include why the UP MSC program is suitable for the applicant.
b) Assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree.

*Three letters of recommendation from persons who know your academic/professional qualifications will be required to complete reference forms and must be sent directly to the Admissions Office.

*Submit a separate one-page personal statement explaining how this degree program will benefit you personally and professionally. (Standard size 8 1/2 x 11 page).

After the application file is complete, the MSC faculty will interview the applicant. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor. Based on the information gained from the admission materials and interview, the MSC faculty will recommend admission to the program or denial of the application.

All candidates for the Master of Science in Counseling program should be aware that a criminal background check may be required for placement in the clinical practicum. In addition, licensure or certification requirements vary greatly from state to state. It is the responsibility of the applicant to determine prior to applying whether or not he/she is eligible for licensure in a given state. That can be accomplished by contacting the appropriate state licensing agency or program representative.

Admission Deadlines

The University accepts applications at any time for all graduate programs; however, all applicants should apply at least six weeks prior to the first day of classes for the term in which they intend to enroll. All required documents

must be submitted before a student can be fully admitted. Contact the Admissions Office for an admission packet and additional admission information. Financial aid cannot be granted until a student has been fully admitted.

Non-Degree Admission

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 6 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
2. A non-refundable, one-time application fee; and
3. Transcripts

Those students who enter the Graduate program as non-degree seeking and wish to become degree seeking must meet the graduate entrance requirements (undergraduate 3.0 GPA or GRE® scores of 150 verbal, 149 quantitative) and are not guaranteed admittance into the program. Credits applied as non-degree seeking students are applied to the applicable program.

Re-Admission

A student in good standing, returning after an absence of at least one semester, excluding summer term, must submit a new graduate application for admission. The application fee will be assessed for each application submitted; however, no additional supporting documentation will be required. A student who has attended any other school in the interim period must provide official transcripts from all colleges and/or universities attended. Students must have completed at least 50% of their coursework to be eligible for re-admission under the catalog in effect when they initially entered the program.

Note: Health programs graduate courses are sequenced and must be completed in a specific order. Re-admits into these programs are not guaranteed and are dependent upon course capacity/availability. Re-admission into a cohort-based SHP program is at the discretion of the Program Director, with consultation of the applicable Division Chair.

Admission of International Graduate Students

The University will consider applications from qualified international students. International students must submit the following documents in addition to the standard Admissions requirements to be considered for admission:

1. A financial statement completed by the student, the financial sponsor, and the student's financial institution certifying the availability of adequate funding in U.S. dollars for the first year of education.
2. Official certified copies, in English, of certificates, diplomas, degrees, and course transcripts from all schools through the highest level of education achieved.
3. An official credential evaluation report form a credential evaluation service that is a member of the National Association of Credential Evaluation Services or from InCred through the NAIA.
4. 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 173 computer or 80 on the web-based exam. 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.
5. Evidence of adequate medical insurance.
6. An international student medical information form, which must be completed and signed by a physician following an examination taken within the past 90 days.
7. A color copy of a valid passport or birth certificate.

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

School of Health Professions Admission Policies

The School of Health Professions hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the Admissions Office is University of Providence, 1301 20th Street South, Great Falls, MT 59405. The telephone number for the School of Health Professions is (406) 791-5258. The FAX number is (406) 204-4749. The e-mail contact is healthprograms@uprovidence.edu.

Deadlines

The School of Health Professions has specific application deadlines. Please refer to the University webpage for deadlines specific to each program. Many programs require a non-refundable deposit for program acceptance.

Applicants with Criminal Backgrounds

The University of Providence is committed to ensuring that students have the ability to benefit from the education received at the University. Certain affiliates associated with the University require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the site, and as a result, the student may not have sufficient clinical or field experience to successfully complete the program. Additionally, licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Falsification or Omission of Relevant Infomraiton in the Application Process

Falsification or omission of relevant information during any application process to the University may result in a student being denied admission, or having their offer of admission revoked. Falsification or omission of relevant information during the application process may also result in a previously admitted student to be thereafter disciplined, or suspended, or dismissed, or expelled from the University. Offers of admission to the University are contingent upon the receipt of the applicant's official final high school, and/or college transcripts, and/or any information that is required from a transferring institution. Following their acceptance to the University, students are responsible for updating the University with all relevant information pertaining to any eligibility requirements or standards. Failure to provide updates of any relevant information pertaining to any eligibility requirements or standards may result in a student being disciplined, or suspended, or dismissed, or expelled from the University.

Financial Aid

See Financial Aid information posted in the above section of this catalog. Information on financial aid that is different at the graduate level, is found below.

Credit Load

Students who enroll in fewer than 6 credits per term are considered to be part-time students. Completion of all degree requirements, except MSC (60 credit hours), may be accomplished in two calendar years of full-time enrollment. Two courses per term, including summers, enables the candidate to complete a graduate program in three years. Primary responsibility for progress through program requirements rests with the individual student. Graduate faculty members provide guidance; however, progress depends on the student's own initiative.

Weekend and Evening Schedule

For candidates who work Monday through Friday and/or who must commute long distances, the graduate program schedules classes on weekends and on weekday evenings. All graduate programs are available by distance learning. Refer to the current course schedule for details.

Disbursement of Funds

Funds are disbursed at the beginning of each semester after registration has been finalized, normally the 11th class day. 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 educational expenses. Excess university institutional funds will not be calculated into a student refund. Wages earned in the student work program will be paid on a bi-weekly 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, 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 law or University policies and procedures. Policies regarding financial aid are subject to change without advance notice if required by federal law, University policy, or the Financial Aid Office.

Veterans as Graduate Students

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. Inquiries about the educational benefits for veterans attending the University should be addressed to the VA Coordinator/school certifying official. 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.

Veterans are advised to check with the Veterans Affairs Coordinator in the Financial Aid Office, located in Argo Central, 45-60 days before registering.

Satisfactory Academic Progress

The University of Providnece 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 3.0 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 MSC degree a maximum of 90 credit hours attempted including transfer work.
- For all other degrees, a maximum of 54 credit hours attempted 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 Warning for the next semester enrolled. Students on warning may receive financial aid; however, they must meet the conditions of warning. Students who fail to meet these conditions will be suspended from further financial aid eligibility at the University of Providence.

Suspensions may be appealed to the Financial Aid Office. 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 under the Academic Releated Appeals process section in the above. Students may regain eligibility for financial aid by re-establishing their GPA and completion ratios using their own resources.

Academic Policy and Procedure

See Academic Policy and Procedure information posted in the above section of this catalog. Unique policy and procedure information that applies to Graduate Studies differently, is listed below.

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 first term of enrollment in the University. Continuous enrollment is defined as successful completion of at least three credits per semester at UP, fall, and spring. Summer semester is not required under the Continuous Enrollment policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog.

Program Advisor

Upon admission into Graduate Studies, the student is assigned an Advisor who will assist in the planning of the student's program of study. Students are encouraged to meet periodically with their Advisor. The student and Advisor should review graduate student progress annually. Students may petition to change Advisors by submitting a request for change to the Registrar's Office.

Annual Review

The Advisor of Record will do the Annual Review and include the following indicators as appropriate:

- Review of progress toward degree completion using program planner as a guide;
- Areas in which student is meeting or exceeding expectations;
- Areas in which student needs improvement;
- Plans for internship and practicum;
- Evaluation of internship experience;
- Reflection on student goals and program choice;
- Update on job search and/or notification of job placement;
- Review of licensure or certification requirements; and
- Reflection on further education aspirations.

Credit Aging

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 three credits per semester at the University of Providence, fall, and spring. Summer semester is not required under the Continuous Enrollment Policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog. No graduate credit, from either the University of Providence or a transfer university, older than 6 years at the time of graduation, may be used to fulfill graduate degree requirements.

Dismissal and Suspension

If a student is on academic probation, the applicable Division Chair will terminate the degree or non-degree status if the student's semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the Coordinator of the appropriate academic program and concurrence of the applicable Division Chair, a student on probation whose semester GPA is below 3.0 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student from a program is accomplished by written notice to the student from the Registrar's Office. Registration for courses in a program from which a student has been dismissed will not be permitted, except by written recommendation from the Program Coordinator to the Division Chair, who will evaluate the student's record to determine whether the student is eligible to continue enrollment and in what status.

Appeal Process

An Academic Suspension may be appealed, however, it must be done by the deadline noted on the Academic Calendar each semester. To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student's plan for success in future semesters. Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the Appeals Committee. The student will be notified in writing of the committee's decision. The decision of the committee is final.

Procedure to Appeal Academic Standing

To appeal the suspension, you are required to submit:

1. Academic Suspension Appeal Form;
2. A clearly written personal statement describing the circumstances leading to suspension;
3. A clearly written plan for success in future semesters; and
4. Any documentation to support the circumstances leading to suspension (e.g. physician's notes, obituary notice, etc.)

The appeal should be submitted electronically to appeals@uprovidence.edu by the deadline noted on the Academic Calendar each semester.

Experiential Learning

According to the Northwest Commission on Colleges and Universities accreditation guidelines, graduate credit may not be granted for experiential learning. However, the instructor may permit students to utilize non-colle-

giate learning, work knowledge and skills, community service, and professional achievements to support course outcomes.

Grades and Course Credit

A - 4.0 points per credit: Excellent
- Work shows marked superiority in such qualities as organization, accuracy, originality, understanding, and insight.

B - 3.0 points per credit: Good
- Work indicates appreciation and grasp of the subject that is distinctly above the average.

C - 2.0 points per credit: Acceptable only to a limited extent of minimally fulfilling the requirements for an advanced degree.
- Only two (2) grades of C are accepted for degree completion. Grades below a C are not accepted for degree completion.

No graduate credit is given for courses numbered below 500.

License to Practice: State, Regional or National

The student is advised that they are responsible for becoming informed about and completion of all requirements to apply for a professional license to practice. The student must keep accurate records including approval to enroll in courses, practica, internship, projects, and/or thesis.

Qualified Continuation

A cumulative grade point average (GPA) of no lower than 3.0 is required on all graduate coursework to remain in good standing and to receive any degree. Upon completion of nine hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

Repeated Courses

Students may repeat any Graduate level course. However, individual courses may be repeated only once. Federal Student Aid regulations govern a student's ability to repeat coursework. Students may repeat a course as many times as needed until the course is passed and receive Title IV funding. However, once a student has earned credit in a course (grade of 'D' or higher), they may receive funding to repeat the course only once. This even applies to students who are required to achieve a minimum grade as indicated by their major.

This does not include courses that are designated as repeatable (i.e. Internships, Special Topics courses, Practicums, etc).

Special Topics

Special Topics is an opportunity for a faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. Special topics courses may be used to meet degree requirements if so approved by the Program Coordinator and are usually listed under 592 or 692 course numbers.

Thesis

A student may decide to complete a master's degree thesis to prepare for further study or as fulfillment of a degree plan encompassing a research component. The student and Advisor will design a thesis plan to be submitted to the applicable Division Chair and Graduate Council for adoption.

