

University of Providence
2018-2019
*Undergraduate and Graduate Catalog**



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

2018-2019 Important Dates - 16 Week Term

Fall 2018

August 27.....	Fall Classes Begin
September 3.....	Last Day to Add Classes Without Instructor Permission
September 3.....	Labor Day – Campus Closed
September 4-10.....	Instructor Permission Required to Add a Class
September 10.....	Last Day to Drop Courses with No Reflection on Transcripts
September 10.....	Last Day to Add Classes
September 11.....	Drops require student/Advisor signature and will reflect “W” on transcripts
October 15.....	Deadline to Apply for May and August 2019 Graduation
October 22-26.....	Fall Break
October 29.....	Spring 2019 Registration Begins (Priority Registration)
November 5.....	Last Day to Drop Courses with “W”
November 21-23.....	Thanksgiving Observance – No Classes
December 4.....	Providence Day
December 7.....	Last Day to Drop Courses
December 7.....	Incomplete Requests Due to Registrar’s Office
December 10-14.....	Final Examinations
December 14.....	Last Day of Fall Semester
December 18.....	Final Grades Due in ArgoExpress
December 20.....	Final Grades Available to Students in ArgoExpress

Spring 2019

January 14.....	Spring Classes Begin
January 21.....	Martin Luther King Jr. Day – No Classes
January 22.....	Last Day to Add Classes Without Instructor Permission
January 23-28.....	Instructor Permission Required to Add a Class
January 28.....	Last Day to Drop Courses with No Reflection on Transcripts
January 28.....	Last Day to Add Classes
February 18.....	President’s Day - Campus Closed
February 19.....	Summer Registration Begins
March 11-15.....	Spring Break
March 25.....	Fall Registration Begins (Priority Registration)
March 25.....	Last Day to Drop Courses with “W”
April 15.....	Deadline to Apply for December 2019 Graduation
April 19-22.....	Easter Observance – Campus Closed
April 26.....	Last Day to Drop Courses
April 26.....	Incomplete Requests Due to Registrar’s Office
April 29 - May 3.....	Final Examinations
May 3.....	Last Day of Spring Semester
May 3.....	Baccalaureate
May 4.....	May Commencement Ceremony
May 7.....	Final Grades Due in ArgoExpress
May 9.....	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).

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General Information

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 horseback, steamer, stagecoach and rail to wherever God's people had a need. The sisters used their simple tools to build and went door to door, begging for funds to support the orphans and works of charity. Today, the seeds they planted have grown and flourished along the coast from Alaska to southern California, as well as in El Salvador, and inland to Idaho and Montana.

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

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

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.

University of Providence

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

Core Values

Respect

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

We welcome the uniqueness and honor the dignity of every person.

We communicate openly and we act with integrity.

We develop the talents and abilities of one another.

Compassion

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

We reach out to people in need and give comfort as Jesus did.

We nurture the spiritual, physical and emotional well-being of one another and those we serve.

We embrace those who are suffering.

Justice

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

- Micah 6:8

We believe everyone has a right to the basic goods of the earth.

We strive to remove the causes of oppression.

We join with others to work for the common good and to advocate for social justice.

Excellence

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

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

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

We celebrate and encourage the contributions of one another.

Stewardship

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

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

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

We seek simplicity in our lives and in our world.

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 Seeking to Understand

As an expression of the teaching mission of Jesus Christ, our University brings together reason and faith to seek the truth. We are a faith based learning community, dedicated to encouraging and assisting our students in seeking to understand and search for truth.

Core Theme #2 Living Independent and Countercultural Lives

“To provide students with the opportunity to obtain a liberal education for living and for making a living.” We believe a particular type of education prepares students for both living and making a living. The origins of a liberal education are Greek, an education for a free, independent man. Our liberal education is for a free independent man or woman, engaged in civic and faith communities, often demonstrating independence in a counter-cultural manner, with a special concern for the poor and vulnerable.

Core Theme #3 Searching Together

“The faculty and staff of the University join with students in a cooperative and enthusiastic search for the truth ...” We learn together, we search together, we seek to understand together. We live and learn in community.

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.

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-refundable 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 Admissions Office 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 (800) 856-9544. The FAX number is 425-525-3271 and the e-mail contacts are healthprograms@uprovidence.edu (certificate and associate degrees), nursing@uprovidence.edu (undergraduate nursing programs), and gradhealthprograms@uprovidence.edu (graduate programs).

Deadlines

Each program within the School of Health Professions has a specific application deadlines for applications. Please refer to the University webpage for deadlines specific to each program application period. 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 re-admission 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/accepted 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 defined 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 Retrieval 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:

Qualitative Standard

- 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 immediately 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 allowable 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 pursuing 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”

Refunds and Withdrawals

(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 student 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 or Robert Pastoor, Vice President for Student Affairs at 406-791-5309 or email robert.pastoor@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 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 Emily Merritt Phillips at 406-791-5215 or email emily.merritt@uprovidence.edu.

Corps of Discovery

The University of Providence's Corps of Discovery is a multi-year experiential program, with a single purpose: helping students discover themselves and the wondrous world around them. It is a personal development program, encompassing professional, emotional, spiritual, and intellectual growth. For information about Corps of Discovery call 406-791-5229 or email 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 on the first floor of Sullivan Hall, call 406-791-5213 or e-mail the center at: carly.pacatte@uprovidence.edu or visit www.trioprogams.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
Business Office
Development Office
Financial Aid Office
Registrar/Records Office
Admissions Office

Argo Hall

Resident Apartment

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

Information Services Center

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

Library

Division Chair Offices
Academic Success Center
Curriculum Collection
Faculty Offices Suites
General Collection
Grandma Rice Retention Center
Jorgensen-Wylder Classroom
Law Library
Library Offices
Math Center
Meeting Room
Periodicals and Serials Collection
University Archives
Writing & Critical Thinking Center

McLaughlin Center

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

Physical Plant Building

Maintenance

Providence Hall

Administrative Computing
Galleria Trinitas
Accounting Services
Administration and Finance
Controller
Human Resources
President's Office
President's Conference Room
Public Relations/Public Information
Vice President for Academic Affairs

Sikora Hall

Resident Apartments

Sr. Rita Mudd Hall

Resident Apartments

Student Center

Argo Cafe
Cafeteria (Table of the King)
Campus Ministry
Career Services
Commons
Counseling Services
Health Services
Meeting Rooms
Service Learning
Student Affairs

Student Center (lower level)

Student Life/Clubs/Activities
Student Senate
Security

Sullivan Hall

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

Trinitas Chapel

Worship Space
Prayer and Meditation Loft

Wellness House

Resident Apartments

Academic Policies and Procedures

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 se-

lect 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 complete 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.

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. To qualify for honors, students must possess the requisite cumulative GPA listed below based on coursework completed ONLY at the University.

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

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

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

Recording of Degrees

Degrees, majors, and minors are recorded after the end of the 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 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 the two semesters and the preceding summer term completed at least twelve credits and earned inclusion.

Repetition of Courses

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

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 Center for Academic Excellence in Sullivan Hall. 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 Center for Academic Excellence or in a quiet setting, note takers, use of assistive technology (Dragon Naturally Speaking, Kurzweil, 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.

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

- **Sign language interpreters** – Deaf and hard of hearing students who require sign language interpreting will be provided with appropriate interpreter services. Students requiring interpreter services should, therefore, inform the Disability Counselor of their need at least **two months before beginning classes** at the University. This will provide enough lead time to assure that services are in place on the first day of classes. If you are unable to attend a class or event for which you requested an interpreter, please notify the Disability Counselor as soon as possible.

If you are Absent

If you are unable to attend a class or event for which you requested an interpreter, please notify the Disability Counselor at the Center for Academic Excellence office at 791-5212 as soon as possible.

- **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 and/or Bookshare. 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 statute.

Section 504 requires that no otherwise qualified person with a disability be subjected to discrimination, be denied access to, or be denied the benefits of any program or activity provided by any institution or entity receiving federal financial assistance. Since its passage, this mandate has promoted the development of disability support services programs in colleges and universities across the country. While Section 504 does not require that colleges and universities develop special education programming for disabled students, it does require that an institution be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students.

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

Under the Rehabilitation Act of 1973, Government agencies and recipients of federal funds (such as the University of 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 assess eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
 5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
 6. To organizations conducting authorized studies for or on behalf of the University.
 7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible student who claim the student as a dependent.
 9. To comply with a judicial order or a lawfully issued subpoena.
 10. To appropriate parties in a health or safety emergency.

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 experiences 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 (2 credits)

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

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

Note: Required of all first year, full time, on campus students. Part time students, distance students and students transferring in with 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 found within ArgoExpress using the advanced search feature.

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 (2 credits)

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

Note: Required of all first year, full time, on campus students. Part time students, distance students and students transferring in with 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

Applied Associate Degree Requirements

To earn the associate of applied science degree (A.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 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 120 Human Form & Function I - **4 credits**
3. BIO 130 Human Form & Function II - **4 credits**
4. BIO 208 Microbiology w/ Lab - **4 credits**

University Library

Located in the middle of campus, the University Library provides research facilities for University students, faculty, and staff. The library's collections contain about 70,000 books, journals, DVDs and other materials.

The library provides access to many electronic resources including the Montana Library Network databases from Ebsco. Other databases include Criminal Justice Periodical Index, WestLaw Campus, eBrary, ProQuest Biology Journals, MLA Bibliography and PsycArticles. These databases provide full-text access to more than 53,000 journals, 77,000 ebooks and other electronic resources. You can use your UP ID to access these databases from off campus.

The Library has public computers. The library is home to The Math Center, The Writing and Critical Thinking Center, The Academic Success Center, and the Jorgensen Wilder Classroom. The Library also has laptops that can be checked out to students for short term loans. The library participates in OMNI, a shared catalog, that lists all books and other materials owned by the library, as well as materials owned by all OMNI members including MSU-Bozeman, MSU-Billings, etc.

The Library's hours are posted in the library and on the Library website at:
<https://www.uprovidence.edu/student-life/academic-resources/library/>

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 Microsoft Lync 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

**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.*

Bachelor Degrees

Addictions Counseling*

Criminal Justice

Education*

Legal and Paralegal Studies*

Psychology*

RN-BSN

Sociology*

Theology and Ministry

Minors and Concentrations

Criminal Justice

Psychology*

Theology and Ministry

University Personnel

ADMINISTRATION

Dr. Anthony Aretz
President

B.S. USAF Academy
M.A. Wright State University
Ph.D. University of Illinois

Dr. Justin Crowe
Vice President for Strategy & Administration
B.A. Carleton College
M.A. University of Michigan
Ph.D. University of Michigan

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

Dr. Robert Pastoor
Vice President for Student Affairs
B.S. Mount Saint Mary's University
M.Ed. McDaniel College
Ed.D. University of Montana

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

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

Ms. Julie A. Edstrom
Vice President for Enrollment Management
B.A., M.A. Augsburg College

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. Cynthia Gustafson
Associate Dean, Undergraduate 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)

Associate Professor of Criminal Justice

B.A. Rutgers College

J.D. Antioch Law School

Prof. Meredith Berthelson (2015)

Instructor of Math

B.S. Montana State University

M.I.S., University of Montana

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)

Professor of English

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)

Associate Professor of Computer Science

B.S., M.I.S. University of Great Falls

M.C.P. Microsoft Certified Professional

M.C.T. Microsoft Certified Trainer

M.C.S.A. Microsoft Certified Systems Administrator

M.C.S.E. Microsoft Certified Systems Engineer

Ross DeForrest (2018)

Assistant Professor of Psychology

B.A. University of Texas - San Antonio

Dr. Janine Giordano Drake (2014)

Assistant Professor of History

B.A. State University of New York at Geneseo

M.A., Ph.D. University of Illinois

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

Prof. Michael Gilboe (2017)

Assistant Professor of Theatre

B.A. University of Montana

M.F.A. Hollins University

Dr. David M. Gides (2018)

Associate Professor of Theology

B.A. Manhattan College

M.A. Fordham University

Ph.D. Fordham 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. University of Montana

M.S. University of Montana

Prof. Michelle Hill (2015)
Assistant Professor of Counseling
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. Fielding Graduate University
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)
Instructor 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)
Instructor 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 Southern 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

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B.A. Whitman College
Ph.D. University of North Texas

Dr. Joe Nelson (2016)
Instructor of English
B.S. University of Montana
M.A., Ph.D. University of Kansas

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

Dr. Roberta Newbury (2015)
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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. Fordham University
M. Phil. Fordham University
Ph. D. Fordham University

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

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

Dr. Victoria Plagenz (2015)
Assistant 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. University of Montana
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. University of North Dakota
Ph.D. University of North Dakota

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

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

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

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

Benjamin Donnelly
Instructor of History & Political Science
B.A. University of Montana
M.A. University of Montana

Christine Kelly
Instructor of Health & Human Performance
B.S., M.S. University of Montana

David Thomas
Professor of Mathematics
B.A. Wayne State University
M.Ed Walla Walla College
Ed.D. Montana State University

Dr. Jackie Bateman (2018)
Assistant Professor of Nursing
B.S.N. University of Maryland Baltimore County
M.S. University of California
D.N.P. American Sentinel University

Danette Schloeder (2018)
Instructor of Nursing
Bach. Healthcare Admin. Northern Arizona University
Associated Degree Univ. of Alaska – Anchorage
M.S.N. University of Phoenix
Women's Health Clinical Nurses Specialist - University of South Alabama

DISTINGUISHED FACULTY

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

PROFESSORS EMERITI

W. Daniel Goodman
Professor Emeritus of Chemistry

Roger P. Snow
Professor Emeritus of History

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

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Accounting

Faculty: Zeffarie Heaton, M.S. | Tami Park, M.S.

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

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

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

Accounting Major/Minor Program Objectives

1. Students will analyze situations and proposals accurately in order to identify issues and generate solutions.
2. Students will communicate financial and nonfinancial information clearly and effectively.
3. Students will interpret profitability and risk based on key indicators.
4. Students will apply ethical values and professional judgement in business scenarios.

Accounting Major (B.S.)

ACC 201 Principles of Financial Accounting	3
ACC 202 Principles of Managerial Accounting	3
ACC 341 Fundamentals of Taxation	3
ACC 371 Intermediate Financial Accounting I	3
ACC 372 Intermediate Financial Accounting II	3
ACC 373 Intermediate Financial Accounting III	3
ACC 380 Cost Management	3
ACC 415 Government & Not For Profit Accounting	3
ACC 422 Attestation and Auditing	3
ACC 425 Advanced Financial Accounting I	3
ACC 450 Accounting Information Systems	3
ACC 481 Advanced Cost Management	3
BUS 220 Commercial Law I	3
BUS 301 Art of Communication	3
BUS 335 Commercial Law II	3
BUS 413 Financial Analysis II	3
CPS 206 Spreadsheets for Business	3

ECN 215 Managerial Economics	3
Approved Electives:	12
Any 200, 300, or 400 level course is ACC, BAD, PLG or CPS	
Total credits for Accounting Major	66

Accounting Major 4 + 1 (B.S. to MSA)

ACC 201 Principles of Financial Accounting	3
ACC 202 Principles of Managerial Accounting	3
ACC 341 Fundamentals of Taxation	3
ACC 371 Intermediate Financial Accounting I	3
ACC 372 Intermediate Financial Accounting II	3
ACC 373 Intermediate Financial Accounting III	3
ACC 380 Cost Management	3
ACC 415 Government & Not For Profit Accounting	3
ACC 422 Attestation and Auditing	3
ACC 425 Advanced Financial Accounting I	3
ACC 450 Accounting Information Systems	3
ACC 481 Advanced Cost Management	3
BUS 220 Commercial Law I	3
BUS 301 Art of Communication	3
BUS 335 Commercial Law II	3
BUS 413 Financial Analysis II	3
CPS 206 Spreadsheets for Business	3
ECN 215 Managerial Economics	3
Approved Electives, MSA/MSL Courses Only:	12
MSA 501 Contemporary Accounting Issues I	1
MSA 503 Contemporary Accounting Issues II	1
MSA 505 Contemporary Accounting Issues III	1
MSA 523 Advanced Attestation	3
MSA 526 Advanced Financial Accounting	3
MSA 528 Advanced Taxation	3
MSA 529 International Accounting	3
MSA 533 Advanced Taxation - Business Ent	3
MSA 592 Special Topics	3
MSA 695 MSA Internship/Project	3
MSL 500 Management Information Systems	3
MSL 512 Grant Writing & Administration	3
MSL 514 Organizational Communication	3
MSL 530 Marketing Organizations	3
MSA/MSL course approved by Advisor	3
Total credits for Accounting Major	66

Accounting Minor

ACC 201 Principles of Financial Accounting	3
ACC 202 Principles of Managerial Accounting	3
ACC 371 Intermediate Financial Accounting I	4
ACC 372 Intermediate Financial Accounting II	4
ACC 380 Cost Management	3

Upper division electives in Accounting	6
Total credits for Accounting Minor	23

For Those Who Wish to be CPAs

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

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

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

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

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 therapeutic skills leads to professional and ethical practice. Although the field of addiction is broad, covering psychoactive substance use, abuse and dependency, gambling, eating disorders, relationships, sexual and a variety of other behaviors, the program emphasizes treatment and intervention for those with chemical and/or gambling use or abuse issues. The degree is structured to meet Montana state licensure requirements with the completion of the following after the degree is completed:

1. 1,000 hours of supervised chemical dependency 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 Montana 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.
6. Complete the educational requirements for becoming a licensed addictions counselor in the State of Montana.

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 substitute some of their MSC courses into the certificate program. The certificate program for graduate level students will consist of the following courses:

XADC 145 Addiction Theory & 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
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, Ph.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.

In support of the PSJH strategic focus to 'Inspire and Develop Our People' and per the recommendation of interviewed PSJH leaders, enrollment in the AHIC program will not have academic prerequisite requirements. However, to help ensure a successful and satisfying learning experience, students must:

- Be recommended by their managers.
- Meet the AHIC Candidate Criteria and Student Readiness Profile qualifications.
- Submit a writing sample that articulates the reason for their interest in the program, personal learning goals, and anticipated application of program learning outcomes to their current role.
- 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).
- Acceptance to the University as per the Vice President of Enrollment requirements.

Applied Health Informatics Certificate

XAH1 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

Art

Faculty: Julia Becker, M.F.A.

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

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

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

Art Major/Minor Program Objectives

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

Art Major (B.A.)

ART 120 Studio Art Practice	4
ART 122 Drawing I	3
ART 200 Painting I	3
ART 205 Printmaking I	3
ART 221 Ceramics I	3
ART 255 Photography I	3
ART 280 Art History: Ancient - Medieval	3
ART 281 Art History: Renaissance - Modern	3
ART 322 Life Drawing I	3

ART 485 Careers in Art Seminar	3
ART 498 Senior Thesis I	3
One of the following approved electives:	3
ART 222 Drawing II	
ART 355 Photography II	
ART 300 Painting II	
ART 305 Printmaking II	
ART 321 Ceramics II	
ART 422 Life Drawing II	
Additional Approved 300-400 Level ART Electives (3 courses)	9
Total credits for Art Major	46

Art Minor

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

Approved Electives for Minors

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

Fine Art Concentration

(only available with a major in Art)

ART 475 Advanced Studio Projects	3
ART 499 Senior Thesis II	3
Approved Electives	15
Total credits for Fine Art Concentration	21

Approved Electives for Fine Arts Concentration

ART 222 Drawing II	Any 300/400 level Art course
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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
<u>Specialized Concentration</u>	16
Total credits for Biology Major	60

16 Credit Health Professions Concentration

CHM 401 Biochemistry	4	AND
<i>12 credits from the following courses:</i>		
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
<i>8 credits from the following courses:</i>		
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
<i>12 credits from the following courses:</i>		
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: micro-biology, 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
 - a. identify issues and problems with society and organizations
 - b. identify potential root causes of issues
 - c. formulate potential alternative courses of action to address issues
2. Demonstrate problem-solving skills through analysis, evaluation, and potential implementation
 - a. create business plan
 - b. create marketing plan
 - c. teach concepts to others
3. Demonstrate interpersonal skills and strategies for motivation and leadership
 - a. interview others through role play
 - b. practice giving feedback on the performance of others
 - c. evaluate the performance of others
 - d. participate in team projects
4. Integrate technology into academic and professional lives
 - a. utilize appropriate software to support presentations
 - b. utilize courses websites for access to material, submission of assignments, and discussions as appropriate
 - c. utilize simulation software
5. Develop an ethical, values-based approach to business
 - a. discussion of timely (recent) events
 - b. analysis of case studies

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 341 Human Resource Management	3
BUS 342 Labor Relations & Employment Law	3
BUS 380 Entrepreneurship	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

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

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**

Communications

Faculty: Deanna Koepke, Ph.D.

The Communications minor aligns itself with the University's mission of education for living and making a living while emphasizing ethical thinking, speaking, and writing so that students develop a greater self-understanding and enhance their abilities to communicate with others. Such skills are valuable on both the personal and professional levels, and those choosing the Communications minor can add value to their preparation in numerous career areas.

Communications Minor Program Objectives

1. Analyze a communication situation (a theatrical performance, a public speech, a group discussion you lead or are part of, interviewing for or being interviewed on TV/radio, writing for an organization or for a newspaper or magazine), determine your purpose, and employ appropriate oral and written communication strategies to achieve your purpose based on peer evaluation and/or the assessment of a practicing professional.
2. Communicate using a variety of rhetorical theory or performance theory or group process theory.
3. Demonstrate effective social interaction behavior in a variety of situations and circumstances through (3 of the following 4) speech making, leading or participating in small group discussions, information gathering for writing and/or speaking, through preparing for and performing in a play.
4. Examine audience, organizational and community characteristics and identify strategies that facilitate accomplishment of mutual goals.
5. Develop aesthetic responsiveness through play production and performance, through researching, writing and developing speeches that connect with an intended audience, or through research and writing for a particular newspaper or magazine.
6. Show ability to plan for effective change in social or professional areas and exercise leadership in bringing about these changes.
7. Evaluate communication behavior or self within at least two of the following theoretical frameworks; theatrical, interpersonal, journalistic, leadership, rhetorical.
8. Engage in a disagreement in which you (1) restate, to the other person's satisfaction, their argument before you go ahead with yours, and (2) sincerely compliment your opponent for something specific.
9. Engage in a disagreement in which you state two common areas of agreement before you go ahead with your argument.