Transfer Credit

Upon admission to degree candidacy, a student may submit up to six (6) semester credits (12 credits in MSC) of appropriate graduate coursework with grades of "B" (3.0) or better from other accredited graduate schools to satisfy the degree requirements. The Program Coordinator, upon the advice of the Faculty Advisor, may accept transfer credits from an official transcript reflecting those credits. Acceptability of transfer credit rests on its relevance to the course of study being pursued and on the date of the instruction. Coursework older than six (6) years at the time of graduation may not be submitted for transfer credit. Students may petition to transfer three (3) additional credits if degree completion within six years is interrupted by military commitments.

Challenging Coursework

Graduate students do not have the option of challenging (testing out of) graduate coursework. Coursework may be waived with the substitution of another course. Students must work with their advisor and instructor-of-record to complete course and degree requirements. Students must have the consent of the Advisor, Program Coordinator and the applicable Division Chair.

Auditing Graduate Courses

Audit status is for those students who do not want or need to receive credit for a course. Any student enrolling exclusively as an auditor will be assigned a non-degree status. Approval for auditing a course must be arranged in advance with the class instructor and the applicable Division Chair. All class fees will be assessed if the auditor is accepted into an activity or laboratory class where fees are appropriate. After the term's normal deadline for adding a course, students may not convert the enrollment in a class from audit to credit or from credit to audit.

Audit admission requirements are:

1. A completed application for admission form, and
2. A non-refundable, one-time application fee.
3. Payment of the audit fee (one-half the regular tuition) and all associated fees.

Enrollment in Graduate Courses by Undergraduate Students

Students applying for Graduate courses must already have a 4 year degree. Students with at least a senior standing as an undergraduate may enroll in up to 6 credits of graduate courses as a non-degree seeking student with permission of the graduate program coordinator.

Codes of Professional Conduct

See Codes of Professional Conduct information posted in the above section of this catalog. Unique information that applies to Graduate Studies differently, is listed below.

All students who enter the graduate program at the University of Providence must understand that professional, ethical, and mature behavior is expected of each student at all times. Every student must conduct himself or herself with maturity and professionalism. It is expected that students will:

1. Maintain a high standard of professionalism in graduate classes
2. Act in a professional manner at all internship placements and experiential learning classes
3. Comply with the professional ethics code of their chosen profession and
4. Do their own work and properly credit all sources.

An alleged violation of the Code of Professional Conduct shall be promptly reported to the applicable Division Chair or another graduate faculty member. If an alleged violation occurs within a course, the instructor is supported in addressing the resolution of a violation within the scope of the course syllabus. Should the instructor believe the violation, wholly or in part, is beyond the parameters of the course, a referral may be made either to the degree Program Coordinator or to the applicable Division Chair.

The complainant shall file a written complaint setting out the name of the alleged violator, date and time of the alleged violation, and facts outlining the alleged violation. The complainant must sign the complaint. The applicable Division Chair will review the complaint and may conduct an investigation of the reported violations. If the applicable Division Chair finds sufficient grounds for an alleged violation, the accused student will have a choice of an administrative hearing before the applicable Division Chair or a Hearing Committee composed of two full-time graduate faculty members. The process and all procedures will comply with the Code of Student Conduct found in the Student Handbook.

If the Hearing Committee determines the complaint is factually accurate, they may recommend any, or a combination of any, of the following:

a. failure or incomplete be awarded in the course in which the violation occurred;
b. require replacement, repair, or payment for any property defaced;
c. an oral reprimand;
d. a written reprimand, to be placed either permanently or temporarily in the student's official file;
e. placement of the student on disciplinary probation for one or more semesters;
f. suspension from Graduate Studies for one or more semesters;
g. permanent expulsion.

An appeal of failure to abide by due process may be made to the applicable Division Chair.

For a complete list of student rights and responsibilities, please refer to the Code of Academic Conduct.

Master's Degree Requirements

To earn a master's degree from the University of Providence, a student must

1. Complete a minimum of 30 or 60 credits, depending on program of study.

2. Maintain a cumulative University of Providence grade point average of 3.00 or higher.

3. Complete the master's degree core, concentration, and elective curriculum.

4. Complete thirty of the last thirty-six, or forty-eight of the last sixty, semester hours of coursework at the University of Providence.

5. Apply for graduation in accordance with the prescribed deadlines.

6. Comply with all University policies, rules, and regulations.

7. Pay all indebtedness to the University.

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. All graduates will have successfully completed an Application for Advanced Candidacy, and complete a thesis, internship or integrative project that serves as a capstone experience. All programs have several components in common, though with foci pertinent to the course of study: research methods, ethics, personnel planning, and diversity.

Master of Healthcare Administration

Program Director: Vicki Mason, D.HSc

A graduate of the UP program will be a transformational leader in healthcare. Transformational leaders are critical thinkers who are able to operationalize innovative change projects, lead and inspire others, and are guided by legal and ethical principles. This leader is able to strategically leverage systems and informatics to optimize quality outcomes, improve operations, and create healthy person-centered environments.

The curriculum provides opportunities for students to prepare for a career in healthcare administration or to enhance their current career in this field. The following program themes are woven throughout the curriculum:

- Communication and listening
- Informatics and information technology
- Ethical and transformational leadership
- Critical thinking
- Complex systems, strategic planning and financial proficiency
- Practice competency

Graduates in the MHA degree program demonstrate the following program learning outcomes:

1. Apply systems and leadership theories to affect change and meet strategic goals.
2. Integrate ethical, compassionate, cultural, regulatory, and legal components in making leadership decisions.
3. Synthesize and apply effective communication strategies and skills within organizations to create healthy person-centered environments.
4. Demonstrate emotional intelligence, reflective personal growth when leading organizations.
5. Apply data collection methods, applications, sampling systems and informatics to improve decision-making and accountability.
6. Analyze data, evidence-based practice and financial systems to ensure quality and safety in processes.

The following healthcare administration courses are offered sequentially following the core curriculum with the exception of the internship and capstone courses, which are offered concurrent with concentration courses.

Program Mission

Our mission is to partner with and support healthcare professionals who are seeking to advance their careers. Our curriculum and practitioner faculty translate theory to workplace application with a focus on knowledge and competency building, along with leadership development. Assignments and Capstone Projects reflect development of competencies required for healthcare leadership.

The curriculum was designed to nurture accountable leaders who approach challenges analytically, reviewing data and evidence, while integrating ethical, compassionate, cultural, regulatory, and legal considerations in decision-making. The program highlights intrapersonal understanding and self-development to support cultivating collaboration and leading teams to execute change. The central focus of the program is leadership development, with courses and concepts woven through the program to complement didactic learning about the healthcare system.

Our program tracks serve two distinct segments of healthcare professionals. The Master of Healthcare Administration track supports early to mid-careerists who are interested in broadening their understanding of the healthcare system, financial and managerial approaches, and developing skills in analyzing data and evidence in decision-making. The Executive Master of Healthcare Administration track supports healthcare professionals who have advanced their careers and now seek to refine leadership competencies in aspects of anticipating,

managing, and responding to industry changes. Both tracks are offered online to better accommodate the responsibilities of working healthcare professionals.

Program Values

The Master of Healthcare Administration program values reflect the university's focus on character, competence, and commitment along with the university core themes of seeking to understand, living in community and searching together. We believe healthcare leaders must exemplify character, competence, and commitment to serve and lead. Together we seek to understand the healthcare environment, the inherent challenges of delivering quality care, and the diverse needs of stakeholders. We live in community with stakeholders - patients, their loved ones, and provider/caregivers from all specialties and settings. Together, we search daily for the best approaches to delivering quality care and for developing healthier communities.

Program Vision

Through an emphasis on workplace application focused on the development of character, competence and commitment, we will develop professionals well equipped to handle current and future healthcare needs and become the program of choice for working healthcare professionals who wish to prepare for the next steps in leadership.

Healthcare Administration

MHA	502	Healthcare Systems	3
MHA	505	Healthcare Informatics	3
MHA	510	Leadership Theory	3
MHA	512	Applied Leadership	3
MHA	514	Communication in Healthcare Organizations	3
MHA	518	Evidenced Based Management for Healthcare Leaders	3
MHA	525	Transformational Leadership	3
MHA	535	Healthcare Law & Ethics	3
MHA	562	People & Experience	3
MHA	565	Healthcare Budgeting & Finance Planning	3
MHA	698	Capstone I	3
MHA	699	Capstone II	3

Total Credits Required for Master of Healthcare Administration **36**

Master of Healthcare Administration, Executive Track

The Executive Masters in Health Administration (Executive MHA) degree develops core health system knowledge, leadership skills and business acumen in high potential executives of the United States' largest health systems. Created to prepare senior executives to respond to and manage organizational change, the program equips graduates to drive innovation, lead through collaboration, and practice adaptive and predictive thinking in the ever-changing healthcare environment. The executive MHA is designed to produce graduates prepared to take on corporate executive leadership positions at health systems across the country.

The Executive MHA degree was created in partnership between the University of Providence (the University) and The Health Management Academy (The Academy), an educational services organization with a long-standing relationship with Providence St. Joseph Health (PSJH). Cognizant of the dearth of interdisciplinary and collaborative leadership development programs in the healthcare industry, the Executive MHA enrolls nationwide cohorts of administrative, financial, nurse and physician executives, and is housed in the School of Health Professions at the University. This major has restricted enrollment and is not offered to the general public.

Program Goals:

1. Improve competencies in healthcare knowledge, leadership skills, and business acumen to implement nnovative initiatives;
2. Problem solve and collaborate around challenges, trends and opportunities impacting US healthcare;
3. Build a nationwide network of peers and foster collegial relationships;
4. Engage in cross-disciplinary conversations with current and retired corporate health system executives;
5. Access professional development and mentoring.

Healthcare Administration, Executive Track

MHA	500	Exec Leadership Strategies	3
MHA	511	Enhancing Soc & Emotional Intelligence	3
MHA	520	Leading Change & Negotiations	3
MHA	526	Health Services Finance	3
MHA	530	Health, Policy, Advocacy & Ethics	3
MHA	540	Diversity & Inclusion	3
MHA	550	Transforming the Continuum of Care	3
MHA	560	Driving Innovation & Managing Risk	3
MHA	680	Action Research Project I	2
MHA	690	Action Research Project II	2
MHA	697	Action Research Project III	2

9 credits from the following approved electives:

MHA	506	Adv Health Systm Synergies & Alignment	3
MHA	515	Developing the Future Workforce	3
MHA	536	Marketing, Branding & Comm Relations	3
MHA	545	Clinical Informatics & Decision Support	3
MHA	555	Reinforcing Reliability & Value	3
MHA	566	Consumerism	3
MHA	570	The Patient Experience	3

Total Credits Required for Master of Healthcare Administration, Executive Track 39

Master of Science in Counseling

Program Director: Sachin Jain, Ph.D.

The Master of Science in Counseling (MSC) degree program prepares students to work as professional counselors in a variety of settings. The MSC Core and Advanced Area courses are augmented by elective coursework chosen by the student and academic advisor depending on the student's area of interest and professional goals.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), granted accreditation to the Department of Counseling at University of Providence: Clinical Mental Health Counseling (M.S.) effective July 31, 2017. The counseling department has submitted teh Interim Report in December 2018 to expand CACREP accreditation until 2025.