Communications Minor

COM 101 Fundamentals of Speech Communication	3
COM 495 Senior Internship	3
Approved Electives	12
Total credits for Communication Minor	18

Approved Electives

BUS 301 The Art of Communication	3
COM 230 Using Humor Effectively	3
COM 321 Public Relations	3
DRM 121 Theatre Performance: Acting	1-3
ENG 317 Writing for Mass Media	3

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 Mgmt	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. Identify and define “key” terms utilized within the criminal justice discipline
2. Describe and discuss the applicable major theories involved in the criminal justice discipline.
3. Describe and discuss the applicable historical development and evolution of the criminal justice field.
4. Interpret, appraise, and evaluate contemporary literature of the criminal justice discipline.
5. Demonstrate professional behavior by taking examinations when scheduled: e.g., turning in papers when due and regular class attendance.
6. Effectively communicate knowledge into writing by preparing reports, subject related papers and/or essay questions.
7. Effectively research issues, trends, and history of the criminal justice field/discipline.
8. Recognize ethical dilemmas within the criminal justice system, and be able to interpret what would be the proper course(s) of action.
9. Discuss and identify the different areas within constitutional, criminal law/procedure and legislation involved.
10. Effectively communicate through written and verbal presentations historical developments of the correctional system and theories behind punishment.
11. Recognize and discuss how personal and cultural differences affect behavior and communication in American society.
12. Evaluate and distinguish current social science research methodology through hypothesis development, analysis of findings, and to compare and contrast types of social research methods.
13. Apply “key” terms utilized within the criminal justice discipline and apply the research and literature of the discipline demonstrating an upper-level scholarly ability.

Criminal Justice Major (B.S.)

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

Elementary Education

Faculty: **Karen Lee, M.Ed** | **Leslie Lott, M.Ed.**
 Tom Raunig, Ed.D. | **Angel Turoski, M.Ed.**

For the person interested in a career as a professional educator working with children, few careers offer more challenging and rewarding opportunities than teaching at the elementary school level. Nurturing the learning of grade school children serves not only children, but their parents, their community, and our nation. Elementary teachers need a thorough preparation of both pedagogy and classroom experience in order to have such a profound influence on student lives and learning.

The program at the University prepares prospective elementary teachers for successful teaching at all grade levels by providing thorough and balanced training in both teaching methods and content knowledge. Of the 90 credits required for the Elementary Education major, 19 credits apply to the University Core. Furthermore, at least 10 credits from either the University Core or the major requirements may be applied to the Communication Arts, Mathematics, Science, or Social Science concentrations. Thus, with careful planning, students can complete the degree with one of these concentrations with 128 credits.

Students choosing other minors or concentrations may need more than 128 credits to complete their program and may provide the student enhanced teaching credentials.

Elementary Education Program Objectives

Students who earn a major in Elementary Education will:

1. Pedagogy -- Design coherent instruction grounded in k-8 content standards and best practices that develops student competence in subject matter and skills. To include:
 - a. Setting appropriate instructional outcomes
 - b. Assessing learner knowledge
 - c. Analyzing data and use to make instructional decisions
 - d. Differentiating instruction, including American Indians and tribes in MT
 - e. Integrating content across disciplines
2. Learning Environment -- Manage the learning environment to promote positive and safe classrooms, active learner engagement, and high quality instruction.
3. Diversity -- Use knowledge about child development, learning theories, culture, exceptionalities, and learner skills and proficiencies to create appropriate instruction that leads to student growth.
4. Dispositions -- Consistently exhibit ethical and professional behavior to advance collaboration, reflection and communication with and among students, colleagues, and the community.

5. Technology -- Utilize and integrate technology to support teaching and learning in the classroom.
6. Content -- Demonstrate accurate discipline content knowledge and utilize it to design appropriate k-8 instruction and assessment of growth.

Course requirements may change without prior notice to students due to PEPPS rules in the MT Administration Rules of Chapter 58. A Praxis test may be required for some majors and minors at the request of the Office of Public Instruction for licensure. A GPA of 3.0 with no grade below a C must be maintained at all times in the education majors and minors.

Due to the rapidly changing field, equivalent coursework for EDU 244, EDU 260, EDU 261, EDU 284 and EDU 315 and EDU 368 should be less than 4 years old when students enter the program. Courses taken more than 4 years prior will be considered only by petition.

Elementary Education Major (B.A.)

EDU 200 Orientation to Professional Education	3
EDU 202 Introduction to Gifted Education	2
EDU 244 Instructional Technology	2
EDU 260 Multicultural Education	3
EDU 261 Introduction to Exceptionalities	3
EDU 284 Cog. Psych. Applied to Learning	4
EDU 315 Assessment of Learning	2
EDU 341 Methods in Elementary Science	2
EDU 342 Methods in Elementary Social Studies	2
EDU 352 Methods in Elementary Mathematics	2
EDU 353 Methods in Elementary Art	2
EDU 356 Methods in Communication Arts I	2
EDU 357 Methods in Communication Arts II	3
EDU 370 Children's Literature	3
EDU 462 PPIE Elementary	2
EDU 472 PPIE Middle School	2
EDU 489 Student Teaching Seminar	2
EDU 490 Elementary Student Teaching	10
HPE 300 Strategies in Health Enhancement	3
MTH 255 Math for Elem Teachers I	3
MTH 256 Math for Elem Teachers II	3
MUS 250 Elementary School Music	2

DIRECTED COURSES FOR CORE COMPLETION and DIRECTED ELECTIVES FOR PRAXIS PREP: (courses here can have a D grade and be excluded from GPA calculation for major)

BIO 110 The Living Environment	4
GSC 110 Contemporary Physical Sciences	4
GSC 121 Earth and Space Science	4
HST 203 U.S. History I	3
HST 204 U.S. History II	3
HST 230 World and Regional Geography	3
HPE 110 Wellness Perspectives	3
HPE 305 Health Curriculum Planning (HPE only)	3
Core Math Array (Choose One):	
MTH 106 Contemporary Mathematics	3

MTH 108 Elementary Statistics	3
MTH 110 Precalculus I	3
MTH 241 Calculus I	4

Total credits for Elementary Education Major 89

Elementary education students completing an Art minor, an HPE minor, a Reading Instruction concentration, or a Special Education major will receive a K-12 endorsement for that subject area and therefore must substitute EDU 482 PPIE Secondary for EDU 472 PPIE Middle School and complete the following additional courses, raising their total for the major to 93 credit hours:

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

Elementary Education majors are not required to complete a concentration. But, for those that wish to do so, the following are available options:

- Art concentration
- Communication Arts concentration
- Health and Physical Education concentration
- Mathematics concentration
- Special Education concentration

Art Minor

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

Communication Arts Concentration

(only available with a major in Elementary Education)

EDU 302 Literature for Young Adults	1
EDU 336 Developing Emergent Literacy	1
EDU 338 Teaching Reading in the Content Area	2
EDU 368 Language Development	2
EDU 370 Children’s Literature	3
EDU 392 Special Topics	3
ENG 117 Writing Essays	3
ENG 215 Introduction to Literary Studies	3
ENG 300-319 One upper division writing course	3
Total credits for Comm Arts Concentration	21

Health and Physical Education Minor

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

BIO 103 Structure & Function of the Human Body	4
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HPE 188 Personal Health	3
HPE 210 Hist, Phil, and Soc of HPE and Rec.	2
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 312 Methods in Phys. Educ.and Sports	3
HPE 315 Kinesiology & Biomechanics	3
HPE 330 Assessment and Testing	2
HPE 485 Physiology of Exercise	3
Total credits for Health and Phys. Educ. Minor	25

Mathematics Concentration

(only available with a major in Elementary Education)

EDU 338 Teaching Reading in the Content Area	2
MTH 106 Contemporary Mathematics	3
MTH 110 Precalculus I	4
MTH 120 Precalculus II	4
MTH 177 Discrete Mathematics	3
MTH 241 Calculus I	4
Total credits for Mathematics Concentration	20

Special Education Major (B.A.)

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

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

EDU 336 Developing Emergent Literacy	1
EDU 355 Developmental Disabilities	3
EDU 361 Assessment of Students with Disabilities	3
EDU 362 Learning Disabilities	3
EDU 363 Emotional and Behavioral Disabilities	3
EDU 368 Language Development	2
EDU 395 Field Experience in Special Education	3
EDU 420 Policies and Proc in Special Ed	2
EDU 441 Remedial Reading	2
EDU 461 Curriculum of Special Education	3
EDU 496 Spec. Student Teaching - Spec. Educ.	6
One of the Following Approved Electives	2-3
EDU 392 Special Topics in Education	3
EDU 364 The Preschool Child at Risk	2
EDU 202 Introduction to Gifted Education	2
CRJ 308 Juvenile Delinquency	3
Total credits for Special Education Major	33-34

Special Education Concentration

(only available with a major in Elementary Education)

EDU 202 Intro to Gifted Ed	2
EDU 261 Intro to Exceptionalities	3
EDU 362 Learning Disabilities	3
EDU 363 Emotional Behavioral Disorders	3
EDU 364 The Preschool Child at Risk	2
EDU 368 Language Development	2
EDU 395 Field Experience in Special Ed	1
EDU 441 Remedial Reading	2
CRJ 308 Juvenile Delinquency	3
Total credits for Spec. Educ. Concentration	21

English Minor

6 Credits from the Following:

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

6 Literature Credits from the Following:

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

ENG 247 Grammar	OR	
ENG 346 Introduction to Linguistics		3

ENG 360 Shakespeare's Tragedies	OR	
ENG 361 Shakespeare's Comedies & History Plays		3

Two upper level writing courses (ENG 300-319)	6
One 300 level Literature course	3

Total credits for English Minor **27**

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 a Concentration

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
<u>Choose 3 from the following (EXS 281- EXS 290)</u>	
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

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 211 General Zoology	OR	
BIO 380 Microbiology		4
BIO 212 General Botany		4
BIO 311 Genetics		4
BIO 499 Senior Thesis	OR	
FSC 499 Senior Seminar		1
CHM 111 General Chemistry I		4
CHM 112 General Chemistry II		4
CHM 261 Organic Chemistry I		4
CHM 262 Organic Chemistry II		4
CHM 401 Biochemistry I		4
CRJ 100 Intro. to Criminal Justice System		3
FSC 201 Intro. to Forensic Sciences		3
FSC 300 Physical Evidence (with lab)		3
FSC 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	78

Approved Forensic Biology Electives

BIO 251 Anatomy & Physiology I	AND	
BIO 252 Anatomy & Physiology II		4
<i>(as a block for 4 credits towards elective requirements in Forensic Biology)</i>		
BIO 392 Special Topics in Biology		1-4
BIO 400 Immunology		4
BIO 405 Developmental Biology		4
BIO 411 Cell Biology		4
BIO 420 Virology		4
BIO 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 340 Physical Chemistry I		4
CHM 350 Quantitative Analysis		4
CHM 401 Biochemistry I		4
CHM 402 Biochemistry II		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 300 Physical Evidence (with lab)		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 242 Calculus II	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	86

Approved Forensic Chemistry Electives

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 300 Physical Evidence (with lab)	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

And one of the following sets of courses: 8-12

BIO 211 Zoology	4
BIO 251 Human Anatomy & Physiology I	4
BIO 252 Human Anatomy & Physiology II	4

OR

CHM 261 Organic Chemistry I	4
CHM 262 Organic Chemistry II	4

Approved FSC electives 3

Approved Forensic Sciences 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 65-69

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 300 Physical Evidence	3
FSC 310 Impression Evidence Lab Analysis	3
FSC 320 Patterned Evidence Lab Analysis	3
Approved FSC elective	3
Total credits for Forensic Sciences Minor	21

Approved Forensic Science Electives:

CRJ 381 Interviewing and Interrogation	3
CRJ 392 Special Topics in Criminal Justice	1-3
FSC 392 Special Topics in Forensic Science	1-3
FSC 430 Forensic Anthropology	3
FSC 495 Internship in Forensic Science	1-15

Forensic Investigation Concentration

(only available with a major in Criminal Justice)

CRJ 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

Health and Physical Education

Faculty: Christine Kelly, M.S. | Tom Raunig, Ed.D.