The program consists of sixty (60) semester hours of courses specific to counseling, and includes required practicum and internship experiences. The content, course sequence, and contact hours of the degree program are structured to prepare students for the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), which are used by Montana and other states as a requirement for licensure as a professional counselor. The Montana Code Annotated sets additional requirements related to post-degree supervised counseling experience as part of the licensing process.

Goals

1. To provide participants with a broad theoretical base that serves as the basis of a personal model of counseling.
2. To expose participants to historical, current, and emerging counseling methods that provide options for the best counseling practice.
3. To provide participants with knowledge and skills that serves as a basis for critically consuming data-based professional literature and informs data-based counselor practice.
4. To provide participants with opportunities to develop knowledge and skills necessary for self-growth and self-care for continued exemplary practice through time.
5. To provide participants with clinical experience that serves as the basis for the practice of emerging counseling skills.
6. To prepare students for passage of the state licensure exam as a basis for entering a professional counselor role.
7. To prepare students to assume leadership positions in their professions and their communities.
8. To provide students with a capstone experience that integrate all of the goals from above.

Program Objectives

The specific MSC curriculum components are designed to embrace not only the broader University of Providence mission, but actively incorporate the Providence Leadership Covenant, licensure law standards, and professional counselor preparation guidelines., especially the criteria set forth using the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, as described below:

1. Professional Counseling Orientation and Ethical Practice – By the end of this program, students will be able to evaluate ethical practice according to teh cousnseling profession; descripe ethical practice according to the counseling profession; and synthesize elements of ethical practice in counseling.
2. Social and Cultural Diversity – By the end of this program, students will be able to analyze the impact of

social and cultural diversity on served clientele; determine multicultural theories to describe cultural identity development; and integrate this knowledge to provide examples of multicultural counseling competences.

3. Human Growth and Development – By the end of this program, students will be able to determine theories of individual and family development across the lifespan; and describe factors that affect human development, functioning, and behavior.
4. Career Development – By the end of this program, students will be able to analyze theories and models of career development related to counseling; describe strategies for career development program planning and implementation; and identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.
5. Counseling and Helping Relationships – By the end of this program, students will be able to analyze theories and models of counseling; identify relevant counseling interventions suitable to a specific population; and integrate gained knowledge and formulate a personal model of counseling.
6. Group Counseling and Group Work – By the end of this program, students will be able to determine theories of group counseling and group work; identify dynamics related to group process and development; synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.
7. Assessment and Testing – By the end of this program, students will be able to define basic concepts of assessment procedures in counseling; identify relevant strategies for selecting appropriate tests in counseling; and evaluate assessment results to diagnose developmental, behavioral, and mental disorders.
8. Research and Program Evaluation – By the end of this program, students will be able to indicate the importance of research in advancing the counseling profession; identify evidence-based counseling practices; analyze various methods used in research and program evaluation; and evaluate statistical methods used in conducting research and program evaluation.

Transfer Credits

Up to twelve (12) semester hours of post-baccalaureate credit from a regionally accredited, CACREP accredited institution of higher education may be transferred toward the 60 credit MSC degree. As per the Montana Code Annotated (MCA 24.219.604.¶ D), the acceptance of credits from other institutions may be granted 6 (six) years or less from the anticipated date of graduation from the MSC program. Furthermore, transfer credits must be approved by the director of the MSC program. (Consult Credit Aging policy).

The following courses must be taken within the MSC degree program at UProv:

MSC 512 Theories of Counseling and Personality Assessment (3 credits)
MSC 517 Techniques of Counseling (3 credits)
MSC 607 Group Counseling (3 credits)
MSC 617 Advanced Techniques of Counseling (3 credits)
MSC 695 Counseling Practicum (3 credits)
MSC 696 Advanced Counseling Internship I (3 credits)
MSC 697 Advanced Counseling Internship II (3 credits)
MSC 698 Integrated Project (6 credits)
MSC 699 Thesis (6 credits)

ADMISSION TO ADVANCED CANDIDACY

In order to enroll in Advanced Area core classes and to apply for Practicum and Internships, students must apply for and be accepted into Advanced Candidacy. The Advanced Candidacy application should be completed at least three weeks before the start of the semester in which the student intends to enroll in Advanced Core curriculum classes. Applications are available from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies. To qualify for degree candidacy, a student must:

- have a GPA of 3.0 or better, and
- have completed all of the following courses:

MSC 500 Professional Orientation and Ethics (3 credits)
MSC 516 Research Methods and Statistics for Counseling* (3 credits)
MSC 508 Psychopathology (3 credits)
MSC 512 Theories of Counseling * (3 credits)
MSC 515 Standardized Testing and Individual Assessment (3 credits)
MSC 517 Techniques of Counseling * (3 credits)
MSC 606 Multicultural Competence (3 credits)
MSC 607 Group Counseling (3 credits)
* Must have a B or better.

- have completed at least 12 semester hours of the above courses at the University of Providence.

The Candidacy committee will review the Application for Advanced Candidacy and inform the student of his/her candidacy status before the student will be allowed to enroll in Advanced Core classes.

QUALIFIED CONTINUATION

Professional counseling is a combination of knowledge, skill, and art in which the uniqueness and personality of the counselor have enormous influences on relationship building and counselor effectiveness. It is imperative that each student progressing through the MSC degree program be willing to grow in self-awareness and be open to direction from faculty. Students are also expected to exhibit the highest professional and ethical standards of practice and to actively contribute to the well-being of clients and other students.

Successful completion of the Master of Science in Counseling program is based on the demonstration of competence in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty has a professional responsibility to assess the academic, professional, and personal development of every student in the MSC program. As part of the student review and retention policy of the UP Graduate Studies, faculty may share information about student progress with one another.

All students must maintain a cumulative grade point average of 3.0 to graduate from the MSC program. Only two (2) grades of C or below are accepted for degree completion. If a student's cumulative grade point average falls below 3.0, the student is placed on academic probation and has until the completion of the next semester of enrollment to restore the GPA to at least a 3.0. Failure to do so will result in dismissal from the MSC program.

In addition to maintaining a cumulative grade point average of 3.0, specific courses are considered essential to successful progression through the MSC program. Students must earn a minimum of "B" in Theories of Counseling, Techniques of Counseling, Professional Orientation and Ethics, Group Counseling and Advanced Techniques of Counseling. Practicum and Internships are graded on a Pass or Fail basis. If the student does not achieve the minimum requirement, the student cannot enroll in sequence courses until the student retakes the course and completes it with a grade of "B" or better.

Assessment is an ongoing process that begins with admission to the MSC program, and continues through an informative examination (taken during MSC 695 Pracicum). Accumulation of credits and satisfactory grades are not a guarantee of successful program completion. MSC students are assessed for fitness as counseling professionals. Assessed characteristics include, but are not limited to, self-awareness, self-confidence, resilience, balance, emotional stability, communication skills, professional presentation, and interpersonal skills.

PERSONAL GROWTH EXPERIENCE

Effective counselors strive for self-awareness, personal congruence, and their own continual personal growth. At some time during enrollment in the MSC program, students are required to participate in a personal growth experience, which entails receiving a minimum 6 hours of personal counseling, either individual or group in nature.

Many students choose to remain in personal counseling beyond the minimum 6-hour requirement. During the internship, many students have recognized the value of working through personal issues so that they do not interfere with professional performance and service to clients. Participating in a personal growth experience will be documented by the student in the form of a written evaluation of the experience.

PROGRAM OF STUDY

The MSC program requires 60 credit hours of the outlined course work. The program typically takes three calendar years (Fall, Spring, and some Summer sessions) of full-time study to complete. Students who are employed full-time, and/or have other outside obligations are strongly encouraged to attend MSC courses on a part-time basis. Part-time attendance will extend the length of time required to graduate, but will enhance academic and personal success.

It is important for students be familiar with the sequential course structure of the MSC program. Course emphases move from a focus on foundations in the history and theories of counseling and related fields, to skill acquisition and practical experiences. The MSC curriculum sequence is designed so that students gain competency and integrate the content into a meaningful, practical body of professional knowledge and skills. Students are expected to become increasingly autonomous in their professional activities, academic and otherwise, as they progress through the program.

The clinical practicum course undertaken near the end of the program is designed to facilitate development of higher levels of counseling skills. Before enrolling for Practicum credits, students must complete a Practicum Application, for approval by the Program Coordinator, and have completed a minimum of 40 credit hours. These 40 hours must include the Core Courses. The student must provide proof of professional liability insurance prior to enrollment in Practicum. The University also offers an Addictions Counseling Certificate. MSC students can obtain the Addictions Counseling Certificate by taking 5 additional Addictions Counseling courses (at Continuing Education rates). The particulars for this certificate program are outlined in the Addictions Counseling section of the undergraduate catalog (please see page 7).

MASTER OF SCIENCE IN COUNSELING

Foundations of Professional Counseling			Required Credits
(Successful completion of these courses is required for Full Candidacy in MSC program)			
MSC	500	Professional Orientation and Ethics	3
MSC	512	Theories of Counseling	3
MSC	517	Techniques of Counseling	3
Total Foundation credits required			**9**

Counseling Core Courses

(Students must be admitted to Full Candidacy in MSC program before enrolling in these courses)

MSC	508	Psychopathology	3
MSC	515	Standardized Testing and Individual Assessment	3
MSC	516	Statistics and Research Methods	3
MSC	529	Development Across the Lifespan	3
MSC	553	Counseling the Addicted Client	3
MSC	604	Career Counseling	3
MSC	606	Multicultural Competence	3
MSC	607	Group Counseling	3
MSC	617	Advanced Techniques of Counseling	3

Total Core Curriculum credits required **27**

Advanced Core Curriculum

(Students must be admitted to Advanced Candidacy before enrolling in these courses)

MSC	520	Crisis Planning and Intervention		3
MSC	527	Evidence-Based Practice and Outcome Evaluation		3
MSC	695	Counseling Practicum		3
MSC	696	Advanced Internship I		3
MSC	697	Advanced Internship II		3
MSC	688/698	Integrative Project	**OR**	
MSC	689/699	Thesis		6

Total Advanced Core Curriculum credits required **21**

Approved Electives

Any MSC course not part of the MSC required curriculum or other graduate level courses as approved by the MSC program coordinator.