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

Health and Physical Education Minor/Major Program Objectives

Students who earn a major in Health and Physical Education will be able to:

1. Demonstrate dispositions and skills which facilitate cooperation and collaboration among other educators, staff, and community, so as to implement a comprehensive school health education program, along with other components of a coordinated school health program.
2. Examine a variety of movement strategies and formulate fitness programs to become skillful, lifelong movers and improve overall wellness.
3. Formulate, select, and apply, strategies of health literacy, physical literacy, and health science as a means to create, manage, evaluate, assess, and implement developmentally appropriate instruction for multidimensional wellness education.
4. Evaluate and interpret the overall effectiveness of K-12 health enhancement, intramural, extramural, and community wellness programs.

Health and Physical Education Major (B.A.)

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

BIO 103 Structure and Function of the Human Body	4
HPE 188 Personal Health	3
HPE 210 History, Philosophy & Sociology of Health, Physical Education and Recreation	2
HPE 215 Physical Education, Recreation, and Fitness Management	3
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 305 Health Curriculum Planning	1
HPE 312 Methods in Physical Education and Sports	3
HPE 315 Kinesiology and Biomechanics	3
HPE 330 Assessment in Health and Physical Education	2
HPE 405 Prevention and Care of Athletic Injuries	3
HPE 485 Physiology of Exercise	3
Approved Electives	4
Total Credits for Health and Physical Education Major	36

Approved Health and Physical Education Electives

HPE 252 Montana Officials Association Officiating Certificate Courses (Max of 3)	1
EXS 201 Safety, First Aid, and CPR	2
EXS 202 Racquet and Individual Sports	2
EXS 203 Team Sports	2
EXS 260 Sports Psychology	3
EXS 281-290 Coaching	1
EXS 275 Exercise & Sports Nutrition	3
EXS 340 Ethics, Law and Health/Fitness Prof	3
EXS 350 Coaching Certification	2

Health and Physical Education Minor

BIO 103 Structure and Function of the Human Body	4	
HPE 188 Personal Health	3	
HPE 210 Hist, Phil, and Soc of HPE and Rec.	2	
HPE 230 Adapted Physical Education	2	
HPE 300 Strategies in Health Enhancement	3	
HPE 312 Methods in Physical Education & Sports	3	
HPE 315 Kinesiology and Biomechanics	3	
HPE 330 Assessment in HPE	2	
HPE 485 Physiology of Exercise	3	
Total credits for Health and Physical Education Minor		25

History Major

Faculty: **Janine Giordano Drake, Ph.D.** | **Benjamin Donnelly, M.A.**

Knowledge of History enriches the lives of those who study it enabling them to understand the context and causes of contemporary events and immunizing them against arguments based on a distorted understanding of the past. Graduates of the History program at the University of Providence gain a broad knowledge base, critical thinking skills, and the ability to work creatively with incomplete data sets. They are able to communicate their ideas clearly and succinctly to a wide audience and, thanks to the many examples they consider, have superior problem solving abilities. These skills are prized in the professional world allowing majors to create unique career paths for themselves. Possible employment includes diplomacy, politics, government, law, intelligence and security agencies, museum and archival work, publishing, writing, editing and corporate management positions as well as education and scholarly research.

The History program at the University of Providence allows students to pursue their individual interests by limiting the number of required courses and offering a wide selection of electives. The two required courses are skills based. HST 339 Practicing History teaches students how to use sources, think historically and communicate the essence of ideas and events. Students complete a semester long project outlining a topic that they will continue to work on for the remainder of their time at the University as the topic will become their senior thesis. Completed in their final semester HST 499 Senior Research Project is the capstone course requiring students to use all of the knowledge and skills they have gained to write a publishable quality, article length study based upon both primary and secondary sources. In between HST 339 and HST 499 students will have the opportunity to explore the historical record from antiquity to the present day through courses on specific eras as well as broad historical topics. Students must divide their courses between American and world history and have regular opportunities to earn credit while traveling abroad.

History Major/Minor Program Objectives

1. Students will identify appropriate data, including primary and secondary sources, which can answer questions about the past and shed light on present problems.
2. Students will utilize and critically evaluate various lenses of analysis in interpreting continuity and change over time. These lenses include social, economic, cultural, religious, political and intellectual frameworks.
3. Students will assess conflicting historical interpretations, assess the ethical and methodological soundness of applied research methods, and offer alternate interpretations of data.

4. Students will synthesize primary and secondary sources into a cogent historical interpretation that responds to an analytical question.
5. Students will practice peer review by presenting their research methodologies and conclusions to their peers, soliciting and offering critical questions, and thoughtfully responding to and reflecting on critique.
6. Students will interpret and explain both the history of the United States and the wider world.

***Students may use up to 9 credits of PLS courses toward a history major*

History Minor

HST 101 Global History I	3
HST 102 Global History II	3
HST 203 United States History I	3
HST 204 United States History II	3
HST 230 World & Regional Geography	3
HST 315 Native American History	3
HST 339 Practicing History	3
HST 360 Montana and the West	3

Total credits for History Minor 24

**Students pursuing History as a major for Secondary Education are REQUIRED to complete Option A in both American and World History to meet licensure requirements.*

History Major (B.A.)

6 Credits of Required Coursework

HST 339 Practicing History	3
HST 499 Senior Thesis	3

12 Credits of American History from either Option A or Option B below

Option A

HST 203 United States History I	3
HST 204 United States History II	3
HST 315 Native American History	3
HST 360 Montana and the West	3

Option B

Any American History (AHST) attributed course - see course descriptions

12 Credits of World History from either Option A or Option B below

Option A

HST 101 Global History I*	3
HST 102 Global History II*	3
HST 230 World and Regional Geography*	3
Any World History attributed course (WHST)	3

Option B

Any World History (WHST) attributed course - see course descriptions

9 Upper Division Electives

Any 300/400 level HST or PLS course not used above

Total credits for History Major 39

Legal & Paralegal Studies

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

The field of 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.

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 approved 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.

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.

Pre-Law Program

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

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

Goals of the Pre-Law Program

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

1. Communications Skills

A lawyer must be able to communicate effectively in oral and written expression. Words are the tools of the lawyer's trade. Training for communication skills obviously must include mastery of the English language. Lawyers must be able to write well. Students are encouraged to take writing intensive courses.

2. Social Understanding

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

3. Critical Thinking

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

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:

BUS 335 Commercial Law II	3
PLG 373 Domestic and Family Law	3
PLG 375 Property Law	3

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 for Education (B.S.) (available with second major in *Sec. or Elem. Educ*)

EDU 352 Methods in Elementary Math	2
MTH 241 Calculus I	4
MTH 242 Calculus II	4
MTH 243 Calculus III	4
MTH 252 Statistical Methods for the Sciences	3
MTH 300 Linear Algebra	3
MTH 351 Differential Equations	3
MTH 370 The Nature of Mathematics	3
MTH 405 Modern Algebra	3
MTH 415 Mathematical Modeling	3
MTH 420 Modern Geometry	3
<u>Approved Electives</u>	3-4 Total
MTH 255 Math for Elem Ed Teachers I	3
MTH 256 Math for Elem Ed Teachers II	3
MTH 361 Adv Calculus I	3
MTH 392 Special Topics	3

MTH 400 Linear Algebra II	3	
MTH 401 Real Analysis I	3	
MTH 402 Real Analysis II	3	
MTH 410 Complex Analysis	3	
MTH 411 Topology	3	
MTH 495 Internship	3	
PHS 241 Classical & Modern Physics I	4	
Total Credits for Mathematics Major for Secondary Education		38-39

Mathematics Minor

MTH 177 Discrete Mathematics	3	
MTH 241 Calculus I	4	
MTH 242 Calculus II	4	
MTH 243 Calculus III	4	
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 420 Modern Geometry	3	
Total credits for Mathematics Minor		30

Mathematics Concentration

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

EDU 338 Teaching Reading in the Content Area	2	
MTH 106 Contemporary Mathematics	3	
MTH 110 Pre-Calculus I	4	
MTH 120 Pre-Calculus II	4	
MTH 177 Discrete Mathematics	3	
MTH 241 Calculus I	4	
Total Credits for Mathematics Concentration for Education		20

Medical Assistant

Faculty: Judith Ramento, M.S.

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 Commission on Accreditation of Allied Health Education Program national standards for the MA. Graduates from the program will meet all eligibility requirements for the American Association of Medical Assistants national examination so they can be nationally certified as a MA, a requirement in most states for employment.

The MA program will be available in Oregon only, initially. The plan is to then duplicate the model in the six other PSJH states. Each student must complete a total of 180 clinical hours in a practice setting; all clinical hours will be completed in a PSJH 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

- Patient Centered Compassionate Care
- Patient Safety & Quality
- Personal Accountability
- Ethical Professional Behaviors
- Effective Communication Skills
- 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, M.S.N. | **Lynette Savage, Ph.D.**
 Jackie Bateman, D.N.P. | **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 402 Evidence-based Practice	3
NRS 370 Introduction to Professional Nursing	3
NRS 372 Nursing Concepts I	3
NRS 403 Ethical Decision Making and Spirituality	3
NRS 376 Pathophys & Pharm Concepts I	3
NRS 430 Advanced Nursing Skills	2
NRS 374 Nursing Concepts II	3
NRS 378 Pathophys & Pharm Concepts II	3
NRS 350 Clinical Nursing Practice	4
NRS 407 Public Health: Nursing Care of Populations	3
NRS 419 Org Leadership in Quality and Safety	3
NRS 474 Advanced Nursing Concepts	2
NRS 421 Nursing Leadership	4
NRS 408 Health Promtn & Disease in the Community	3
NRS 417 Perspectives on Global Healthcare	2
NRS 450 Advanced Clinical Nursing Practice	6
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, M.S.N. | **Lynette Savage, Ph.D.**

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 Nursing 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 UP 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.

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 a patient safety and quality environment.
3. Incorporate research, data and evidence to optimize the health of patient populations.
4. Utilize information technology to communicate, mitigate errors and make improved clinical decisions related to the care of diverse populations.
5. Participate in processes to influence change in legal, political, social and economic factors that impact healthcare delivery.
6. Create interprofessional collaboration to improve the work environment and patient outcomes.
7. Provide collaborative and compassionate spiritual, ethical and culturally appropriate care across all care settings and life span.
8. Practice preventative care, health promotion and disease intervention across all care settings for individuals, families, the community and populations.

9. Assume personal 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 compassionate, holistic and reflective nursing practice across the lifespan practice to established standards.

Program Themes

- Patient Centered Care
- Nursing Leadership
- Evidenced-Based Practice
- Population and Community Health
- Relationship and Compassionate Care
- Ethics & Spirituality
- Transforming Health Care
- Uncommon Courage
- Patient Safety & Quality
- Personal Accountability
- Lifelong Learning
- Collaboration and Interprofessional Teams

Nursing RN-BSN Major (B.S.)

NRS 301 Research Methods & Statistics	3
NRS 402 Evidence-based Practice	3
NRS 403 Ethical Decision-Making & 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: Lyndon Marshall, Ph.D. | Brendan Palla, Ph.D.
 Aaron Parrett, Ph.D. | Jonathan Nelson, Ph.D.

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

Philosophy Minor Program Objectives

1. Discuss the inherent dignity of every person.
2. Distinguish cultural differences and similarities.
3. Recognize that community is essential to being and becoming human.
4. Recognize the responsibility to maintain and strengthen society by helping others and advancing justice.
5. Evaluate aesthetic and creative expression.
6. Evaluate truth and knowledge.
7. Recognize the cumulative wisdom to human inquiry, past and present, as a means to enrich the future.
8. Civilly question and challenge, and remain open to being questioned and challenged, in pursuit of the common good.
9. Think critically and creatively, analyze situations and proposals accurately, identify issues, and recognize and evaluate alternative positions.
10. Communicate clearly and effectively in multiple modes of discourse.
11. Identify problems and articulate appropriate solutions.
12. Estimate the consequences of the decisions and actions.
13. Identify religious worldviews and value systems and their implications for living.
14. Assess moral judgments.

Philosophy Minor

PHL 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: Janine Giordano Drake, Ph.D.

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 understanding 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.

Program Objective for Psychology Major/Minor

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.

- Goal 1. Knowledge base in psychology
Objective: describe key concepts, principles, and overarching themes in psychology
- Goal 2. Scientific inquiry and critical thinking skills
Objective: Interpret, design, conduct, and communicate basic psychological research.
- Goal 3. Ethical and social responsibility in a diverse world
Objective: apply ethical standards to evaluate psychological science and practice

- Goal 4. Effective oral and written communication skills
Objective: demonstrate effective writing for different purposes and exhibit effective presentation skills for different purposes.
- Goal 5. Professional development for life after graduation
Objective: 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
<u>Specialized Concentration</u>	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
<i>(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)</i>	
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

Secondary Education

Faculty: **Leslie Lott, M.Ed.** | **Tom Raunig, Ed.D**
 Angel Turoski , M.Ed.

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

Course requirements may change without prior notice to students due to Professional Educators Preparation Program Standards in the Montana Administrative Rules of Chapter 58. A Praxis test may be required for some majors and minors at the request of the Office of Public Instruction for licensure. A GPA of 3.0 with no grade below a C must be maintained at all times in the education majors and minors. Secondary majors must have a content major and minor or an extended content major as approved by the education department advisor.”

Secondary Education Program Objectives

Students who earn a Secondary Education major will:

1. Pedagogy -- Design coherent instruction grounded in 5-12 content standards and best practices that develops student competence in subject matter and skills. To include:
 - a. Setting appropriate instructional outcomes
 - b. Assessing learner knowledge
 - c. Analyzing data and use to make instructional decisions
 - d. Differentiating instruction, including American Indians and tribes in MT
 - e. Integrating content across disciplines
2. Learning Environment -- Manage the learning environment to promote positive and safe classrooms, active learner engagement, and high quality instruction.
3. Diversity -- Use knowledge about child development, learning theories, culture, exceptionalities, and learner skills and proficiencies to create appropriate instruction that leads to student growth.
4. Dispositions -- Consistently exhibit ethical and professional behavior to advance collaboration, reflection and communication with and among students, colleagues, and the community.
5. Technology -- Utilize and integrate technology to support teaching and learning in the classroom.
6. Content -- Demonstrate accurate discipline content knowledge and utilize it to design appropriate 5-12 instruction and assessment of growth.

Secondary Education Major (B.A.)

EDU 200 Orientation to Professional Education	3
EDU 244 Instructional Technology	2
EDU 260 Multicultural Education	3
EDU 261 Introduction to Exceptionalities	3
EDU 284 Cognitive Psychology Applied to Learning	4
EDU 315 Assessment of Learning	2
EDU 338 Teaching Reading in the Content Area	2
EDU 430 Secondary Teaching Procedures	2
EDU 472 PPIE - Middle School	2
EDU 482 PPIE - High School	2
EDU 489 Student Teaching Seminar	2
EDU 498 Secondary Student Teaching	10

Other Required Coursework* 1-2

**One of the following as directed by Education Faculty Advisor specific to content discipline major and minor.*

EDU 341 Methods in Elementary Science	2
EDU 342 Methods in Elementary Social Studies	2
EDU 352 Methods in Elementary Math	2
EDU 353 Methods in Elementary Art	2
HPE 305 Health Curriculum Planning	1

Total credits for Secondary Education Major 38-39

Secondary education students majoring or minoring in Art, HPE, or Special Education or completing the Reading Instruction concentration will receive a K-12 endorsement for that subject area.

Course requirements may change without prior notice to students due to PEPPS in the MT Administrative Rules of Chapter 58. A Praxis test may be required for some majors and minors at the request of the Office of Public Instruction for licensure. A GPA of 3.0 with no grade below a C must be maintained at all times in the education majors and minors.

Secondary majors must have a content major and minor or an extended content major as approved by the Education Department Advisor:

Approved majors:

Art major – see ART
Biology major – See BIOLOGY
English major for Secondary Education
Broad Field Science major for Secondary Education
Health and Physical Education major for Secondary Education
History major – see HISTORY
Mathematics for Secondary Education
Broad Field Social Studies major for Secondary Education
Sociology major – see SOCIOLOGY
Special Education major - see SPECIAL EDUCATION

Approved minors:

Art minor – see ART
Biology minor – See BIOLOGY
English minor for Secondary Education
Health and Physical Education minor – see HEALTH AND PHYSICAL EDUCATION
History minor – see HISTORY
Mathematics minor – see MATHEMATICS
Political Science – see POLITICAL SCIENCE
Psychology minor – see PSYCHOLOGY
Reading Instruction minor
Sociology minor – see SOCIOLOGY

Broad Field Science Major for Secondary Education (B.S.)

(only available with a second major in Secondary Education)

Teachers of science typically are people who are fascinated with the phenomena of life, enjoying the mystery of analyzing problems and seeking solutions to them. The general science major offers in-depth preparation for teaching science in grades 5-12. Secondary schools typically group the special areas of science into the broad fields of biological science, chemistry, earth science, and physics. Most prospective science teachers, therefore, prepare to teach general courses and find a broad background is most useful.

BIO 115 Environmental Ecology	4
BIO 151 General Biology I	4
BIO 152 General Biology II	4
BIO 380 Microbiology	4
CHM 102 Essentials of Organic and Biochemistry	4
CHM 111 General Chemistry I	4
CHM 112 General Chemistry II	4
GSC 121 Earth and Space Science	4
GSC 215 History of Science	4
GSC 230 Meteorology and Oceanography	3
GSC 320 Geology and Paleontology	4
PHS 241 Classical and Modern Physics I	4
PHS 300 Classical and Modern Physics II	4

Required Core or Prerequisite Coursework which may be waived:

CHM 101 Essentials of Inorganic Chemistry	4
GSC 110 Contemporary Physical Sciences	4
MTH 110 Precalculus I	4
MTH 120 Precalculus II	4
MTH 241 Calculus I	4
MTH 252 Statistical Methods for the Sciences	3
EDU 341 Methods in Elementary Science	2
EDU 430 Secondary Teaching Procedures	2
EDU 315 Assessment of Learning	2
Total credits for Broadfield Science Major	51

English Major for Secondary Education

(only available with a major in Secondary Education)

ENG 209 Intro to Creative Writing	3
ENG 247 Grammar	3
ENG 317 Writing for Mass Media	3
ENG 321 British Literature II	3
ENG 323 American Literature II	3
ENG 324 World Literature	3
ENG 329 Topics in Minority or Regional Literature	3
ENG 360 Shakespeare's Tragedies	3
EDU 302 Young Adult Literature	1
EDU 362 Learning Disabilities	3
EDU 368 Language Development	2
EDU 441 Remedial Reading	2
1 Course from the Following	3
ENG 308 Creative Writing: Fiction	3
ENG 309 Creative Writing: Nonfiction	3
ENG 310 Creative Writing: Poetry	3
ENG 311 Writing Strategies	3

Other Required Coursework

ENG 117 Writing Essays	3
ENG 215 Intro to Literary Studies	3
ENG 312 Writing for Business and Professions	3

Total Credits for English Major for Secondary Education 44

English Minor for Secondary Education *(only available with a major in Secondary Education)*

ENG 247 Grammar	3
ENG 317 Writing for Mass Media	3
ENG 321 British Literature II	3
ENG 323 American Literature II	3
ENG 329 Topics in Minority or Regional Literature	3
ENG 360 Shakespeare's Tragedies	3
EDU 302 Young Adult Literature	1
EDU 368 Language Development	2
EDU 441 Remedial Reading	2

1 Course from the Following	3	
ENG 308 Creative Writing: Fiction	3	
ENG 309 Creative Writing: Nonfiction	3	
ENG 310 Creative Writing: Poetry	3	
ENG 311 Writing Strategies	3	
 <u>Other Required Coursework</u>		
ENG 117 Writing Essays	3	
ENG 215 Intro to Literary Studies	3	
ENG 312 Writing for Business and Professions	3	
Total Credits for English Major for Secondary Education		35

Health and Physical Education Major for Secondary Education (B.A.) (only available with a second major in *Secondary Education*)

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

BIO 103 Structure and Function of the Human Body	4
HPE 188 Personal Health	3
HPE 210 History, Philosophy & Sociology of Health, Physical Education and Recreation	2
HPE 215 Physical Education, Recreation, and Fitness Management	3
HPE 230 Adapted Physical Education	2
HPE 300 Strategies in Health Enhancement	3
HPE 305 Health Curriculum Planning	1
HPE 312 Methods in Physical Education and Sports	3
HPE 315 Kinesiology & Biomechanics	3
HPE 330 Assessment in Health and Physical Education	2
HPE 405 Prevention and Care of Athletic Injuries	3
HPE 485 Physiology of Exercise	3
Approved Electives	4
Total Credits for Health and Physical Education Major	36

Approved Health and Physical Education Electives

HPE 252 Montana Officials Association Officiating Certificate Courses (Max of 3)	1
EXS 201 Safety, First Aid and CPR	2
EXS 202 Racquet and Individual Sports	2
EXS 203 Team Sports	2
EXS 260 Sports Psychology	3
EXS 281-290 Coaching:	1
EXS 275 Exercise & Sports Nutrition	3
EXS 340 Ethics, Law & Health/Fitness Profession	3
EXS 350 Coaching Certification	2

Broad Field Social Studies for Education (B.A.)

The social studies curriculum blends course sequences in history, government, psychology, and sociology into a cohesive study of the human experience. Social studies is traditionally a major for educators wishing to teach at

the 5-12 levels in the areas of history, government, sociology, or psychology. The social studies broadfield major is designed to promote civic competence with a plan to ensure that students are committed to the ideals and values of democratic society. Included are courses that cover the ten themes of study that serve to organize the program and are based upon the National Curriculum Standards for Social Studies as published by the National Council of the Social Studies. Candidates with this major earn an equivalent endorsement in history and political science. All completing this program are prepared to teach general courses in the social studies and are equipped to teach advanced courses in history and political science at the middle and high school levels.