Total Approved Elective credits required **3**

Total Credit Hours Required **60**

*MSC Program Course Schedule**

Year 1				
	Fall:	MSC 500 Professional Orientation and Ethics	3 credits	ASY
		MSC 512 Theories of Counseling	3 credits	ASY
		MSC 517 Techniques of Counseling	3 credits	HYB (4 days)
		***After* successfully completing this semester, student applies for full candidacy in the program.**		
	Spring:	MSC 516 Research Methods and Statistics for Counseling	3 credits	ASY
		MSC 553 Counseling the Addicted Client	3 credits	ASY
		MSC 617 Advanced Techniques of Counseling	3 credits	HYB (4 days)
	Summer:	Elective	3 credits	ASY
Year 2				
	Fall:	MSC 529 Development Across the Lifespan	3 credits	ASY
		MSC 508 Psychopathology	3 credits	ASY
		MSC 606 Multicultural Competence	3 credits	ASY
	Spring:	MSC 604 Career Counseling	3 credits	ASY
		MSC 695 Practicum	3 credits	ASY
		MSC 607 Group Counseling	3 credits	HYB (4 days)
		During spring semester, student applies for advanced candidacy.		
	Summer:	MSC 515 Standardized Testing and Individual Assessment	3 credits	ASY
Year 3				
	Fall:	MSC 527 Evidence Based Practice & Program Evaluation	3 credits	ASY
		MSC 696 Internship I	3 credits	ASY
		MSC 688 Integrative Project I or MSC 689 Thesis I	3 credits	ASY
	Spring:	MSC 520 Crisis Planning and Intervention	3 credits	ASY
		MSC 697 Internship II	3 credits	ASY
		MSC 698 Integrative Project II or MSC 699 Thesis II	3 credits	ASY
		Total credits: 60		

* *Subject to change due to intervening factors*

Master of Science in Infection Prevention & Epidemiology

Program Coordinator: Diane Lund, Ph.D.

The Master of Science in Infection Prevention & Epidemiology (MSI) degree is designed to create leaders who will use epidemiologic and infection prevention principles and tools to prevent infections and provide education across the care continuum. Acting as a change agent, the students who graduate from this program will use systems thinking, data, and evidence-based practice to facilitate collaboration to improve patient safety. A core benefit of this program is the diversity of professional students that stimulates exchanges and integrations of learning across care settings.

Although the field of Infection Prevention has historically been widely embraced in acute care hospital settings, the role and use of Infection Preventionists (IP) has expanded significantly over the past decade. This is in part due to the Institute of Medicine's 1999 report, "To Err is Human: Building a Safer Heath System". This report focused attention on wide gaps existing within hospital patient safety practices (including Infection Prevention) and triggered a chain reaction that has since resulted in an intense focus on safety and quality improvement. The emerging critical need for Infection Prevention expertise has since been recognized as a key risk in many healthcare settings, extending beyond the walls of hospitals into ambulatory, long-term care and community service settings. This program will be instrumental in preparing students for a professional career as an IP in healthcare.

All courses are administered on-line and in 8-week formats for working professionals who are choosing this program as professional development in their current or future clinical role. The courses are taught by highly qualified faculty that represent diverse infection prevention & epidemiologic experiences and insights including statistical research, biology, pharmacy, environment of care, regulation, quality improvement, informatics and leadership. To maximize access to and completion of the program, coursework is presented via distance learning and a class size of 20 students.

There are three pre-requisite courses required for admission to the program:

- Microbiology (4 credits)
- Anatomy & Physiology (8 credits)
- Two A&P courses or
- One Anatomy course and One Physiology course taken separately
- Introduction to Statistics (3 credits)

The following program themes are woven throughout the curriculum:

- Transformational Leadership
- Identification, Prevention & Control of Infections
- Surveillance & Epidemiological Investigation
- Program Development & Integration
- Patient Safety & Quality
- Effective Communication
- Continuum of Care
- Influencing Human Behavior
- Inter-professional Collaboration
- Knowledge Sharing
- Life-long Learning

Graduates in the MSI degree program demonstrate the following program learning outcomes:

1. Lead inter-professional teams to design and implement infection prevention strategies.
2. Identify and analyze infectious disease processes across the continuum of care.
3. Develop and implement a comprehensive infection prevention program using research and evidence based practice to improve patient safety.
4. Conduct surveillance and investigate epidemiological patterns to prevent transmission of infections.
5. Synthesize complex information and educate healthcare communities.
6. Assess the environmental and behavioral influences related to disease transmission.
7. Apply data collections methods, applications, sampling systems and informatics to improve decision-making and accountability.
8. Serve as an organizational resource for continuous learning and inquiry.

MASTER OF SCIENCE IN INFECTION PREVENTION & EPIDEMIOLOGY

Core Curriculum			Required Credits
MSI	501	Introduction to Epidemiology	3
MSI	505	Statistics & Research Methods	3
MSI	510	Principles & Epidemiology of Infectious Disease	3
MSI	515	Molecular & Immunological Methods in Infectious Disease	3
MSI	520	Clinical Microbiology	3
MSI	525	Antimicrobial Stewardship	3
MSI	530	Reprocessing & Environment of Care	3
MSI	535	Regulation and Quality Improvement	3
MSI	540	Principles of Surveillance and Reporting	3
MSI	545	Healthcare Informatics & Data Management	3
MSI	550	Transformational Leadership	3
MSI	695	Internship & Capstone I	1
MSI	697	Internship & Capstone II	1
MSI	699	Internship & Capstone III	1
		Total MSI Degree Program Credits	**36**

Master of Science in Nursing

Program Themes

•Advocacy for social justice and human dignity
•Inquiry and scholarship
•Optimization of safety, quality, and outcomes
•Innovation
•Leadership

Program Learning Outcomes

1. Integrates findings from the sciences and humanities for the continual improvement of nursing care across diverse settings.
2. Applies knowledge of organizational and system leadership practices.
3. Selects and applies quality improvement strategies to optimize safety and outcomes.
4. Utilizes clinical scholarship as a foundation for practice.
5. Applies technology to enhance care, promote lifelong learning, and facilitate data generation and use.
6. Promotes social justice and human dignity through policy and advocacy.
7. Leads and collaborates in interprofessional teams to improve individual and population health outcomes.

Core Curriculum

MSN	515	Theoretical Foundations of Advanced Nursing Practice	3
MSN	520	Survey of Nursing Research & Statistics	3
MSN	525	Evidence Based Practice & Transtional Research	3
MSN	530	Social Justice, Law, and Policy in Healthcare	3
MSN	540	Organizational Leadership	3

Concentration, Nursing Educator

Program Lead: Lynette Savage

The University of Providence prepares graduates to innovatively use theories of teaching and learning in a variety of academic and clinical settings with emphasis on nursing education. The graduate demonstrates the ability to develop, deliver, and evaluate nursing education programs. Upon completion of this degree, graduates are eligible for the Nurse Educator certification national examination.

Program Vision

Students are prepared to be leaders in healthcare. Our unique partnership with Providence St. Joseph Health (PSJH) offers students the opportunity to receive a quality education with a direct connection to the healthcare industry.

- Career Ready
  - Designed for students to become skilled, competent, lifelong learners in a rapidly changing and complex healthcare arena.
- Convenient
  - Developed for working professionals.
- Engaged Teaching and Learning
  - Taught by highly qualified doctoral faculty that represent diversity in nursing experiences and specialties.
- Practicum Opportunities
  - The final course is the Teaching Practicum of 90 hours.

MSN, Nursing Educator Concentration

MSN	505	Role of Nurse Education Across Diverse Settings	3
MSN	635	Informatics and Healthcare Technologies	3
MSN	652	Curriculum Development & Analysis	3
MSN	660	Innovative Teaching & Learning Strategies	3
MSN	670	Assessment & Evaluation in Nursing Education	3
MSN	684	Adv Concepts in Assessment, Pathophysiology, and Pharmacology	3
MSN	694	Adc Clinical Practicum	1
MSN	696	Practicum in Nursing Education	2
	Total Credits Required	**36**	

Concentration, Adult Gerontology Nurse Practitioner

Program Director: Jamie Coles-Duff

Courses in the curriculum are designed to meet the needs of adult learners who are motivated to complete this graduate program in seven semesters over 27 months. The MSN program core content will be shared between the program tracks of MSN Nurse Educator and MSN AGNP in the five core MSN courses. The MSN content meets the standards for the Essentials of Master's Education in Nursing that are required for accreditation in any MSN program track (AACN, 2011). The APRN track curriculum was developed by a group of experienced PSJH caregivers working as APRNs in the Montana, Washington and Oregon ministries. The design team used the mission, vision and values from UP and PSJH, as well as the national standards from AACN, NONPF and the NTF, to serve as foundation for AGNP track development.

The University of Providence Master of Science Adult-Gerontology Primary Care Nurse Practitioner program prepares advanced practice registered nurses who demonstrate compassion, commitment and excellence to primary care for adult patients (adolescents through older adults), especially the poor and vulnerable. Upon completion of this degree, the graduate is eligible for the Adult-Gerontology Primary Care Nurse Practitioner certification and state licensure as an APRN.

MSN, Adult Gerontology Nurse Practictioner Concentration

MSN	510	Role of the Advanced Practice Registered Nurse	3
MSN	519	Advanced Pathophysiology	3
MSN	529	Advanced Pharmacology	3
MSN	565	Advanced Health Assessment & Diagnostic Reasoning	3
MSN	573	Advanced Health Assessment Practicum	1
MSN	602	Patient Care Mgmnt Across the Adult Lifespan I	3
MSN	603	Patient Care Mgmnt Across the Adult Lifespan II	3
MSN	604	Patient Care Mgmnt Across the Adult Lifespan III	3
MSN	605	Patient Care Mgmnt Across the Adult Lifespan IV	3
MSN	620	Patient Care Mgmnt Across the Adult Lfspn Prctcm I	3
MSN	630	Patient Care Mgmnt Across the Adult Lfspn Prctcm II	3
MSN	640	Patient Care Mgmnt Across the Adult Lfspn Prctcm III	3
MSN	650	Patient Care Mgmnt Across the Adult Lfspn Prctcm IV	3
MSN	655	Transition to Advanced Practice Registered Nursing	1

Total Credits Required **53**

Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership (MSL) degree includes three programs of study or concentrations in Criminal Justice and Management. This graduate program is designed to provide leaders with the essential administrative and management skills, competencies and strategies to perform as innovative leaders in organizations. A core benefit of this program is the diversity of professional students that stimulates exchanges and integrations of learning. All courses are administered on-line and in 8-week formats for working professionals who are choosing this program as professional development in their current or future administrative roles.

The MSL degree program outcomes are to prepare students to:

1. Analyze and evaluate ideas, data, policy, and practice to improve decision-making within organizations.
2. Identify and examine the financial, human, data and other organizational resources using the latest evidence.
3. Apply ethical, cultural, regulatory and legal factors to enhance value-based systems.
4. Design, implement and evaluate a personal leadership plan that incorporates key program concepts.

Graduate coursework for the MSL degree is designed for leaders in a wide variety of professions and across organizations. The courses are taught by highly qualified faculty that represent diverse organizational experiences and insights including law enforcement, healthcare, human services, government agencies, and associations and professional groups. To maximize access to and completion of the programs, coursework is presented via distance learning.

The two MSL concentrations (criminal justice and management) share a common core curriculum. The following 8-week courses are offered sequentially so the curriculum builds upon the previous courses:

Core Curriculum			Required Credits
MSL	511	Organizational Leadership	3
MSL	514	Organizational Communication	3
MSL	516	Research Methods and Statistics for Mangagement	3
MSL	521	Organizational Finance	3
Total Core Curriculum credits required			**12**

Advanced Candidacy

To be considered as meeting the requirements for advanced candidacy in the MSL program, students must complete the above core curriculum as soon as they are scheduled after the student is admitted to the program. In addition, the student must earn a grade of "B" or better in each of these core courses.

Concentration in Criminal Justice

Program Coordinator: Gail Belfert, J.D.

The focus of the MSL degree in criminal justice is to educate professionals in both the theory and the application of criminal justice, and in the administration and management of criminal justice agencies.

The MSL degree program objectives in criminal justice are to prepare students to:

1. apply criminological theories in explaining the criminal justice system;
2. evaluate how criminal justice relates to other social structures and institutions, and how those structures and institutions impact criminal justice; and
3. utilize critical thinking, social justice, and civic responsibility in their decision-making processes as they pursue their careers and encounter life situations; and
4. fiscally manage a criminal justice organization.

The MSL degree program in criminal justice is intended for individuals who have baccalaureate degrees in sociology, psychology, criminal justice, or who are currently working in an area of criminal justice.

The number of career opportunities in the field of criminal justice is unprecedented. The demand for university-educated personnel is a result of society's rapidly evolving political and social changes, which reflect a renewed interest in and a need for effective administration of the nation's criminal justice system. There are many areas of expertise within the broad scope of the criminal justice field. This graduate program concentration addresses not only the pedagogy of criminal justice, but also the fundamentals of managerial science as applied in a criminal justice setting. Students will learn to recognize and resolve policy decisions and management issues regarding law enforcement, courts, and corrections.

Students within the Criminal Justice Concentration have a number of unique characteristics. First, upon entering the program, the majority of the students have had extensive exposure and academic understanding of the criminal justice system. Second, students graduating with the MSL-Criminal Justice Concentration must be prepared to pursue a variety of careers, including further graduate school, law school, and a variety of management positions within the criminal justice system.

The purpose of the Criminal Justice Concentration program is to promote critical thinking, social justice, and civic responsibility through an academic curriculum designed to ensure that all students master the theoretical and methodological underpinnings of the criminal justice system through a multi-disciplinary lens.

Students who have completed graduate coursework in management may be able to transfer up to six (6) credits. The coursework must be from an accredited institution with grades of "B" (3.0) or better. The coursework may not be older than six (6) years at the time of planned graduation. Credit cannot be given for experiential work completed prior to enrollment in the program.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Criminal Justice Concentration

Core Curriculum			Required Credits
MSL	511	Organizational Leadership	3
MSL	514	Organizational Communication	3
MSL	516	Research Methods and Statistics for Mangagement	3
MSL	521	Organizational Finance	3
Total Core Curriculum credits required			**12**

Criminal Justice Concentration				
MSL	508	Personnel Management and Administration (Human Resources)		3
MSL	541	Criminal Justice System		3
MSL	542	Criminal Law and the Courts		3
MSL	543	Administration of Law Enforcement Agencies	OR	
MSL	545	Juvenile Justice System		3
MSL	547	Psychology of Criminal Behavior		3
Total Criminal Justice Concentration Credits Required				**15**

ELECTIVES - Complete three of the following:			
MSL	512	Grant Writing and Administration	3
MSL	544	Corrections: History, Management, Alternatives	3
MSL	546	Youth at Risk	3
MSL	695	Internship	3
MSC	606	Multicultural Competence	3
Total Elective Credits Required			**9**

Total Credit Hours Required	**36**

Concentration in Management

Faculty Contact: Katrina Stark, D.M.

The management role in most organizations has expanded and intensified in scope, expectations, and measured outcomes. It is essential for managers to constantly upgrade knowledge and skills working with personnel, facilities, legal and policy directives, planning, implementation and outcome assessment, revenue generation and fiscal accountability, and community, regional and state relations, and development.

The MSL degree program in management is designed to address the changing demands of leadership positions in a variety of organizations, with a focus on not-for-profit agencies and similar organizations. The curriculum provides opportunities for students to prepare for a career as an executive in their profession or to enhance careers.

Graduates in the MSL management degree program are able to effectively implement the following outcomes:

1. Apply an understanding of and a command over key concepts, theories, and data regarding society, and the challenges and opportunities in a diversity of organizations in the public sector.
2. Apply an understanding of the process of management, supervision, and development of personnel in an organization.
3. Demonstrate the ability to efficiently manage the fiscal affairs of revenue generation and expense parameters of an organization.
4. Articulate and implement strategies for renewal and empowerment within their organizational context.
5. Demonstrate awareness and application of ethical and legal principles and judgments for management roles and responsibilities in a wide range of organizations.
6. Implement marketing theories to Successfully market and convey the mission and the activities of organizations.
7. Demonstrate effective development, implementation, and evaluation of plans and outcomes to expand the effectiveness of organizations.

The MSL degree in management is intended for individuals who work in administrative and entry-level management positions or whose career objective is management. These individuals have chosen to expand the scope and effectiveness of their skills and knowledge to further their contribution to their organization and to enhance their career development.

Students who have completed graduate coursework in management may be able to transfer up to six (6) credits. The coursework must be from an accredited institution with grades of “B” (3.0) or better. The coursework may not be older than six (6) years at the time of planned graduation. Credit cannot be given for experiential work completed prior to enrollment in the program.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Management Concentration

Core Curriculum			Required Credits
MSL	511	Organizational Leadership	3
MSL	514	Organizational Communication	3
MSL	516	Research Methods and Statistics for Mangagement	3
MSL	521	Organizational Finance	3
Total Core Curriculum credits required			**12**

Management Concentration				
MSL	500	Management Information Systems	OR	
MSL	520	Systems Design and Project Management		3
MSL	510	Organization Training and Development		3
MSL	512	Grant Writing and Administration		3
MSL	509	Human Motivation and Learning	OR	
MSL	610	Leadership and Innovation in Organizations		3
MSL	523	Organizational Budgeting		3
MSL	695	Internship / Project		3
Total Management Concentration Credits Required				**18**

ELECTIVES- 6 credits required			
MSL	500	Management Information Systems (if not used for concentration)	3
MSL	508	Personnel Management and Administration	3
MSL	509	Human Motivation and Learning (if not used for concentration)	3
MSL	520	Systems Design and Project Management (if not used for concentration)	3
MSL	530	Marketing Organizations	3
MSL	592	Special Topic or Travel Course	3
MSL	600	Professional Development Seminar	1-3
MSL	610	Leadership and Innovation in Organizations (if not used for concentration course)	3

Electives approved by Program Director and Division Chair of Graduate Studies

Total Credit Hours Required **36**

*MSL, Management Program Course Rotation**

Fall, 8 week session 1:

MSL	511	Organizational Leadership	3 credits
MSL	512	Grant Writing and Administration	3 credits
MSL	695	Internship / Project	3 credits

Fall, 8 week session 2:

MSL	514	Organizational Communication	3 credits
MSL	600	Professional Development Seminar	3 credits

Spring, 8 week session 1:

MSL	516	Research Methods and Statistics for Mangagement	3 credits
MSL	510	Organization Training and Development	3 credits
MSL	523	Organizational Budgeting	3 credits
MSL	695	Internship / Project	3 credits

Spring, 8 week session 2:

MSL	521	Organizational Finance	3 credits
MSL	509	Human Motivation and Learning	3 credits
MSL	600	Professional Development Seminar	3 credits

Summer, 8 week session 1:

MSL	500	Management Information Systems	3 credits
MSL	508	Personnel Management and Administration	3 credits
MSL	695	Internship / Project	3 credits

Summer, 8 week session 2:

MSL	520	Systems Design and Project Management	3 credits
MSL	530	Marketing Organizations	3 credits
MSL	600	Professional Development Seminar	1-3 credits

As offered: MSL 592: Special Topics

* *Subject to change due to intervening factors*

Course Descriptions

MHA 502 Healthcare Systems 3 credits
Health care systems are evolving rapidly based on input from consumers, payors, federal government, regulatory bodies, and clinicians. This course will examine the evolution and structure in the current health care system, discussing the issues that impact social justice, healthcare reform, and equitable health care for all. Students will apply systems and leadership theories to affect change within the healthcare system at both a macro and micro level.
Prerequisite: MHA 512

MHA 505 Healthcare Informatics 3 credits
More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.
Prerequisite: MHA 562

MHA 510 Leadership Theory 3 credits
Enhanced leadership skills are essential in constantly changing healthcare environments. This course focuses on theories of leadership, and their relevance to different workplace situations. Learners will create a professional values statement and complete a series of leadership assessments. Through this process the learner will identify focus areas and specific steps to affect personal growth in preparation for the challenges of healthcare leadership.

MHA 512 Applied Leadership 3 credits
This course will examine the impacts and consequences of leadership decisions upon various stakeholders within healthcare organizations. Building upon the foundational theories of leadership, learners will explore moral and ethical decision-making, fiscal responsibility, strategic planning, conflict resolution, and complex initiative implementation.
Prerequisite: MHA 518

MHA 514 Commuunication in Healthcare Organizations 3 credits
Healthcare organizations are challenged at every level to maintain effective workplace communications. From communicating patient care and corporate initiatives, to reinforcing aspects of identity and branding, healthcare leaders are charged with developing ethical and effective communications, along with establishing trust and reliability. This course focuses on approaches, theories, and strategies in communicating changes, handling issue/crisis management, and managing employee communications.
Prerequisite: MHA 510

MHA 518 Evidence Based Management for Healthcare Leaders 3 credits
While the clinical role of evidence-based practice in healthcare is widely recognized, healthcare leaders' use of the evidence to affect outcomes in decision-making may be less well-known. This course offers an exploration of evidence-based management through the analysis and application of credible research, evidence, and best practice guidelines. Learners will apply concepts and develop foundational skills to affect management decisions.
Prerequisite: MHA 514

MHA 525 Transformational Leadership 3 credits
Transformational leadership savviness is one leadership style that multiple organizations in business and healthcare have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.
Prerequisite: MHA 535

MHA 535 Healthcare Law & Ethics 3 credits
This course provides healthcare leaders with an overview of the legal and ethical issues presented in complex, challenging and quickly changing healthcare arenas. Students will be introduced to the legal aspects of healthcare at the local, state and federal levels. Healthcare leaders will be equipped to research and apply legal, ethical and regulatory principles to current issues facing the healthcare industry. Topics include criminal and civil healthcare claims, malpractice, fraud and liability for individuals and corporations.
Prerequisite: MHA 505

MHA 562 People & Experience 3 credits
This course is an introduction to providing strategy and best practice principles for healthcare leaders on the topic of people and experience. Students will be exposed to practical situations and problem solving approaches based on innovative practices and legal compliance to enhance the overall employee experience in an organization. Course topics include staffing and workforce planning, organizational strategy and design, compensation, employee engagement, change management, and employee relations.
Prerequisite: MHA 565

MHA 565 Healthcare Budgeting & Finance Planning 3 credits
The course is designed to impart a working knowledge of introductory accounting and financial management concepts, techniques, and vocabulary as they apply to health care organizations. The student will first focus on understanding the principles and practices of financial accounting, and the methods for analyzing and using financial accounting information for decision-making. Then the student will explore managerial accounting concepts, and apply these concepts to organizational planning and control. Finally, the student will develop skills in the valuation of cash flows, and discuss ways that health care organizations use financial markets to raise funds and invest in projects.
Prerequisite: MHA 502

MHA 695 Internship/Capstone 6 credits
This internship/capstone project experience will focus on applying the knowledge learned in one or more of the following healthcare administration concentration courses to an organization depending on the student's choice of internship/capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget. Choice of internship/capstone project models include: a) each of the six topics listed is more thoroughly explored in a one credit internship or 60 hours over an 8-week course. b) choose two of the topics listed to more thoroughly explore over 180 hours or 24 weeks each. This translates to one credit every 8 weeks.