Social Studies Major Program Objectives

1. Clearly articulate the purpose(s) for the study of social studies (10.58.523.1m 2.a,b)
2. Select appropriate content for the study of cultures and diversity based on state and national standards (10.58.523.1, 2.b)
3. Select activities and experiences that provide for the study of the past and its legacy including people, places and environments (10.58.523.2.c,d,e)
4. Select learning opportunities that provide for the study of individual development and identity
5. Provide experiences that provide for the study of the interactions among individuals
6. Provide experiences in which students learn how people create, interact with, and promote change in a variety of social structures
7. Demonstrate knowledge of how people and societies organize for the production, distribution, and consumption of goods and services
8. Recognize the relationships among science, technology, and society and design learning opportunities accordingly (10.58.523.2.a,e; 10.58.523.6.e)
9. Design learning experiences that provide for the study of global connections and interdependence (10.58.523.5.f; 10.58.523.6.b,c,e)
10. Design learning experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic (10.58.523.5.a,b,c,d)
11. Assess student learning in terms of social studies goals and standards (10.58.501.1.j)
12. Plan instruction in accordance with “Indian Education for All.” (10.58.501.1.a,d; 10.58.523.2.d,e)
13. Use a variety of instructional approaches in diverse settings with diverse populations (10.58.501.1.d,i; 10.58.523.2.a-e)

Broad Field Social Studies Major* (B.A.)

(only available with a second major in Secondary Education)

PLS 150 American Government	3
PLS 250 State and Local Government	3
PLS 300 International Relations	3
PLS 305 Comparative Government	3
HST 101 History of Civilization I	3
HST 102 History of Civilization II	3
HST 203 United States History I	3
HST 204 United States History II	3
HST 230 World and Regional Geography	3
HST 315 Native American History	3
HST 339 Practicing History	3
HST 360 Montana and the West	3
SCS 312 Social Research Methods & Applied Statistics	4

A Psychology sequence consisting of:

PSY 200 General Psychology	3
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PSY 212 Developmental Psychology		3
	AND	
Two PSY electives		6
	OR	
<u>A Sociology sequence consisting of:</u>		
SOC 110 Real World: Intro to Sociology		3
SOC 202 Social Problems		3
	AND	
Two SOC electives		6
One PLS elective		3
Total credits for Social Science Major		55

**Students completing the Social Science major automatically have completed a minor in History.*

Approved Political Science Electives

ECN 202 Microeconomics	3
PLS 370 Constitutional Law	3
PLS 392 Topics in Government	3
HST 345 The Constitution	3
PLG 405 Administrative Law	3
PHL 235 Philosophy of Law	3
SOC 254 Minorities	3

Approved Psychology Electives

PSY 201 Personality Theory	3
PSY 352 Abnormal Psychology	3
PSY 330 Social Psychology	3
PSY 355 Principles of Conditioning and Learning	3

Approved Sociology Electives

SOC 201 Sociology of the Family	3
SOC 352 Social Theory	3
SOC 354 Minorities	3
CRJ 308 Juvenile Delinquency	3
CRJ 365 Youth at Risk	3
PSY 330 Social Psychology	3

Sociology

Faculty: **Deanna Koepke, Ph.D** | **Michael Low, M.A.**
 Greg Madson, Ph.D

Sociology is concerned with human interaction, the social nature of human beings, and human coexistence among varying kinds of groups. The sociology program offers an integrated approach to the study of human social behavior. Through the concepts of self and roles, social institutions, the community, family, and social and cultural heritage, the group behavior of humans is studied. Students obtain a solid grounding in theory as well as skill-based education from experiential learning opportunities. Persons with a sociology background can find employment in many sectors, including business, agricultural organizations, labor relations, criminal justice, human services, and social work. Many students enter graduate school. Recent graduates have entered law school and master degree programs in family counseling and sociology. No one "professional title" explains the job of a well-prepared

sociology graduate, since employment opportunities exist within a multitude of fields.

Sociology Major/Minor Program Objectives

1. Develop theoretically, socially, and ethically responsible questions about how society operates
2. Formulate and assess theoretically, socially, and ethically responsible solutions to social problems to advance social justice and the common good
3. Develop an ethical/moral mindset for studying society
4. Demonstrate analytical skills
5. Describe how social institutions impact society
6. Explain the difference between public issues and personal problems

Sociology Major (B.A.)

SOC 110 Real World: Intro to Sociology	3
SOC 202 Social Problems	3
SOC 354 Minorities	3
SOC 498 Sociology Senior Seminar	3
SCS 312 Soc Rsrch Mthds and Applied Statistics	4
Completion of one Specialized Concentration	17-18
Total credits for Sociology Major	33-34

18 Credit General Concentration

SOC 201 Sociology of the Family	3
SOC 352 Social Theory	3
PSY 330 Social Psychology	3
Any SOC course or other course listed in a SOC concentration	9

18 Credit Criminology Concentration

SOC 304 Sociology of Deviant Behavior	3
CRJ 215 Soc Justice/Civic Engmnt in America	3
CRJ 306 Criminology	3
CRJ 308 Juvenile Delinquency	3
CRJ 315 Restorative Justice	3
CRJ 446 Victimology	3

17 Credit Social Ecology Concentration

SOC 343 Urban Sociology	3
BIO 115 Environmental Ecology	4
CRJ 215 Social Justice & Civic Engagement	3
GSC 215 History of Science	4
PLG 336 Environmental Law	3

18 Credit Social Justice Concentration

SOC 352 Social Theory	3
SOC 343 Urban Sociology	3
SOC 366 Poverty and Inequality	3
CRJ 215 Soc Justice/Civic Engmnt in America	3
CRJ 315 Restorative Justice	3
TRL 320 Christian Vocation to Justice	3

Sociology Minor

PSY 330 Social Psychology	3
SOC 110 Real World: Intro to Sociology	3
SOC 201 Sociology of the Family	3
SOC 202 Social Problems	3
Approved electives	9
Total credits for Sociology Minor	21

Approved Electives

Any Sociology course or other course listed in a SOC concentration

Special Education

Faculty: **Angela Turoski, M.Ed.**

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

Special Education Program Objectives

Students who earn a major in Special Education will

1. Compare and contrast the philosophical, historical and legal foundations of special education within the diverse population of the school setting.
2. Differentiate the characteristics of school-age children with diverse learning styles due to an identified disability.
3. Integrate assessment, evaluation and program development for the exceptional child into the framework of the school setting and diverse learning population.
4. Organize, plan and set up appropriate curriculum and clearly defined modifications along with appropriate instructional planning for students with various disabilities.
5. Create a positive learning environment and integrate that environment into the school setting with a consistent management style.
6. Differentiate the student with significantly challenging behaviors within the school setting and formulate appropriate experiences for that student.
7. Examine and arrange for appropriate communication to foster collaborative partnerships with all individuals involved with each student's educational career.
8. Comprehend and interpret the professional and ethical issues and practices for special education and their relationship to general education within the school community.

Special Education Major (B.A.)

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

EDU 336 Developing Emergent Literacy	1
EDU 355 Developmental Disabilities	3
EDU 361 Assessment of Students with Disabilities	3

EDU 362 Learning Disabilities	3
EDU 363 Emotional and Behavioral Disabilities	3
EDU 368 Language Development	2
EDU 395 Field Experience in Special Education	3
EDU 420 Policies and Proc in Special Ed	2
EDU 441 Remedial Reading	2
EDU 461 Curriculum of Special Education	3
EDU 496 Specialized Student Teaching - Special Education	6
One of the Following Approved Electives	2-3
EDU 392 Special Topics in Education	3
EDU 364 The Preschool Child at Risk	2
EDU 202 Introduction to Gifted Education	2
CRJ 308 Juvenile Delinquency	3
Total credits for Special Education Major	33-34

Sports Management Minor

Sports Management Minor

ACC 201 Principals of Accounting	3
BUS 240 Management and Leadership	3
BUS 260 Marketing	3
BUS 335 Commercial Law II	3
EXS 315 Event and Facility Management	3
EXS 340 Ethics, Law, & Health Ftns Professions	3
HPE 210 Hist., Phil., & Soc. of HPE & Rec.	2
HPE 215 PE., Rec. & Fitness Management	3
EXS 495 or BUS 495 Internship	1
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

Theatre and Business Arts

Faculty: Michael Gilboe, M.F.A.

Theatre is a common subject at most liberal arts universities around the country. However, most theatre programs only focus on teaching the art and leave their graduates ill-prepared to understand how they should go about building their career in the arts. In addition, very few acting graduates will find continual full-time employment in their chosen field.

This causes concern to many parents and students who wish to pursue a theatre degree. This has caused new enrollment at some theatre departments to lag despite the evidence that theatre majors often find fantastic employment in the traditional job force.

By combining a strong business education with their theatrical training, students will learn to treat their career like the entrepreneurial business that it is. They will also develop a solid understanding of the unique skills they can bring to the traditional work force if they decide that a career as an artist is ultimately not for them.

There are many programs that combine Theatre and Communications; most of these fall under two classifications. They either define Communications as public presentation skills or as the study of broadcast media. Thus, the idea of combining two majors as pared-down partners is well established.

Theatre and Business Arts Program Objectives:

1. Students will synthesize their progress to develop/create a personal marketing plan:
Students need to be able to articulate how they plan to accomplish their goals in a competitive marketplace. Whether they plan on pursuing a career in the arts, or using their creativity and education to bring a unique perspective to another occupation, the student will lay out the steps they intend to take to reach their goals.
2. Students will demonstrate adaptability to creative situations:
Whether in the arts, or in another career, adaptability is a key contributing component to an individual's success. The mix of business and arts in their course of their studies will ensure that students learn many different ways to adapt to a situation.
3. Students will analyze a business plan for effectiveness and viability:
An ability to understand a business or project's plan of action is essential for determining if they would like to work for that organization.
4. Students will articulate how creativity will benefit employers and self:
Students need to understand the value of their unique creative skills. They will have to be able to persuade someone of this value in a traditional job interview and through their cover letter.
5. Students will display personal talents to appropriate audiences:
Students need to understand that auditioning or interviewing to be hired by a company is not the only pathway to success. There are other ways to be pro-active in ensuring one's success and other "markets" to which they can expose their talents and consistently move their career plan forward.
6. Students will display teamwork as they complete projects in the program:
The world of many industries and the arts is an increasingly shrinking one. It is not enough to have the skills needed for a project, they will need to be exemplary team members to ensure that the reputation that precedes them is one that will assist their career goals.

Theatre and Business Arts (B.A.)

ACC 110 Intro to Accounting Principles	3
BUS 220 Commercial Law I	3
BUS 240 Leadership & Management OR	
BUS 306 Management Science	3
BUS 303 Arts and Entertainment Economics	3
BUS 405 Portfolio and Social Media	3
COM 310 The Art of Persuasion	3
DRM 112 Intro to Dramatic Literature	3
DRM 118 Intro to Technical Theatre	3
DRM 120 Intro to Acting	3
DRM 230 Theatre Lab I	3
DRM 240 Theatre and Business Arts Practicum	3
DRM 300 Theatre History	3
DRM 330 Writing for Stage/Film OR	
DRM 370 Directing	3
DRM 495 Internship	3
Approved electives	9
COM 321 Public Relations	3
DRM 392 Special Topics in Theatre	1-3
DRM 330 Writing for Stage/Film OR	
DRM 370 Directing	3
ENG 308 Creative Writing: Fiction	3
Total Credits for Theatre and Business Arts Major	51

Theatre Minor

DRM 112 Intro to Dramatic Literature	3
DRM 118 Intro to Technical Theatre	3
DRM 120 Intro to Acting	3
DRM 230 Theatre Lab I	3
DRM 240 Theatre and Business Arts Practicum	2
DRM 300 Theatre History	3
DRM 330 Writing for Stage/Film OR	
DRM 370 Directing	3
Approved electives	3
DRM 392 Special Topics in Theatre	1-3
DRM 330 Writing for Stage/Film OR	
DRM 370 Directing	3
Total Credits for Theatre Minor	23

Theology and Ministry

Faculty: Daniel McGuire, Ph.D | Sarah Spangler, Ph.D | David M. Gides, Ph.D.