Using the appropriate systems, informatics, ethical, people and/or financial theories and principles, the student may assess, create, implement and evaluate a program and/or project depending upon the internship/capstone project model. Within the 60 hours of each internship/capstone period, the student and faculty member will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

MHA 698 Capstone I 3 credits
This capstone project experience will focus on applying the knowledge learned in one or more of the following

healthcare administration concentration courses to an organization depending on the student's choice of capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget.
Prerequisite: MHA 525

MHA 699 Capstone II 3 credits
This capstone project experience will focus on applying the knowledge learned in one or more of the following healthcare administration concentration courses to an organization depending on the student's choice of capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget.
Prerequisite: MHA 698

MSA 501 Contemporary Accounting Issues I 3 credits
This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Financial Accounting and Reporting

MSA 503 Contemporary Accounting Issues II 3 credits
This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Audit and Attestation.

MSA 505 Contemporary Accounting Issues III 3 credits
This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Business Environment and Concepts, BEC.

MSA 507 Contemporary Accounting Issues IV 3 credits
This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Regulations.

MSA 515 Government & Not-for-Profit Accounting 3 credits
This course will explore the fundamentals of governmental and not-for-profit accounting. This course will pursue an understanding of general, governmental, not-for-profit and health care accounting, financial reporting, and financial statement analysis. This course will benefit accounting students who are preparing for the Uniform Certified Public Accountant (CPA) examination and for civil service and the Certified Government Financial Manager (CGFM) examination. Public administration majors who seek to be employed by governmental and not-for-profit organizations, including the federal and state government, health care entities, colleges and universities, and voluntary health and welfare organizations.

MSA 523 Advanced Audit and Attestation 3 credits
This course will explore the application of the audit process to the accounting cycles and the process of completing the audit and other assurance and nonassurances services. The course will also cover internal and governmental financial auditing and operational auditing.
Prerequisite:ACC 372, ACC 422, ACC **481**

MSA 526 Advanced Financial Accounting 3 credits
This course will cover home office and branch accounting, foreign currency concepts and reporting, and segment and interim financial reporting. The formation, operation, changes in ownership interest, and liquidations of partnerships, corporation liquidations and reorganizations. The course will also discuss the SEC Influence on Accounting and accounting for Estates and Trusts.
Prerequisite: ACC 425

MSA 527 Contemporary Accounting Issues 3 credits
This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.
Prerequisite: MSM 526

MSA 528 Advanced Taxation 3 credits
This course is an exploration of the influences of taxes on business decisions and the application of tax law to corporations and partnerships, trusts, estates and gifts through practical case studies and research.
Prerequisite: ACC 442

MSA 529 International Accounting for Multinational Enterprises 3 credits
This course will explore International Accounting Standards. International accounting control systems, multinational strategy, comparative systems and practices, international taxation, and foreign external auditing. The course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.

MSA 533 Federal Taxation - Business Entities 3 credits
The course will focus on the central concepts that build our tax framework. Students will explore the tax concepts that affect corporations and partnerships. Course work will include comprehensive coverage of relevant tax code and regulations including major developments in Federal income taxation.

MSC 500 Professional Orientation and Ethics 3 credits
Students are introduced to the field of professional counseling and the ethics involved in working with clients, colleagues, organizations, and society. Emphasis is on professional preparation standards, and person and professional identity development. Codes of ethics and the law are used to assist in making ethical judgments. Must be taken during the Fall semester of the first year of enrollment in the MSC program.
Co-Requisite: MSC 512 and MSC 517

MSC 508 Psychopathology 3 credits
A comprehensive overview of abnormal human behaviors and their complex etiologies, with emphasis on the DSM 5 classification system, differential diagnosis, and treatment considerations. Exploration of historical and current views, theories, and models of disorders.
Prerequisite: MSC 500, MSC 512 and MSC 517

MSC 509 Child and Adolescent Psychopathology 3 credits
Study of the etiology, assessment, and treatment of emotional, social, and intellectual problems of children from infancy to adolescence with emphasis on the DSM-5 classification system.
Prerequisite: MSC 500, MSC 508, MSC 512, and MSC 517

MSC 512 Theories of Counseling 3 credits
A critical examination of essential models of counseling. This course explores the conceptual frameworks of approaches to understanding personality, development, abnormal behavior, and the process of change as it occurs in psychotherapy, with the ultimate goal of the formulation of the students' theory of counseling.
Co-Requisite: MSC 500 and MSC 517

MSC 515 Standardized Testing and Individual Assessment 3 credits
A broad, practical overview of assessment, evaluation, and diagnostic formulation. Varied approaches to gathering reliable and valid data (the clinical interview, a social history, the mental status examination, and standardized testing instruments) are examined. Particular attention is given to the variable, statistical, and psychometric features of each format, as well as to accepted standards of practices for each format.
Prerequisite: MSC 500, MSC 512, MSC 516 (grade of B or better required), and MSC 517

MSC 516 Research Methods and Statistics for Counseling 3 credits

Counseling students will earn to conduct social science research at the graduate level. Students will advance through (1) framing the research question (2) conducting a relevant literature review (3) formulating hypotheses (4) examining various modes of data collections (5) specifying a methodology and (6) detailing various data analysis techniques. Different types of 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. By the end of the course, students will have developed a research proposal in counseling. In addition, the course will provide a thorough grounding in elementary statistical theory and practice. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency, correlation, regression, sampling, probability, mean comparisons, analysis of variance, and non-parametric tests.

MSC 517 Techniques of Counseling 3 credits

Applies theories of communication and attending behavior to the process of counseling. Counseling sessions are analyzed in stages of initiating, conducting, terminating, and recording results. Must be taken during the fall semester of the first year of enrollment in the MSC program

Co-Requisite: MSC 500 and MSC 512

MSC 520 Crisis Planning and Intervention 3 credits

Students explore the role of professional counselors in relation to crises that range from the individual to society, and natural to man-made. Coursework will include suicide assessment, child abuse and neglect, crisis planning, critical incident stress debriefing, secondary post traumatic stress disorder, victim assistance, and self-care when working within crisis situations.

Prerequisite: MSC 500, MSC 512 and MSC 517

MSC 527 Evidence-Based and Outcome Evaluation 3 credits

This course will review ways in which professional counselors demonstrate accountability to the individuals, groups, and organizations they serve. Various means of clinical documentation will be reviewed including case notes and treatment planning. Program evaluation will be addressed to include consultation and grant writing. The role of managed care in counselor accountability will also be reviewed.

Prerequisite: MSC 500, MSC 512, MSC 516 (grade of B or better required), and MSC 517

MSC 529 Development Across the Lifespan 3 credits

Study of various theories of human development over the life span, with attention to the roles of biological and environmental factors that may affect normal development.

Prerequisite: MSC 500, MSC 512 and MSC 517

MSC 536 Family Counseling 3 credits

Exploration of approaches to theory and practice of family counseling, utilizing case studies for identification and clarification of issues, formulation of effective treatment strategies, and development of a personal theory of family counseling.

Prerequisite: MSC 500, MSC 512, and MSC 517

MSC 553 Counseling the Addicted Client 3 credits

This course is a theoretical/practical application survey of current methodology and treatment modality for counseling the addicted individual.

Prerequisite: MSC 500, MSC 512, and MSC 517

MSC 556 Assessments in Addiction Treatment 3 credits
Examines methods and techniques in assessing clients for addiction, with emphasis on testing and interviewing.
Prerequisite:MSC 500, MSC 512, and MSC 517

MSC 592/692 Special Topics 1-3 credits
Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The student and advisor may structure a unique experience to enhance the student degree plan.
Prerequisite: MSC 500, MSC 512, MSC 517 and permission of the Advisor

MSC 600 Professional Development Seminar 1-3 credits
Students may attend, with approval, a professional conference related to their field of study and complete further research on an approved topic.
Prerequisite: Approval of an MSC instructor and internet access required

MSC 604 Career Counseling 3 credits
Presentation of skills and knowledge specific to career guidance and counseling interventions. Studies include theories, planning strategies, program models with individuals and groups, computer-assisted delivery systems, and assessment tools.
Prerequisite: MSC 500, MSC 512, and MSC 517

MSC 606 Multicultural Competence 3 credits
An opportunity for students to increase awareness of their own cultural values and beliefs; to explore worldviews of their own and other groups, and to identify and develop culturally appropriate intervention strategies.
Prerequisite: MSC 500, MSC 512, and MSC 517

MSC 607 Group Counseling 3 credits
Through analysis of the latest theory and participation in group sessions, the student develops guidelines for conducting counseling in group settings. Groups include peers, family, and others with simulated sessions and role-playing.
Prerequisite: MSC 500, MSC 512, and MSC 517

MSC 617 Advanced Techniques of Counseling 3 credits
Advanced theories of communication and attending behavior are applied to the process of counseling. Emphasis is placed on learning and applying specific techniques of counseling to the therapeutic process.
Prerequisite: MSC 500, MSC 512, and MSC 517

MSC 688 Integrative Project I 3 credits
The project documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The project contains a presentation component that clearly articulates the completed project as determined by the student and the committee.
Prerequisite: Admitted MSC advanced candidate, concurrent enrollment with MSC 695, MSC 696, or MSC 697

MSC 689 Thesis I 3 credits
In lieu of the integrative project (MSC 698), the student forms a Master's Thesis committee with a faculty mem-

ber who agrees to serve as chair of the committee. The student prepares a thesis proposal with one copy provided to both the committee chairperson and the Division Chair of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion of the thesis, a public defense will be scheduled and presented.
Prerequisite: Admitted MSC Advanced Candidate and permission of Advisor

MSC 695 Counseling Practicum 3 credits
A pre-professional opportunity to synthesize and apply knowledge gained in classroom studies to a work setting through closely supervised one-on-one and group counseling experiences. May be completed in 2 semesters (2 credits per semester). All supervision documents (including the practicum application) must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which practicum begins. Pass/Fail grading. Students are expected to accrue 240 work-related hours for this course.
Prerequisites: MSC 500, 508, 512, 515, 516 (grade of B or better required), 517, 606, 607, completion of 40 credits, acceptance to advanced candidacy, and practicum application acceptance (Pass/Fail grading)

MSC 696 Advanced Counseling Internship I 3 credits
The first semester of a two semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent with student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course. Students are expected to accrue 300 work-related hours for this course.
Admission to Advanced Candidacy and successful completion of MSC 695

MSC 697 Advanced Counseling Internship II 3 credits
The second semester of a two-semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent to student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course. Students are expected to accrue 300 work-related hours for this course.
Prerequisite: Admission to Advanced Candidacy and successful completion of MSC 696

MSC 698 Integrative Project II 3 credits
The project documents and integrates the breadth of knowledge gained across the program, and how the knowl¬edge and skills could be implemented in the work place. The project contains a presentation component that clearly articulates the completed project as determined by the student and the committee.
Prerequisite: Admitted MSC advanced candidate, concurrent enrollment with MSC 695, MSC 696, or MSC 697

MSC 699 Thesis II 3 credits
In lieu of the integrative project (MSC 698), the student forms a Master's Thesis committee with a faculty member who agrees to serve as chair of the committee. The student prepares a thesis proposal with one copy provided to both the committee chairperson and the Associate Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion of the thesis, a public defense will be scheduled and presented.
Prerequisite: Admitted MSC Advanced Candidate and permission of Advisor

MSI 501 Introduction to Epidemiology 3 credits
Epidemiology is the study of the distribution and determinants of disease. It is the foundational science for infection prevention. The principles of epidemiology are used to solve global problems, such as an outbreak of Ebola in West Africa, and on a smaller scale, analyzing the spread of healthcare associated infections in one hospital. This introductory course will provide students the opportunity to research and evaluate key study designs and their ap-

plication. Other important topics that will be covered include study screening and sampling, disease transmission and prevention, key components related to the chain of infection and risk factors in the spread of disease. Upon completion of this course, students will be able to understand fundamental concepts of epidemiology and apply them to real world scenarios, especially in relation to infection prevention within the healthcare setting.