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.

The Theology and Ministry Major provides a foundation in general theology followed by a focus on the areas of ethics and spirituality. The intent is to provide students with the theological basis for application to issues they will likely encounter in their adult life. All people of faith, and even those with no specific religious orientation, are faced with making ethical decisions or living according to some form of ethical orientation. All people of faith are motivated by some form of spirituality and seek to live that form of spirituality. All people are capable live that form of spirituality. All people are capable—and most are desirous – of living in a world where justice is practiced in society. These three areas of concentration respond to each of these real world views.

The Theology and Ministry program also provides the foundation for the Certificate of Lay Ministry in collaboration with the Diocese of Great Falls-Billings.

Theology and Ministry Major/Minor Program Objectives

Students who earn a major in Theology and Ministry will:

1. 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 Major (B.A.)

TRL 101 Faith and Theology Seminar	1	
TRL 105 The Human Person	3	
TRL 131 Introduction to Spirituality	3	
TRL 201 Introduction to Theology	3	
TRL 224 Formation of Conscience	3	
TRL 230 Classic Schools of Spirituality	3	
TRL 232 Spirituality and You	3	
TRL 240 Reading the Old Testament	3	
TRL 250 Reading the New Testament	3	
TRL 303 Jesus, the Christ	3	
TRL 320 The Christian Vocation to Justice	3	
TRL 405 Vatican II	3	
TRL 415 Marriage and Family	3	
TRL 498 Senior Seminar	3	
Approved electives (6 must be 300/400 level)	9	
Total credits for Theology and Ministry Major		49

Approved Electives for major

PHL 301 Ethics	3	
TRL 115 Church History I	3	
TRL 116 Church History II	3	
TRL 210 Catholicism	3	
TRL 215 Spirituality and Law	3	
TRL 305 Church and State	3	
TRL 315 The Trinity	3	
TRL 390 Seven Sacraments	3	
TRL 398 Worship and Prayer	3	

Theology and Ministry Minor

TRL 105 The Human Person	3	
TRL 131 Introduction to Spirituality	3	
TRL 201 Introduction to Theology	3	
TRL 305 Church and State	3	
TRL 415 Marriage and Family	3	
Approved electives	6	
Total credits for Theology and Ministry Minor		21

Approved Electives for minor

PHL 301 Ethics	3	
TRL 210 Catholicism (major or minor)	3	
TRL 230 Classic Schools of Spirituality (minor)	3	
TRL 232 Spirituality and You (minor)	3	
TRL 390 Seven Sacraments (major or minor)	3	
TRL 398 Worship and Prayer (major or minor)	3	3

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.

Course Descriptions

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 management approach. The student will begin by looking at cost accounting fundamentals, tools for planning and control and cost information for decisions. This includes a shift from the production orientation only to include service related companies.

Prerequisite: ACC 202

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 include 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 485 Accounting Seminar - Capstone 1 credit

The purpose of the course is to update the students on current and emerging accounting issues. The course will also serve as a capstone class for the accounting degree.

Prerequisite: ACC 425

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

tion, 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 analytics tools are introduced. This course incorporates essential concepts of eClinical Quality Measures (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 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 credits**
 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 Concentration 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.

Expected to be offered: Fall semesters

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 120 Human Form & Function I w/ Lab 4 credits

Human Form and Function I is the first of a two-course sequence examining the terminology, structure, function, and complex interdependence of the human body systems. This course includes a study of the cells, chemistry, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with systems instruction, the online lab component for this course requires students to apply knowledge to online experiments and critical thinking application exercises.

Prerequisite: BIO 107

BIO 130 Human Form & Function II w/ Lab 4 credits

Human Form and Function II is the second of a two-course sequence examining the terminology, structure, function, and complex interdependence of the human body systems. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion includes the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with systems instruction, the online lab component for this course requires students to apply knowledge to online experiments and critical thinking application exercises.

Prerequisite: BIO 120

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. Other 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 120

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 ground-water 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, allergic & hypersensitive reactions, surveillance mechanisms, & inborn & acquired immune responses. Clinical & laboratory applications of immunologic function will be covered such as transplantation, modulation, immune deficiencies, & disease states.

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 presentation 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

This course focuses on evidence-based theories, principles and therapeutic interventions for treating people with substance-related and addictive disorders.

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 understanding of 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. They 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

- 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 341 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 341L Physical Chemistry I Lab** **No Credit**
Must be taken concurrently with CHM 341
- CHM 342 Physical Chemistry II**
 Quantum mechanics, and atomic and molecular structure.
Prerequisite: CHM 341, MTH 242
4 Credits
- CHM 342L Physical Chemistry II Lab**
Must be taken concurrently with CHM 342
No Credit
- CHM 350 Quantitative Analysis**
 An introductory view of a variety of methods of chemical analysis, their underlying principles & their applications. This includes both classical “wet” methods & modern instrumental methods involving spectroscopy, chromatography, & electrochemistry.
Prerequisite: CHM 112
4 credits
- CHM 360 Advanced Inorganic Chemistry**
 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
4 Credits
- CHM 370L Advanced Inorganic Chemistry Lab**
Must be taken concurrently with CHM 360
No Credit

- 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 101 Corps of Discovery****1 credit**

Corps of Discovery 101 is a required course designed to assist campus-based first-year students as they transition to collegiate life and struggle to overcome barriers to academic and social success at the University. The primary objective of the course is self-awareness, with a focus on student emotional, physical and spiritual development. Students participate in a wide variety of engaging field experiences and meaningful classroom activities. The final assignment is a personal mission statement.

COD 102 Corps of Discovery**1 credit**

Corps of Discovery 102 is a required course designed to assist campus-based first-year students as they transition to collegiate life and struggle to overcome barriers to academic and social success at the University. The primary objective of the course is self-awareness, with a focus on student emotional, physical and spiritual development. Students participate in a wide variety of engaging field experiences and meaningful classroom activities. The final assignment is a personal creed.

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 Discovery 101. Using the theme of "Uncommon Courage," the course encourages students to connect with our 75-year history while building models of community service into the future. Students plan and implement small team projects that are aimed at enhancing our own sense of university community. COD 201 was designed by our own faculty and staff with the primary objective of creating a culture of service at the University of Providence.

COD 201B Corps of Discovery**1 credit**

COD 201 is an elective course for sophomores, juniors and seniors. It builds upon Corps of Discovery 101. Using the theme of "Our Environment and Stewardship," the course examines ideas of environmental stewardship through inquiry, readings, discussion, and active group projects, such as recycling and a community garden project on campus. Reflection accompanies this collaborative, hands-on experience that makes a difference.

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 107 Parliamentary Debate and Individual Events

1 credit

This course provides students the opportunity to learn and engage in Parliamentary debate through the forum of class and intercollegiate competition. The purpose of the class is to increase ability in argumentation and speaking ability and prepare for competition in National Parliamentary Debate Association and American Forensics Association Events. This course may be taken twice.

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 292 Special Topics in Communications

1-6 credits

Course may be repeated with different topic

COM 307 Advanced Parliamentary Debate and Individual Events

1 credit

This course provides students the opportunity to learn and engage in Parliamentary debate through the forum of class and intercollegiate competition. The purpose of the class is to increase ability in argumentation and speaking ability and prepare for competition in National Parliamentary Debate Association and American Forensics Association Events. This course may be taken twice.

Prerequisite: COM 107

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 its starting point the proposition that technology is central to the modern world as one of the primary tools enabling communication and learning. Students will learn the principles behind computer systems, become familiar with a variety of computer hardware, software, and networks, learn to use the Internet for computer based researching, peer-to-peer sharing of information, multimedia applications, integrating word processors and spreadsheets, and how collaborative tools function. The ethical implications of computing, such as security, malware, privacy, identity theft and the social implications of information sharing will be given particular consideration.

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 150 Foundations of Data Science**3 credits**

An overview of the discipline of Data Science, including an overview of the fields that are part of data science, an examination of related fields such as business analytics, basics of data exploration and visualization, an overview of foundational statistics that are used in data analysis.

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 Information 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 an 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 connect-

ing 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 Mgmt 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

Prerequisite: CPS 300

CPS 303 Intro to R for Data Science 3 credits

Basic R Syntax. Basic operations and variables. Data in R. Vectors, matrices, data frames and lists. Students will learn the fundamental operation of R. They will learn how data such as vectors and matrices are represented in R. They will learn how R will permit them to manipulate these fundamental data structures.

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 388 Principles of Data Science 3 Credits**
 Topics in statistical analysis for data science. Data cleansing and transformation. Data visualization with R and Python. Overview of server systems for maintaining and analyzing data such as Hadoop and Azure.
Prerequisites: CPS 300, CPS 387
- CPS 392 Special Topics in Computer Sciences 1-6 credits**
 May be repeated with different topic
- CPS 403 Principles of Machine Learning 3 credits**
 Building, evaluation of machine learning models such as classification systems, discriminant systems, clustering systems, and regression systems. Students will build machine learning products involving several common classification systems.
- 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 Languages 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 423 Data Analysis Servers 3 credits
Structuring and organizing data in server systems such as Hadoop, Azure, and R-Server. using server tools to analyze data. Students will build fundamental demonstration data servers using a common server platform.

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 453 Capstone Project 3 credits
Capstone Course for Data Science.
Prerequisite: Consent of instructor

CPS 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: 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 292 Special Topics in Criminal Justice 1-6 credits

Course may be repeated with different topic

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 100 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, trancies, and developmental disabilities. It includes missing, abducted, runaway, and throw-away 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 disci-

plines 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 243 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 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 subsystems of the economy, such as the economics of individual, the firm and the industry. It also analyzes the pricing mechanism of the economy and the theories of income distribution.

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 and 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 292 Special Topics in Education 1-6 credits
Course may be repeated with different topic

EDU 302 Literature for Young Adults 1 credit

Students will develop a rationale for education and society to support adolescent literacy. Students will survey Adolescent Literacy titles, authors and digital sources in all genres of literature and publications as well as showing knowledge of professional review sources for the evaluation and selection of adolescent 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 strate-

gies 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

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

Prerequisite: Take concurrently with EDU 441 and admission to the Teacher Education Program. 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 493 Specialized Student Teaching - Reading Instruction

This experience will help the teacher candidate gain and demonstrate competence in teaching reading K-12. Upon completion of this internship, candidates will have: (1) knowledge of corrective and accelerated reading instruction; (2) knowledge of instructional techniques which facilitate direct instruction and model the "what, when, why, where, and how" reading strategies with narrative and expository texts; and (3) knowledge of modeling and teaching questioning strategies, and modeling teacher and student initiated questions. Assessments of candidates will be carried out throughout clinical practice jointly by the candidates themselves, school personnel, and University faculty.

Prerequisite: Admission to teacher education and internship through application, and successful completion of EDU 489, 490 or 491.

6 credits

EDU 496 Specialized Student Teaching – Special Education

This capstone experience will provide candidates with teaching opportunities in a special education classroom setting that compliments their general education preparation (P-12). After completing all required coursework, student teachers will plan and implement research-based instruction based upon individualized education programs and general education learning expectations, assess student learning utilizing both formal and informal methods, write and participate in IEP's as appropriate, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate proficient knowledge of procedural safeguards and confidentiality as well as develop skills for building relationships with students, collaborating with professional colleagues, families and community service providers. Appropriate planning for challenging behaviors will also be assessed. Professional development, professional dispositions and professional ethics will be addressed during this experience. Supervision is provided at the school site by both the mentor teacher and the University Supervisor. 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.