MSI 505 Statistics & Research Methods 3 credits
Infection prevention and epidemiology is founded in research and statistical methods to gather and interpret data. Knowing how to use and apply these skills is key in both acquiring needed data and interpreting the research results of others. This course will provide a foundational knowledge in research methods and use of statistics for the field of infection prevention and epidemiology. You will learn to use this knowledge to both design and conduct research and to evaluate the literature in this field. An emphasis is also placed on doing this work collaboratively with a team and in presenting findings and recommendations to a variety of audiences.
Prerequisite: MSI 501

MSI 510 Principles & Epidemiology of Infectious Disease 3 credits
This course introduces fundamental principles of infectious disease epidemiology and infection prevention. Principles include nomenclature, epidemiologic characteristics, host-parasite relationships, trends, natural history, diseases of significance, standard and transmission-based precautions, screening methods, and outbreak investigation. Case-studies focus on infectious diseases/organisms commonly found in the healthcare setting, and those with significant impact to patient safety.
Prerequisite: MSI 505

MSI 515 Molecular & Immunological Methods in Infectious Disease 3 credits
This course offers a comprehensive view of modern immunology at the molecular and cellular level. The first half of the course presents the fundamentals of immunology, beginning with innate immunity and followed by a discussion of the structure and function of important molecules in the immune system, such as antibodies, major histocompatibility antigens, complement and the T-cell receptor. The second half of the course is focused on immunological and nucleic acid based methods as they pertain to medical diagnostics and infection prevention practices.
Prerequisite: MSI 510

MSI 520 Clinical Microbiology 3 credits
Central to the role of an Infection Preventionist is knowledge of microbiology as it pertains to the clinical setting. A successful partnership between the lab and the Infection Preventionist is essential for controlling and preventing infections, as well as improving patient care. This course focuses on the central concepts of medical microbiology, taking into consideration the pre-analytical (i.e. specimen selection and collection), analytical (i.e. diagnostic identification and susceptibility testing methods), and post-analytical (i.e. test interpretation and reporting) components in clinical microbiology.
Prerequisite: MSI 515

MSI 525 Antimicrobial Stewardship 3 credits
This course will explore the development of antimicrobials and the history of antimicrobial resistance, with special attention to the human behaviors that accelerated the development of multi-drug resistant microbes. Students will learn about the pharmacology of antimicrobials, including the pharmacokinetic and pharmacodynamic principles of antimicrobials. Specific mechanisms of microbial resistance in major hospital-acquired pathogens will be discussed in the context of designing an antimicrobial stewardship program that is responsive to emerging resistance trends.
Prerequisite: MSI 520

MSI 530 Reprocessing & Environment of Care 3 credits
The risk of infectious disease transmission is not specific to person-to-person contact. The patient care environ-

ment, equipment, and supplies can play a major role in the acquisition of infections. This course focuses on the theory, research and practice of cleaning, disinfection, and sterilization of the Environment of Care and medical instrumentation.
Prerequisite: MSI 525

MSI 535 Regulation & Quality Improvement 3 credits
Infection Prevention (IP) is a highly regulated specialty area of health care, continually evolving with emerging infectious diseases, new technology and increasing regulatory requirements. It is essential for IPs to be knowledgeable about applicable laws, regulations and standards. Healthcare facilities are scrutinized for compliance with a myriad of rules and requirements. Non-compliance has significant potential safety, financial, legal and media implications. This course focuses on identifying the key federal, state and accrediting bodies that provide the rules that IPs must know to ensure compliance, develop policies, and effectively participate in a survey.
Prerequisite: MSI 530

MSI 540 Principles of Surveillance & Reporting 3 credits
This course introduces fundamental principles of infectious disease surveillance and reporting. Primary areas of focus include identification and evaluation of device and procedure-associated hospital-acquired infections. This course also focuses on utilizing surveillance data to conduct facility risk assessments and develop program plans.
Prerequisite: MSI 535

MSI 545 Healthcare Informatics & Data Management 3 credits
More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.
Prerequisite: MSI 540

MSI 550 Transformational Leadership 3 credits
Transformational leadership savviness is one leadership style that multiple organizations in business and healthcare have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality-oriented service organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.
Prerequisite: MSI 545

MSI 695 Internship & Capstone 1 credit
The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. Although the entire capstone is completed over 24 weeks in three sections, this first section is completed over 8 weeks in conjunction with course 9 of the MSI program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will identify a preceptor, create a change project based on the needs of the internship facility, and submit a written proposal for the final capstone project. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently.

Within the 60 hours of this first section of the capstone course, the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

Prerequisite: MSI 550

MSI 697 Internship & Capstone II 1 credit

The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. It will be completed over 8 weeks in conjunction with course 10 of the program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will assess, create, implement and evaluate a change project based on the needs of the internship facility, and submit the final capstone project scholarly paper. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently.

Within the 60 hours of this second section of the internship/capstone, the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.
Prerequisite: MSI 550

MSI 699 Internship & Capstone III 1 credit

The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. It will be completed over 8 weeks in conjunction with course 11 of the program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will assess, create, implement and evaluate a change project based on the needs of the internship facility, and present an oral defense of the final capstone project. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently.

Within the 60 hours of this third and final section of the internship/capstone, the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.
Prerequisite: MSI 550

MSL 500 Information Systems 3 credits

A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control of changes in organizational structures to accommodate information technology.

MSL 503 Budgeting and Financing Organizations 3 credits

Responsibilities and procedures for handling fiscal resources of not-for-profit organizations. Topics include accounting, budgeting systems, reporting fiscal resources and understanding financial statement.

MSL 504 Organizational Communication 3 credits

Communication within the context of complex organizations. Public service agencies and not-for-profit organizations are highlighted.

MSL 508 Personnel Administration and Management 3 credits

This course explores extant theories of organization management. Theories are examined within the context of application.

MSL 509 Human Motivation and Learning 3 credits

Examines prominent and promising theories of human motivation, the evidence on which they are based, and principles of application in not-for-profit organizations. Also examines theories of human learning and their modes of application. Relates theories to programs for intervention and for personnel training.

MSL 510 Organization Training and Development 3 credits
The outcomes will concentrate on successful knowledge and skill in planning, conducting, and evaluating effective training and development programs for employees, volunteers, and board members in not-for-profit organizations. Emphasis will be given to assessment and evaluation research to refine achievable outcomes and productivity improvement.

MSL 511 Organizational Leadership 3 credits
Leadership skills are essential for organizational leaders who might serve in multiple roles in the constantly changing organizational environments. This course focuses on the theory, research and practice dimensions of leadership and resource stewardship to effectively lead and manage human and material resources in an organization. The course analyzes change theories, cost containment models, ethical and legal aspects of leadership, budgeting and productivity, staffing and staff development in a complex organizational system.

MSL 512 Grant Writing and Administration 3 credits
Introduces the students to the basic tools, knowledge, and skills necessary for success in procuring and administering grant monies for not-for-profit agencies and organizations.

MSL 514 Organizational Communication 3 credits
Workplace communication is a key and fundamental part of any organization. The various approaches, verbal, written, formal and informal, involves every level and area of an organization. How the various components of communications are addressed and applied can potentially change the outcome of a decision. In this course, students will learn the theory and prevalent factors as they apply skills in interpersonal organizational communication.

MSL 516 Research Methods and Statistics for Management 3 credits
Management students will earn to conduct social science research at the graduate level. Students will advance through (1) framing the research question (2) conducting a relevant literature review (3) formulating hypotheses (4) examining various modes of data collections (5) specifying a methodology and (6) detailing various data analysis techniques. Different types of 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. By the end of the course, students will have developed a research proposal in management. In addition, the course will provide a thorough grounding in elementary statistical theory and practice. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency, correlation, regression, sampling, probability, mean comparisons, analysis of variance, and non-parametric tests

MSL 520 Systems Design and Project Management 3 credits
A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology, concepts of project management tools for team management, design, of information systems for managing the traditional functional areas of a firm, and use of computer-aided software engineering (CASE) tools in systems development.
Prerequisite: MSL 500 and experience with spreadsheets

MSL 521 Organizational Finance 3 credits
The course is designed to impart a working knowledge of introductory accounting principles as applied to the management of organizations. The course will provide the skills to understand the financial communications provided by firms and for the student to convey complex financial concepts to laypersons and/or professionals. Students are expected to develop the working vocabulary to clearly communicate with others in the field.

MSL 523 Organizational Budgeting 3 credits
This course will cover budgeting principles and tools. The course involves discussion, theoretical understanding, and practical applications of basic budgeting. Managers of public or nonprofit organizations need an understanding the basic concepts of funding streams and budgeting essential to building and maintaining a strong organization.

MSL 530 Marketing Organizations 3 credits
Marketing is well into its maturity as an effective management tool for public and nonprofit organizations. This course will help students develop a philosophy of marketing applicable to nonprofit management, to develop a systematic approach to solving marketing problems for nonprofit organizations, and an awareness of how to apply the latest concepts and techniques from the private sector to the unique marketing needs of the nonprofit sector.

MSL 541 Criminal Justice System 3 credits
An encompassing view of the discrete elements which comprise the criminal justice system and their interrelatedness.

MSL 542 Criminal Law and the Courts 3 credits
This course explores criminal offenses and the response of society to these offenses.

MSL 543 Administration of Law Enforcement Agencies 3 credits
Managerial theories and management styles pertinent to the management of law enforcement organizations is the subject of this course.

MSL 544 Corrections: History, Management, and Alternatives 3 credits
This course is a constructive exploration of the field of corrections, emphasizing the historical development of corrections, correctional management and critical analysis of the use of alternatives to incarceration.

MSL 545 Juvenile Justice System 3 credits
Explores the various agencies and organizations which make up the juvenile justice system. These agencies are charged with intervening in the lives of the offender. Topics include historical background, definitions, system development and other areas of interest.