6 credits

EDU 498 Secondary Student Teaching

This capstone experience will provide candidates with teaching opportunities in a classroom setting (5-12). After completing all content courses and methods courses, secondary student teachers will observe, plan and implement lessons based upon content standards, assess student learning, and take responsibility for the delivery of the total program in the classroom. Candidates will demonstrate content proficiency and the ability to synthesize and apply the appropriate educational knowledge and techniques to deliver content for student engagement. Additionally, candidates will develop skills for building relationships with students, professional colleagues, families and communities. Attendance by candidates at monthly seminars is required either on site or on-line. Professional development, professional dispositions and professional ethics will be addressed during this experience. Instructor approval required.

Prerequisite: Admission to teacher education program and course through application, concurrent enrollment in EDU 489 required. All major and minor coursework must be completed.

10 credits

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. It may be repeated for a maximum of 3 credits.

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 paralinguage 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

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

3 credits

ENG 317 Writing for Mass Media

Practice in writing news stories, features, and interviews; evaluation of current mass media writing. Emphasizes style flexibility according to journalistic conventions as students cover the campus and community and write news, feature, and in-depth stories which may be published.

Prerequisite: ENG 117

3 credits

ENG 319 Topics in Advanced Writing

Prerequisite: ENG 117

May be repeated with different topic

3 credits

ENG 320 British Literature I (through 1800)

Chronological and critical study of British literature with focus on medieval, Renaissance, 17th and 18th-century literature. Includes Chaucer, Shakespeare, and Milton.

Prerequisite: ENG 117, ENG 215

3 credits

ENG 321 British Literature II (1800 to the Present)

Chronological and critical study of British literature with focus on Romantic, Victorian, and modern writers.

Prerequisite: ENG 117, ENG 215

3 credits

ENG 322 American Literature I (1620 - 1861)

A study of major literary figures from colonial times, through the struggle for independence, and up to the Civil War. Includes colonial writers, Franklin, Freneau, Bryant, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Whitman.

Prerequisite: ENG 117, ENG 215

3 credits

ENG 323 American Literature II (1861 to the Present)

A study of major writers from the time of the Civil War to the present. Includes Melville, Dickinson, Clemens, Robinson, Frost, Dreiser, Anderson, O'Neill, T. S. Eliot, Henry James, Hemingway, Fitzgerald, Wharton, Crane, Steinbeck, Sinclair Lewis, and Faulkner.

Prerequisite: ENG 117, ENG 215

3 credits

ENG 324 World Literature

This cross-cultural survey course examines the literary, cultural, philosophical, religious and social dimensions of different literary traditions and the common mechanisms of writing employed in great works of world literature, specifically those not likely to be covered in courses on American or British literature. Readings are selected from at least three different chronological or geographical literary traditions, such as Ancient Greek literature, early Islamic literature, Premodern Japanese literature, contemporary Latin American literature, etc.

Prerequisite: ENG 215

3 credits

ENG 329 Topics in Minority or Regional Literature

Each section of this course assigns a selection of literature by a particular group often marginalized by 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

3 credits

ENG 339 Literary Themes

Each section of this course assigns a selection of literature covering a particular theme or focus such as classical myth, romanticism, Arthurian legends, mysteries, science fiction, etc. The selection for each section will include works from at least three of the major literary genres: poetry, drama, fiction, essay, and film. Course may be repeated if offered with a different focus.

Prerequisites: ENG 117, ENG 215

3 credits

ENG 346 Introduction to Linguistics

Scientific investigation into the human language. Emphases: origin and acquisition of human language; structure and distinctive features of language; linguistic schools and theories. Includes phonology, morphology, morphophonemics, syntax, semantics, and a brief history of the English language.

Prerequisite: ENG 117

3 credits

ENG 349 Major Literary Figures

Each section of this course assigns a selection of literature by one writer, such as Chaucer, Milton, Austen, Dickens, Woolf, etc. Class activities will include reading individual works, orally discussing them, orally interpreting some, and writing about some. Students will also study the many contexts and influences of the writer and works: historical, religious, social, economic, and linguistic. Course may be repeated if offered with a different focus.

Prerequisites: ENG 117, ENG 215

3 credits

ENG 360 Shakespeare's Tragedies

A study of the tragedies of William Shakespeare; emphasis is placed on the plays as members of the genre of drama, and as illustrative of the ancient Tragic Ritual in the Elizabethan View of the universe.

Prerequisite: ENG 117, ENG 215

3 credits

ENG 361 Shakespeare's Comedies and History Plays

A study of the major comedies and/or major history plays as members of the genre of drama, and as illustrative of the ancient Comic Ritual, and of tragicomic elements of human history in the Elizabethan View of the universe.

Prerequisite: ENG 117, ENG 215

3 credits

ENG 392 Special Topics in English

Maybe be repeated with different topic

1-6 credits

ENG 495 Internship

Prerequisite: Consent of instructor

May be repeated for a total of 15 credits

1-15 credits

ENG 499 Senior English Paper

Each student majoring in English must produce a substantive paper on a literary figure or theme connected with one of the literature courses. Students select one full-time or distinguished English faculty member at UP who will select two additional English faculty members as expert readers.

Prerequisite: Two upper level writing courses (ENG 300-319)

1 credit

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.
Prerequisite: 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 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

SX 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

Course may be repeated with different topic

1-6 credits

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; bio-medical 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 292 Special Topics in General Sciences**1-6 credits**

Course may be repeated with different topic

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 292 Special Topics in Physical Education 1-6 credits
Course may be repeated with different topic

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, nutrition, 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 210HU US Women and Gender History 3 credits

An exploration of women's work and the "private sphere" of daily life in the United States, from the colonial period to the present. Special attention will be paid to the history of frontier women, nuns and women religious, the role of Christianity in shaping gendered prescriptions, and contested meanings of femininity and masculinity in the West.

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 124 Contemporary Ethical Issues and the Law 6 credits
ILC 124 will combine the basics of introduction to the study of law with a course in contemporary moral problems. We will examine such issues as abortion, end-of-life decisions, privacy, business ethics, for example, within the scope of our legal system. We will examine the difference between de jure and de facto issues (whether something is wrong inherently, or wrong because the law says it is wrong), and we will take several field trips to observe legal proceedings first hand. Students will be expected to become articulate and conversant in basic legal and philosophical terminology and concepts and to apply those terms and concepts to sample ethical dilemmas or legal problems.

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 asynchronous 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.

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 sta-

- MTH 254 Statistical Modeling Lab** **1 credits**
 Concurrent enrollment with MTH 253 required
Co-requisite: MTH 253
- 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 Operations, 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 292 Special Topics in Mathematics** **1-6 credits**
 Course may be repeated with different topic
- 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**

of music theory.

3 credits

MUS 110 Appreciation of Music of Western Civilization

This course will examine the development of Western civilization through the point of view of musical expression. The course is concerned with the interaction of music with man's history and culture. Students will become familiar not only with a variety of musical works & styles from the past, but also with the various social, cultural, political, and economic forces that shaped the diverse musical history of selected historic eras.

3 credits

MUS 111 Piano in Class I

Class piano is designed for beginning piano students; develops music reading, piano playing, and aural skills. Includes sight reading, repertoire studies, harmonization, playing by ear, improvising, transposing, technical exercises, and rhythmic drills.

1 credit

MUS 112 Piano in Class II

A continuation of Piano in Class I, develops music reading, piano playing, and aural skills. Includes sight reading, repertoire studies, harmonization, playing by ear, improvising, transposing, technical exercises, and rhythmic drills.

1 credit

MUS 115 Musical Expression Through Performance

This course allows students to gain the knowledge and confidence to perform a wide range of styles on their preferred performance medium. Students will be required to take private instruction either vocally or on their instrument of choice. Students will also be expected to participate in a University ensemble, and complete their participation in this course through a performance seminar which will include all students enrolled in this course. This is a three-legged stool that insures students will have the opportunity to delve into the full range of the performance experience and fulfill the vision for the core of insuring students receive a well-rounded liberal arts education.

3 credits

MUS 121 Private Music Lessons

Available in vocal, keyboards, woodwinds, brass, percussion, and strings.

1-3 credits

MUS 147 UP Argo Percussion Ensemble

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 complement 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.

1 credit

MUS 149 UP Jazz Ensemble

Participation in the Jazz Ensemble and for all public appearances.

Prerequisite: Audition required.

1 credit

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. Selected 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 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 examines the nursing leadership role within a large healthcare system. Content includes leadership characteristics, ethics, team building skills, conflict resolution, and legal and political issues that affect nursing in today's challenging healthcare environment. These and other timely topics will be discussed, analyzed and applied to help prepare nurse leaders for the future.

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 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 and 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 accumulated 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 critically, 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 292 Special Topics in Legal and Paralegal Studies**1-6 credits**

Course may be repeated with different topic

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 adjudica-

tion. 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 105 Humanities 3 credits

A consideration of those elements in the lives of persons by which they make themselves specifically human.

Prerequisite: ENG 117 recommended

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 130 History of Western Thought I **3 credits**
Introduction to the major philosophical thinkers and movements from the early through the middle periods of western civilization (6th century B.C. to 1650 A.D.). Emphasis on Plato, Aristotle, Augustine, Aquinas, and Descartes.

Prerequisite: ENG 117 recommended

PHL 132 History of Western Thought II **3 credits**
An introduction to the major philosophical thinkers and movements in the modern and contemporary periods of western civilization (1650 to the present) with special attention to the criticisms of Post-modernism. Emphasis on Locke, Hume, Kant, Marx, Pragmatism, Existentialism, and Analysis.

Prerequisite: ENG 117 recommended

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 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

PHL 302 Philosophical Anthropology (Rational Psychology)

3 credits

A traditional yet contemporary approach to the question, “What is human nature?” Considers the conditions re-

quired 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 292 Special Topics in Physics

1-6 credits

Course may be repeated with different topic

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 emphasis 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 292 Special Topics in Psychology 1-6 credits**
Course may be repeated with different topic
- 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
- 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 210 Exploring the Social World 4 credits
Students will scientifically explore their world. Utilizing the scientific method, students will study humans in their natural environment. Different types of qualitative and quantitative research designs and methodologies will be presented and used. Students will develop research plans and designs, and then use appropriate data collections modes such as observations, experiments, and surveys. Students will then have the opportunity to analyze this data. The course will provide basic grounding in statistical practices as applied in their social world explorations.

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

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.
Prerequisite: SOC 110

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

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.

Prerequisite: SOC 110

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.

Prerequisite: SOC 110

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 continuing enrollment seminar which will run through all four years of the program. (It can serve as an elective for interested students who are not Theology and Ministry majors.) The seminar meets in the evenings and includes a meal, fellowship and an in-depth discussion of faith and/or theological topics, It may 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 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**
 Through practical experience, theory, and selected issues, this course explores the call to contribute as Christians toward a more just society. The practical dimension includes examination of one’s own social stances and encourages action for justice. The theoretical aspect includes discussion of moral norms for life in society and how they develop. The issues represent questions of importance to church and society, such as peace and nonviolence, economic justice, the sacredness of human life, racial and sexual equality, and human rights.
Prerequisite: TRL 201
- 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 389 Worship and Prayer 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 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 110 Travel Course 3 credits

International travel is an enriching experience which gets you out of the classroom, and allows you to directly experience another country. All of your senses will be assaulted with the new smells, tastes, and sights of your destination. The primary emphasis of this travel course is the opportunity to apply or observe the differences in the concepts of the social sciences in the country(ies) you will visit.

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