MSL 546 At Risk Youth 3 credits
Constructive exploration of the dysfunctional behavior of young people and the factors that cause this behavior. Dysfunctional behavior includes, but is not limited to, teenage violence, risky sexual behavior, and drug and alcohol abuse.

MSL 547 Psychology of Criminal Behavior 3 credits
This course explores the current and prevailing theories of human criminal behavior. Topics range from the possibility of genetically based behavior to the various models of social and personal deprivation.

MSL 591 Independent Study 1-4 credits arranged
Study of topics in professional specialties consistent with career roles or aspirations may be arranged as independent study projects. Student conducts the study under contract with an assigned instructor. 1, 2, 3, or 4 credits can be taken with a limit of 4 credits total.
Prerequisite: Admitted Candidate.

MSL 592/692 Special Topics 1-3 credits
Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The second enables the student and advisor may struc-

ture a unique experience to enhance the student degree plan.
Prerequisite: Permission of the Advisor.

MSL 600 Professional Development Seminar 1-3 credits
Students may attend with approval a professional conference related to their field of study and complete further research on an approved topic.
Prerequisite: Approval of an MSL instructor and internet access required.

MSL 610 Leadership and Innovation in Organizations 3 credits
The outcomes will concentrate on motivating and empowering managers to reason, act, and reflect on the principles and practices of inspiring and effective leaders in not-for-profit organizations. Review of the literature on leadership practices and outcomes for the improvement of organizations. Each student will complete a leadership self-assessment and advancement plan.

MSL 695 Internship/Project 1-6 credits
The experience of an internship in a public service or not-for-profit organization, or completing a project relevant to the student and his/her employer is a vital component of the MSL program. Students determine the project or internship which would be most useful to them or their career goals. The specific course requirements are arranged through and coordinated with a faculty member of the graduate program. Students may enroll in from one to six credits per semester, with a maximum of six credits for the degree. Arrangements for the specific placement or project are the result of student initiative and must be made with an instructor (and host organization if appropriate) prior to the term of enrollment. All grades will be either pass or fail.

MSL 699 Thesis 1-3 credits
The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the committee. The student must prepare a thesis or project proposal with one copy provided to the committee chairperson and the Division Chair. Permission. To proceed with the thesis, permission must be in writing from the chair of the committee. The thesis documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The thesis contains a presentation component that clearly articulates the completed document as determined by the student and committee.
Prerequisite: Admitted MSL Advanced Candidate, MSL 516 and permission of advisor

MSN 505 Role of Nurse Education Across Diverse Settings 3 credits
This introductory course addresses the role of the nurse educator serving in a variety of clinical and cademic settings. It emphasizes teaching principles in nursing education that consider theoretical and practical techniques used to educate learners, nursing staff and other health care professionals, and lients. The course supports the learner's development as an educator in areas of communication, ntegration of the science and humanities, and methods for planning and evaluation in culturally and linically diverse learning environments. A focus for the course includes translating scholarship to practice in nursing education.

MSN 510 Role of the Advanced Practice Registered Nurse 3 credits
This introductory course addresses the role of the APRN across diverse setting. It emphasizes the APRN professional role and scope of practice. The course supports the learner's development as an APRN in the areas of communication, integration of science and humanities, clinical practice management including technology and information literacy, and methods for clinical practice in adult primary care. A focus for the course includes translating scholarship to practice in the APRN role.

MSN 515 Theoretical Foundations of Advanced Nursing Practice 3 credits
This course provides the learner with the historical, philosophical, and theoretical foundations for dvanced nursing practice. The focus of the course is to examine the relationship between nursing heories, the development of nursing science, and contemporary nursing knowledge which guide nursing practice and research.

MSN 519 Advanced Pathophysiology 3 credits
This course builds on the learner's current knowledge of pathophysiology. The course provides the learner with advanced knowledge of pathophysiological processes in the APRN for patients across the adult lifespan in the primary care setting.

MSN 520 Survey of Nursing Research & Statistics 3 credits
This course provides the learner with the knowledge of components associated with research including assessment, evaluation, and implementation of results. Emphasis is on the assessment and evaluation of a research study. The focus is on transferring the knowledge of nursing research to the healthcare environment.

MSN 525 Evidence Based Practice & Transtional Research 3 credits
This course prepares learners to access, appraise, and use the best available evidence to guide them in advancing the practice of nursing. Provides a framework for use when evaluating evidence-based practice (EBP) models that focuses on locating, synthesizing and evaluating evidence. Explores evaluation of the effectiveness of change in improving quality outcomes, including cost-benefit analysis.

MSN 529 Advanced Pharmacology 3 credits
This course builds on the learner's current knowledge of pharmacology. The course provides the learner with advanced knowledge of pharmacologic and non-pharmacological processes in the APRN role. This class will focus on medication management for adults in primary care settings for an APRN with prescriptive authority.

MSN 530 Social Justice, Law, and Policy in Healthcare 3 credits
This course addresses social justice, law, ethics, and policy within healthcare. Learners will conduct an in-depth analysis of the social determinants of health, regulatory and reform issues within the health care system, and ethical considerations for population health. The course is designed to provide learners with essential skills for promoting social justice and human dignity while advocating for policies that improve equity and health outcomes for all people.

MSN 540 Organizational Leadership 3 credits
Organizational Leadership focuses on critical examination of styles, strategies, and competencies of the masters prepared nurse for leadership in professional practice and in the profession (as a collaborator and role model). It emphasizes leadership skills for strategic planning, enhancing team performance, interdisciplinary collaboration, and for creating a culture of quality performance.

MSN 565 Advanced Health Assessment & Diagnostic Reasoning 3 credits
This course continues to build on the learner's current knowledge of health assessment and diagnostic reasoning. The course provides the learner with advanced knowledge health assessment, data collection, analysis and diagnostic reasoning in full body systems for adult patients across the lifespan in the primary care setting.

MSN 573 Advanced Health Assessment Practicum 3 credits
This course is concurrent with Advanced Health Assessment and Diagnostic Reasoning to provide the learner with direct supervised adult patient contact in a primary care setting. The course requires 60 hours of simulated and clinical experience focused on expanding knowledge of full body assessment and diagnostic reasoning as an APRN in the adult primary care practice setting. In person intensives will be required for scheduled examinations.

MSN 602 Patient Care Management Across the Adult Lifespan I 3 credits
The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment, data collection, analysis, and pharmacotherapeutics,

for adult patients in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in body systems for both acute and chronic disease processes. Systems of focus will include Neurology, Dermatology, Ears, Nose and Throat, Cardiology, Pulmonology, and Peripheral Vascular Disease.

MSN 603 Patient Care Management Across the Adult Lifespan II 3 credits
The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment data collection, analysis, and pharmacotherapeutics, for adult patients in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in body systems for both acute and chronic disease processes. System focus will include musculoskeletal, renal and urology, endocrinology, hematology, gastroenterology.

MSN 604 Patient Care Management Across the Adult Lifespan III 3 credits
The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment data collection, analysis, and pharmacotherapeutic treatments in mental and reproductive health in the adult lifespan. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease across the adult lifespan.

MSN 605 Patient Care Management Across the Adult Lifespan IV 3 credits
The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment, data collection, analysis, and pharmacotherapeutics, for adult patients and populations in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in the primary care setting. System focus will include pain management, and geriatric and frail elderly end of life care.

MSN 620 Patient Care Management Across the Adult Lifespan Practicum I 3 credits
This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of an adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

MSN 630 Patient Care Management Across the Adult Lifespan Practicum II 3 credits
This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of the adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

MSN 635 Informatics and Healthcare Technologies 3 credits
This course prepares learners to teach with and about healthcare informatics principles, competencies, tools, and technologies essential to healthcare delivery, teaching and learning, administrative, and research and scholarly activities. Learners explore informatics support of healthcare practice and quality, including the impacts of standards, system design, and user experience from multiple perspectives. This course introduces key concepts related to ethical and social impacts of informatics and the importance of technology integration and use of data

and information for multi-faceted decision-making. Exploration of current and emerging technologies used for in-person, virtual, and connected models of health and education provides a foundation for improving health and teaching-learning outcomes in the digital world.

MSN 640 Patient Care Management Across the Adult Lifespan Practicum III 3 credits
This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention for mental and reproductive health in the adult lifespan. Emphasis is on interdisciplinary collaboration, safety, and quality care. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

MSN 650 Patient Care Management Across the Adult Lifespan Practicum IV 3 credits
This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of the adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensive will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

MSN 652 Curriculum Development & Analysis 3 credits
This course considers strategies for developing and analyzing curricula, ranging in scope from individual teaching sessions to complete programs of study. Developing a curriculum that aligns with stakeholder needs and interests, professional standards and guidelines, and learner characteristics will be emphasized. Linking content and learning activities to learning outcomes will be addressed.

MSN 655 Transition to Advanced Practice Registered Nursing 3 credits
This course provides the learner with knowledge and skills to transition into the independent APRN role. This course offers a framework for self-care, credentialing, licensing, interviewing and creating a professional portfolio for employment.

MSN 660 Innovative Teaching & Learning Strategies 3 credits
This course examines teaching and learning theories, styles, and methods. Students will appraise best practice approaches to teaching and learning in various settings and environments to promote the development of advanced knowledge, judgment, skills, and ethics. Course works will emphasis the development and integration of innovative teaching methods to use in the classroom and with clinical instruction. Building upon knowledge, skills and attitudes acquired in previous course work, students will formulate teaching and learning strategies for use in preparing a variety of educational materials and programs for nurses and other health professionals.

MSN 670 Assessment & Evaluation in Nursing Education 3 credits
This course examines evidenced-based assessment and evaluation in nursing education. Students will explore a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains and will learn to develop and use tests and performance evaluation strategies for use in various educational settings. Building upon previous course work, students will formulate assessment and evaluation strategies for an educational practicum project. Course work emphasizes the development of new knowledge and skills that align learning and program evaluation with professional standards and guidelines, program and course outcomes, and learner characteristics.

MSN 684 Adv Concepts in Assessment, Pathophysiology, and Pharmacology 3 credits
This course builds on the student's current knowledge of pathophysiology, pharmacology, and health assessment. The course also provides the student with advanced knowledge of pathophysiological processes, health assessment data collection and analysis, and pharmacotherapeutics, for patients and populations diagnosed with

complex health problems. Emphasis is placed on the Advanced Practice Nurse's role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease.

MSN 694 Adv Clinical Practicum 1 credit

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Students develop proficiency in assessment, planning, and intervention based on the needs of a patient population. Particular emphasis is on interdisciplinary collaboration, safety, and quality care.

MSN 696 Practicum in Nursing Education 2 credits

This teaching practicum provides students opportunities to demonstrate nurse educator competencies necessary to facilitate student learning. This teaching practicum builds on previous coursework by providing nurse educator students opportunities to practice and integrate learning theories, evidence-based teaching, technology, innovative teaching strategies and evaluation methods in an academic or healthcare setting. Students will reflect and evaluate nurse educator competencies as they apply to knowledge, skill, and attitudes necessary to be effective and successful in the nurse educator role.